

**AGENDA**  
**Council on Postsecondary Education**  
**March 20, 2000**

8:30 a.m., Meeting Room A, Council on Postsecondary Education, Frankfort

- A. Roll Call
- B. Presentation – Patrick M. Callan, President, The National Center for Public Policy and Higher Education

*Recess to Academic Affairs and Finance Committee meetings; the Council will reconvene upon adjournment of committee meetings.*

- C. Approval of Minutes ..... 1
- D. President’s Report ..... 7
  - 1. Information – Legislative Update ..... 9
- E. Academic Affairs Committee Report
  - 1. Action – New Program Proposals
    - a. MA in Education Instructional Leadership, NKU ..... 25
    - b. AAT in Medical Office Technology, Laurel Technical College ..... 29
    - c. AAT in Industrial Maintenance Technology, Somerset Technical College ..... 33
  - 2. Action – KCTCS Review Process for New Sub-Associate Level Certificate Programs ..... 37
  - 3. Action – Revisions to Administrative Regulation on Minimum Admissions Requirements ... 43
- F. Finance Committee Report
  - 1. Information – Budget Status Report ..... 75
- G. Action – WKU Program of Distinction ..... 77
- H. Action – Engineering Education ..... 79
- I. Other Business
- J. Next Meeting – May 22, 2000
- K. Adjournment

**MINUTES**  
**Council on Postsecondary Education**  
**January 24, 2000**

The Council on Postsecondary Education met January 24, 2000, at 10:00 a.m. at the Council offices in Frankfort. Chair Whitehead presided.

**OATH OF OFFICE**

Thomas Wingate, Franklin County District Judge, administered the oath of office to the new Council members – Hilda Legg, Charlie Owen, and Joan Taylor.

**ROLL CALL**

The following members were present: Norma Adams, Walter Baker, Steve Barger, Peggy Bertelsman, Ron Greenberg, Merl Hackbart, Philip Huddleston, Hilda Legg, Kevin Listerman, Shirley Menendez, Charlie Owen, Joan Taylor, Lee Todd, Lois Weinberg, and Charles Whitehead. Kevin Noland, Acting Commissioner of Education, was represented by Gene Wilhoit.

**APPROVAL OF  
MINUTES**

The minutes of the November 8, 1999, meeting were approved as distributed.

**PRESIDENT'S  
REPORT**

A written report from the Council president was included in the agenda book. Mr. Davies said that Governor Paul Patton will join the meeting later to discuss the postsecondary education budget recommendations to be presented to the General Assembly January 25. Mr. Davies said that the Strategic Committee on Postsecondary Education has proven to be valuable in the development of the postsecondary education budget recommendations. Since the November SCOPE meeting, staff has talked with members of SCOPE and the administration. There have been some modifications to the recommendations passed by the Council at the November meeting, and the Council members are aware of these changes.

Mr. Davies reported that Kentucky State University's accreditation has been reaffirmed by the Southern Association of Colleges and Schools.

The Kentucky Commonwealth Virtual University has been nominated by BellSouth for a ComputerWorld Smithsonian Award. The ceremony is in April in Washington, D.C. As part of the nomination, the KCVU was invited to compile a comprehensive package describing the KCVU, which becomes part of the permanent research collection of the Smithsonian.

Mr. Davies announced that Ron Carson, a long-time member of the Office of the State Budget Director, has joined the Council staff as a senior fellow for policy and finance. He also welcomed Sue Patrick, the new marketing director for the KCVU.

Mr. Davies read proposed resolutions honoring and commending former Council members Marcia Ridings and Leonard Hardin for their service to postsecondary education.

OCR PARTNERSHIP  
AGREEMENT

MOTION: Mr. Barger moved to accept the resolutions. Ms. Weinberg seconded the motion.

VOTE: The motion passed.

RECOMMENDATION: That the Council approve the Committee on Equal Opportunities' recommendation that the Commonwealth enter into a partnership with the U.S. Department of Education Office for Civil Rights to bring Kentucky into full compliance with Title VI of the Civil Rights Act of 1964 and the *Fordice* standards.

MOTION: Mr. Barger made a motion to approve the recommendation. Ms. Weinberg seconded the motion.

Sherron Jackson of the Council staff said that development of the partnership agreement began in January 1999 when the U.S. Department of Education told Governor Patton it would review the state's progress in implementing the desegregation plan accepted by the OCR in August 1983. The Governor asked the Council to work with the OCR. Mr. Jackson pointed out two changes to the agenda material: 1) page 17, last paragraph, correct the number of KCTCS community colleges to 13 and technical colleges to 15, and indicate that the Lexington Community College is under the jurisdiction of the University of Kentucky; and 2) page 27, letter "e," line 6, after the word "include," add "but not be limited to."

Mr. Jackson said that the goals of the agreement are expected to be reached by December 31, 2002. He said that this is an aggressive schedule and calls for commitment and action from the Council, the Committee on Equal Opportunities, and the institutions. The partnership agreement places at the state's disposal the resources available at the Philadelphia OCR office and calls for continued monitoring and evaluation throughout the agreement so that issues can be resolved as soon as possible. The agreement addresses two major areas: 1) continued enhancement of Kentucky State University as the Commonwealth's historically black institution; and 2) better student recruitment and retention, attention to campus climate issues, and continued employment of African Americans at all levels within the institutions. The agreement also incorporates as part of its basic plan the *The 1997-2002 Kentucky Plan for Equal Opportunities*.

Ms. Wendella Fox, Director of the Philadelphia Office for Civil Rights, said that she has learned that Kentuckians really believe that "education pays." She said that the state is committed to and believes in education and understands that the only way to move Kentucky ahead politically, socially, economically, and educationally is for all Kentuckians to have equal access to education, and in particular to higher education. She said that the OCR formally acknowledges that Kentucky's *1997-2002 Kentucky Plan* is comprehensive and has as its goals and objectives the continued areas of student enrollment, retention, graduation, employment of faculty and staff,

and the continued enhancement of KSU. She formally presented to Mr. Whitehead the partnership agreement.

VOTE: The motion passed.

The Reverend Louis Coleman with the Louisville Justice Resource Center read a letter to the OCR urging it to continue monitoring the progress of the institutions in implementing the plan. He said that there have been significant improvements but much remains to be done.

**DEGREE PROGRAM  
ELIGIBILITY**

An information item on degree program eligibility was presented. The Council can receive new academic program proposals during calendar year 2000 from 18 of 22 postsecondary education institutions either through automatic eligibility or the waiver process as provided in 13 KAR 2:060.

**KCVU UPDATE**

An update on the activities of the Kentucky Commonwealth Virtual University was included in the agenda book. The KCVU has experienced rapid growth from its inaugural fall 1999 term. As of January 4, 2000, enrollment was at 1,862 students with 164 courses offered by 22 institutions. An estimated 400 full-time equivalent students generate approximately \$750,000 in tuition for Kentucky institutions.

Mary Beth Susman, CEO of the KCVU, distributed a chart of the course offerings by institution. Some institutions are heavily involved and others only minimally, but she expects participation to continue to increase. The comprehensive universities are playing the largest role and have the most enrollments.

Mr. Davies reported that The National Library of Australia recently visited with the staff of the Kentucky Commonwealth Virtual Library to discuss development of the KCVL. The National Library came to Kentucky because the KCVL provides access to materials to every citizen of the Commonwealth.

**KVHS**

Gene Wilhoit, Deputy Commissioner of the Department of Education, said that the Department of Education is registering students for the first semester of the Kentucky Virtual High School.

**GOVERNOR PATTON**

The Council welcomed Governor Patton who addressed the Council members. He thanked them for their work to implement the vision of House Bill 1. He said that this is the crucial legislative session for postsecondary education in Kentucky. The time has come for the people of the state to decide if they are willing to stand up for the future and do the things that have to be done if Kentucky is to compete in the knowledge-based economy. The Governor told the Council members that their budget recommendations will constitute his recommendation to the General Assembly. He said that Kentucky must continue to invest in postsecondary education or will be a third-rate state in the new century.

Governor Patton then took questions from the press about various aspects of the budget recommendations. Mr. Davies briefly explained the key components of the postsecondary education budget recommendations. The Governor said that the budget must stay intact and should not be picked apart or will fall apart. He said that he may propose projects not recommended by the Council, but it is his desire to fund all programs included in the Council budget recommendations. When asked if he believes the university presidents agree with the budget recommendations, the Governor responded that the original intent was to try to get the institutions to work together as a system with the Council as an advocate for postsecondary education.

Mr. Whitehead thanked the Governor for his support and leadership on behalf of the Council.

#### REVIEW OF RESEARCH CHALLENGE PROGRAMS & PROGRAMS OF DISTINCTION

The guidelines for the Research Challenge Trust Fund and the Regional University Excellence Trust Fund require the Council to assess at least once every two years the academic and financial performance of the programs supported by these trust funds. Representatives from Eastern Kentucky University, Morehead State University, and Murray State University gave presentations on the status of their programs of distinction: Justice and Safety (EKU), Institute for Regional Analysis and Public Policy (MoSU), and Telecommunications Systems Management (MuSU). Representatives from the other institutions will provide information about their programs of distinction at future Council meetings.

A general discussion about the programs followed. Several suggestions were offered for future reports: 1) list what the institutions are doing compared to what the Council approved; 2) place greater emphasis on visibility nationwide and create a vision for effecting change; 3) create a marketing piece on all of the programs of distinction to make the programs nationally known; and 4) develop measurable goals to report progress, such as percentage of extramural funding and the number of program graduates.

#### LEGISLATIVE UPDATE

Mr. Davies gave a brief update on several bills being considered by the legislature.

#### P-16 COUNCIL REPORT

Mr. Davies reported that, at its December meeting, the P-16 Council addressed an array of projects undertaken statewide pertaining to teacher quality, curriculum alignment, and student transition from the P-12 into the postsecondary system. The bill proposing recommendations of the Governor's Task Force on Teacher Quality codifies the P-16 Council and adds to its membership the heads of the Association of Independent Kentucky Colleges and Universities and the Education Professional Standards Board. The P-16 Council has created two alignment teams on curriculum, one in mathematics and one in language arts, for the purpose of aligning the curricula of elementary-secondary and postsecondary education. Ms. Bertelsman will chair the language arts alignment team and

State Board member Carol Gabbard will chair the mathematics alignment team.

Mr. Davies mentioned legislation that would put in place a mathematics diagnostic test. High school students would be tested to determine whether their math skills are adequate to prepare them for college. This may reduce the need for remedial mathematics education when the students enter college.

#### RURAL ALLIED HEALTH & NURSING PROGRAM

An information item was included in the agenda book regarding the rural allied health and nursing program, one of several pass-through programs administered by the Council. The Council staff recently requested information from the institutions about the effect of RAHN programs and performed an independent assessment based on information provided by the Kentucky Board of Nursing and the Kentucky Occupational Therapy Association. It is clear from these reports that the RAHN projects are operating as intended and are increasing the supply of better-prepared professionals in rural areas of the state. Because of this success, and in the interest of reducing the number of pass-through programs that may unnecessarily consume institutional and Council staff time, funding for the RAHN program will be transferred to the base budgets of the participating institutions.

#### NEW ECONOMY INITIATIVES

Mr. Davies said that included in the Council's 2000-02 budget request is a recommendation for a Science and Technology Trust Fund to support commercialization of university research. The funding request is designed to advance scientific research at all institutions, assist technology transfer to the marketplace, and support regional efforts to help businesses access new markets and identify high-tech strengths. The Council staff is working with the Governor's staff and legislative staff to draft legislation so Kentucky can participate in the new, knowledge-driven economy.

#### NEW PROGRAM PROPOSALS

Ms. Adams presented the report of the Academic Affairs Committee.

#### RECOMMENDATIONS:

- That the Master of Science in Public Health and the Doctor of Philosophy programs in Epidemiology proposed by the University of Louisville be approved and registered in CIP 51.2203 (Epidemiology).
- That the Master of Science in Public Health and the Doctor of Philosophy programs in Biostatistics – Decision Science proposed by the University of Louisville be approved and registered in CIP 51.2204 (Health and Medical Biostatistics).
- That the Master of Urban Planning program proposed by the University of Louisville be approved and registered in CIP 04.0301 (City/Urban, Community, and Regional Planning).

- That the Associate of Applied Technology program in Medical Office Technology proposed by Mayo Technical College be provisionally approved and registered in CIP 52.0404 (Medical Administrative Assistant/Secretary).
- That the multi-disciplinary and multi-institutional Doctor of Philosophy program in Rehabilitation Sciences proposed by the University of Kentucky, in conjunction with Eastern Kentucky University, Murray State University, and Western Kentucky University, be approved and registered in CIP 51.2399.01 (Rehabilitation Sciences).

MOTION: Ms. Adams moved that the program proposals be approved. Mr. Huddleston seconded the motion.

VOTE: The motion passed.

PROGRAM BANDS

RECOMMENDATION: That the Council approve the program bands for the research and comprehensive universities and Lexington Community College in order to devolve authority for approving many new academic programs.

MOTION: Ms. Adams moved that the recommendation be approved. Mr. Barger seconded the motion.

VOTE: The motion passed.

MOTION: Ms. Adams moved that the Council staff will, at least twice a year, report to the Council the staff's review and analysis of new academic programs. Ms. Menendez seconded the motion.

VOTE: The motion passed.

The Finance Committee did not meet so no report was given.

NEXT MEETING

The next Council meeting is March 20, 2000.

ADJOURNMENT

There being no further business, the meeting adjourned at 1:10 p.m.

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Gordon K. Davies  
President

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Phyllis L. Bailey  
Secretary

## **PRESIDENT'S REPORT**

**Agenda Item D  
March 20, 2000**

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The budget for postsecondary education in the coming biennium, 2000-2002, is far and away the topic that has generated most interest during the past two months. Discussion of the Governor's original budget proposals, which are essentially identical to your recommendations, began with a hearing before the Senate Appropriations and Revenue Committee. It soon became obvious that this was not a normal hearing. There were six hours of spirited discussion and exuberant rhetoric. Several Council members attended all or part of the hearing and Norma Adams spoke eloquently at its conclusion.

I am pleased to report that Western Kentucky University, Northern Kentucky University, the University of Louisville, and the Kentucky Community and Technical College System have spoken strongly in support of the Council's benchmark approach to preparing operating budgets and the recommendations you crafted.

The House Appropriations and Revenue Committee Subcommittee on Education did not convene to discuss the budget. We anticipate that the House A & R Committee will report a budget that includes everything you recommended and the Governor included in his budget. In addition, we expect that the committee will add money for every institution except Western, Northern, and Lexington Community College.

The full House will vote on the budget early next week and then it will move to the Senate. We await its emergence sometime later this month.

While some of us have been deeply involved in careful explanation of the Governor's postsecondary education budget recommendations, other interesting work has been done.

Based on new, corrected information received from four institutions, their status for eligibility to submit degree programs has changed. Eastern Kentucky University, the University of Kentucky, and Southeast Community College now are automatically eligible. Murray State University no longer has automatic approval but may seek a quantitative waiver.

The staff has begun to implement the agreement you approved with the Office for Civil Rights of the United States Department of Education. The OCR will visit Western Kentucky University and Murray State University late next month.

The Distance Learning Advisory Committee had a very good meeting toward the end of February. DLAC chair Lee Todd and KCVU CEO Mary Beth Susman will report to you at the Council meeting.

The Literacy and Mathematics Curriculum Advisory Teams had their first meetings. These teams are made up of representatives from the public schools and the colleges and universities. Their objective is to align the curricula between the two systems so students will experience



greater continuity as they proceed through their educational careers. Peggy Bertelsman is chairing the literacy group and Carol Gabbard of the Kentucky Board of Education is chairing mathematics. Peggy may wish to make a first report.

We have begun informal discussions with universities about degree program productivity. Contrary to one president's characterization of this review as "haphazard," the chief academic officers discussed the standards last summer and fall and you discussed the review last fall and in November approved both standards for initial screening and the steps that would be followed.

Reallocation of the existing base expenditures of Kentucky's universities is essential to reform. The base totals more than \$1.5 billion and, by standard national measures, Kentucky postsecondary education is among the top one-half of the states in funding. But Kentucky does not get commensurate results. Northern, Western, and the University of Louisville are undertaking systematic reallocations of base funding. The degree program productivity review is compatible with their efforts to ensure that money is spent where it produces the greatest results.

At its meeting March 3, the Paducah Regional Advisory Committee favorably reviewed a proposal from the University of Kentucky and Murray State University to offer a master's degree program in Health Administration in Paducah. The Council staff has agreed that the program will begin in fall 2000.

Finally, the Council will sponsor two statewide conferences in the next few months. First, over 500 faculty, department chairs, and deans will gather to discuss effective teaching practices in northern Kentucky May 21-23. Two major themes will be the effective use of distance learning and the use of digital technology on campus to improve student learning. We are pleased with the interest this conference has generated, both within Kentucky and nationally. Second, the Council will join with the KCTCS and the Prichard Committee to sponsor a conference on remediation at Somerset Community College June 1-2.

## **LEGISLATIVE UPDATE**

**Agenda Item D-1  
March 20, 2000**

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The most recent bill tracking chart status follows this page. The staff will provide an update on legislative action at the meeting.

**COUNCIL ON POSTSECONDARY EDUCATION  
BILL TRACKING CHART  
WEEK ENDING: MARCH 3, 2000**

<b>BILL/ SPONSOR</b>	<b>DESCRIPTION</b>	<b>ORIGINATING CHAMBER</b>		<b>NON-ORIGINATING CHAMBER</b>	
		<b>Committee Referred To</b>	<b>Status</b>	<b>Committee Referred To</b>	<b>Status</b>
SB 1 Williams	Adult education package	Education	Passed Senate 38-0	Education	Pending before committee
SB 53 Bailey	Changes the calculation to determine the amount of osteopathic scholarship	Education	Passed Senate 38-0	Education	Pending before committee
SB 56 Boswell	Allows for partial awards in the National Guard tuition assistance program	Education	Passed Senate 36-0	Education	Pending before committee
SB 58 Boswell	National Guard tuition assistance available to all, not just enlisted, members	Education	Passed Senate 36-0	Education	Pending before committee
SB 77 McGaha	Center for Middle School Mathematics Achievement	Education	Passed Senate 38-0	Education	Pending before committee
SB 125 Shaughnessy	Technical changes to KEES program	Education	Passed Senate 36-0	Education	Pending before committee
SB 131 Westwood	KCTCS – may not dismiss employees except for just cause	State & Local Government	Pending before committee		
SB 204 Stine	KEES – numerical grading scale	Education	Defeated in committee		
SB 237 McGaha	Exemption from prevailing wage for postsecondary education	Ec Dev, Tourism & Labor	Pending before committee		
SB 240 Seum	Waives tuition up to 6 hours for secondary area technology center employees	Ec Dev, Tourism & Labor	Passed Senate 37-0	Education	Pending before committee
SB 244 Scorsone	Full vote to KCTCS student, faculty, staff members	Education	Pending before committee		
SB 249 Buford	Parkinson's Centers at UK, UL		WITHDRAWN		
SB 259 Seum	Staff member on community college boards	Education	Reported favorably from committee		
SB 267 Buford	Parkinson's Centers at UK, UL	A&R	Pending before committee		

SB 270 Boswell	Biotechnology tax credits	A&R	Pending before committee		
SB 271 Kelly	Increased funding for Collaborative Center for Literacy Development & Early Reading Incentive Fund	A&R	Pending before committee		
SB 278 Miller	Statewide resource center for dyslexia	A&R	Pending before committee		
SB 321 Bailey	UK Center of excellence in rural health	Health & Welfare	Pending before committee		
SB 328 Pendleton	\$20 million to Lung Cancer Research Fund	A&R	Pending before committee		
SR 43 Borders	Seminar on credit for college freshmen	Education	Reported favorably from committee		
HB 40 Yonts	Nominating commissions for community colleges	Education	Passed House 95-0	Education	Passed Senate 36-0; returned to House for concurrence in floor amendment
HB 44 Crimm	State aid for students attending colleges accredited by regional accrediting agencies other than SACS	Education	Reported favorably from committee; recommitted & reported favorably from A&R Cmte		
HB 76 Weaver	Alternative certification for veterans to become teachers	Seniors, Military Affairs & Public Safety/Education	Passed House 98-0	Education	Reported favorably from committee
HB 93 Stumbo	Confirms executive order changing name of Commonwealth Merit Scholarships to KEES	Education	Passed House 95-0	Education	Passed Senate 38-0 SIGNED BY GOVERNOR
HB 118 Hoffman	Creates special license plates for independent colleges	Transportation	Passed House 97-0		
HB 138 Graham	National Guard tuition assistance available to all, not just enlisted, members	Education	Pending before committee		
HB 149 Nunn	Tuition waiver for foster and adopted children	Education	Reported favorably from committee; recommitted to A&R Cmte		
HB 177 Nunn	Telemedicine program coordinated by UK and UofL	Health & Welfare	Reported favorably from H&W Committee; recommitted to A&R Cmte		

