

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

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

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

7 STATUTORY AUTHORITY: KRS 164.020(8)

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

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

18 (2) "Certified, nonpublic school" means a Kentucky non-public school that has  
19 voluntarily agreed to comply with the Kentucky Board of Education curriculum and textbook  
20 standards, received accreditation by an agency approved by the Kentucky Board of Education,

1 been recommended for certification by the Kentucky Non-Public School Commission, and had  
2 the recommended certification approved by the Kentucky Board of Education.

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

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

6 (5) [(4)] "Institution" [~~or "institutions"~~] means a state-supported postsecondary education  
7 institution as defined in KRS 164.001(12).

8 (6) [(5)] "KCTCS" means the Kentucky Community and Technical College System as  
9 defined in KRS 164.001(13).

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

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

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

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

20 Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a  
21 State-supported University [Students]. (1)(a) Except as provided by paragraph (b) of this  
22 subsection, an applicant who is a resident of Kentucky and who seeks admission to a Kentucky  
23 state-supported university [seeking to enter a community and technical college] shall have

1 fulfilled the minimum requirements for admission to a baccalaureate degree program [degree  
2 ~~program established by the Kentucky Community and Technical College System consistent with~~  
3 ~~this administrative regulation]~~ if the applicant has met the admission criteria established by the  
4 institution and:

- 5 ~~1. Graduated from a public high school or a certified nonpublic high school; or~~
- 6 ~~2. Earned a high school general equivalency diploma (GED).~~

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

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

- 11 ~~1. Satisfy the minimum requirements for admission to a two (2) year degree program~~  
12 ~~established by the admitting institution consistent with this administrative regulation; and~~
- 13 ~~2. Take the ACT Assessment.~~

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

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

21 (b) An applicant who has earned a high school general equivalency diploma (GED®)  
22 [~~(GED)~~] or who is a graduate of a Kentucky based non-certified non-public high school,  
23 including a home school, shall have fulfilled the requirements for admission [~~may be admitted]~~

1 to a baccalaureate program ~~[at a university]~~ by meeting the admission criteria established by a  
2 university, in writing, and by taking the ACT Assessment and by scoring at levels established by  
3 the university.

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

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

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

15 (2) ~~[(5)]~~ A non-resident ~~[seeking admission to a baccalaureate degree program at a~~  
16 ~~university]~~ shall have fulfilled the minimum requirements for admission to a baccalaureate  
17 degree program at a university if the applicant has met the admission criteria established by the  
18 institution and [complete]:

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

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

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

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

7        (b) ~~[(f)]~~ A university admitting a student under paragraph (a) of this subsection, ~~[the student]~~  
8 shall satisfy the provisions of subsection (1) [(2)](a)3 or (2)(b) of this section during the first  
9 semester of enrollment.

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

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

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

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

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

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

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

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

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

3           (6) The requirement to complete the pre-college curriculum as set forth in Section  
4 2(1)(a)2. shall not apply to:

5           (a) An adult student;

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

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

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

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

13           (f) An international student.

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

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

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

1           (10) A state-supported university who admits a student in an associate or baccalaureate  
2 degree program and who does not meet the system-wide readiness standards for English,  
3 mathematics, and reading shall use a placement exam to place a student in the proper course. If a  
4 student scores below the system-wide standard of readiness in English, mathematics, and reading  
5 as outlined in the College Readiness Indicators document incorporated by reference, a university  
6 shall place the student in an:

7           (a) Appropriate developmental course in the relevant discipline within two semesters  
8 following a student’s initial enrollment; or

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

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

15           1. A sub-score on the ACT Assessment of eighteen (18) or higher;  
16           2. Met an English benchmark placement score outlined in the College Readiness  
17 Indicators document;

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1           2. Met a reading benchmark placement score outlined in the College Readiness  
2 Indicators document;
- 3           3. Completed twelve (12) hours of reading intensive work at a postsecondary education  
4 institution;
- 5           4. Successfully completed a high school reading transitional course or intervention  
6 program and met the system-wide English benchmark for readiness outlined in the College  
7 Readiness Indicators document; or
- 8           5. Successfully completed a developmental or supplemental reading course at a state-  
9 supported postsecondary education institution that meets the system-wide learning outcomes  
10 identified in the College Readiness Indicators document.
- 11           (e) A student who scores twenty-seven (27) or high on the ACT Assessment in  
12 mathematics shall be permitted to enroll in a credit-bearing calculus course.
- 13           (f) A student who demonstrates a level of competence by achieving the standards  
14 established in the College Readiness Indicators document, and by achieving the scores contained  
15 in sub-section (11) (a) through (e) shall be guaranteed placement in credit-bearing course work.
- 16           (12) An adult student who has been admitted without taking the ACT Assessment or the  
17 SAT may be placed into an appropriate course based on the following tests:
- 18           (a) The ACT Residual Test
- 19           (b) The ASSET Testing Program;
- 20           (c) The COMPASS Testing Program;
- 21           (d) The KYOTE Testing Program;
- 22           (e) The ACCUPLACER Testing Program; or
- 23           (f) An institutional placement test.

