



Postsecondary Readiness-Academic Readiness

KDE Approved Dual Credit Guidance Document

1. Definitions

- a. **“Dual Credit,”** as defined by [KRS 158.007](#), means a college-level course of study developed in accordance with [KRS 164.098](#) in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study.
- b. **“Developmental Course,”** as defined by [13 KAR 2:020](#), means a college or university class or section that prepares a student for college-level study and does not award credit toward a degree.
- c. **“Postsecondary Institution Partner”** is defined as a college or university partnering with a local school district to offer dual credit opportunities to high school students.
- d. **“Participating Postsecondary Institution Agreement”** is defined as an agreement between a school district and a postsecondary institution partner identifying responsibilities of the district and postsecondary institution partner, courses identified and accepted for dual credit, and other items specific to the working relationship between the local school district and the postsecondary institution partner.
- e. **“Student Learning Outcomes (SLOs)”** are defined as statements that specify what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program, activity, course or project.
 - i. **Statewide General Education Student Learning Outcomes (SLOs)**, as defined and adopted through policy by the Kentucky Council on Postsecondary Education (CPE), are divided into five categories: Quantitative Reasoning, Natural Sciences, Written and Oral Communications, Arts and Humanities, and Social and Behavioral Sciences.

2. Related Definitions

- a. **“Virtual Course”** is defined as a course utilizing web-based digital platforms to deliver instruction, facilitate learning feedback, curriculum and/or assessments. Generally, virtual coursework can also be referred to as “online coursework” or “distance learning coursework.”

- b. **“Online Course”** is defined a course utilizing web-based digital platforms to deliver instruction, facilitate learning feedback, curriculum and/or assessments. Generally, online coursework can also be referred to as “virtual coursework” or “distance learning coursework.”
- c. **“Out-of-State Postsecondary Institutions”** are defined as colleges or universities that are headquartered outside of Kentucky and thus have a different set of identified student learning outcomes that may or may not have a correlation to Kentucky’s General Education SLOs, which have been defined and adopted through policy by the Kentucky CPE.
- d. **“Department (KDE)-approved dual credit”** is defined as dual credit courses approved by KDE for measuring academic readiness under 703 KAR 5:270, Kentucky’s Accountability System.
- e. **“Cambridge Advanced International (CAI) examinations”** are defined as an examination system based on advanced international curriculum to prepare students for university and higher education. Note: CAI coursework is not dual credit coursework.
- f. **“International Baccalaureate (IB),”** as defined by International Baccalaureate, is an educational foundation offering four programs of international education that develop the intellectual, personal, emotional, and social skills needed to live, learn and work in a rapidly globalizing world. Note: IB coursework is not dual credit coursework.
- g. **“Department (KDE)-approved Career and Technical Education (CTE) dual credit”** is defined as CTE dual credit courses approved by KDE for measuring career readiness under 703 KAR 5:270, Kentucky’s Accountability System. Note: KDE approved CTE dual credit courses do not count toward academic readiness under 703 KAR 5:270, Kentucky’s Accountability System.
- h. **“Dual Enrollment”** is defined as a high school student pursuing credit from a postsecondary institution individually, without the agreement or expectation for the high school to issue credit based on completion. NOTE: Dual enrollment coursework does not count toward academic readiness under 703 KAR 5:270, Kentucky’s Accountability System.
- i. **Advanced Placement (AP)”** is defined as college-level courses and exams where students can earn college credit based upon the receipt of qualifying exam scores as set by individual postsecondary institutions. Note: AP coursework is not dual credit coursework.
- j. **“Independent Kentucky Colleges and Universities”** are private, nonprofit, four-year colleges and universities in Kentucky and thus have a different set of identified student learning outcomes that may or may not have a correlation to Kentucky’s General Education SLOs, which have been defined and adopted through policy by the Kentucky CPE.

3. Verification of “department-approved dual credit”

- a. **Dual credit courses approved by the Kentucky Department of Education (KDE) for measuring academic readiness as set forth in regulation, 703 KAR 5:270, shall meet the following criteria:**

i. Teacher Certification

1. Dual credit courses shall be taught by qualified and credentialed teachers and faculty as determined by the postsecondary institution. Please contact your postsecondary institution partner for certification inquiries.

ii. Minimum dual credit requirements for Postsecondary Readiness

1. Approved dual credit courses shall include one quantitative reasoning or natural sciences course, *and* one written or oral communication, or arts and humanities, or social and behavioral sciences course, per the CPE General Education Transfer Policy.
2. Students must complete two (2) dual credit courses and receive a grade of C or higher in each course.
3. “First Year Experience (FYE)” courses such as *Introduction to College*, and Developmental Courses will not count as approved dual credit courses for Kentucky’s Accountability System.
4. Approved dual credit work must be captured in Kentucky Student Information System (KSIS) utilizing the appropriate corresponding course code and naming processes as addressed in the dual credit data standard. Thus, courses completed outside of the regular school day can count toward academic readiness but must be captured in KSIS scheduling in addition to on the student’s high school transcript.

iii. Course classification for public postsecondary institutions

1. Postsecondary institution partners that are classified as public institutions must adhere to the statewide course classification system, which regulates Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE.