HB 178 Draud	Statewide math diagnostic testing program	Education	Reported favorably from committee with amendment to make the test web-based; recommitted to A&R Cmte		
HB 180 Adkins	Prepaid tuition program	Education	Passed House 98-0	Education	Reported favorably from committee
HB 181 Haydon	Tuition waiver for stepchildren of deceased veterans	Seniors, Military Affairs & Public Safety	Reported favorably from committee; recommitted to A&R Cmte; FAs filed to waive tuition for dependents of veterans killed on active reserve duty		
HB 185 Yonts	Adult education package	Education	Pending before committee		
HB 198 Crimm	Tuition discount (25%) for volunteer firefighters, paramedics, EMTs	Education	Pending before committee		
HB 206 Graham	Allows for partial awards in the National Guard tuition assistance program	Seniors, Military Affairs & Public Safety	Passed House 93-0	A&R	Pending before committee
HB 321 Wayne	Housing safety for disabled students	Education	Reported favorably from committee with amendment that maintains sovereign immunity of public colleges & universities; recommitted to A&R Cmte		
HB 322 Wayne	Campus safety policies; crime log	Education	Reported favorably from committee with amendment that maintains sovereign immunity of public colleges & universities; recommitted to A&R Cmte		
HB 384 Buckingham	Restricts credit card solicitation of students	Banking & Insurance	Passed House 97-0	Banking & Insurance	Pending before committee
HB 399 Callahan	Tuition waiver for disabled police officers, firefighters, & volunteer firefighters	Education	Reported favorably from committee		

HB 437 Moberly	Teacher quality package	Education	Reported favorably from committee; recommitted to A&R Cmte		
HB 462 Rasche	Technical changes to Ky. Educational Savings Plan Trust	Education	Passed House 97-0	A&R	Pending before committee
HB 502 Stumbo	Executive branch budget	A&R	Pending before committee		
HB 509 Weaver	Registration for Selective Service made a requirement for admission to public colleges & universities	State Government	Pending before committee		
HB 572 Richards	Knowledge-based economy initiative	A&R	Pending before committee		
HB 631 Richards	Transfers Comm. on Fire Protection to KCTCS	Education	Passed House 94-0		
HB 721 Geveden	Exemption from salary cap	State Government	Reported favorably from committee		
HB 801 Alexander	Requires KCTCS to establish salary schedule for faculty & staff	Education	Pending before committee		
HB 855 Barrows	Hemp can be grown; research	Agriculture & Small Business	Pending before committee		
HB 883 Stein	Theology and divinity students eligible for state aid	Education	Pending before committee		
HB 903 Palmer	Municipal colleges in 3 <sup>rd</sup> and 4 <sup>th</sup> class cities	Education	Pending before committee		
HB 918 Wilkey	Criminal Justice Loan Assistance program	A&R	Pending before committee		
HB 945 Johns	Information technology accessible to blind	State Government	Pending before committee		
HB 975 Upchurch	Somerset CC to Southern KY CC	Education	Pending before committee		
HB 1004 Anderson	Numerical grading scale – KEES	Education	Pending before committee		
HB 1011 L. Clark	Approval for transfer of assets – public colleges & universities	State Government	Pending before committee		

HB 1032 Johns	Information technology accessible to blind and deaf	State Government	Pending before committee		
HCR 88 Treesh	LRC to study academic preparation in K-12, including need for remedial instruction	Education	Passed House 94-2		
HJR 98 Anderson	EPSB to review preparation and certification of science teachers	Education	Pending before committee		
HJR 141 Riner	Eagle Scout scholarships	Education	Pending before committee		
HJR 144 Riner	Medical schools to enroll disabled students	State Government	Pending before committee		

**WESTERN KENTUCKY UNIVERSITY  
PROGRAM OF DISTINCTION  
APPLIED RESEARCH  
AND TECHNOLOGY PROGRAM**

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**Agenda Item D-2  
March 20, 2000**

**Information:**

Western Kentucky University will report briefly on the status of its program of distinction in Applied Research and Technology. The report stems from the Council's review of all programs of distinction as discussed in Agenda Item C-3 at the January 24, 2000 Council meeting. The report is fourth in the series of institutional presentations, following the January 24 reports by Morehead State University, Eastern Kentucky University and Murray State University.

Staff Preparation by Daniel A. Rabuzzi



**WESTERN KENTUCKY UNIVERSITY  
ADDITIONAL FUNDING FOR  
PROGRAM OF DISTINCTION**

***ACTION***  
**Agenda Item D-3**  
**March 20, 2000**

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**Recommendation:**

That the Council allocate an additional \$400,000 for fiscal year 1999-2000 from the Regional University Excellence Trust Fund to Western Kentucky University's program of distinction in Applied Research and Technology to support increased activity within the program's ten existing centers and the creation of up to three related new centers. WKU has indicated that the \$400,000 will be used in non-recurring expenditures and will not become part of the recurring base for the program of distinction in Applied Research and Technology.

The \$400,000 is money earmarked for WKU within the Regional University Excellence Trust Fund but was not designated for the Applied Research and Technology program of distinction when this program was approved at the July 13, 1998 Council meeting. It is money left in the trust fund "subject to future awards to WKU by the CPE." WKU originally intended to request the \$400,000 for a second program of distinction in journalism but has not yet submitted a proposal. It now wishes to use this money on a one-time basis to take advantage of opportunities available to its Applied Research and Technology program.

As required, WKU will match the \$400,000 with \$400,000 from a \$1,000,000 NASA grant awarded to the university for fiscal year 1999-2000 entitled "Starbase Network: Students Training for Achievement in Research Based on Analytical Space-Science Experiences." WKU certifies that the NASA grant money is already on deposit at the university and that the grant is eligible in accordance with federal and Council guidelines to match the incentive trust fund money.

The additional funding will accelerate development of the program's existing centers. Specifically, the program proposes to:

- Recruit more students.
- Add more faculty mentors so that undergraduates get more research experience and graduate students improve their teaching skills.
- Revise curriculum to ensure that all students have out-of-classroom learning experiences.
- Create a joint venture between the centers for biotechnology and agriculture research to help develop the workforce for agriculture-related biotechnology.
- Purchase laboratory equipment needed for projects that will give students additional applied research experience.

The additional funding will also support the creation of up to three new centers within the program. These centers will conform to the Council-approved purpose, goals and evaluation criteria for the program. WKU has already established one new center in astronomy, hence the NASA grant. WKU is evaluating the creation of a center for rural health development and a center for mathematics assistance in which undergraduates would work with faculty and high school teachers to solve problems confronting regional businesses [I HAVE ASKED BURCH AND PETERSEN FOR DETAILS ON THESE TWO POSSIBLE CENTERS- NO RESPONSE YET- WILL ADD PRIOR TO MAIL-OUT, ASSUMING ACCEPTABLE].

Awarding the \$400,000 discussed here would mean that WKU has \$823,000 left allocated but not designated and awarded in the Regional University Excellence Trust Fund. WKU plans to apply soon for some or all of the remaining amount to support a program of distinction in journalism.

Staff Preparation by Daniel A. Rabuzzi

**NEW PROGRAM PROPOSAL:  
M.A. IN EDUCATION  
INSTRUCTIONAL LEADERSHIP, NKU**

***ACTION***  
**Agenda Item E-1-a**  
**March 20, 2000**

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**Recommendation:**

That the Master of Arts in Education Instructional Leadership proposed by Northern Kentucky University be approved provisionally and registered in CIP 13.0405 (Elementary, Middle, and Secondary Education Administration).

**Rationale:**

- The proposed program would prepare individuals for certification as elementary, middle, and secondary school principals.
- The proposed program responds to a legislative mandate, effective September 1998, to provide for training of school principals at the master's degree level. This legislation was passed (KRS 161.027), and an administrative regulation was approved by the Education Professional Standards Board, in response to a documented critical shortage of qualified school principals in Kentucky. That shortage is particularly significant in the northern part of the state because of population growth.
- The program would be sensitive to the needs of prospective students through its reliance upon distance delivery technologies, summer courses, and articulation agreements with similar programs at other Kentucky institutions.
- Current classrooms and library facilities and services are adequate to support the program. Financial resources necessary to program success are already allocated to the program or are available through internal reallocation.
- The proposed program would become part of the Commonwealth Collaborative for School Leadership Preparation (CCSLP), a cooperative effort involving the educational leadership faculties at Kentucky's public and private institutions.

An executive summary submitted by Northern Kentucky University is attached to this agenda item.

**Background:**

In 1998 the Council gave provisional approval to several Master of Education in Education Administration programs. At that time, the Council requested that administrators and faculty involved in

## **Executive Summary of the Proposal for a Master of Arts in Education Instructional Leadership**

The proposed Master of Arts in Instructional Leadership at Northern Kentucky University (NKU) is a thirty-three (33) semester-hour program which seeks to promote the role of the principal as a reflective decision maker leading to an informed instructional leader. The recent change by the Education Professional Standards Board now permits principals to be prepared at the master's level and provides the opportunity to create a program built on the ISLLC standards in order to refocus the role of the principal from manager to leader.

Demographic data gathered by the Office of Institutional Research at NKU shows a steady population increase in Northern Kentucky during the next 20 years. That increase in ages 0-17 will grow almost 10%, which will increase the need for principals and assistant principals. Many Northern Kentucky schools are at capacity and new buildings are currently being built and additional buildings will be needed which will increase the need for administrators.

To meet existing and future needs students will be able to complete this program in two consecutive summers while taking two "bridge" courses during the connecting fall and spring semesters along with EDU 618, Schools and Curriculum. Thus, Northern Kentucky University will be able to guarantee that a student who begins the program in June and meets all requirements will complete the program the following August.

The "bridge" courses are a distinguishing feature of this program. These will be site-based and will provide authentic experiences to better prepare students for their future roles. Students will return to their home districts to work on projects designed by their professors in collaboration with the students and the school administrators in the home district. Some of these experiences will include shadowing district administrators and participating in meetings of the school board and the site-based council. Students also will participate in the processes of budgeting, planning, funding, curriculum writing, and other leadership activities.

Northern Kentucky University will provide resource people to assist with the projects conducted during the "bridge" courses. Experts in the fields of law, special education, finance, curriculum revision, technology and other key areas will assist students as needed. Students in the program also will have the opportunity to work with leaders from business and industry through the P-16 Council of Partners, an organization to facilitate the dialogue between education leaders at NKU and Thomas More College with area business leaders. A second organization from which experts will be drawn is Forward Quest, a partnership between the Northern Kentucky Chamber of Commerce and NKU.

During the entire sequence of courses students will have access to human resources within the University that include instructional leadership and curriculum professors, technology experts, and library and media personnel. The required fiscal resources include space, library resources, and technology facilities. The classroom and instructional equipment laboratories currently are available on the campus of NKU, as is a KTLN studio, therefore no additional space will be required. The President has

recently allocated \$100,000.00 in extra funding to the library at NKU. Part of this money will be used to increase the library holdings to support this program. NKU recently received a capacity building grant in the amount of \$159,000. (matched by equal funding from the University). The grant, "Preparing New Teacher for Technology Rich School Environments," will enable all NKU education-faculty to provide resources and professional development in applications of technology.

The focus of the Master of Arts degree in Educational Leadership is to prepare educational leaders for the principal position in P-12 schools. The program is designed to build a professional knowledge base, leadership and management skills, and positive attitudes among aspiring educational leaders. Students completing the degree, with the appropriate practicum experience, will also qualify for the Professional Certificate for Instructional Leadership-School Principal, All Grades.

these programs work toward coordinated and collaborative program delivery that meets the goals outlined in the *Kentucky Postsecondary Education Improvement Act of 1997*.

That mandate resulted in the Commonwealth Collaborative for School Leadership Preparation (CCSLP). The chairs of Kentucky's master's programs in education administration have met regularly over the last two years to develop a collaborative approach to delivery. As Northern Kentucky's program proposal has been under development, members of its faculty have been continuously involved in CCSLP meetings. In Fall 1999, there were 190 students enrolled in the six programs associated with the CCSLP.

The CCSLP has developed a system of common courses and titles and a matrix of equivalent courses; coordinated the scheduling of courses, a statewide transfer policy, and program delivery via distance learning technologies; and developed a single superintendent certification program. Participants are now discussing, among other things, inter-institutional course and program development and the sharing of faculty. On October 21-22, 1999, the chairs and members of the faculty in education administration across Kentucky met to discuss the substance of their programs.

At the Council's request, the CCSLP will present a full report of their collaborative efforts in November 2000.

Staff Preparation by Bill Swinford

## **Executive Summary of the Proposal for a Master of Arts in Education Instructional Leadership**

The proposed Master of Arts in Instructional Leadership at Northern Kentucky University (NKU) is a thirty-three (33) semester-hour program which seeks to promote the role of the principal as a reflective decision maker leading to an informed instructional leader. The recent change by the Education Professional Standards Board now permits principals to be prepared at the master's level and provides the opportunity to create a program built on the ISLLC standards in order to refocus the role of the principal from manager to leader.

Demographic data gathered by the Office of Institutional Research at NKU shows a steady population increase in Northern Kentucky during the next 20 years. That increase in ages 0-17 will grow almost 10%, which will increase the need for principals and assistant principals. Many Northern Kentucky schools are at capacity and new buildings are currently being built and additional buildings will be needed which will increase the need for administrators.

To meet existing and future needs students will be able to complete this program in two consecutive summers while taking two "bridge" courses during the connecting fall and spring semesters along with EDU 618, Schools and Curriculum. Thus, Northern Kentucky University will be able to guarantee that a student who begins the program in June and meets all requirements will complete the program the following August.

The "bridge" courses are a distinguishing feature of this program. These will be site-based and will provide authentic experiences to better prepare students for their future roles. Students will return to their home districts to work on projects designed by their professors in collaboration with the students and the school administrators in the home district. Some of these experiences will include shadowing district administrators and participating in meetings of the school board and the site-based council. Students also will participate in the processes of budgeting, planning, funding, curriculum writing, and other leadership activities.

Northern Kentucky University will provide resource people to assist with the projects conducted during the "bridge" courses. Experts in the fields of law, special education, finance, curriculum revision, technology and other key areas will assist students as needed. Students in the program also will have the opportunity to work with leaders from business and industry through the P-16 Council of Partners, an organization to facilitate the dialogue between education leaders at NKU and Thomas More College with area business leaders. A second organization from which experts will be drawn is Forward Quest, a partnership between the Northern Kentucky Chamber of Commerce and NKU.

During the entire sequence of courses students will have access to human resources within the University that include instructional leadership and curriculum professors, technology experts, and library and media personnel. The required fiscal resources include space, library resources, and technology facilities. The classroom and instructional equipment laboratories currently are available on the campus of NKU, as is a KTLN studio, therefore no additional space will be required. The President has

recently allocated \$100,000.00 in extra funding to the library at NKU. Part of this money will be used to increase the library holdings to support this program. NKU recently received a capacity building grant in the amount of \$159,000. (matched by equal funding from the University). The grant, "Preparing New Teacher for Technology Rich School Environments," will enable all NKU education-faculty to provide resources and professional development in applications of technology.

The focus of the Master of Arts degree in Educational Leadership is to prepare educational leaders for the principal position in P-12 schools. The program is designed to build a professional knowledge base, leadership and management skills, and positive attitudes among aspiring educational leaders. Students completing the degree, with the appropriate practicum experience, will also qualify for the Professional Certificate for Instructional Leadership-School Principal, All Grades.



**NEW PROGRAM PROPOSAL:  
AAT IN MEDICAL OFFICE TECHNOLOGY,  
LAUREL TECHNICAL COLLEGE**

***ACTION***  
**Agenda Item E-1-b**  
**March 20, 2000**

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**Recommendation:**

That the Associate of Applied Technology program in Medical Office Technology proposed by Laurel Technical College be provisionally approved and registered in CIP 52.0404 (Medical Administrative Assistant/Secretary).

**Rationale:**

- The proposed associate degree program provides training for individuals interested in working as medical office personnel. The objectives of the program are consistent with the mission of the institution.
- An advisory committee, the health care industry in the area, and current diploma program students indicate strong support for the program. Employment opportunities exist in hospitals, medical centers, and other health facilities in counties surrounding London. Jobs in this occupational area are projected to increase by up to 55 percent between 1994 and 2005.
- The proposed program meets curricular standards established by the Council on Occupational Education. The general education component may be completed at Laurel Technical College, Somerset Community College's Laurel Center, other regionally accredited colleges and universities, or the Kentucky Commonwealth Virtual University.
- Laurel Technical College already offers a diploma program in Medical Office Technology. The faculty meets the requirements of the Council on Occupational Education. Current classrooms, laboratories, and library facilities and services are adequate to support the program. Financial resources necessary to program success are already allocated to the diploma program or are available through internal reallocation.
- The program is recommended for provisional approval contingent upon satisfactory results of a site visit to be conducted by the Council on Occupational Education within 90 days after the program begins. The on-site visit will validate whether the technical college has the institutional capacity to offer the degree-level program as described in the program proposal.

An executive summary submitted by Laurel Technical College through the KCTCS is attached to this agenda item.

Staff Preparation by Charles Wade

**Kentucky and Community Technical College System  
Laurel Technical College  
Proposal for Initiation of a New Degree Program  
Associate in Applied Technology in Medical Office Technology**

**Executive Summary**

**Mission, Influence, Organization**

The Associate in Applied Technology (AAT) degree in Medical Office Technology supports the KCTCS mission by providing the training necessary to develop a skilled and versatile workforce to meet the needs of new and existing business and industries. Trained medical office personnel are needed to support new and existing medical technologies in a highly competitive marketplace. Also, one of the college's long-range planning goals is to offer an associate degree program in Medical Office Technology for meeting local employers' needs for medical office personnel.

Courses required in the AAT degree program in Medical Office Technology will be offered through a collaborative effort between Laurel Technical College and Somerset Community College. Laurel Technical College faculty will teach the technical course requirements while Somerset Community College will teach the general education courses.

**Program Description**

Medical office workers prepare medical records and reports, maintain files, order supplies, perform accounting procedures and receive patients in a variety of health care settings. The Associate in Applied Technology degree in Medical Office Technology is designed to provide a two-year technical degree program that meets specific workforce needs for medical office personnel in the surrounding area.

Approved by the Kentucky Community and Technical College System Board of Regents in September 1998, the Associate in Applied Technology degree requires completion of at least 15 credit hours of general education courses, 32 credit hours of major courses, and at least 16 credit hours in one of five option areas, some of which include elective courses. Option and elective course requirements permit customization of the degree to accommodate different types of medical offices and different areas of specialization within each office. Because of the unique curricular flexibility provided by options as well as the availability of technical electives, the degree program will provide students the opportunity to specialize in one of the following medical office areas: administrative, medical records, software applications, insurance coding, and transcription. The general education component is designed to enhance the technical skills of a diploma graduate with broader employability skills such as mathematics, communication and teamwork skills that are required for effective performance in today's workplace. Students may select the nontransferable or transferable general education component of the program. Under the transferable general education option, students will complete the required courses at Somerset Community College's Laurel Center. The program will meet the needs of students

who seek the degree to meet employment requirements, for pay incentives, and/or for job advancement opportunities.

### **Supportive Data**

Medical facilities in Laurel County and the surrounding area have expressed the need for a skilled workforce that is prepared to meet the needs of medical offices. Based on statistics from the *Cumberland Valley Area Occupational Employment Outlook and Job Openings to 2005* published by the Workforce Development Cabinet, regional job openings in the field of Medical Office Technology will increase by 50 to 55 percent from 1994 to 2005. Medical Office Technology has been classified as a fast growth occupational area.

Numerous medical facilities, former graduates, community representatives serving on Laurel Technical College's Business Technology Program Advisory Committee, and currently enrolled students have expressed strong support for the AAT degree program in Medical Office Technology through surveys and letters.

### **Resources**

Classroom and lab facilities are up-to-date and meet the requirements of the proposed program without requiring any renovations or structural changes. Library services are available to technical college student at Somerset Community College and through the Commonwealth Virtual Library. Laurel Technical College will operate a bookstore that will supply books and materials.

Laurel Technical College presently employs Business Technology faculty that meet the accreditation requirements of the Council of Occupational Education. No additional funding is needed, as the Medical Office Technology diploma program currently exists at Laurel Technical College.