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

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

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

12           (a) ACT or SAT scores;

13           (b) institutional placement exam results;

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

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

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

22           (a) Graduated from a public high school or certified non-public high school; or

23           (b) Earned a general equivalency diploma (GED<sup>®</sup>).

1           (2) An applicant who has earned a high school general equivalency diploma (GED®) or  
2 who is a graduate of a Kentucky based non-certified non-public high school, including a home  
3 school, shall have fulfilled the requirements for admission to a community or technical college  
4 by meeting the admission criteria established by KCTCS, in writing.

5           (3) KCTCS may waive the requirement to take the GED® as set forth in subsection (1)(b)  
6 pursuant to a written policy published by KCTCS.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6           (a) The ACT Residual Test;

7           (b) The ASSET Testing Program;

8           (c) The COMPASS Testing Program;

9           (d) The KYOTE Testing Program;

10          (e) The ACCUPLACER Testing Program; or

11          (f) An institutional placement test.

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

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

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

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

4           (a) ACT or SAT scores;

5           (b) Institutional placement exam results;

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

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

9   ~~[Precollege Curriculum. (1) An applicant to a baccalaureate degree program at an institution~~  
10 ~~shall complete twenty-two (22) or more approved high school units including the following~~  
11 ~~courses in the precollege curriculum. The precollege curriculum established in this section shall~~  
12 ~~include the following categories and courses of study:~~

13       ~~(a) Four (4) units of high school study in English/language arts, specifically including~~  
14 ~~English I, 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 high~~  
16 ~~school study in mathematics, including Algebra I, Algebra II, and Geometry.~~

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

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

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

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

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

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

10       ~~(f) One half (1/2) unit in physical education;~~

11       ~~(g) One (1) unit in history and appreciation of visual and performing arts; and~~

12       ~~(h) Two (2) units in the same foreign language unless:~~

13       ~~1. The applicant's local school has diagnosed the student as having a learning disability as set~~  
14 ~~forth in KRS 157.200 and 707 KAR 1:310; and~~

15       ~~2. Either:~~

16       ~~a. The school has determined that the learning disability precludes the student from~~  
17 ~~successfully completing a foreign language course; or~~

18       ~~b. The applicant demonstrates linguistic competence and awareness of a foreign language at~~  
19 ~~least equivalent to two (2) years of high school language.~~

20       ~~(2) In addition to the requirements of subsection (1) of this section, a student shall take five~~  
21 ~~(5) electives. Three (3) of the five (5) electives shall be courses with academic content that is at~~  
22 ~~least as rigorous as that required in the minimum high school graduation requirements and shall~~  
23 ~~be in the following areas of study:~~

- 1       ~~(a) Social studies;~~
- 2       ~~(b) Science;~~
- 3       ~~(c) Mathematics;~~
- 4       ~~(d) English/language arts;~~
- 5       ~~(e) Arts and humanities;~~
- 6       ~~(f) Physical education and health. A student shall be limited to one half (1/2) unit as an~~  
7 ~~elective in physical education and to one half (1/2) unit in health;~~
- 8       ~~(g) Foreign language; or~~
- 9       ~~(h) Agriculture, industrial technology education, business education, marketing education,~~  
10 ~~family and consumer sciences, health sciences, technology education and career pathways.~~
- 11       ~~(3)(a) An integrated, applied, interdisciplinary, or higher level course shall be substituted for~~  
12 ~~a course listed in subsections (1) or (2) of this section, if the substituted course offers the same or~~  
13 ~~greater academic rigor and the course covers or exceeds the minimum required content.~~
- 14       ~~(b) Integrated mathematics courses shall be taken as a sequence. A student shall choose~~  
15 ~~either the algebra/geometry sequence or the integrated mathematics sequence.~~
- 16       ~~(c) An approved substitute course may include an honors course, advanced placement course,~~  
17 ~~dual credit course, or a course taken at an institution.~~
- 18       ~~(4) An institution may establish additional requirements to supplement this minimum~~  
19 ~~academic preparation.~~
- 20       ~~(5)(a) An institution shall accept a waiver of a required precollege curriculum course if:~~
- 21       ~~1. A student is unable to complete a course because of a physical handicap; and~~
- 22       ~~2. The school district superintendent or designee verifies that a student's handicapping~~  
23 ~~condition prevents the student from completing the course in question.~~

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

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

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

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

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

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

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

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

14       ~~(a) An adult student;~~

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

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

19       ~~(d) A student enrolled in a community or technical college or a community college-type~~  
20 ~~program at a university;~~

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

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

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

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

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

14        ~~(4) An applicant of superior ability, as demonstrated by exceptional academic achievement, a~~  
15 ~~high ACT Assessment score, and social maturity, may be granted early admission. An applicant~~  
16 ~~granted early admission by an institution shall be exempt from the provisions of Sections 2 and 3~~  
17 ~~of this administrative regulation.~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16       ~~(a) ACT or SAT scores;~~

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

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

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

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

1 (a) "General Education Transfer Policy and Implementation Guidelines", 2011[2004],  
2 Council on Postsecondary Education;

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

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

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

A handwritten signature in black ink that reads "Paul E. Patton". The signature is fluid and cursive, with a long horizontal stroke extending to the right from the end of the name.