*Kentucky’s Statewide General Education Student Learning Outcomes are mapped to the American Association of Colleges and Universities’ (AAC&U) Liberal Education for America’s Promise (LEAP) Essential Learning Outcomes—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century.

a. Quantitative Reasoning (QR)

- III. Interpret information presented in mathematical and/or statistical forms. (LEAP B)*
- IV. Illustrate and communicate mathematical and/or statistical information symbolically, visually, and/or numerically. (LEAP A, B and C)*
- V. Determine when computations are needed and to execute the appropriate computations. (LEAP B)*
- VI. Apply an appropriate model to the problem to be solved (LEAP A, C and D)*
- VII. Make inferences, evaluate assumptions, and assess limitations in estimation modeling and/or statistical analysis. (LEAP B, C and D)*

QR courses should meet all five SLOs.

b. Natural Sciences (NS): Conduct a hands-on project using scientific principles

- III. Demonstrate an understanding of the methods of science inquiry. (LEAP A and B)*
- IV. Explain basic concepts and principles in one or more of the sciences. (LEAP A and B)*
- V. Apply scientific principles to interpret and make predictions in one or more of the sciences. (LEAP A, B and D)*
- VI. Explain how scientific principles relate to issues of personal and/or public importance. (LEAP A, B, C and D)*

NS courses should meet the four SLOs. Each institution's general education natural science block must meet the category experience.

c. Written (WC) and Oral (OC) Communications

- III. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre. (LEAP A, B, C and D)*

- IV. Listen and speak competently in a variety of communication contexts, which may include public, interpersonal, and/or small-group settings. (LEAP B, C and D)*
- V. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare speeches and written texts. (LEAP B and D)*
- VI. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response. (LEAP B, C and D)*
- VII. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. (LEAP B and D)*

WC courses must meet the first SLO and OC courses must meet the second SLO, with both types of courses meeting at least two of the remaining three SLOs.

d. Arts and Humanities (AH)

- III. Utilize basic formal elements, techniques, concepts and vocabulary of specific disciplines within the Arts and Humanities. (LEAP A and B)*
- IV. Distinguish between various kinds of evidence by identifying reliable sources and valid arguments. (LEAP B)*
- V. Demonstrate how social, cultural, and historical contexts influence creative expression in the arts and humanities. (LEAP A and B)*
- VI. Evaluate the significance of human expression and experience in shaping larger social, cultural, and historical contexts. (LEAP A, B and C)*
- VII. Evaluate enduring and contemporary issues of human experience. (LEAP A and D)*

- VIII.** Foreign Language: Demonstrate competency in a foreign language. Foreign language study develops essential skills and cultural awareness critical for success in a multilingual world.

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At least two AH courses must be taken to meet all of the student-learning outcomes. Each AH courses should meet at least three of the five SLOs.

e. Social and Behavioral Sciences (SB)

- III.** Demonstrate knowledge of at least one area of the social and behavioral sciences. (LEAP A and D)*
- IV.** Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences. (LEAP A, B, C and D)*
- V.** Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience. (LEAP A, B, C and D)*
- VI.** Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance. (LEAP A, B, C and D)*
- VII.** Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences. (LEAP A and D)*

At least two SB courses from different disciplines must be taken to meet all of the student-learning outcomes.

iv. Course classification for independent private, nonprofit and out-of-state postsecondary institutions:

1. Independent private, nonprofit, and out-of-state institutions classify courses independently. The KDE will accept independent classifications of courses that demonstrate a correlation with the Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE.
2. Local school districts that partner with independent private, nonprofit, and/or out-of-state postsecondary institutions are responsible for providing the documentation that demonstrates the correlation between the independent institution's student learning outcomes and the Statewide General Education SLOs, as defined and adopted through policy by the Kentucky CPE.

4. KDE/Local School District verification process

- a. Local school districts will record student participation of department approved dual credit courses in the KSIS.
- b. Local school districts shall verify acceptance of students to post-secondary institutions with post-secondary institution partners.
- c. Local school districts shall verify enrollment of students into designated department approved dual credit courses.
- d. Local school districts shall utilize released department approved dual credit course codes to demonstrate student enrollment in department approved dual credit coursework in the KSIS.
- e. Local school districts shall record student enrollment in the KSIS utilizing the appropriate course code by October 1 of fall term and March 1 of spring term.
- f. Local school districts shall record grades issued by postsecondary institution partners in the KSIS by June 30 of each school year. Grades awarded by the postsecondary institutions must be recorded in the KSIS without modifications.
- g. Course naming for department-approved dual credit courses must adhere to the naming practices outlined in the dual credit data standard.
- h. KDE will monitor student participation and receipt of grade of C or higher through the KSIS.
- i. Dual credit courses that meet the Statewide General Education SLOs identified by the CPE or demonstrate a correlation to the SLOs as identified by an independent, private, nonprofit, or out-of-state institution, and meet the

approved CTE Dual Credit criteria will therefore meet the requirements for both Academic Readiness and Career Readiness.

NOTE: Schools wishing to use an academic dual credit course code for an interdisciplinary (CTE and academic) course being offered as dual credit must ensure that course is included within the applicable CTE program of study by completing the [Career Pathway Modification](#) process in TEDS.

6. Appendices

- a. [Dual Credit Course Codes with Certifications](#)
- b. [Dual Credit Course Codes without Certifications](#)
- c. [Course data standard](#)
- d. [Dual Credit data standard](#); includes available reporting options to monitor correct input of data
- e. [General Education Transfer Policy](#)