### **Conclusion**

Approval of the Associate in Applied Technology degree program in Medical Office Technology at Laurel Technical College will provide a valuable educational track for meeting the documented needs of businesses, industries, and students. This degree will greatly expedite the efforts to develop a highly trained, educated pool of medical office personnel available for immediate employment. Laurel Technical College and Somerset Community College are working collaboratively and share available resources to efficiently meet the specific needs of students and businesses in the college's area.

**Kentucky and Community Technical College System**  
**Laurel Technical College**  
**Proposal for Initiation of a New Degree Program**  
**Associate in Applied Technology in Medical Office Technology**

**Executive Summary**

**Mission, Influence, Organization**

The Associate in Applied Technology (AAT) degree in Medical Office Technology supports the KCTCS mission by providing the training necessary to develop a skilled and versatile workforce to meet the needs of new and existing business and industries. Trained medical office personnel are needed to support new and existing medical technologies in a highly competitive marketplace. Also, one of the college's long-range planning goals is to offer an associate degree program in Medical Office Technology for meeting local employers' needs for medical office personnel.

Courses required in the AAT degree program in Medical Office Technology will be offered through a collaborative effort between Laurel Technical College and Somerset Community College. Laurel Technical College faculty will teach the technical course requirements while Somerset Community College will teach the general education courses.

**Program Description**

Medical office workers prepare medical records and reports, maintain files, order supplies, perform accounting procedures and receive patients in a variety of health care settings. The Associate in Applied Technology degree in Medical Office Technology is designed to provide a two-year technical degree program that meets specific workforce needs for medical office personnel in the surrounding area.

Approved by the Kentucky Community and Technical College System Board of Regents in September 1998, the Associate in Applied Technology degree requires completion of at least 15 credit hours of general education courses, 32 credit hours of major courses, and at least 16 credit hours in one of five option areas, some of which include elective courses. Option and elective course requirements permit customization of the degree to accommodate different types of medical offices and different areas of specialization within each office. Because of the unique curricular flexibility provided by options as well as the availability of technical electives, the degree program will provide students the opportunity to specialize in one of the following medical office areas: administrative, medical records, software applications, insurance coding, and transcription. The general education component is designed to enhance the technical skills of a diploma graduate with broader employability skills such as mathematics, communication and teamwork skills that are required for effective performance in today's workplace. Students may select the nontransferable or transferable general education component of the program. Under the transferable general education option, students will complete the required courses

at Somerset Community College's Laurel Center. The program will meet the needs of students who seek the degree to meet employment requirements, for pay incentives, and/or for job advancement opportunities.

### **Supportive Data**

Medical facilities in Laurel County and the surrounding area have expressed the need for a skilled workforce that is prepared to meet the needs of medical offices. Based on statistics from the *Cumberland Valley Area Occupational Employment Outlook and Job Openings to 2005* published by the Workforce Development Cabinet, regional job openings in the field of Medical Office Technology will increase by 50 to 55 percent from 1994 to 2005. Medical Office Technology has been classified as a fast growth occupational area.

Numerous medical facilities, former graduates, community representatives serving on Laurel Technical College's Business Technology Program Advisory Committee, and currently enrolled students have expressed strong support for the AAT degree program in Medical Office Technology through surveys and letters.

### **Resources**

Classroom and lab facilities are up-to-date and meet the requirements of the proposed program without requiring any renovations or structural changes. Library services are available to technical college student at Somerset Community College and through the Commonwealth Virtual Library. Laurel Technical College will operate a bookstore that will supply books and materials.

Laurel Technical College presently employs Business Technology faculty that meet the accreditation requirements of the Council of Occupational Education. No additional funding is needed, as the Medical Office Technology diploma program currently exists at Laurel Technical College.

### **Conclusion**

Approval of the Associate in Applied Technology degree program in Medical Office Technology at Laurel Technical College will provide a valuable educational track for meeting the documented needs of businesses, industries, and students. This degree will greatly expedite the efforts to develop a highly trained, educated pool of medical office personnel available for immediate employment. Laurel Technical College and Somerset Community College are working collaboratively and share available resources to efficiently meet the specific needs of students and businesses in the college's area.

**NEW PROGRAM PROPOSAL:  
AAT IN INDUSTRIAL  
MAINTENANCE TECHNOLOGY,  
SOMERSET TECHNICAL COLLEGE**

***ACTION***  
**Agenda Item E-1-c**  
**March 20, 2000**

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**Recommendation:**

That the Associate of Applied Technology program in Industrial Maintenance Technology proposed by Somerset Technical College be provisionally approved and registered in CIP 47.0303 (Industrial Machinery Maintenance and Repairer).

**Rationale:**

- The proposed associate degree program provides training for individuals interested in working in a variety of industries in the Somerset area. The objectives of the program are consistent with the mission of the institution.
- An advisory committee, the employers in industry, and current students indicate strong support for the program. Employment opportunities exist in this growing community and in counties surrounding Somerset. The local Chamber of Commerce reports an average of 6 percent growth in employment per year. Throughout the Lake Cumberland area, jobs in this occupational area are projected to increase by up to 60 percent by 2005.
- The proposed program meets curricular standards established by the Council on Occupational Education. The general education component may be completed at Somerset Technical College, Somerset Community College, other regionally accredited colleges and universities, or the Kentucky Commonwealth Virtual University.
- Somerset Technical College already offers diploma and certificate programs that include the core and restricted elective courses of the proposed program. The faculty meets the requirements of the Council on Occupational Education. Current classrooms, laboratories, and library facilities and services are adequate to support the program. Financial resources necessary to program success are already allocated to the diploma program or are available through internal reallocation.
- The program is recommended for provisional approval contingent upon satisfactory results of a site visit to be conducted by the Council on Occupational Education within 90 days after the program begins. The on-site visit will validate whether the technical college has the institutional capacity to offer the degree-level program as described in the program proposal.

An executive summary submitted by Somerset Technical College through the KCTCS is attached to this agenda item.

**Kentucky Community and Technical College System**  
**Somerset Technical College**  
**Proposal for Initiation of a New Degree Program**  
**Associate in Applied Technology in Industrial Maintenance Technology**

**Executive Summary**

**Mission, Influence, Organization**

The mission of the Kentucky Community and Technical College System (KCTCS) is to improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of certificate, diploma, technical degree, associate degree technical and transfer programs; workforce training to meet the needs of existing and new businesses and industries; remedial and continuing education; short-term, customized training for business and industry; adult education; and associated services.

The mission of Somerset Technical College to provide “education and training to develop a skilled and versatile workforce” supports the KCTCS Mission. The program has consistently strived to meet the needs of local and surrounding industries for well-trained, competent maintenance technicians by offering high-quality certificate and diploma programs Industrial Maintenance Technology.

The AAT degree program in Industrial Maintenance Technology will be a collaborative effort between Somerset Technical College and Somerset Community College. This collaboration further advances the purpose and aim of KCTCS to make optimal use of existing resources to provide job training and promote economic development.

**Program Description**

Students are trained to hold positions in factories, hospitals, hotels, etc., where multi-skilled maintenance personnel are needed. Included are courses in air conditioning, carpentry, electricity, machine tool, metal fabrication, and welding. Requirements and opportunities in maintenance, good safety practices, pride in workmanship, and an understanding of the principles and accepted practices of the maintenance trade are covered in this program.

The AAT degree program in Industrial Maintenance Technology has been designed with input from local companies and a statewide Technical College Curriculum Committee and includes 60-69 credit hour of coursework. The curriculum includes 15 credit hours in general studies, 27 credit hours in industrial maintenance, and 18-27 credit hours of restricted electives from electronics, electricity, machine tool, and welding. The program provides students with a broad perspective of the Industrial Maintenance field, and the electives enable students and companies to meet specific needs and interests. The general education component broadens general employability skills such as problem solving, teamwork and communication skills required of today’s workforce.

## **Supportive Data**

General Electric Glass Plant and Hayes-Lemmerz have requested a degree program for their current employees. The Pulaski County area is experiencing tremendous growth in companies that need personnel highly trained in the maintenance field. According to the local Chamber of Commerce, Pulaski County has experienced a 6 percent growth in industrial business in the last five years. Federal empowerment zones located in parts of the Lake Cumberland Region are expected to spur additional economic development and growth that will create additional demand for qualified workers in the industrial maintenance field.

Other companies in the Lake Cumberland Region have also expressed interest in degree program in Industrial Maintenance Technology.

Currently the college offers certificate and diploma programs in Industrial Maintenance Technology. Recent survey results indicate that the AAT degree level program is needed to meet the needs of students seeking higher-level employment opportunities, for job advancement and promotion, and for increased compensation.

The increase in the use of state-of-the-art equipment for control of manufacturing processes increases the difficulty of finding qualified personnel. Generally, students who apply for industrial maintenance positions have not taken the math and science courses in high school that prepare them to use today's technology. The proposed Industrial Maintenance Technology program would provide the instruction needed to prepare these people to be productive industrial maintenance employees, to advance on the job, and to be eligible for pay incentives.

## **Resources**

Somerset Technical College in partnership with Somerset Community College and local industry has adequate classroom, library, and equipment resources to offer the program. Also, qualified instructional staff are available for the program.

Students enrolled in the AAT degree program in Industrial Maintenance Technology will use the library resources available in Somerset Technical College's Manufacturing Division. Distance learning technology is available at the Center for Rural Development and at Somerset Community College. Students will also have access to the Internet and the Kentucky Commonwealth Virtual Library. No additional resources are required.

## **Conclusion**

The AAT degree program in Industrial Maintenance, a collaborative effort involving Somerset Technical College, Somerset Community College, and local industrial companies, can meet the industrial maintenance needs of area business and industry for the immediate future. The availability of a highly qualified maintenance workforce will enable current industrial companies to remain competitive in the world economy and provide an incentive for new manufacturing companies to locate in the Lake Cumberland Region.





**Kentucky Community and Technical College System**  
**Somerset Technical College**  
**Proposal for Initiation of a New Degree Program**  
**Associate in Applied Technology in Industrial Maintenance Technology**

**Executive Summary**

**Mission, Influence, Organization**

The mission of the Kentucky Community and Technical College System (KCTCS) is to improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of certificate, diploma, technical degree, associate degree technical and transfer programs; workforce training to meet the needs of existing and new businesses and industries; remedial and continuing education; short-term, customized training for business and industry; adult education; and associated services.

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**Program Description**

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## **Supportive Data**

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Currently the college offers certificate and diploma programs in Industrial Maintenance Technology. Recent survey results indicate that the AAT degree level program is needed to meet the needs of students seeking higher-level employment opportunities, for job advancement and promotion, and for increased compensation.

The increase in the use of state-of-the-art equipment for control of manufacturing processes increases the difficulty of finding qualified personnel. Generally, students who apply for industrial maintenance positions have not taken the math and science courses in high school that prepare them to use today's technology. The proposed Industrial Maintenance Technology program would provide the instruction needed to prepare these people to be productive industrial maintenance employees, to advance on the job, and to be eligible for pay incentives.

## **Resources**

Somerset Technical College in partnership with Somerset Community College and local industry has adequate classroom, library, and equipment resources to offer the program. Also, qualified instructional staff are available for the program.

Students enrolled in the AAT degree program in Industrial Maintenance Technology will use the library resources available in Somerset Technical College's Manufacturing Division. Distance learning technology is available at the Center for Rural Development and at Somerset Community College. Students will also have access to the Internet and the Kentucky Commonwealth Virtual Library. No additional resources are required.

## **Conclusion**

The AAT degree program in Industrial Maintenance, a collaborative effort involving Somerset Technical College, Somerset Community College, and local industrial companies, can meet the industrial maintenance needs of area business and industry for the immediate future. The availability of a highly qualified maintenance workforce will enable current industrial companies to remain competitive in the world economy and provide an incentive for new manufacturing companies to locate in the Lake Cumberland Region.

#### **4.11.2 Kentucky Community and Technical College System Review of Certificate Programs for Academic Credit Proposed by Universities**

The ability of institutions to meet the educational needs of the workplace necessitates the development of instructional modules that respond to those needs. Increasingly, completion of viable instructional curricula less than two years in length is demanded. House Bill I not only recognizes the importance of these curricula, it emphasizes the need to coordinate offerings among the institutions of the postsecondary education community by assigning review responsibility to KCTCS. This review will assure the coordination of programs and services needed by local communities. Accordingly, this document presents criteria for the review of university programs below the associate degree level. These criteria are compatible with those to be used for the approval of instructional programs at the same level within KCTCS.

##### **4.11.2.1 Features and Characteristics of Certificate Programs:**

- Organized program of study consisting of courses designed to meet a defined set of competencies.
- Qualifies students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, the program prepares students at skill levels expected of employees in an occupation found in the local economy.
- Applicable to the requirements of an associate degree in the same or a related field of study. Requests for exceptions to this characteristic must accompany the review documents.
- May contain general education courses emphasizing the skills identified in the SCANS report that are critical to entry-level workforce success for persons prepared at the certificate level, and associated with the associate degree program.

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified three foundation skills and five competencies necessary for success in the workplace:

- Foundation Skills
  - Basic Skills –reading, writing, computing, listening, and speaking;
  - Thinking Skills –creative thinking, decision making, problem solving, knowing how to learn, seeing things in the mind's eye, and reasoning;
  - Personal Qualities –individual responsibility, self-esteem, sociability, self-management, and integrity/honesty.
- Competencies
  - Resources –allocating time, money, materials, space and staff;

- Interpersonal Skills –working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- Information –acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems –understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology –selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

#### 4.11.2.2 **Certificate Identification**

The primary purpose and features of certificate programs of study are to provide marketable skills. Given the numerous ways that the term “certificate” is used among postsecondary education institutions and by other agencies, this program of study should have a unique, readily identifiable label.

#### 4.11.2.3 **Program Length**

Certificate programs containing the features and characteristics outlined above should generally range from 12 credit hours to 36 credit hours in length. Proposals for programs with fewer than 12 credit hours or more than 36 credit hours should include a compelling rationale for either a shorter or longer program.

#### 4.11.2.4 **Program Records and Data Reporting**

CPE and all Kentucky institutions use the Classification of Instructional Programs (CIP) taxonomy titles and numbering to organize and describe educational programs. This coding system is used to report program data to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System. C~ codes will be assigned to each certificate program in consultation with CPE to assure consistent program identification across the state. To foster long-term cooperation across the state, all university certificate programs reviewed by KCTCS will be maintained in a certificate program data base.

#### 4.11.2.5 **Approval and Evaluation Processes**

Faculty at the proposing university develop Certificates using the same processes as for any other new program. Approval proceeds according to the university’s program approval process with approval by the Board of Regents or Trustees following the KCTCS review process. A more detailed submission and review process is outlined below. Once approved, Certificate programs are subject to the same evaluation and review processes as any other academic program.

### *Submission Process:*

- The Chief Academic Officer (CAO) of the proposing institution will submit a proposal for a new certificate program to KCTCS at least 60 days prior to course registration. A copy will also be sent to the CPE staff for their information.
- There will be a 30-day review period following receipt of the proposal for KCTCS to respond with support or opposition.
- If KCTCS opposes the program, the CPE staff will review the matter and decide how best to resolve it. A final resolution will normally occur within 45 days of the original submission of the proposal.
- If KCTCS does not oppose the proposal within the 30-day period, KCTCS will notify the proposing institution and CPE staff that the proposing institution may complete its internal development and approval process.

### *Submission Categories*

Certificates may be derived from existing associate degree programs, developed in conjunction with a new associate degree program, or developed independent of any other program.

#### *~ Submission Category A*

- ~ Certificates not associated with an associate degree program
- ~ Certificates associated with an associate degree program which was implemented more than two years ago **and** which has not undergone a program review in the past two years
- ~ Category A –Documentation
  - Local or regional demand for a program of study of this length
  - Curriculum, including number of credit hours and identification of new courses
  - Program competencies
  - External licensing or certifying entity
  - Relationship to new or existing associate degree program; requests for stand-alone certificates must include compelling justification
  - Collaboration with other institutions in the community (either KCTCS or other universities) in developing and delivering the curriculum
  - Anticipated enrollment and completions for next three years
  - Projected implementation date
  - Resources –faculty, learning resources, facilities, equipment

#### *~ Submission Category B*

- ~ Certificates associated with an associate degree program implemented within the past two years
- ~ Certificates associated with a diploma or associate degree program that has had a program review within the past two years
- ~ Category B –Documentation
  - Local or regional demand for a program of study of this length

- Curriculum, including number of credit hours and identification of new courses
- Program competencies
- External licensing or certifying entity, if different from associate degree
- Projected implementation date

Date of Last Review  
Recommended By

Date of Last Revision  
Date

Pr sident,

**KCTCS REVIEW PROCESS FOR  
NEW SUB-ASSOCIATE LEVEL  
CERTIFICATE PROGRAMS**

***ACTION***  
**Agenda Item E-2**  
**March 20, 2000**

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**Recommendation:**

That the Council approve the following process for KCTCS review of sub-associate level certificate and diploma programs at the research and comprehensive universities.

**Rationale:**

- HB 1 states that “no public institution of higher education shall offer any new program of a vocational-technical-occupational nature below the associate degree level without the review of the board of regents for the Kentucky Community and Technical College System.” The delegation of the responsibility for reviewing and commenting on new sub-associate level programs also supports the HB 1 goals of avoiding unnecessary program duplication, increasing inter-institutional collaboration, and creating a comprehensive community and technical college system.
- The proposed process corresponds to the web-based method approved at the November 1999 meeting for reviewing new associate, bachelor's, master's, and doctoral programs.

**Background:**

At its April 1999 meeting, the Council delegated to the KCTCS Board of Regents program approval authority for new programs at KCTCS institutions. At that time, the Council requested that the KCTCS Board direct its staff to work with the Council staff and the chief academic officers of the public universities to develop a process for reviewing sub-associate level certificate and diploma programs at the research and comprehensive universities.

Staff Preparation by Bill Swinford



#### **4.11.2 Kentucky Community and Technical College System Review of Certificate Programs for Academic Credit Proposed by Universities**

The ability of institutions to meet the educational needs of the workplace necessitates the development of instructional modules that respond to those needs. Increasingly, completion of viable instructional curricula less than two years in length is demanded. House Bill I not only recognizes the importance of these curricula, it emphasizes the need to coordinate offerings among the institutions of the postsecondary education community by assigning review responsibility to KCTCS. This review will assure the coordination of programs and services needed by local communities. Accordingly, this document presents criteria for the review of university programs below the associate degree level. These criteria are compatible with those to be used for the approval of instructional programs at the same level within KCTCS.

##### **4.11.2.1 Features and Characteristics of Certificate Programs:**

- Organized program of study consisting of courses designed to meet a defined set of competencies.
- Qualifies students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, the program prepares students at skill levels expected of employees in an occupation found in the local economy.
- Applicable to the requirements of an associate degree in the same or a related field of study. Requests for exceptions to this characteristic must accompany the review documents.
- May contain general education courses emphasizing the skills identified in the SCANS report that are critical to entry-level workforce success for persons prepared at the certificate level, and associated with the associate degree program.

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified three foundation skills and five competencies necessary for success in the workplace:

- Foundation Skills
  - Basic Skills –reading, writing, computing, listening, and speaking;
  - Thinking Skills –creative thinking, decision making, problem solving, knowing how to learn, seeing things in the mind's eye, and reasoning;
  - Personal Qualities –individual responsibility, self-esteem, sociability, self-management, and integrity/honesty.
- Competencies
  - Resources –allocating time, money, materials, space and staff;

- Interpersonal Skills –working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- Information –acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- Systems –understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- Technology –selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

#### 4.11.2.2 **Certificate Identification**

The primary purpose and features of certificate programs of study are to provide marketable skills. Given the numerous ways that the term “certificate” is used among postsecondary education institutions and by other agencies, this program of study should have a unique, readily identifiable label.

#### 4.11.2.3 **Program Length**

Certificate programs containing the features and characteristics outlined above should generally range from 12 credit hours to 36 credit hours in length. Proposals for programs with fewer than 12 credit hours or more than 36 credit hours should include a compelling rationale for either a shorter or longer program.

#### 4.11.2.4 **Program Records and Data Reporting**

CPE and all Kentucky institutions use the Classification of Instructional Programs (CIP) taxonomy titles and numbering to organize and describe educational programs. This coding system is used to report program data to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System. C~ codes will be assigned to each certificate program in consultation with CPE to assure consistent program identification across the state. To foster long-term cooperation across the state, all university certificate programs reviewed by KCTCS will be maintained in a certificate program data base.

#### 4.11.2.5 **Approval and Evaluation Processes**

Faculty at the proposing university develop Certificates using the same processes as for any other new program. Approval proceeds according to the university’s program approval process with approval by the Board of Regents or Trustees following the KCTCS review process. A more detailed submission and review process is outlined below. Once approved, Certificate programs are subject to the same evaluation and review processes as any other academic program.