Paul E. Patton, Chair  
Council on Postsecondary Education

September 14, 2011

Date

**PUBLIC HEARING AND PUBLIC COMMENT PERIOD:** A public hearing on this administrative regulation shall be held on October 26 at 1:30 p.m. local time at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

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

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted until October 31, 2011.

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

**CONTACT PERSON:**

Dr. Sue Cain, Coordinator  
Council on Postsecondary Education  
1024 Capital Center Dr.  
Suite 320  
Frankfort, Kentucky 40601  
Phone: 502.573.1555 ext. 254  
Fax: 502.573.1535  
Email: sue.cain@ky.gov

REGULATORY IMPACT ANALYSIS  
AND TIERING STATEMENT

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

Contact person: Dr. Sue Cain, Coordinator  
Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601  
502.573.1555 ext. 254  
sue.cain@ky.gov  
FAX: 502.573.1535

- (1) Provide a brief summary of:
- (a) What this administrative regulation does: Sets out the minimum admission and placement standards for students who attend public postsecondary education institutions.
  - (b) The necessity of this administrative regulation: KRS 164.020(8) requires that the Council on Postsecondary Education set minimum admission standards for students who wish to enroll at state-supported postsecondary education institutions.
  - (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.
  - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: Prospective students, local school districts, and the public postsecondary education institutions all need to understand the requirements for admission to college so that students can take the required courses in secondary school, local schools can offer the courses that are required and adopt standards that prepare students for college, and so that colleges and universities can evaluate whether students have met the required standards for placement in credit-bearing coursework.
- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

- (a) How the amendment will change this existing administrative regulation: High school graduation requirements for the graduating class of 2012 were revised by the Kentucky Board of Education in 2008 to include mathematics every year a student is in high school, including algebra I and II and geometry. Based on these changes, the Guidelines for Admission to the State-supported Postsecondary Education Institutions in regulation can be simplified to align with the new graduation requirements.
  - (b) The necessity of the amendment to this administrative regulation: The regulation needed revised to create an alignment of public K-12 and postsecondary institutions curriculum and readiness requirements and assessments.
  - (c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms exactly to the authorizing statute.
  - (d) How the amendment will assist in the effective administration of the statutes: The set of college readiness indicators and learning outcomes create a unified statement about college readiness that will be used by public K-12 schools and postsecondary institutions. Students meeting a readiness benchmark, as outlined in the College Readiness Indicators document, will be guaranteed placement into credit-bearing coursework across Kentucky's public postsecondary campuses. These indicators and learning outcomes will inform the design of the high school intervention, college accelerated learning, and bridge programming.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Eight state-supported postsecondary education institutions and the Kentucky Community and Technical College System (KCTCS) are affected. All high school students who might attend a public postsecondary education institution upon graduation are affected, as are the local school districts who must prepare those students, and the Kentucky Department of Education who must set the standards for graduation from high school.
- (4) Provide an analysis of how the entities identified in question (3) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

- (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Campuses may need to add additional indicators of readiness in the student database system.
  - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): No additional costs are anticipated as a result of the change in the administrative regulation.
  - (c) As a result of compliance, what benefits will accrue to the entities identified in question3: The standards and assessments for high school graduation and the minimum standards for entrance into college will be aligned for the first time which should reduce the need for developmental education and placement testing on postsecondary campuses.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: No additional costs due to reallocation of funds.
  - (b) On a continuing basis: See (5)(a) above.
- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Institutions have general fund appropriations to assist with implementation of this regulation.
- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No fees or revenue are associated with this regulation.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No.
- (9) TIERING: Is tiering applied? Tiering is not appropriate in these circumstances.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:020 Guidelines for admission to the state-supported postsecondary education institutions in Kentucky. Contact Person: Dr. Sue Cain

1. Does this administrative regulation relate to any program, service, or requirements of a state or local government (including cities, counties, fire departments, or school districts)?

Yes  No

If yes, complete questions 2-4.

2. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? State-supported colleges and universities, local school districts, and the Kentucky Department of Education.

3. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(8)

4. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect. This change will have minimal impact.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? None.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? None.

(c) How much will it cost to administer this program for the first year? No additional costs.

(d) How much will it cost to administer this program for subsequent years? See 4.(c) above.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-): This is a revenue neutral proposal

Expenditures (+/-):

Other Explanation: N/A

## Summary of Material Incorporated by Reference

The "General Education Transfer Policy and Implementation Guidelines", 2011, is the 13-page policy and implementation guidelines for the transfer of general education across Kentucky's public postsecondary institutions.

The "College Readiness Indicators", 2010, is the 6-page document with benchmarks that Kentucky public postsecondary institutions will use as college readiness indicators