### *Submission Process:*

- The Chief Academic Officer (CAO) of the proposing institution will submit a proposal for a new certificate program to KCTCS at least 60 days prior to course registration. A copy will also be sent to the CPE staff for their information.
- There will be a 30-day review period following receipt of the proposal for KCTCS to respond with support or opposition.
- If KCTCS opposes the program, the CPE staff will review the matter and decide how best to resolve it. A final resolution will normally occur within 45 days of the original submission of the proposal.
- If KCTCS does not oppose the proposal within the 30-day period, KCTCS will notify the proposing institution and CPE staff that the proposing institution may complete its internal development and approval process.

### *Submission Categories*

Certificates may be derived from existing associate degree programs, developed in conjunction with a new associate degree program, or developed independent of any other program.

#### *~ Submission Category A*

- ~ Certificates not associated with an associate degree program
- ~ Certificates associated with an associate degree program which was implemented more than two years ago **and** which has not undergone a program review in the past two years
- ~ Category A –Documentation
  - Local or regional demand for a program of study of this length
  - Curriculum, including number of credit hours and identification of new courses
  - Program competencies
  - External licensing or certifying entity
  - Relationship to new or existing associate degree program; requests for stand-alone certificates must include compelling justification
  - Collaboration with other institutions in the community (either KCTCS or other universities) in developing and delivering the curriculum
  - Anticipated enrollment and completions for next three years
  - Projected implementation date
  - Resources –faculty, learning resources, facilities, equipment

#### *~ Submission Category B*

- ~ Certificates associated with an associate degree program implemented within the past two years
- ~ Certificates associated with a diploma or associate degree program that has had a program review within the past two years
- ~ Category B –Documentation
  - Local or regional demand for a program of study of this length

- Curriculum, including number of credit hours and identification of new courses
- Program competencies
- External licensing or certifying entity, if different from associate degree
- Projected implementation date

Date of Last Review  
Recommended By

Date of Last Revision  
Date

Pr sident,

#### **4.11.2 Kentucky Community and Technical College System Review of Certificate Programs for Academic Credit Proposed by Universities**

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- Applicable to the requirements of an associate degree in the same or a related field of study. Requests for exceptions to this characteristic must accompany the review documents.
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### *Submission Categories*

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#### *~ Submission Category A*

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- ~ Certificates associated with an associate degree program which was implemented more than two years ago **and** which has not undergone a program review in the past two years
- ~ Category A –Documentation
  - Local or regional demand for a program of study of this length
  - Curriculum, including number of credit hours and identification of new courses
  - Program competencies
  - External licensing or certifying entity
  - Relationship to new or existing associate degree program; requests for stand-alone certificates must include compelling justification
  - Collaboration with other institutions in the community (either KCTCS or other universities) in developing and delivering the curriculum
  - Anticipated enrollment and completions for next three years
  - Projected implementation date
  - Resources –faculty, learning resources, facilities, equipment

#### *~ Submission Category B*

- ~ Certificates associated with an associate degree program implemented within the past two years
- ~ Certificates associated with a diploma or associate degree program that has had a program review within the past two years
- ~ Category B –Documentation
  - Local or regional demand for a program of study of this length

- Curriculum, including number of credit hours and identification of new courses
- Program competencies
- External licensing or certifying entity, if different from associate degree
- Projected implementation date

Date of Last Review  
Recommended By

Date of Last Revision  
Date

Pr sident,



**REVISIONS TO THE  
ADMINISTRATIVE REGULATION  
ON MINIMUM ADMISSIONS REQUIREMENTS**

**ACTION  
Agenda Item E-3  
March 20, 2000**

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**Recommendation:**

That the Council approve the attached draft administrative regulation that establishes guidelines for admission to postsecondary institutions.

**Rationale:**

- 13 KAR 2:010 directs the Council to adopt a policy for placing students in college-level courses.
- The Council approved a systemwide assessment and placement policy at its November 1999 meeting and that policy is now ready to be incorporated into the administrative regulation on minimum admissions requirements.
- Various improvements to the admissions regulation also have been identified during the past year. The recommended changes give students greater flexibility in meeting minimum requirements and offer institutions more latitude in implementing specific Council policies. (A list of significant revisions to the draft regulation is attached.)

**Background:**

The current regulation on minimum admissions requirements requires the Council to develop a policy for assessing and placing students in appropriate level courses in mathematics, English, and reading. Using guidelines in the regulation as a starting point, the Council staff drafted a systemwide assessment and placement policy and shared it with the postsecondary education community and the Department of Education for their advice. The final version—approved by the Council at its November 1999 meeting—addressed several concerns voiced by the institution chief academic officers. The new policy establishes a systemwide standard for assessing and placing students while preserving institutional freedom to teach underprepared students in the most appropriate manner. The proposed regulation incorporates the assessment and placement policy and other improvements identified by Council and institutional staff members.

At the November 1999 meeting, some of the chief academic officers voiced concern about the implementation date of the new systemwide assessment and placement policy. They noted that the new policy would likely place a strain on institutional budgets and resources. The Council staff agreed to work with the institutions and report to the Council at its March meeting. In December, the Council staff requested estimations of enrollments, costs, and revenues associated with remedial education support from each of the institutions. The Council staff's analysis of institutional submissions shows that:

- For the comprehensive universities (five of six reporting), the cost of remedial education is supported solely by tuition and fees until 2001-02, at which time expenditures will need to be subsidized by state appropriation or other revenue by approximately \$184,000.
- For the University of Kentucky (including Lexington Community College) and the University of Louisville, the cost of remedial education is supported by tuition and fees until 2000-01, at which time expenditures will need to be subsidized by state appropriation or other revenue by approximately \$131,000.
- For KCTCS, the cost of remedial education is subsidized by state appropriation in the amount of \$4.8 million in 1998-99. That amount is projected to increase to \$9.4 million in 2001-02.

The Council staff agreed to recommend that the implementation of the systemwide assessment and placement policy be delayed by one year until fall 2001.

The Council staff recently shared the draft regulation with the Council of Chief Academic Officers and the Department of Education. Based on advice from these groups, the Council staff further refined the draft. If the Council approves the draft regulation at its March meeting, the staff will schedule a public hearing in May to provide an opportunity for all interested parties to comment on the proposed administrative regulation. Two legislative committees will consider the final version of the draft regulation early in the summer.

Staff Preparation by Roger Sugarman

## Key Changes to the Draft Administrative Regulation

- Permit KCTCS to admit a student who does not have a high school diploma or a GED into a certificate or diploma program [Section 2].
- Permit students to enroll in KCTCS without taking the ACT Assessment [Section 2].
- Permit universities to administer the ACT RESIDUAL, ASSET, COMPASS, or ACCUPLACER to adult students [Section 2].
- Eliminate separate admissions requirements for resident and out-of-state students [Section 2].
- Clarify the foreign language requirement as two years in the same language; and exempt students with a learning disability from the requirement [Section 3].
- Exempt international and out-of-state students from the PCC [Section 3].
- Drop the requirement that KCTCS and LCC report on students' PCC status [Section 4].
- Broaden language in the section on "special students" so high school students may enroll in college courses as non-degree students. Ensure that credit earned through dual enrollment is treated the same as credit earned in any other college course [Sections 4, 5].
- Incorporate the systemwide assessment and placement policy into the regulation [Section 6].

1 COUNCIL ON POSTSECONDARY EDUCATION

2

3 (Proposed Amendment)

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

6 RELATES TO: KRS 156.160, 164.001, 164.011, 164.020(3), 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: Pursuant to KRS 164.020(8) the council sets  
9 the minimum qualifications for admission to the state-supported postsecondary education institutions. It is  
10 the intent of the council that all students ~~[Kentucky residents shall]~~ have available to them an opportunity  
11 for postsecondary education appropriate to their interests and abilities. ~~[This administrative regulation sets~~  
12 ~~forth the minimum qualifications related to admission at state-supported postsecondary education institu-~~  
13 ~~tions.]~~

14 Section 1. Definitions. (1) "Adult student" means a student who is twenty-one (21) years of age or older.

15 (2) "Council" is defined by KRS 164.010(7).

16 (3) "Institution" or "Institutions" means a state-supported postsecondary education institution as defined  
17 in KRS 164.001(10).

18 (4) "Program of Studies" means the document "Program of Studies for Kentucky Schools: Grades  
19 Primary-12" published by the Kentucky Board of Education.

20 (5) "Remedial Course" means a college or university class or section that prepares a student for  
21 college-level study and does not award credit toward a degree.

1 6) "Systemwide Standard" means a score of 18 or above on a mathematics, English, or reading sub-  
2 scale of the ACT Assessment.

3 Section 2. Minimum Qualifications for Institutional Admission as First-time Freshmen. (1) (a) An appli-  
4 cant has fulfilled the minimum requirements for admission to a degree program at a community or technical  
5 college or to a community college-type program at a university when the applicant has:

6 1. graduated from a public high school or a certified nonpublic high school; or

7 2. earned a high school general equivalency certificate (GED).

8 (b) Provided, however, that the Kentucky Community and Technical College System may exempt a  
9 student who enrolls in a certificate or diploma program from the requirements of sub-paragraphs 1. and 2.  
10 of paragraph (a) of subsection (1) of this Section.

11 (c) An applicant to a community-college type program at a university shall take the ACT Assessment.

12 (2) An applicant has fulfilled the minimum requirements for admission to a baccalaureate program at a  
13 university when the applicant has:

14 (a) graduated from a public high school or a certified nonpublic high school;

15 (b) completed the Pre-College Curriculum; and

16 (c) taken the ACT Assessment.

17 (d) Provided however, an applicant who has earned a high school general equivalency certificate (GED)  
18 or who is a graduate of a noncertified nonpublic high school, including a home school, may be admitted to  
19 a baccalaureate program at a university by taking the ACT Assessment and by scoring at a level on the sub-  
20 tests established by the university. An applicant satisfies the provisions of subsection (2)(b) of this Section  
21 by taking the ACT Assessment and by scoring at levels on the ACT Assessment sub-tests that are estab-  
22 lished by a university.

23 (3) Notwithstanding the provisions of subsections (1) and (2) of this Section, a university may substitute

1 the SAT for the ACT Assessment. The ACT RESIDUAL, ASSET testing program, COMPASS testing  
2 program, or ACCUPLACER testing program may be substituted for the ACT Assessment requirement for  
3 adult students.

4 (4) An institution shall establish a written policy for admitting a student where an applicant has attended  
5 a noncertified or nonpublic school and completed a course of study. Noncertified nonpublic schools shall  
6 include a home school.

7 (5) A nonresident shall meet the same minimum qualifications for admission as a Kentucky resident as  
8 stated in subsections (1) through (4) of this section.

9 (6)(a) A university may, under extenuating circumstances, admit a student without fulfilling the testing  
10 requirements of subsection (2)(c) of this Section.

11 (b) Provided however, that a university shall have a written policy defining extenuating circumstances.

12 (c) When a university admits a student under the provisions of subsection (6) of this Section, the student  
13 shall satisfy the provisions of subsection (2)(c) of this Section during the first semester of enrollment.

14 (7) A university may establish, in writing, additional admission criteria to supplement these minimum  
15 requirements. ~~[A Kentucky resident who has graduated from a public high school or a certified nonpublic~~  
16 high school, who has taken the ACT Assessment Test, and who will enroll in college classes for the first  
17 time following graduation from high school shall be generally granted admission to a community or technical  
18 college or community college type program at an institution.

19 ~~—(a) The Career Planning Program Level II (CPP II), the ASSET testing program, or the COMPASS~~  
20 ~~testing program may be substituted for the ACT Assessment Test requirement for adult students, if the~~  
21 ~~institution believes any of these testing instruments is better suited to the needs of adult students.~~

22 ~~—(b) The Kentucky Community and Technical College System may substitute the Test of Adult Basic~~  
23 ~~Education (TABE) for an applicant to a technical college.~~

1 —(2) A Kentucky resident who has graduated from a public high school or a certified nonpublic high  
2 school, who has taken the ACT Assessment Test, who has completed the minimum academic preparation,  
3 and who will enroll in college classes for the first time following graduation from high school has fulfilled the  
4 minimum requirements for admission to a baccalaureate program at a university. An institution may accept  
5 the Scholastic Aptitude Test (SAT) in lieu of the ACT Assessment Test. An institution may establish  
6 additional admission criteria to supplement these minimum requirements.

7 —(3) A Kentucky resident who has earned a high school equivalency certificate (GED) or who is a  
8 graduate of a noncertified nonpublic high school may be admitted to:

9 —(a) A community or technical college or community college type program at an institution upon comple-  
10 tion of the ACT Assessment Test.

11 —1. The Career Planning Program Level II (CPP II), the ASSET testing program, or the COMPASS  
12 testing program may be substituted for the ACT Assessment Test requirement for an adult student.

13 —2. The Kentucky Community and Technical College System may substitute the Test of Adult Basic  
14 Education (TABE) for an applicant to a technical college; or

15 —(b) A baccalaureate program at a university by meeting the minimum requirements specified in subsection  
16 (2) of this section. Completion of the minimum educational preparation may be validated through the  
17 submission of ACT area scores which are deemed adequate by each university. A university may establish  
18 additional admission criteria to supplement these minimum requirements.

19 —(4) An institution shall establish a policy for the admission of a student to a technical college, community  
20 college, or a university where a Kentucky resident student has attended a noncertified nonpublic school and  
21 completed a course of study. Noncertified nonpublic schools shall include a home school. Except for the  
22 high school graduation or high school equivalency certificate (GED) requirements, all remaining requirements  
23 of subsections (1), (2) and (3) of this section shall apply to a student who has attended a noncertified

1 ~~nonpublic school and completed a course of study.~~

2 ~~—(5) A nonresident shall meet the same minimum qualifications for admission as a Kentucky resident as~~  
3 ~~stated in subsections (1) through (4) of this section and at least one (1) of the following conditions in order~~  
4 ~~to be admitted to a state institution:~~

5 ~~—(a) Graduate in the top fifty (50) percent of their high school class;~~

6 ~~—(b) Achieve a composite score at the 50th percentile or above for all students taking the ACT or the~~  
7 ~~SAT nationally (the ACT is the preferred admission test for Kentucky public institutions, and applicants are~~  
8 ~~encouraged to take the ACT; however, each institution may accept the SAT in lieu of the ACT for resident~~  
9 ~~and nonresident applicants); or~~

10 ~~—(c) Demonstrate the ability to pursue the college academic program without substantial remedial educa-~~  
11 ~~tion.~~

12 ~~—(6) If, under extenuating circumstances, a student is admitted conditionally without having fulfilled the~~  
13 ~~testing requirement, the student shall take the ACT to fulfill this requirement during the first semester of~~  
14 ~~enrollment.]~~

15 Section 3. Pre-College Curriculum [~~Minimum Academic Preparation and the Precollege Curriculum~~].

16 (1) Effective for the fall semester of 2000 [~~1999~~], an applicant to a baccalaureate degree program at an  
17 institution shall complete, in addition to the requirements of Section 2 of this administrative regulation, [who  
18 has satisfied the minimum qualifications for institutional admission as a first time freshman and who has  
19 successfully completed] twenty (20) or more approved high school units including the following courses in  
20 the Pre-College Curriculum [~~precollege curriculum describing the minimum academic preparation require-~~  
21 ~~ments shall be eligible for admission to a baccalaureate program at each university]. The Pre-College  
22 Curriculum [~~precollege curriculum~~] described in this section shall include the following categories and courses  
23 of study and is based on the Program of Studies. [~~An institution may establish additional requirements to~~~~



1 ~~supplement this minimum academic preparation.]~~

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

4 (b) Three (3) units of high school study in mathematics, including algebra I, algebra II and geometry. This  
5 mathematics requirement may be met by completing the integrated mathematics series consisting of three  
6 (3) units.

7 (c) Two (2) units of high school study in science, biology I and either chemistry I or physics I. At least  
8 one (1) ~~[of the]~~ science course ~~[courses]~~ shall be a laboratory course.

9 (d) Two (2) units of high school study in social studies, that shall include ~~[specifically including]~~ world  
10 civilization and U.S. history or AP American history.

11 (e) A college-bound student is encouraged to take, as part of his elective course selection, additional  
12 coursework in mathematics, sciences, foreign languages, arts, and computer literacy.

13 (f) A substitution shall not be made for any course ~~[which is]~~ identified in subsection (1) of this section  
14 unless the course in question has been deemed equivalent in content by the Council on Postsecondary  
15 Education in consultation with the Department of Education.

16 (2) Effective for the fall semester of 2002, an applicant to a baccalaureate degree program at an institu-  
17 tion shall complete, in addition to the requirements of Section 2 of this administrative regulation, twenty-two  
18 (22) or more approved high school units including the following courses in the Pre-College Curriculum. The  
19 Pre-College Curriculum ~~[precollege curriculum]~~ described in this section shall include the following catego-  
20 ries and courses of study and is based on the Program of Studies. ~~[who has satisfied the minimum qualifica-~~  
21 ~~tions for institutional admission as a first-time freshman and who has successfully completed twenty-two~~  
22 ~~(22) or more approved high school units including the following precollege curriculum describing the~~  
23 ~~minimum academic preparation requirements may be eligible for admission to a baccalaureate program at~~

1 ~~each university. The precollege curriculum described in this section shall include the following categories~~  
2 ~~and courses of study and is based on the Program of Studies. An institution may establish additional re-~~  
3 ~~quirements to supplement this minimum academic preparation.]~~

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

6 (b) Except as provided in subparagraphs 1, 2, and 3 of this paragraph, three (3) units of high school  
7 study in mathematics, including algebra I, algebra II, and geometry.

8 1. A student may substitute for algebra I a mathematics course whose content is more rigorous than that  
9 described in the Program of Studies.

10 2. Algebra I may be taken prior to high school and counted as a required mathematics ~~[required]~~ course  
11 if the academic content of the course is at least as rigorous as that listed in the Program of Studies.

12 3. Algebra II shall include the content and skills described in the Core Content for Mathematics Assess-  
13 ment.

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

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

18 (e) One-half (1/2) unit in health education.

19 (f) One-half (1/2) unit in physical education.

20 (g) One (1) unit in history and appreciation of visual and performing arts.

21 (h) Effective with the fall semester 2004, an applicant shall:

22 1. Complete two (2) units in the same foreign ~~[a nonnative]~~ language ~~[where the academic content~~  
23 ~~includes the spoken and written aspects of a nonnative language as well as the culture associated with that~~

1 ~~language]. Provided, however, when a local school has diagnosed a student as having a learning disability~~  
2 ~~as set forth in KRS 157.200 and 707 KAR 1:280 or 707 KAR 1:310 and has determined that the learning~~  
3 ~~disability precludes a student from successfully completing a foreign language course, the student shall be~~  
4 ~~exempt from the provisions of this sub-paragraph; or~~

5 2. Demonstrate linguistic competence and awareness of a foreign ~~[nonnative]~~ language ~~[and culture]~~  
6 equivalent to two (2) years of high school language ~~[and the culture associated with that language. The~~  
7 ~~council shall adopt a policy by 2003 for assessing nonnative language competence.]~~

8 (3)(a) Beginning with fall semester 2002 through the academic year 2003-2004, a student shall, in  
9 addition to the requirements of sub-section (2) of this section, take seven (7) electives. Five (5) of the seven  
10 (7) electives shall be courses with academic content that is at least as rigorous as that required in the  
11 minimum high school graduation requirements and shall be in an approved area:

12 ~~[(b) Beginning with the fall semester 2004, a student shall take five (5) electives. Three (3) of five (5)~~  
13 ~~electives shall be courses with academic content that is at least as rigorous as that required in the minimum~~  
14 ~~high school graduation requirements . An elective shall be in an approved area of study:]~~

15 1. Social studies.

16 2. Science.

17 3. Mathematics.

18 4. English/language arts.

19 5. Arts and humanities.

20 6. Physical education and health. A student shall be limited to one-half (1/2) unit as an elective in physical  
21 education and to one-half (1/2) unit in health.

22 7. Foreign ~~[nonnative]~~ language ~~[where the academic content includes spoken and written aspects of~~  
23 ~~a nonnative language as well as the culture associated with the language].~~

1 8. Agriculture, industrial technology education, business education, marketing education, family and  
2 consumer sciences, health sciences, technology education and career pathways. The academic content shall  
3 be more rigorous than the introductory level as described in 703 KAR 4:060.

4 9. A college-bound student is encouraged to take, as part of an ~~his~~ elective course selection, additional  
5 coursework in mathematics, sciences, and arts.

6 (b) Beginning with the fall semester 2004, in addition to the requirements of sub-section (2) of this section  
7 a student shall take five (5) electives. Three (3) of the five (5) electives shall be courses with academic  
8 content that is at least as rigorous as that required in the minimum high school graduation requirements and  
9 shall be in an approved area of study set forth in sub-paragraphs 1. through 8. of paragraph (a) of subsec-  
10 tion (3) of this Section.

11 (4)(a) A student may substitute an integrated, applied, interdisciplinary, or higher level course within a  
12 program of study for a course listed in subsections (1) or (2) of this section, if the substituted course offers  
13 the same or greater academic rigor and the course covers or exceeds the minimum required content.

14 (b) Integrated mathematics courses are intended to be taken as a sequence. A student shall choose either  
15 the algebra/geometry sequence or the integrated mathematics sequence.

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

18 (5) An institution may establish additional requirements to supplement this minimum academic prepara-  
19 tion.

20 (6) A waiver of a required Pre-College Curriculum ~~precollege curriculum~~ course may be justified when  
21 ~~if~~:

22 (a) A student is physically unable to complete a course because of a physical handicap;

23 (b) A student's handicapping condition is verified through appropriate documentation;

1 (c) The school district superintendent (or designee) verifies that a student's handicapping condition will  
2 prevent the student from completing the course in question; and

3 (d) Following a determination that a student is unable to complete a course based upon the paragraphs  
4 (a), (b) and (c) of sub-section (6) of this Section, a local school may substitute another course in accor-  
5 dance with 704 KAR 3:305, Section 2(3) [in a closely related area may be substituted for the course that  
6 cannot be completed].

7 (7) [(6)] A course selection is tied to the Program of Studies and the individual course descriptions  
8 contained in that document. [Adjustments in the minimum academic preparation for college shall occur as  
9 changes are made in the program of studies.] For guidance in the selection of a specific course, a counselor  
10 may consult the program of studies and Council materials on the Pre-College Curriculum [precollege  
11 curriculum].

12 (8) [(7)] Each institution shall determine whether an applicant has met these minimum academic prepara-  
13 tion requirements.

14 (9) [(8) Effective with admissions for the fall semester of 2002, except as provided in subsection (9) of  
15 this section, a student admitted to a baccalaureate degree program at an institution shall be subject to the  
16 precollege curriculum.] The Pre-College Curriculum [precollege curriculum] requirement shall apply to:

- 17 (a) A first-time freshman pursuing a baccalaureate degree with or without a declared major;
- 18 (b) A student converting from nondegree status to baccalaureate degree status;
- 19 (c) A student changing from certificate or associate-degree level to baccalaureate-degree level; and
- 20 (d) A student who, transferring from another institution, has been admitted to baccalaureate-degree  
21 status by the receiving institution. [A degree-seeking student shall be assigned a degree level code.]

22 (10) [(9)] The following shall be exempted from the requirements of the Pre-College Curriculum  
23 [precollege curriculum]:

- 1 (a) An adult student;
- 2 (b) A student entering baccalaureate-degree status with twenty-four (24) or more semester credit hours
- 3 applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a 4.00 scale;
- 4 (c) Active duty military personnel, their spouses, and their dependents; ~~{or}~~
- 5 (d) A student enrolled in a community or technical college or a community college type program; ~~{-}~~
- 6 (e) A nonresident student; or
- 7 (f) An international student.

8 Section 4. Conditional Admissions Qualifications. (1) A university ~~{Subject to the requirements and~~  
9 ~~limitations established by the council, an institution}~~ shall have the option of admitting conditionally a first-  
10 time freshman applicant to a baccalaureate ~~{or associate}~~ degree program ~~{or diploma or certificate pro-~~  
11 ~~gram}~~ who has not met the requirements of Section 3 of this administrative regulation ~~{minimum academic~~  
12 ~~preparation qualifications for admission}~~. A first-time freshman admitted conditionally shall remove or  
13 otherwise satisfy all academic deficiencies ~~{regarding the minimum academic preparation}~~ in a manner and  
14 time period established by the enrolling institution.

15 (2) An institution enrolling students in a baccalaureate degree program under the conditional admission  
16 provisions in subsections (1) and (4) ~~{provision in subsection (1)}~~ of this section shall admit conditionally  
17 each academic term not more than five (5) percent of a base figure. The base figure shall be the average  
18 number of students reported as enrolled with baccalaureate-degree status over the preceding four (4) years.

19 (3) Although not subject to the Pre-College Curriculum ~~{precollege curriculum}~~ for admission purposes,  
20 the Pre-College Curriculum status of students enrolled in a ~~{technical college, community college or}~~  
21 community college-type program in a university shall be assessed and reported to the Council on Post-  
22 secondary Education ~~{as to their precollege curriculum status}~~.

23 (4) ~~{Section 5. Special Students. (1)}~~ An applicant of superior ability, as demonstrated by exceptional

1 academic achievement, a high ACT Assessment score, and social maturity, may be granted early admission.  
2 An applicant granted early admission by an institution shall be exempt from the provisions of Sections 2  
3 and 3 of this administrative regulation.

4 ~~(5) [(2)]~~At the discretion of the institution, a person who does not ~~[an applicant unable to]~~ meet college  
5 entrance requirements, including high school students, may enroll in ~~[be admitted to a]~~ college courses as  
6 a non-degree student ~~[class for which he is qualified].~~

7 ~~[(3) A Kentucky resident sixty five (65) or older who is admitted to an institution shall have all registra-~~  
8 ~~tion and tuition charges waived. An institution may limit admission under this subsection if classes are filled,~~  
9 ~~or if admission necessitates creating additional classes.]~~

10 Section 5 ~~[6. General Policy on Nonresident Enrollment. (1) An institution providing a scholarship to~~  
11 ~~a nonresident student, regardless of the source or nature of the scholarship, shall count that student as a~~  
12 ~~nonresident student for purposes of this policy and reporting to the council.~~

13 ~~—(2) A student from another state or country shall be accepted by an institution if the nonresident enroll-~~  
14 ~~ment does not inhibit the educational opportunities of a Kentucky resident. An institution may establish~~  
15 ~~additional admission criteria consistent with this administrative regulation.~~

16 ~~—Section 7.]~~ Transfer Students. (1) The council's general education transfer policy and baccalaureate  
17 program transfer frameworks policy shall provide the basis for an institution's policy ~~[institutional policies]~~  
18 on the acceptance of transfer credits. The American Association of Collegiate Registrars and Admissions  
19 Officers' "Transfer Credit Practices of Educational Institutions" shall serve as a reference for admission of  
20 transfer students to an institution and for the acceptance of transfer credits.

21 ~~[Generally, a student dismissed from a college or university shall not be accepted at an institution for the~~  
22 ~~semester following his dismissal. Failure by a student to report enrollment at another institution may result~~  
23 ~~in dismissal and loss of credits earned.]~~

1 (2) A state-supported institution shall assure that a transferring student receives academic counseling  
2 concerning the transfer of credit among institutions.

3 (3) An institution, consistent with the provisions of subsection (1) of this Section, shall accept a student's  
4 college credit earned when a course is taken both for high school credit and college credit. Credit earned  
5 through such a dual enrollment arrangement shall be treated the same as credit earned in any other college  
6 course.

7 Section 6. Assessment and Placement of Students. (1) The assessment and placement policy of the  
8 council shall be effective with the Fall Semester 2001 and shall apply to:

9 (a) A first-time freshman enrolled in an associate or baccalaureate degree program or a certificate or  
10 diploma program at an institution;

11 (b) A student who transfers from a degree program at one institution into a baccalaureate degree pro-  
12 gram at another institution and who has not taken and successfully passed college-level courses in mathe-  
13 matics and English;

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

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

18 (2) A nondegree-seeking student is exempt from systemwide mandatory assessment and placement  
19 policies.

20 (3) A university shall use the ACT Assessment to evaluate student competencies in mathematics, English,  
21 and reading. A university may accept scores on the SAT in lieu of the ACT Assessment for placement in  
22 college-level courses. A university may use an institutional placement exam as a supplement to the ACT  
23 Assessment to help place a student in the proper course.



1 (4) A university shall place a student who scores below the systemwide standard in mathematics, English,  
2 or reading in an:

3 (a) appropriate remedial course in the relevant discipline; or

4 (b) entry-level college course, if the course offers supplementary academic support, such as extra class  
5 sessions, additional labs, tutoring, and increased monitoring of students, beyond that usually associated with  
6 an entry-level course.

7 (c) Provided however, that a university may set a cut-off score above the systemwide standard to place  
8 a student.

9 (5) An adult student who has been admitted without the ACT Assessment test or the SAT may be  
10 placed into an appropriate course using:

11 (a) The ACT Residual test;

12 (b) The ASSET testing program;

13 (c) The COMPASS testing program,

14 (d) The ACCUPLACER testing program; or

15 (e) An institutional placement test.

16 (6) A university is responsible for determining the remediation required including the number of remedial  
17 courses required, if necessary.

18 (7)(a) KCTCS shall select campus placement tests for the community and technical colleges that assess  
19 mathematics, English, and reading skills.

20 (b) KCTCS shall ensure that the same campus placement tests are used by the Technical College  
21 Branch and the Community College Branch to assess degree-seeking students.

22 (c) KCTCS may use the ACT Assessment scores or SAT scores to place a student into an appropriate  
23 course.

1 (8) The KCTCS shall place a degree-seeking student who scores below the systemwide standard in  
2 mathematics, English, or reading in an:

3 (a) appropriate remedial course in the relevant discipline; or

4 (b) entry-level college course if the course offers supplementary academic support, such as extra class  
5 sessions, additional labs, tutoring, and increased monitoring of students beyond that which is usually associ-  
6 ated with an entry-level course.

7 (9) KCTCS shall develop guidelines for use at the community and technical colleges that will determine  
8 the remediation required in mathematics, English, or reading based upon placement test scores.

9 (10)(a) KCTCS shall develop assessment and placement policies for students who enroll in certificate  
10 and diploma programs.

11 (b) For each certificate and diploma program, KCTCS shall determine the proper cut-off scores for  
12 placing students and the standards for exiting remedial instruction.

13 (c) Provided however, KCTCS may exempt students enrolled in selected certificate and diploma  
14 programs from an assessment and placement in mathematics, English, and reading.

15 (11) Effective with the Spring Semester 2001, an institution shall report to the council data that monitors  
16 the performance of first-time freshmen in remedial and entry-level courses. The core elements of the first-  
17 time freshmen performance monitoring system shall include, as appropriate:

18 (a) ACT or SAT scores;

19 (b) Institutional placement exam results;

20 (c) Information that identifies whether a course is remedial, entry-level, or entry-level with supplementary  
21 academic support provided; and

22 (d) Grades in remedial and entry-level courses.

23 Section 7. [8 - Remedial Placement. (1) The council shall adopt a policy on remedial placement by June 30,

1 ~~1999, that provides minimum standards for placement of a student in a college level course.~~

2 ~~—(2) An institution shall adopt, no later than the end of calendar year 1999, a policy on placement of a~~  
3 ~~student in a college level course to be effective no later than the fall semester of the year 2000. The institu-~~  
4 ~~tional policy shall use an assessment system that:~~

5 ~~—(a) Meets or exceeds the minimum level of the policy developed by the council in subsection (1) of this~~  
6 ~~section;~~

7 ~~—(b) Evaluates whether a student meets entry level standards in reading, English and mathematics;~~

8 ~~—(c) Requires a student who does not meet the entry level standards to enroll in appropriate remedial level~~  
9 ~~courses and pass them with a grade of "C" or higher; and~~

10 ~~—(d) Requires an institution to use placement tests for assigning students to the appropriate level course.~~

11 ~~—(3) The Kentucky Community and Technical College System shall establish uniform placement policies~~  
12 ~~for the two (2) branches, the Technical College Branch and the University of Kentucky Community College~~  
13 ~~Branch.~~

14 ~~Section 9.]~~ Incorporation by Reference. (1) The following material is incorporated by reference:

15 (a) The "Program of Studies for Kentucky Schools, Grades Primary-12", [~~April 28,~~] 1998, Kentucky  
16 Department of Education;

17 (b) "Core Content for Mathematics Assessment", Version 3.0, 1999, [~~1.0, 1996,~~] Kentucky Depart-  
18 ment of Education;

19 (c) "General Education Transfer Policy", 1995, Council on Postsecondary Education; and

20 (d) "Baccalaureate Program Transfer Frameworks", 1999-2000, [~~1998-99,~~] Council on Postsecondary  
21 Education.

22 (2) This material may be inspected, copied or obtained at the Council on Postsecondary Education,  
23 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, Monday through Friday, 8 a.m. to 4:30 p.m.

1 \_\_\_\_\_  
2 Charles Whitehead \_\_\_\_\_ Date  
3 Chair  
4 Council on Postsecondary Education

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9 APPROVED AS TO FORM:

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12 \_\_\_\_\_  
13 Dennis L. Taulbee \_\_\_\_\_ Date  
14 General Counsel  
15 Council on Postsecondary Education



1 COUNCIL ON POSTSECONDARY EDUCATION

2

3 (Proposed Amendment)

4 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education mstitu-

5 tions in Kentucky.

6 RELATES TO: KRS 156.160, 164.001, 164.011, 164.020(3), 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: Pursuant to KRS 164.020(8) the  
council sets

9 the minimum qualifications for admission to the state-supported postsecondaiy education  
institutions.

10 It is the intent of the council that all students [Kentucky residents shall] have available to  
them an

11 opportunity for postsecondary education appropriate to their interests and abilities.

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14 Section 1. Definitions. (1) “Adult student” means a student who is twenty-one (21) years  
of age or

15 older.

16 (2) “Council” is defined by KRS 164.010(7).

17 (3) “Institution” or “Institutions” means a state-supported postsecondary education  
institution as

18 defined in KRS 164.001(10).

19 (4) “Program of Studies” means the document “Program of Studies for Kentucky Schools:  
Grades

20 Primary-12” published by the Kentucky Board of Education.

21 (5) “Remedial Course” means a college or university class or section that prepares a student for

22 college-level study and does not award credit toward a degree.

1 6) “Systemwide Standard” means a score of 18 or above on a mathematics.  
English. or reading sub-

2 scale of the ACT Assessment.

3 Section 2. Minimum Qualifications for Institutional Admission as First-time  
Freshmen. (1)I~I.An

4 applicant has fulfilled the minimum requirements for admission to a degree program at  
a commumty

5 or technical college or to a community college-type program at a university when the  
applicant has:

6 1. graduated from a public high school or a certified nonpublic high school: or

7 2. eamed a high school general equivalency certificate (GED).

8 (b) Provided, however, that the Kentucky Community and Technical College  
System may exempt

9 a student who enrolls in a certificate or diploma program from the requirements  
of sub-paragraphs 1.

10 and 2. of paragraph (a) of subsection (1) of this Section.

11 (c) An applicant to a community-college type program at a university shall take the  
ACT Assess-

12 ment.

13 (2) An applicant has fulfilled the minimum requirements for admission to  
a baccalaureate program

14 at a university when the applicant has:

15 (a) graduated from a public high school or a certified nonpublic high school:

16 (b) completed the Pre-College Curriculum: and

17 (c) taken the ACT Assessment.

18 (d) Provided however, an applicant who has earned a high school general  
equivalency certificate

19 (GED) or who is a graduate of a noncertified nonpublic high school, including a home  
school. may be

20 admitted to a baccalaureate program at  
a university by taking the ACT Assessment and by scoring at



21 a level on the sub-tests established by the university. An applicant satisfies the provisions of subsection

22 (2)(b) of this

Section by taking the ACT Assessment and by scoring at levels on the ACT Assessment

23 sub-tests that are established by a university.

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(3) Notwithstanding the provisions of subsections (1) and (2) of this Section, a university may substitute the SAT for the ACT Assessment. The ACT RESIDUAL ASSET testing program, COM PASS testing program, or ACCUPLACER testing program may be substituted for the ACT Assessment requirement for adult students.

(4) An institution shall establish a written policy for admitting a student where an applicant has attended a noncertified or nonpublic school and completed a course of study. Noncertified nonpublic schools shall include a home school.

(5) A nonresident shall meet the same minimum qualifications for admission as a Kentucky resident as stated in subsections (1) through (4) of this section.

(6)(a) A university may, under extenuating circumstances, admit a student without fulfilling the testing requirements of subsection (2)(c) of this Section.

(b) Provided however, that a university shall have a written policy defining extenuating circumstances.

(c) When a university admits a student under the provisions of subsection (6) of this Section, the student shall satisfy the provisions of subsection (2)(c) of this Section during the first semester of enrollment.

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(7) A university may establish, in writing, additional admission criteria to supplement these minimum requirements. [A Kentucky resident who has graduated from a public

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high school or a certified nonpublic high school, who has taken the ACT Assessment Test, and who will enroll in college classes for the first time following graduation from high school shall be generally granted admission to a community or technical college or community college type program at an institution.

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testing program may be substituted for the ACT Assessment Test requirement for adult students, if the

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institution believes any of these testing instruments is better suited to the needs of adult students.

(b) The Kentucky Community and Technical College System may substitute the Test of Adult Basic Education (TABE) for an applicant to a technical college.

(2) A Kentucky resident who has graduated from a public high school or a certified nonpublic high school, who has taken the ACT Assessment Test, who has completed the minimum academic preparation, and who will enroll in college classes for the first time following graduation from high school has fulfilled the minimum requirements for admission to a baccalaureate program at a university. An institution may accept the Scholastic Aptitude Test (SAT) in lieu of the ACT Assessment Test. An institution may establish additional admission criteria to supplement these minimum requirements.

(3) A Kentucky resident who has earned a high school equivalency certificate (GED) or who is a graduate of a noncertified nonpublic high school may be admitted to:

(a) A community or technical college or community college type program at an institution upon completion of the ACT Assessment Test.

1. The Career Planning Program Level II (CPP II), the ASSET testing program, or the COMPASS testing program may be substituted for the ACT Assessment Test requirement for an adult student.

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2. The Kentucky Community and Technical College System may substitute the Test of Adult Basic Education (TABE) for an applicant to a technical college; or

(b) A baccalaureate program at a university by meeting the minimum requirements specified in subsection (2) of this section. Completion of the minimum educational preparation may be validated through the submission of ACT area scores which are deemed adequate by each university. A university may establish additional admission criteria to supplement these minimum requirements.

(1) An institution shall establish a policy for the admission of a student to a technical college, community college, or a university where a Kentucky resident student has attended a nonecertified

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nonpublic school and completed a course of study. Noncertified nonpublic schools shall include a home school. Except for the high school graduation or high school equivalency certificate (GED) requirements, all remaining requirements of subsections (1), (2) and (3) of this section shall apply to a student who has attended a noncertified nonpublic school and completed a course of study.

(5) A nonresident shall meet the same minimum qualifications for admission as a Kentucky resident as stated in subsections (1) through (1) of this section and at least one (1) of the following conditions in order to be admitted to a state institution:

- (a) Graduate in the top fifty (50) percent of their high school class;
- (b) Achieve a composite score at the 50th percentile or above for all students taking the ACT or the SAT nationally (the ACT is the preferred admission test for Kentucky public institutions, and applicants are encouraged to take the ACT; however, each institution may accept the SAT in lieu of the ACT for resident and nonresident applicants); or
- (c) Demonstrate the ability to pursue the college academic program without substantial remedial duea~ieB

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(6) If, under extenuating circumstances, a student is admitted conditionally without

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having fulfilled the testing requirement, the student shall take the ACT to fulfill this requirement during the first semester of enrollment.]

Section 3. Pre-College Curriculum [Minimum Academic Preparation and the Precollege Curriculum]. (1) Effective for the fall semester of 2000-2001, an applicant to a baccalaureate degree program at an institution shall complete, in addition to the requirements of Section 2 of this administrative regulation, [who has satisfied the minimum qualifications for institutional admission as a

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successful completion of twenty (20) or more approved high school units including the following courses in the Pre-College Curriculum I and II

1 ing the minimum academic preparation requirements shall be eligible for admission to  
a baccalaure

2 ate program at each university]. The Pre-College Curriculum ~:“~g: •qi.~ •] described in  
this

3 section shall include the following categories and courses of study and is based on the  
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4 Studies. [4 .. ~ .-~ :~t’~l ~Y: ‘~ AL<sub>1</sub>’~O1~ IC 11.p \_\_\_\_\_

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6 (a) Four (4) units of high school study in English/language arts, specifically including English  
I,

7 English H, English III, and English IV or AP English.

8 (b) Three (3) units of high school study in mathematics, including algebra I, algebra II and ge-  
9 ometry. This mathematics requirement may be met by completing the integrated mathematics  
series

10 consisting of three (3) units.



11 (c) Two (2) units of high school study in science, biology I and either chemistry I or physics

I. At

12 least one (1) science course shall be a laboratory course.

13 (d) Two (2) units of high school study in social studies, that shall include

14 world civilization and U.S. history or AP American history.

15 (e) A college-bound student is encouraged to take, as part of his elective course selection, additional coursework in mathematics, sciences, foreign languages, arts, and computer literacy.

17 (~ A substitution shall not be made for any course identified in subsection (1') of this

18 section unless the course in question has been deemed equivalent in content by the Council on

19 Postsecondary Education in consultation with the Department of Education.

20 (2) Effective for the fall semester of 2002, an applicant to a baccalaureate degree program at an

21 institution shall complete, in addition to the requirements of Section 2 of this administrative regula

22 tion, twenty-two (22) or more approved high school units including the following courses in the Pre

23 College Curriculum. The Pre-College Curriculum [~.:o:11o; ;.‘.)e ‘ku] described in this section

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shall include the following categories and courses of study and is based on the Program of Studies. [who has satisfied the minimum qualifications for institutional admission as a first time freshman and who has successfully completed twenty two (22) or more approved high school units including the

eligible for admission to a baccalaureate program at each university . The precollege curriculum described in this section shall include the following categories and courses of study and is based on the Program of Studies. An institution may establish additional requirements to supplement this minimum academic preparation.]

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12 (a) Four (4) units of high school study in English/language arts, specifically, including  
13 English I,

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14 English II, English III, and English IV or AP English.

15 (b) Except as provided in subparagraphs 1,2, and 3 of this paragraph, three (3) units of  
16 high school  
17 study in mathematics, including algebra I, algebra II, and geometry.

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19 1. A student may substitute for algebra I a mathematics course whose content is more  
20 rigorous than  
21 that described in the Program of Studies.

22 2. Algebra I may be taken prior to high school and counted as a required mathematics

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course if the academic content of the course is at least as rigorous as that listed in the  
Program of

Studies.

3. Algebra II shall include the content and skills described in the Core Content for  
Mathematics

Assessment.

(c) Three (3) units of high school study in science, to include physical science, life  
science, and earth

and 13 space science. At least one (1) unit shall be a laboratory course.

(d) Three (3) units of high school study in social studies, from the following content  
areas: United

States history, economics, government, world geography, and world civilization.

1 (e) One-half (1/2) unit in health education.

2 (t) One-half (1/2) unit in physical education.

3 (g) One (1) unit in history and appreciation of visual and performing arts.

4 (h) Effective with the fall semester 2004, an applicant shall:

**S** 1. Complete two (2) units in the same foreign language [ 1-3-

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6 includes the spoken and written aspects of a nonnative language as well as the culture associated

7 with a language. Provided, however, when a local school has diagnosed a student as having a

8 learning disability as set forth in KRS 157.200 and 707 KAR 1:280 or 707 KAR 1:310 and has

9 determined that the learning disability precludes a student from successfully completing a foreign

10 language course, the student shall be exempt from the provisions of this sub-paragraph or

ii 2. Demonstrate linguistic competence and awareness of a foreign native language and

12 equivalent to two (2) years of high school language [and the culture associated with that

13 language. The council shall adopt a policy by 2003 for assessing nonnative language competence.]

14 (3)(a) Beginning with fall semester 2002 through the academic year 2003-2004, a student

shall~

15 in addition to the requirements of sub-section (2) of this section. take seven (7) electives.

Five (5)

16 of the seven (7) electives shall be courses with academic content that is at least as rigorous as that

17 required in the minimum high school graduation requirements and shall be in an approved area:

18 [(b) Beginning with the fall semester 2001, a student shall take five (5) electives. Three (3) of five

19 (5) electives shall be ceurses with academic content that is at least as rigorous as that required in the

20 minimum high school graduation requirements .An elective shall be in an approved area of study:]

- 21 1. Social studies.
- 22 2. Science.
- 23 3. Mathematics.

1 4. English/language arts.

2 5. Arts and humanities.

3 6. Physical education and health. A student shall be limited to one-half (1/2) unit as an  
elective

~ in physical education and to one-half (1/2) unit in health.

5 7. Foreign language [where the academic content includes spoken and written aspects

6 of a nonnative language as well as the culture associated with the language].

7 8. Agriculture, industrial technology education, business education, marketing  
education, family

8 and consumer sciences, health sciences, technology education and career pathways. The  
academic

9 content shall be more rigorous than the introductory level as described in 703 KAR 4:060.

10 9. A college-bound student is encouraged to take, as part of an fhi~1 elective course  
selection,

11 additional coursework in mathematics, sciences, and arts.

12 (b) Beginning with the fall semester 2004. in addition to the requirements of sub-section (2)  
of this

13 section a student shall take five (5) electives. Three (3) of the five (5) electives shall be  
courses with

14 academic content that is at least as rigorous as that required in the minimum high school  
graduation

15 requirements and shall be in an approved area of study set forth in sub-paragraphs 1. through  
8. of

16 paragraph (a') of subsection (3) of this Section.

17 (4)(a) A student may substitute an integrated, applied, interdisciplinary, or higher level  
course

18 within a program of study for a course listed in subsections (1) or (2) of this section, if the  
substi19 tuted course offers the same or greater academic rigor and the course covers or exceeds  
the minimum

20 required content.

21 (b) Integrated mathematics courses are intended to be taken as a sequence. A student  
shall choose

22 either the algebra/geometry sequence or the integrated mathematics sequence.

23 (c) An approved substitute course may fshall.1 include an honors course, advanced placement



1 course, dual credit course, or a course taken at an institution.

2 (5) An institution may establish additional requirements to supplement this minimum academic

3 preparation.

4 (~) A waiver of a required Pre-College Curriculum course may be justified

5 when fi4l.

6 (a) A student is physically unable to complete a course because of a physical handicap;

7 (b) A student's handicapping condition is verified through appropriate documentation;

8 (c) The school district superintendent (or designee) verifies that a student's handicapping condition

9 will prevent the student from completing the course in question; and

10 (d) Following a determination that a student is unable to complete a course based upon the para

11 graphs (a), (b) and (c) of sub-section (6) of this Section. a local school may substitute another course

12 in accordance with 704 KAR 3:305. Section 2(3) [in a closely related area may be substituted for the

13 course that cannot be completed].

14 (7) f~6j A course selection is tied to the Program of Studies and the individual course descriptions

15 contained in that document.

[Adjustments in the minimum academic preparation for college shall oee~

16 as changes are made in the program of studies.] For guidance in the selection of a specific course, a

17 counselor may consult the program of studies and Council materials on the Pre-College Curriculum

18 [F...c:11:§o .....i

19 (~)fE7)~-Each institution shall determine whether an applicant has met these minimum academic

20 preparation requirements.

21 (2) [(8) Effective with admissions for the fall semester of 2002, except as provided in subsection

22 (9) of this section, a student admitted to a baccalaureate degree program at an institution shall be

23 subject to the precollege curriculum.] The Pre-College Curriculum L ~q:11:~ ~ :~1 ~ requirement

1 shall apply to:

- 2 (a) A first-time freshman pursuing a baccalaureate degree with or without a declared major;
- 3 (b) A student converting from nondegree status to baccalaureate degree status;
- 4 (c) A student changing from certificate or associate-degree level to baccalaureate-degree level; and
- 5 (d) A student who, transferring from another institution, has been admitted to baccalaureate-degree

6 status by the receiving institution. [A degree seeking student shall be assigned a degree level code.]

7 (IQ) fE9)1 The following shall be exempted from the requirements of the Pre-College Curriculum

- 9 (a) An adult student;
- 10 (b) A student entering baccalaureate-degree status with twenty-four (24) or more semester credit

11 hours applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a 4.00

12 scale;

- 13 (c) Active duty military personnel, their spouses, and their dependents; 19e\*1
- 14 (d) A student enrolled in a community or technical college or a community college type program;

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16 (e) A nonresident student or

17 (f) An international student.

18 Section 4. Conditional Admissions Qualifications. (1) A university  
[Subject to the requirements and

19 limitations established by the council, an institution] shall have the option of admitting  
conditionally

20 a first-time freshman applicant to a baccalaureate degree program

21 who has not met the requirements of Section 3 of this administrative  
regulation A first-time freshman admitted conditionally

23 shall remove or otherwise satisfy all academic deficiencies

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tiei~J in a manner and time period established by the enrolling institution.

(2) An institution enrolling students in a baccalaureate degree program under the conditional admission provisions in subsections (1') and (4') [provision in subsection (1)] of this section shall admit conditionally each academic term not more than five (5) percent of a base figure. The base figure shall be the average number of students reported as enrolled with baccalaureate-degree status over the

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preceding four (4) years.

(3) Although not subject to the Pre-College Curriculum [precollege curriculum] for admission purposes, the Pre-College Curriculum status of students enrolled in a [technical college, community college, or community college-type program in a university shall be assessed and reported to the Council on Postsecondary Education [as to their precollege curriculum status].

(4) [Section 5. Special Students. (1)] An applicant of superior ability, as demonstrated by exceptional academic achievement, a high ACT Assessment score, and social maturity, may be granted early admission. An applicant granted early admission by an institution shall be exempt from the provisions of Sections 2 and 3 of this administrative regulation.

(~) .R2)~At the discretion of the institution, a person who does not [an applicant unable to] meet college entrance requirements, including high school students, may enroll in college courses as a non-degree student [class for which he is qualified].

[(3) A Kentucky resident sixty five (65) or older who is admitted to an institution shall have all registration and tuition charges waived. An institution may limit admission under this subsection if classes are filled, or if admission necessitates creating additional classes.]

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Section 1 [6. General Policy on Nonresident Enrollment. (1) An institution providing

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a scholarship to a nonresident student, regardless source or nature of the scholarship,  
shall count that student

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1 (2) A student from another state or country shall be accepted by an institution if the nonresident

2 enrollment does not inhibit the educational opportunities of a Kentucky resident.

An institution may:

3 establish additional admission criteria consistent with this administrative regulation.

4 —8ee~ien-7.~ Transfer Students. (1) The council’s general education transfer policy and  
baccalaureate program transfer frameworks policy shall provide the basis for an  
institution’s policy 4insti~u-

6 t\*eeakpelieiesl on the acceptance of transfer credits. The American Association of Collegiate  
Regis-

7 trars and Admissions Officers’ “Transfer Credit Practices of Educational Institutions” shall  
serve as

8 a reference for admission of transfer students to an institution and for the acceptance of  
transfer

9 credits.

10 [Generally, a student dismissed from a college or university shall not be accepted at  
an institution



11 for the semester following his dismissal. Failure by a student to report enrollment at another institu

12 tion may result in dismissal and loss of credits earned.]

13 (2) A state-supported institution shall assure that a transferring student receives academic coun14 seling concerning the transfer of credit among institutions.

15 (3') An institution, consistent with the provisions of subsection (1) of this Section, shall accept a

16 student's college credit earned when a course is taken both for high school credit and college credit.

17 Credit earned through such a dual enrollment arrangement shall be treated the same as credit earned

18 in any other college course.

19 Section 6. Assessment and Placement of Students. (1') The assessment and placement policy of

20 the council shall be effective with the Fall Semester 2001 and shall apply to:

21 (a) A first-time freshman enrolled in an associate or baccalaureate degree program or a certificate

22 or diploma program at an institution~

23 (b') A student who transfers from a degree program at one institution into a baccalaureate degree

1 program at another institution and who has not taken and successfully passed college-level  
courses

2 in mathematics and English:

3 (c') A student who transfers from a certificate or diploma program into  
a degree program and who

4 has not taken and successfully passed college-level courses in mathematics and English:

5 (d)  
A student converting from nondegree status to degree status who has not taken and suc  
cessfully

6 passed college-level courses in mathematics and English.

7 (2') A nondegree-seeking student is exempt from systemwide mandatory  
assessment and place

8 ment policies.

9 (3') A university shall use the ACT Assessment to evaluate student competencies  
in mathematics.

10 English, and reading. A university may accept scores on the SAT in lieu of the  
ACT Assessment for

11 placement in college-level courses. A university may use an institutional placement exam  
as a

12 supplement to the ACT Assessment to help place a student in the proper course.

13 (4') A university shall place a student who scores below the systemwide  
standard in mathematics.

14 English. or reading in an:

15 (a') appropriate remedial course in the relevant discipline: or

16 (b') entry-level college course, if the course offers supplementary academic support.  
such as extra

17 class sessions, additional labs, tutoring, and increased monitoring of students.

beyond that usually

18 associated with an entry-level course.

19 (c') Provided however, that a university may set a cut-off score above the systemwide  
standard

20 to place a student.

21 (5) An adult student who has been admitted without the ACT Assessment test or the  
SAT may

22 be placed into an appropriate course using:

23 (a') The ACT Residual test:

- 1 (b') The ASSET testing program~
- 2 (c') The COMPASS testing program.
- 3 (d') The ACCUPLACER testing program or
- 4 (e') An institutional placement test.

S (6') A university is responsible for determining the remediation required including the number of

6 remedial courses required. if necessary.

7 (7')(a) KCTCS shall select campus placement tests for the communi~ and technical colleges that

8 assess mathematics. English. and reading skills.

9 (b') KCTCS shall ensure that the same campus placement tests are used by the Technical College

10 Branch and the CommuniW College Branch to assess degree-seeking students.

11 (c') KCTCS may use the ACT Assessment scores or SAT scores to place a student into an appro

12 priate course.

13 (8') The KCTCS shall place a degree-seeking student who scores below the systemwide standard

14 in mathematics. English. or reading in an:

15 (a') appropriate remedial course in the relevant discipline~ or

16 (b') entry-level college course if the course offers supplementary academic support. such as extra

17 class sessions, additional labs, tutoring, and increased monitoring of students beyond that which is

18 usually associated with an entry-level course.

19 (9') KCTCS shall develop guidelines for use at the communiW and technical colleges that will

20 determine the remediation required in mathematics. English.

or reading based upon placement test

21 scores..

22 (10)(a') KCTCS shall develop assessment and nlacement policies for students who enroll in

23 certificate and diploma programs.

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(b') For each certificate and diploma program. KCTCS shall determine the proper cut-off scores for placing students and the standards for exiting remedial instruction.

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(c) Provided however. KCTCS may exempt students enrolled in selected certificate and diploma programs from an assessment and placement in mathematics. English, and reading.

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(11') Effective with the Spring Semester 2001. an institution shall report to the council data that monitors the performance of first-time freshmen in remedial and entry-level courses. The

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core elements of the first-time freshmen performance monitoring system shall include, as

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appropriate:

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(a') ACT or SAT scores:

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(b) Institutional placement exam results:

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(e') Information that identifies whether a course is remedial, entry-level, or entry-level with supplementary academic support provided: and

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(d') Grades in remedial and entry-level courses.

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Section 7., [~ . Remedial Placement. (1) The council shall adopt a policy on remedial placement by June 30, 1999, that provides minimum standards for placement of a student in a college level

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course.

(2) An institution shall adopt, no later than the end of calendar year 1999, a policy on placement of a student in a college level course to be effective no later than the fall semester of the year 2000. The institutional policy shall use an assessment system that:

(a) Meets or exceeds the minimum level of the policy developed by the council in subsection (1) 45-seetiei~

(b) Evaluates whether a student meets entry level standards in reading, English and mathematics;

(c) Requires a student who does not meet the entry level standards to enroll in appropriate remedial level courses and pass them with a grade of "C" or higher; and

(d) Requires an institution to use placement tests for assigning students to the appropriate level

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2 (3) The Kentucky Community and Technical College System shall establish uniform placement

3 policies for the two (2) branches, the Technical College Branch and the University of Kentucky

4 Community College Branch.

S &e~ien-9A Incorporation by Reference. (1) The following material is incorporated by reference:

6 (a) The “Program of Studies for Kentucky Schools, Grades Primary-12”, f pfil-2, 1998, Ken-

7 tucky Department of Education;

8 (b) “Core Content for Mathematics Assessment”, Version ~Qj299 fl-0---1-996A Kentucky

9 Department of Education;

10 (c) “General Education Transfer Policy”, 1995, Council on Postsecondary Education; and

11 (d) “Baccalaureate Program Transfer Frameworks”, i~2Q0~ f1998-99A Council on Postsecon12  
dary Education.

13 (2) This material may be inspected, copied or obtained at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, Monday through Friday, 8 a.m. to

15 4:30 p.m.

1

2 Charles Whitehead

Date

3 Chair

4 Council on Postsecondary Education

**5**

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9 APPROVED AS TO FORM:

10

**11**

12

13 Dennis L. Taulbee

Date

14 General Counsel

15 Council on Postsecondary Education

## **BUDGET STATUS REPORT**

**Agenda Item F-1  
March 20, 2000**

The passage of House Bill 1 during the May 1997 Special Session of the General Assembly resulted in a major shift in the priority accorded postsecondary education in the statewide budgetary process. Several graphs that follow illustrate this situation.

The following is a brief summary of some of the significant milestones of this new budgetary emphasis:

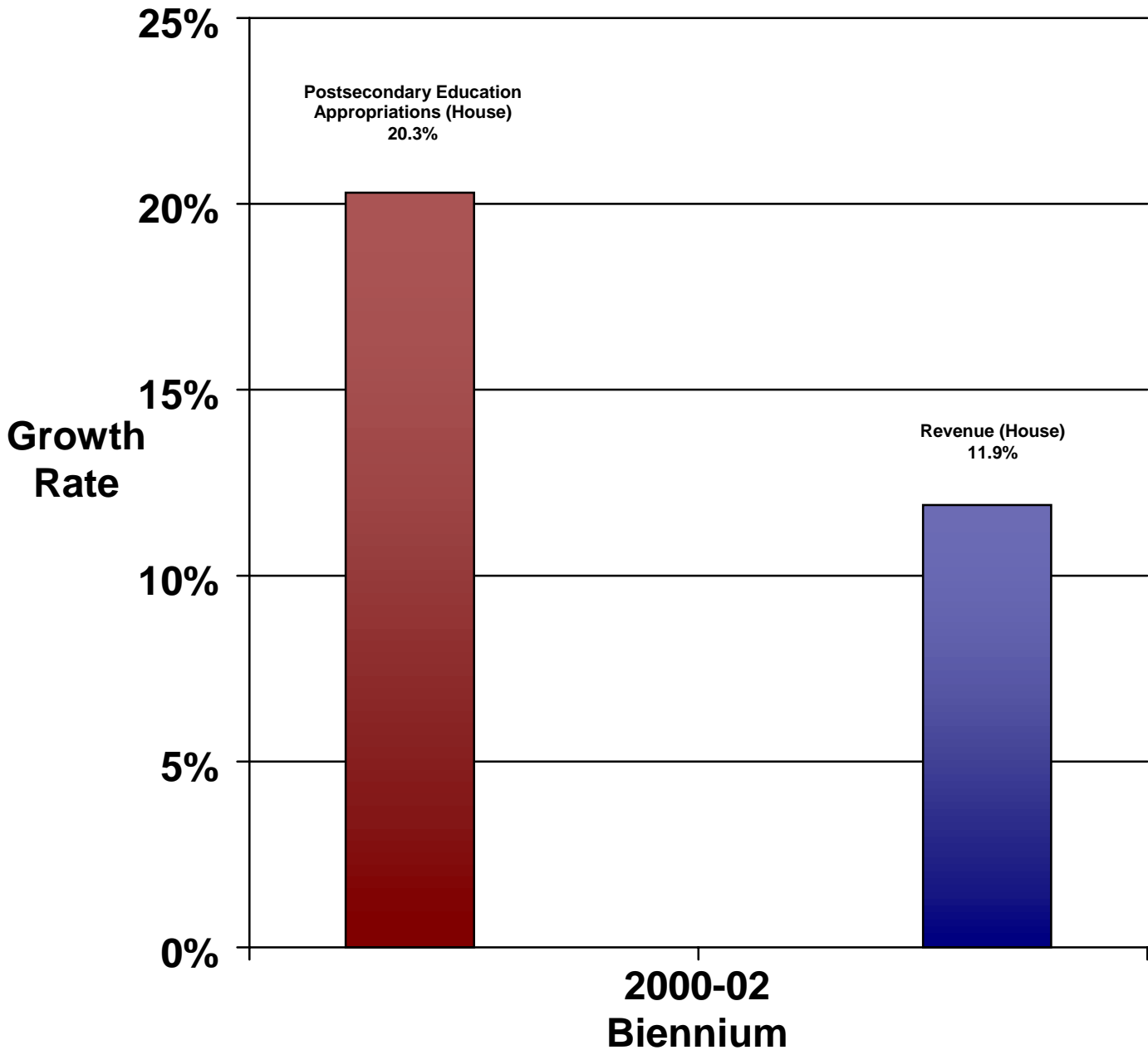
- House Bill 4, passed in May 1997, provided an additional \$38 million to postsecondary education for fiscal year 1998.
- For the 2000-02 biennium, the House-passed postsecondary education General Fund budget grows by 20.3 percent while General Fund revenue grows by only 11.9 percent.
- In the original fiscal year 1998 budget, before the May 1997 Special Session on postsecondary education reform, postsecondary education accounted for 13.9 percent of total General Fund appropriations. Based on the House-passed version of the budget, by fiscal year 2002 postsecondary education will account for 15.9 percent of the total General Fund appropriations.

**Summary Conclusion:** Since the passage of House Bill 1, the General Assembly, at the request of the Governor, has appropriated significant new funds to the system of postsecondary education through institutional base adjustments, incentive trust funds, capital projects, endowment funds, and debt issuance. Among major policy areas, postsecondary education, over the past three years, has become the major budget priority of state government. Funding the Council's 2000-02 budget request will ensure that the existing budget momentum for postsecondary education is sustained over the next two years.

Tables 1 – 6 summarize the postsecondary education budget as passed by the House March 15. Attachment A reports the new postsecondary education budget language added by the House.

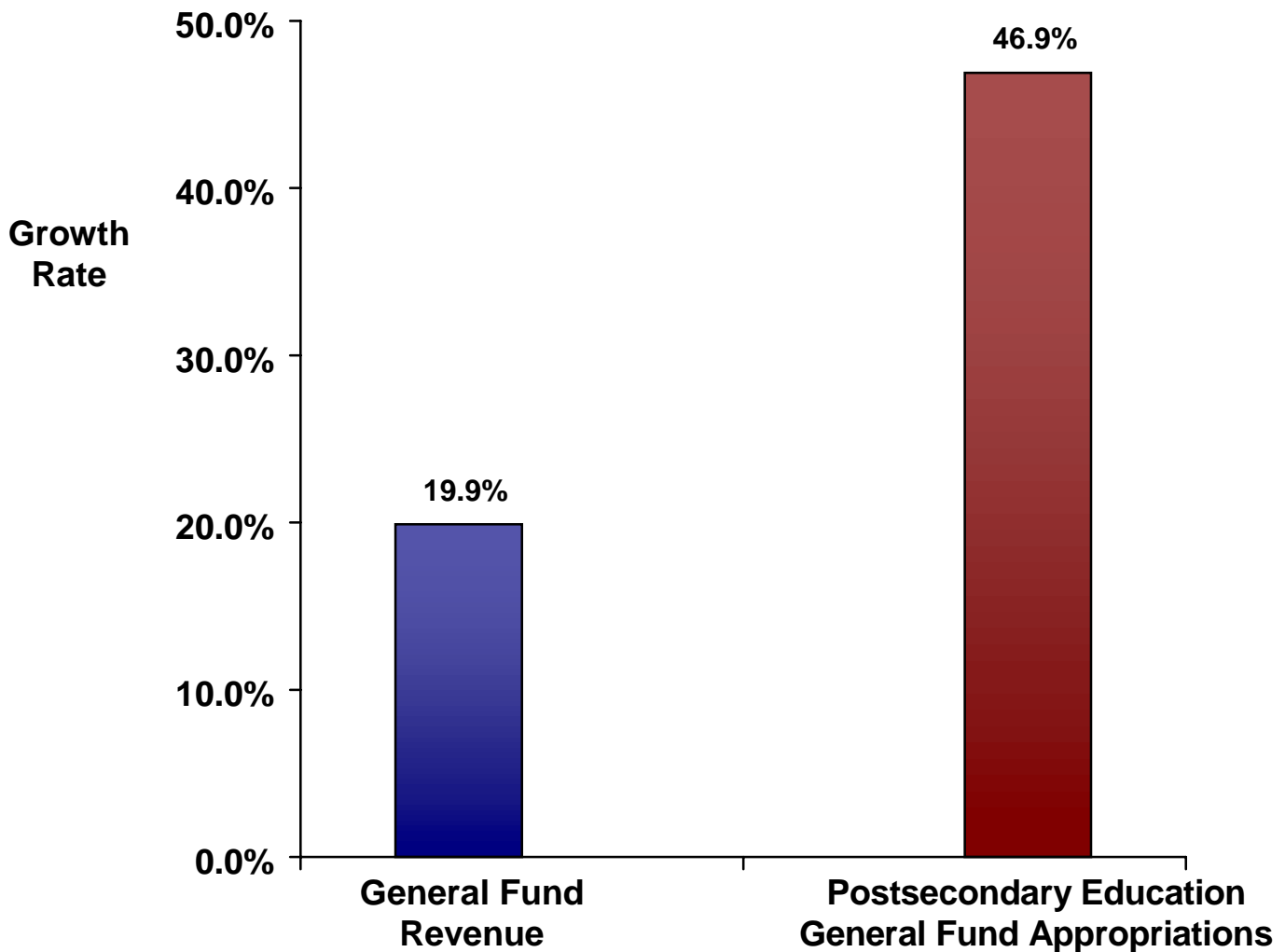
The Council staff continues to monitor budget development and will provide a final report on the budget at the May Council meeting.

## Comparison of Postsecondary Education General Fund Appropriations Growth with General Fund Revenue Growth 2000-02



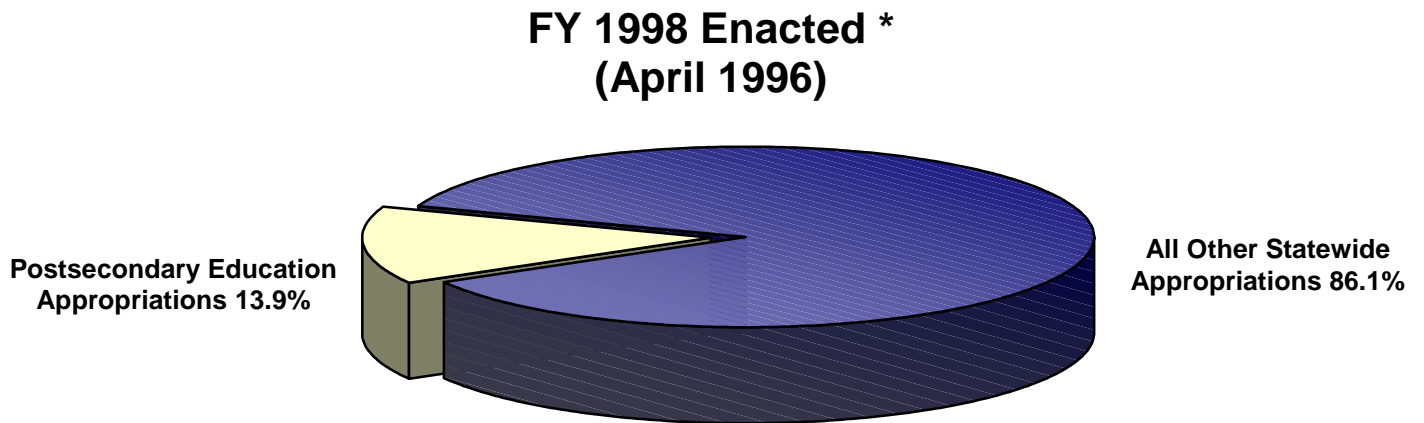
**Note:** Postsecondary education appropriations growth reflects the postsecondary education budget passed by the House, and revenue growth reflects what is contained in the House-passed version of the budget.

## Comparison of General Fund Revenue Growth with Postsecondary Education Appropriations Growth Since House Bill 1 (FY 1998 – FY 2002)

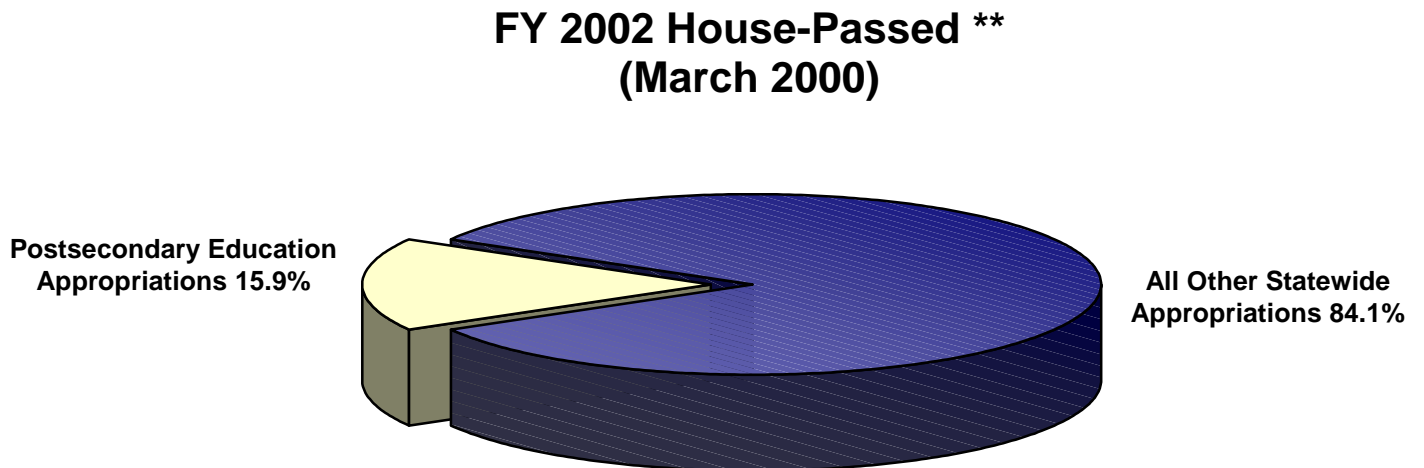


**Note:** The comparison on the revenue side is actual FY 1998 General Fund revenue and the FY 2002 estimate included in House Bill 502 and HJR 83 as passed by the House. The comparison on the appropriations side is actual FY 1998 postsecondary education General Fund appropriations in the enacted 1996-98 budget with the House-passed version of the postsecondary education budget for FY 2002.

**Before and After House Bill 1 Comparison:  
Postsecondary Education General Fund Appropriations  
with Total Statewide General Fund Appropriations**



\* Source: The 1996-98 Budget of the Commonwealth.



\*\* Sources: House Bill 502 and House Joint Resolution 83 as passed by the House.

## **Postsecondary Education Operating Appropriations Over Four Years (In Millions)**

House-passed 2001-02	1,171.9
Original 1997-98	<u>797.5</u>
	<b>374.4</b>

## **Postsecondary Education Funds Increases Since HB 1, 1997-2002 \* (In Millions)**

Postsecondary Education Operating Increase	374.4
Bucks for Brains (1998 and 2000)	230.0
Bucks for Brains Matching (1998 and 2000)	<u>230.0</u>
	<b>834.4</b>

\* Incorporates the House-passed amount.



Table 1  
March 15, 2000

2000-02 EXECUTIVE BUDGET - HOUSE VERSION\*  
STATE GENERAL FUND RECOMMENDATION

	1999-00 Revised Base	2000-01	2001-02	Biennial Percent Change
<b>Institutions</b>				
Eastern Kentucky University	67,359,600	67,192,100	77,845,300	15.6%
Kentucky Community & Technical College System	170,190,400	177,785,700	203,917,600	19.8%
Kentucky State University	21,336,800	21,864,700	25,213,300	18.2%
Morehead State University	38,527,400	40,017,000	43,779,200	13.6%
Murray State University	46,324,800	47,514,400	54,226,800	17.1%
Northern Kentucky University	35,460,700	39,730,100	47,675,800	34.4%
University of Kentucky	296,485,300	307,750,800	329,652,100	11.2%
University of Louisville	167,890,000	172,153,200	183,352,800	9.2%
Western Kentucky University	61,071,200	63,957,000	72,019,000	17.9%
<i>Subtotal Institutions</i>	<i>904,646,200</i>	<i>937,965,000</i>	<i>1,037,681,900</i>	<i>14.7%</i>
<b>CPE</b>				
Incentive Trust Funds	-	15,735,900	32,355,100	NA
Pass Through Programs	6,421,500	10,326,800	6,415,400	-0.1%
KCVU	6,128,000	6,255,000	6,405,000	4.5%
Agency Operations	3,949,000	3,992,000	4,088,000	3.5%
<i>Subtotal CPE</i>	<i>16,498,500</i>	<i>36,309,700</i>	<i>49,263,500</i>	<i>NA</i>
<b>KHEAA</b>	52,767,600	70,419,100	84,263,900	59.7%
<b>Total Postsecondary Education</b>	973,912,300	1,044,693,800	1,171,209,300	20.3%

\* See Table 1A for detail of changes after the Executive Budget was introduced on January 25, 2000.

2000-02 EXECUTIVE BUDGET - CHANGES SINCE JANUARY 25

FY 2000-01	Executive Budget (as introduced)	House Changes			Total
		Base Increase*	Transfers**	New***	
EKU	67,006,100	186,000	-	-	67,192,100
KCTCS	177,640,800	144,900	-	-	177,785,700
KSU	21,807,400	57,300	-	-	21,864,700
Morehead	39,697,000	-	320,000	-	40,017,000
Murray	47,275,100	134,300	105,000	-	47,514,400
NKU	39,730,100	-	-	-	39,730,100
UK	306,727,800	873,000	100,000	50,000	307,750,800
UofL	171,733,200	420,000	-	-	172,153,200
WKU	63,957,000	-	-	-	63,957,000
Total	935,574,500	1,815,500	525,000	50,000	937,965,000
CPE	35,059,700	-	1,250,000	-	36,309,700
KHEAA	70,419,100	-	-	-	70,419,100
Total	1,041,053,300	1,815,500	1,775,000	50,000	1,044,693,800

FY 2001-02	Executive Budget (as introduced)	House Changes			Total
		Base Increase*	Transfers**	New***	
EKU	76,826,600	1,018,700	-	-	77,845,300
KCTCS	201,939,100	1,978,500	-	-	203,917,600
KSU	24,899,400	313,900	-	-	25,213,300
Morehead	43,191,400	267,800	320,000	-	43,779,200
Murray	53,386,400	735,400	105,000	-	54,226,800
NKU	47,675,800	-	-	-	47,675,800
UK	324,497,400	4,679,700	100,000	375,000	329,652,100
UofL	181,053,300	2,299,500	-	-	183,352,800
WKU	72,019,000	-	-	-	72,019,000
Total	1,025,488,400	11,293,500	525,000	375,000	1,037,681,900
CPE	49,263,500	-	-	-	49,263,500
KHEAA	84,263,900	-	-	-	84,263,900
Total	1,159,015,800	11,293,500	525,000	375,000	1,171,209,300

\* Base increases as included in the Governor's amended Executive Budget.

\*\* Includes:

\$200,000 from Arts & Humanities Cabinet for the Folk Art Center at MoSU.

\$120,000 from the Cabinet for Health Services for the wellness information program at MoSU.

\$105,000 from the Department of Education for faculty professional development at MuSU.

\$100,000 from the Cabinet for Health Services for the ovarian cancer screening program at UK.

\$1,250,000 for Entrepreneurial Audit and Rural Innovation Fund in the Science and Technology Trust Fund. These funds were in the Economic Development Cabinet in the Executive Budget introduced January 25.

\*\*\* \$50,000 operating funds for the AHEC in Grant County; \$325,000 for a free clinic mobile health unit at the Center for Rural Health in Hazard.

2000-02 EXECUTIVE BUDGET - HOUSE VERSION  
INCENTIVE TRUST FUNDS

Incentive Trust Funds	2000-01	2001-02
	<b>Executive Budget</b>	<b>Executive Budget</b>
<b>Research Challenge Trust Fund</b>		
Enrollment Growth and Retention		3,300,000
Lung Cancer Research - Phase 1 Tobacco Settlement Funding	5,055,000	6,080,000
<b>Total</b>	<b>5,055,000</b>	<b>9,380,000</b>
<b>Regional University Excellence Trust Fund</b>		
Enrollment Growth and Retention	-	5,700,000
Action Agenda	-	10,000,000
<b>Total</b>	<b>-</b>	<b>15,700,000</b>
<b>Postsecondary Workforce Development Trust Fund</b>		
Enrollment Growth and Retention	-	7,000,000
Workforce Training	6,000,000	6,000,000
KCTCS Administrative System	2,000,000	2,000,000
<b>Total</b>	<b>8,000,000</b>	<b>15,000,000</b>
<b>Technology Trust Fund</b>		
Equipment Replacement-Debt Service on \$20 million authorization	-	3,800,000
Network Infrastructure	-	1,200,000
Public Communication Campaign - Restricted Agency (KEES Transfer)	-	1,500,000
Faculty Development	-	1,000,000
<b>Total</b>	<b>-</b>	<b>7,500,000</b>
<b>Physical Facilities Trust Fund (all debt service)</b>		
Capital Renewal & Maintenance - \$30 million authorization	-	3,018,000
Renovation, Replacement, & Infrastructure - \$103.4 million authorization	-	10,436,000
New Construction - \$74 million authorization	-	7,446,000
<b>Total</b>	<b>-</b>	<b>20,900,000</b>
<b>Student Financial Aid &amp; Student Advancement Trust Fund - KEES Program</b>	<b>22,350,000</b>	<b>37,500,000</b>
<b>Adult Education and Literacy Trust Fund</b>	<b>7,000,000</b>	<b>12,000,000</b>
<b>Science and Technology Trust Fund</b>		
Research & Development	-	3,000,000
Commercialization	-	750,000
Regional Technology Service	-	500,000
Entrepreneurial Audit	250,000	-
Rural Innovation Fund	1,000,000	-
<b>Total</b>	<b>1,250,000</b>	<b>4,250,000</b>
<b>Total Incentive Trust Funds</b>		
State General Fund	43,655,000	120,730,000
Restricted Agency Receipts (KEES Transfer)	-	1,500,000
<b>Total</b>	<b>43,655,000</b>	<b>122,230,000</b>

**Note:** The only change is the \$1,250,000 in FY 2000-01 in the Science and Technology Trust Fund.

**Table 3**  
**March 15, 2000**

**2000-02 EXECUTIVE BUDGET - HOUSE VERSION**  
**SURPLUS EXPENDITURE PLAN**  
**ENDOWMENT MATCH PROGRAMS**

	<u>2000-01</u>	<u>2001-02</u>
<b>Research Universities</b>		
University of Kentucky	66,667,000	-
University of Louisville	33,333,000	-
<b>Total</b>	<b>100,000,000</b>	-
<b>Comprehensive Universities</b>		
Eastern Kentucky University	4,863,000	-
Kentucky State University	1,497,000	-
Morehead State University	2,872,000	-
Murray State University	3,526,000	-
Northern Kentucky University	2,653,000	-
Western Kentucky University	4,589,000	-
<b>Total</b>	<b>20,000,000</b>	-
<b>Total Endowment Match Program</b>	<b>120,000,000</b>	-

**Note:** Funding for the Endowment Trust Funds remained at the Executive Budget funding levels. Changes were made to language in Part IX, Special Provisions of the budget bill (HB 502). See Attachment A.

**Table 4**  
**March 15, 2000**

**2000-02 EXECUTIVE BUDGET - HOUSE VERSION**  
**COUNCIL ON POSTSECONDARY EDUCATION**  
**AGENCY OPERATING, KCVU/KCVL, AND PASS THROUGH PROGRAMS**

Category	2000-01	2001-02
<b>Agency Operations</b>		
Agency Operations	3,992,000	4,088,000
Adult Education Staffing	-	-
<b>Total Agency Operations</b>	<b>3,992,000</b>	<b>4,088,000</b>
<b>KY Commonwealth Virtual Univeristy</b>		
State General Funds	6,255,000	6,405,000
Restricted Agency Funds	1,355,000	1,355,000
<b>Total KCVU</b>	<b>7,610,000</b>	<b>7,760,000</b>
<b>Pass-Through Programs</b>		
Contract Spaces Program-Restricted Agency Receipts in '01 and '02	2,430,900	2,525,100
Professional Education Preparation Program (PEPP)	437,400	447,600
Telecommunication Consortium (ETV)	191,500	196,100
Metroversity Consortia	60,500	61,800
Minority Student College Preparation Program	226,300	231,700
EPSCoR	6,564,600	2,626,200
State Autism Training Center	228,500	234,000
Kentucky Rural Development Center	750,000	750,000
Early Reading Incentive Grant (ERIG)	1,800,000	1,800,000
SREB Doctoral Scholars Program - Base Restoration	68,000	68,000
SREB Doctoral Scholars Program - New Students	-	-
<b>Total Pass-Through</b>		
State General Fund	10,326,800	6,415,400
Restricted Agency Funds	2,430,900	2,525,100
<b>Total</b>	<b>12,757,700</b>	<b>8,940,500</b>
<b>Eisenhower Mathematics and Science (Federal Funds)</b>	<b>1,100,000</b>	<b>1,100,000</b>
<b>Total Agency Request</b>		
State General Fund	20,573,800	16,908,400
Restricted Agency Funds	3,785,900	3,880,100
Federal Funds	1,100,000	1,100,000
<b>Total</b>	<b>25,459,700</b>	<b>21,888,500</b>

**Note:** There were no changes to the Agency Budget. Language relating to KCVU was added to Part IX, Special Provisions of the budget bill (HB 502). See Attachment A.

Table 5  
March 15, 2000

2000-02 EXECUTIVE BUDGET - HOUSE VERSION  
STATE FUNDED CAPITAL PROJECTS

<u>Institution/Project</u>	<u>Bond Authorization</u>	<u>State Supported Debt Service</u>	
		<u>Physical Facilities Trust Fund</u>	<u>Technology Initiative Trust Fund</u>
<b>Eastern Kentucky University</b>			
Capital Renewal and Maintenance	2,814,000	283,100	
Renovation, Replacement, and Infrastructure			
Cammack Building Renovation	5,000,000	506,000	
Health Education Center, Phase I	7,000,000	706,000	
<b>Subtotal</b>	<b>14,814,000</b>	<b>1,495,100</b>	
<b>Kentucky Community and Technical College System</b>			
Capital Renewal and Maintenance	5,086,000	511,700	
Renovation, Replacement, and Infrastructure			
Jefferson CC-Renovation of Downtown Campus	8,800,000	886,000	
Ashland TC-Original College Renovation	6,900,000	696,000	
Mayo TC-Campus Renovation	7,582,000	765,000	
Cumberland Valley TC-Harlan Campus Renovation, Bldg. 2	4,114,000	417,000	
Elizabethtown CC-Science Building Renovation	2,200,000	225,000	
Southeast CC-Newman Hall Renovation	2,000,000	206,000	
New Construction			
Northern KY Community and Technical College, Phase I	10,000,000	1,006,000	
<b>Subtotal</b>	<b>46,682,000</b>	<b>4,712,700</b>	
<b>Kentucky State University</b>			
Capital Renewal and Maintenance	759,000	76,400	
Renovation, Replacement, and Infrastructure			
Hathaway Hall Renovation	3,796,000	385,000	
Carver Hall Renovation	5,000,000	506,000	
<b>Subtotal</b>	<b>9,555,000</b>	<b>967,400</b>	
<b>Morehead State University</b>			
Capital Renewal and Maintenance	1,625,000	163,500	
Renovation, Replacement, and Infrastructure			
Student Center Renovation, Phase I	10,000,000	1,006,000	
<b>Subtotal</b>	<b>11,625,000</b>	<b>1,169,500</b>	
<b>Murray State University</b>			
Capital Renewal and Maintenance	2,532,000	254,700	
Renovation, Replacement, and Infrastructure			
Blackburn Science Replacement, Phase I	13,000,000	1,309,000	
<b>Subtotal</b>	<b>15,532,000</b>	<b>1,563,700</b>	
<b>Northern Kentucky University</b>			
Capital Renewal and Maintenance	1,359,000	136,700	
Renovation, Replacement, and Infrastructure			
Power Plant	12,000,000	1,207,000	
Old Science Building - Planning and Design	1,000,000	106,000	
<b>Subtotal</b>	<b>14,359,000</b>	<b>1,449,700</b>	
<b>University of Kentucky</b>			
Capital Renewal and Maintenance	8,929,000	898,200	
Renovation, Replacement, and Infrastructure	-	-	
New Construction			
Biomedical Sciences Research Building*	39,000,000	3,924,000	
<b>Subtotal</b>	<b>47,929,000</b>	<b>4,822,200</b>	
<b>University of Louisville</b>			
Capital Renewal and Maintenance	4,553,000	458,000	
Renovation, Replacement, and Infrastructure	-	-	

**2000-02 EXECUTIVE BUDGET - HOUSE VERSION  
STATE FUNDED CAPITAL PROJECTS**

<u>Institution/Project</u>	<u>Bond Authorization</u>	<u>State Supported Debt Service</u>	
		<u>Physical Facilities Trust Fund</u>	<u>Technology Initiative Trust Fund</u>
New Construction			
Research Building*	25,000,000	2,516,000	
<b>Subtotal</b>	<b>29,553,000</b>	<b>2,974,000</b>	
<b>Western Kentucky University</b>			
Capital Renewal and Maintenance	2,343,000	235,700	
Renovation, Replacement, and Infrastructure			
Thompson Sc. Complex Replacement/Renovation, Phase I	15,000,000	1,510,000	
<b>Subtotal</b>	<b>17,343,000</b>	<b>1,745,700</b>	
<b>Council on Postsecondary Education</b>			
Equipment Replacement Pool	20,000,000		3,800,000
<b>Subtotal</b>	<b>20,000,000</b>	-	<b>3,800,000</b>
<b>Total</b>			
Capital Renewal and Maintenance	30,000,000	3,018,000	-
Renovation, Replacement, and Infrastructure	103,392,000	10,436,000	-
New Construction	74,000,000	7,446,000	-
Equipment Replacement Pool	20,000,000	-	3,800,000
<b>Total</b>	<b>227,392,000</b>	<b>20,900,000</b>	<b>3,800,000</b>
<b>Agency Bond Pool</b>	<b>35,000,000</b>		
<b>Agency Bonded Projects **</b>			
University of Kentucky			
Parking #2, Expansion/Renovation/Replacement **	11,000,000		
Keenland Hall - HVAC **	2,821,000		
Jewell Hall - HVAC **	1,040,000		
Boyd Hall - HVAC **	1,633,000		
Cooperstown - Phase IV **	1,313,000		
Seaton Center Addition/Renovation**	15,350,000		
Student Housing/Fraternity House Replacement ***	6,000,000		
<b>Total</b>	<b>39,157,000</b>		
<b>Total Bond Authorization - State and Agency</b>	<b>301,549,000</b>		

\* State funding for the research buildings at the University of Kentucky and the University of Louisville is contingent upon commitment by each of the institutions to match the state funding. This represents 60 percent funding by the state and 40 percent funding by the institution. The total project scope of the UK building is \$65,000,000. The total project scope of the UofL building is \$41,368,000.

\*\* These projects were originally eligible for funding from the \$35 million agency bond pool.

\*\*\* This project was added after the Executive Budget was introduced January 25.

Table 6  
March 15, 2000

2000-02 EXECUTIVE BUDGET  
COMMUNITY DEVELOPMENT PROJECTS

<u>Institution/County</u>	<u>Project</u>	<u>2000-01</u>		<u>2001-02</u>	
		<u>Bond Authorization *</u>	<u>Cash Funded</u>	<u>Bond Authorization *</u>	<u>Cash Funded</u>
<b>KCTCS</b>					
Technical College - Clinton County	Construction of a new Technical College			2,000,000	
Daviess County	Advanced Technology Center Study			500,000	
Floyd County	East KY Cntr for Science, Math, and Tech			1,000,000	
Elizabethtown CC - Hardin County	School of Nursing computer program for home visitation - operating funds		40,000		
Southeast CC - Harlan County	Planning and preliminary design of the Appalachian Development Center			500,000	
Maysville CC - Harrison County	KCTCS Building			200,000	
Madisonville CC - Hopkins County	Parking lot, completion of Science Bldg., new road into campus, road for service access, new walkways, tennis courts, and campus signs.			850,000	
Hazard CC - Knott County	KCTCS parking structure			1,000,000	
	Pedestrian Walkway in Hindman			100,000	
Madisonville CC Satellite Site - Muhlenberg County	Complete funding for construction of satellite campus			700,000	
Perry County	Funding to locate a Center for Rural Health in Eastern Kentucky.			4,000,000	
<b>Total</b>		-	<b>40,000</b>	<b>10,850,000</b>	-
<b>University of Louisville</b>					
Jefferson County	Cardinal Park - Construction of playground			350,000	
	State Autism Center - operating funds		250,000		250,000
<b>Total</b>		-	<b>250,000</b>	<b>350,000</b>	<b>250,000</b>
<b>System Total</b>		-	<b>290,000</b>	<b>11,200,000</b>	<b>250,000</b>

\* Debt service for these projects will be approximately \$1.2 million.



**HOUSE BILL 502, PART IX, SPECIAL PROVISIONS, HOUSE VERSION**  
**NEW LANGUAGE**

Section 41, subsection g. – Kentucky Commonwealth Virtual University: The Kentucky Commonwealth Virtual University shall not expend state funds to acquire on-line courses and degree programs which are available from a Kentucky public postsecondary institution.

Section 41, subsection i. – Workforce Development Trust Fund: Notwithstanding KRS 164.7925, the General Assembly directs that Lexington Community College shall be eligible for funding from the \$6,000,000 General Fund appropriations each fiscal year, to postsecondary institutions in Part I, Section L, Operating Budget, in the Workforce Development Trust Fund, for initiatives to provide workforce training programs.

Section 43, subsection a. – Kentucky Community and Technical College System Faculty and Staff Salaries: The number one budget request priority of the Kentucky Community and Technical College System is to correct the historically low salaries of the faculty and staff. The average 1998-99 salary of the community college faculty member is approximately \$2,800 less than the midpoint between the average 1998-99 salary of a Kentucky K-12 teacher and the average salary of a faculty member in Kentucky's other state-supported higher education institutions. The Kentucky Community and Technical College System shall place the highest priority on improving salaries of the Kentucky Community and Technical College System faculty and nonexecutive and nonmanagerial staff.

Section 41, subsection c. – Endowment Program Minimum Allocations: Consistent with the goals stated in KRS 163.003, it is the intent of the General Assembly that the Council on Postsecondary Education establish a minimum endowment for the allocations from the Endowment Program of the Research Challenge Trust Fund to the University of Louisville and the University of Kentucky. The establishment of the minimum endowment amount ensures that the allocations from the Research Challenge Trust Fund allow the Commonwealth to achieve the goals stated in KRS 164.003 in a prudent and reasonable manner as quickly as possible.

Section 41, subsection d. – Research Challenge Trust Fund Program Allocations: It is the intent of the General Assembly that the Council on Postsecondary Education establish guidelines to ensure that at least 75% of the allocations from the Endowment Program of the Research Challenge Trust Fund to the University of Kentucky and the University of Louisville are allocated to the programs and disciplines of engineering, technology, health sciences, life sciences, mathematics, and physical sciences, which are more likely to be eligible for external funding from federal, private, and industry sources, provided they meet the minimum threshold endowment of \$250,000. The earmarking of the

Endowment Program of the Research Challenge Trust Fund for these disciplines will guarantee that moneys in the Research Challenge Trust Fund are leveraged to provide external fund sources that allow the Commonwealth to achieve the goals stated in KRS 164.003 in a reasonable and expeditious manner.

Section 41, subsection e. – Endowment Program Private Match: It is the intent of the General Assembly that the Council on Postsecondary Education should establish a fair and reasonable method of dispersing the Endowment Program funding of the Research Challenge Trust Fund to the universities in such a way that requires the private match to be available in cash or by means of a legally enforceable contract to qualify for the disbursement of state funds. It is the intent of the General Assembly that the method of disbursement should not impede the ability of the universities to prudently and expeditiously raise private funds.

Section 41, subsection h. – Board of Regents Employee Exemption: Notwithstanding KRS 164.360(2), any person employed at a public postsecondary education institution at least 36 months or more before the persons relative was appointed to the board of regents of that institution shall continue to be an employee of that institution.

Section 41, subsection j. – Maintenance and Operation Funds for New Postsecondary Education Facilities: The General Fund appropriations to postsecondary institutions in Part I, Section L, Operating Budget includes the amounts of \$2,067,900 in fiscal year 2000-2001 and \$17,030,700 in fiscal year 2001-2002 allocated for maintenance and operation of new facilities at each institution authorized by 1998 Kentucky Acts, Chapter 615, Part II (HB 321). Any corresponding unexpended amounts for this purpose shall not lapse, notwithstanding KRS 45.229, but shall be allotted to the respective institutions for program purposes.

Section 42, subsection a. – Space Allocation: Morehead State University shall provide sufficient classroom, open laboratory, teaching laboratory and other space necessary for the Kentucky Community and Technical College System and other public entities to provide course offerings to assist in meeting the academic and workforce training needs of the region within the West Liberty Extended Campus Building authorized by 1998 Kentucky Acts, Chapter 615, Part II (HB 321).

## **FB 2000-2002 HOUSE BUDGET REPORT**

University of Kentucky – The University of Kentucky shall place the highest priority on improving the salaries of the Lexington Community College faculty and staff.

**Recommendation:**

That the Council allocate an additional \$400,000 for fiscal year 1999-2000 from the Regional University Excellence Trust Fund to Western Kentucky University's program of distinction in Applied Research and Technology to support increased activity within the program's existing centers and the creation of a new center in astronomy. The funds are reserved for WKU's use. WKU has indicated that the funds will be used in non-recurring expenditures. They will not become part of the recurring base for the program of distinction in Applied Research and Technology.

**Discussion:**

The \$400,000 is money that was left in the Regional University Excellence Trust Fund when the program of distinction was approved at the July 13, 1998, Council meeting. WKU wishes to use this money to take advantage of opportunities available to its Applied Research and Technology program.

As required, WKU will match the \$400,000 with \$400,000 from a \$1,000,000 NASA grant awarded to the university for fiscal year 1999-2000 entitled "Starbase Network: Students Training for Achievement in Research Based on Analytical Space-Science Experiences." WKU certifies that the NASA grant money is already on deposit at the university and that the grant is eligible in accordance with federal and Council guidelines to match the incentive trust fund money.

The additional funding will accelerate development of the program's existing centers. With it, the program proposes to:

- Recruit more students.
- Add more faculty mentors so that undergraduates get more research experience and graduate students improve their teaching skills.
- Revise curricula to ensure that all students have out-of-classroom learning experiences.
- Create a joint venture between the centers for biotechnology and agriculture research to help develop the workforce for agriculture-related biotechnology.
- Purchase laboratory equipment needed for projects that will give students additional applied research experience.

The additional funding also will support the creation of a new center in astronomy, already begun with the NASA grant. The center will conform to the Council-approved purpose, goals, and evaluation criteria for the program.

Awarding the \$400,000 would mean that WKU has \$823,000 left allocated but not designated and awarded in the Regional University Excellence Trust Fund. WKU plans to apply soon for some or all of the remaining amount to support a program of distinction in journalism.

To support its request, WKU will report briefly on the status of its program of distinction in Applied Research and Technology. The report also stems from the Council's review of all programs of distinction as discussed in Agenda Item C-3 at the January 24, 2000, Council meeting. The report is fourth in the series of institutional presentations, following the January 24 reports by Morehead State University, Eastern Kentucky University, and Murray State University.

Staff Preparation by Daniel A. Rabuzzi

**ENGINEERING EDUCATION**

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**Recommendation:**

- That the Bachelor of Science in Construction Engineering and Management, Electrical Engineering, and Mechanical Engineering proposed by Western Kentucky University not be approved at this time.
- That the University of Kentucky, the University of Louisville, Western Kentucky University, and Council staff, in consultation with the other comprehensive universities and the KCTCS, design an alternative proposal to expand engineering education in Kentucky for consideration by the Council on Postsecondary Education at the earliest possible time, but no later than November 2000.

**Background:**

Kentucky needs more engineers. According to the Kentucky Science and Technology 1999 Entrepreneurial Capacity Report, the Commonwealth ranks 47<sup>th</sup> in the number of scientists and engineers per capita, and 45<sup>th</sup> in science and engineering graduate students per capita.

The University of Kentucky and the University of Louisville are not conferring enough baccalaureate degrees in engineering to meet the current demands of Kentucky employers. According to the American Association of Engineering Societies, Kentucky produces bachelor's degree holders in engineering at 43 percent of the national average, adjusted for size of population. Many Kentucky employers assert that there is a critical shortage of engineers in the Commonwealth and that they are having difficulty filling engineering positions.

Governor Paul Patton's and Speaker Jody Richards' "Knowledge Based Economy Initiative" will increase the need for engineers in Kentucky. This initiative envisions a Kentucky of the 21<sup>st</sup> Century that can successfully compete in the technology-driven global economy. This vision will require a dramatic expansion in Kentucky's capacity to produce citizens with highly developed skills in engineering, science, and technology.

**Western Kentucky University's Response to the Need for More Engineers:**

Western Kentucky University has studied the need for more engineers in south central Kentucky. Their analysis supports the need for more engineers there and across the Commonwealth. They have proposed three bachelor's programs in engineering as a response.

The creation of new engineering programs at Western and at other comprehensive universities is one alternative for producing more engineers for Kentucky. But this approach is not likely one that Kentucky can afford.

Western intends to fund the program without additional direct state support—a laudable goal—but state funds would be crucial to the program. Using the endowment match trust fund, the state contributed \$1 million of the \$2.5 million Western has raised to launch the program. The program's facilities depend upon the \$15 million for space renovation at Western proposed by the Council in the postsecondary education budget. Continuation of the science building renovation and replacement project in 2002 also will be at state expense. Even then, it is not clear that the new and renovated space will be sufficient to support both existing science programs and the proposed engineering programs. Western has indicated that general fund dollars will be internally reallocated to support ongoing operations of the proposed programs.

The Council staff does not believe that Western has the faculty, space, and equipment to establish a stand-alone engineering program, especially given Western's determination to begin these programs in fall 2000. Among the most significant concerns are:

- Faculty - Western proposes to hire eight new faculty members (out of twelve total faculty). This faculty complement will meet only the minimum requirements of the Accreditation Board for Engineering and Technology (ABET) for teaching a basic curriculum in the proposed disciplines. It is unclear whether a basic curriculum with minimum staffing will allow Western students the range of options within each engineering discipline that today's economy requires. The ABET-accredited programs at Western's benchmarks (at Mankato State University, Southern Illinois University at Edwardsville, and the University of South Alabama) each have substantially more faculty than Western proposes.
- Facility - Western intends to house the proposed engineering programs in the renovated Thompson Science Complex space. At the earliest, this space will be available two years after the program's proposed start-date.
- Equipment - Western is raising private dollars to fund initial equipment upgrades. Western will then fund the estimated annual maintenance costs through a \$2,000,000 endowment, of which it still needs to raise \$1,500,000.
- Students – Demand for Western's current engineering technology degree programs is low, with five-year averages for annual degrees conferred below or just over the Council's threshold for academic program productivity. There is also substantial discrepancy between the number of Western students who enroll in engineering technology programs and those who graduate with degrees in the field. It is unclear whether low demand for engineering technology programs will translate into high demand for engineering programs. It is also unclear whether all or most engineering technology students would be eligible for enrollment in the proposed engineering programs.

While stand-alone programs at Western and other comprehensive institutions may not be the most appropriate and cost-effective response, the administration and faculty of Western have done Kentucky a service by focusing attention on this important issue. And Western should play an active role in meeting Kentucky's long-term engineering needs.

### Alternative Response to the Need for More Engineers:

The Council on Postsecondary Education's current review of Kentucky's academic programs cautions against approving isolated solutions to complex problems until alternative statewide strategies are explored.

An alternative to the creation of multiple stand-alone programs in engineering at the comprehensive universities should take full advantage of and build effectively upon the resources Kentuckians have already invested in engineering at the University of Kentucky and the University of Louisville. Kentucky should also leverage the engineering technology, mathematics, and science programs at the comprehensive institutions. To meet the needs of employers and aspiring engineers, education and training should be made available at more than two, or even three, sites in Kentucky. The Accreditation Board for Engineering and Technology (ABET) explicitly encourages innovation through guidelines that provide broad discretion in approaches to delivering engineering education.

A statewide network of engineering education in Kentucky should reflect and improve upon existing models in other states (such as those involving Purdue University, Georgia Institute of Technology, and Virginia Polytechnic Institute and State University). As a next step, this recommendation proposes that representatives from UK, UofL, WKU, and Council staff, in consultation with the other comprehensive universities and the KCTCS, work together to design an alternative proposal to expand engineering education in Kentucky. In doing so, they should consider the following principles:

- UK and UofL as the only universities with the authority to confer degrees in professional engineering.
- Common curricula used at all participating institutions for the first and second years of study in each engineering discipline.
- Multiple options for completing upper division course work, including:
  - transfer to UK and UofL on-campus programs.
  - engineering education delivered locally at the comprehensive institutions by guest professors from UK and UofL, resident professors at the comprehensive universities, and distance learning courses offered by Kentucky institutions or other education providers.
- Opportunities for local business internships and "coops" available throughout the state and managed in partnership with participating comprehensive institutions.
- Cooperation among participating institutions to provide advising and other student services, including a statewide job placement service.
- Increases in minority and female recruitment to and graduation in engineering and related fields.

- The development of specializations among faculty at participating comprehensive institutions tailored to the needs of local industries and capable of being delivered statewide.

Staff Preparation by Sue Hodges Moore, Daniel A. Rabuzzi, and Bill Swinford