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Division of Undergraduate Education Proposal to the University of Kentucky Faculty Senate Council: Establishing Policy and Guidelines for University of Kentucky Dual Credit Partnerships with Secondary Schools

Randolph Hollingsworth
University of Kentucky, dolph@uky.edu

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Division of Undergraduate Education

Proposal to the
University of Kentucky
Faculty Senate Council

Establishing Policy and Guidelines for
University of Kentucky Dual Credit
Partnerships with Secondary Schools

Proposal for Establishing Policy and Guidelines for University of Kentucky’s Dual Credit Partnerships with Secondary Schools

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Many high school students take advantage of the University of Kentucky’s rich curricular offerings by enrolling in UK courses while finishing up their high school diplomas. However, this tradition in dual enrollment could be more adequately supported if offered within a formalized dual credit opportunity (i.e., offer qualified students the opportunity to earn college credit as part of their high school curriculum). The purpose of UK’s Dual Credit Program would be to provide academic enrichment opportunities to high school students who are ready for the rigors and challenges of coursework in a research university. In addition, the proposed Program would serve as an immersive professional development opportunity for our partner secondary school educators and counselors who would learn first-hand the transitions issues inherent in the success of their students moving on to a public Research I university.

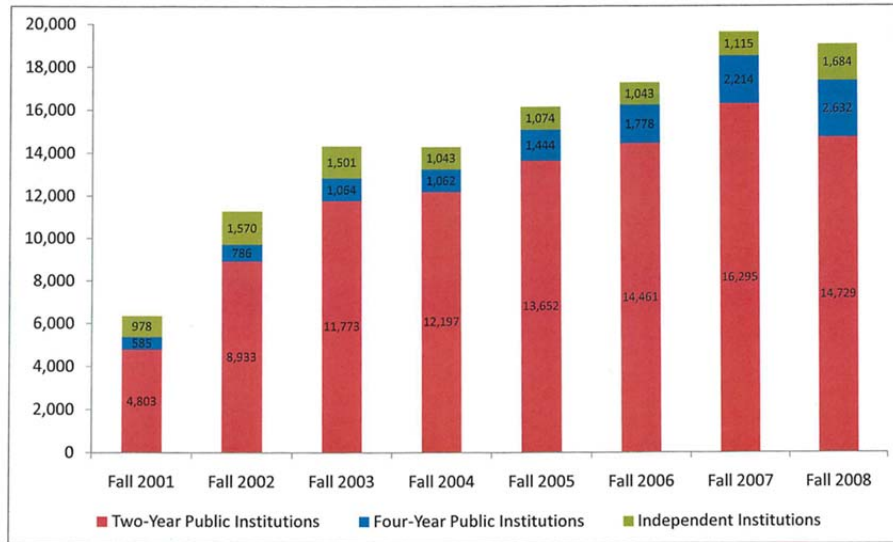
Purpose of a UK Dual Credit Program

Promoted as a partnership between Kentucky’s secondary school system and the flagship university, a Dual Credit Program offered by the University of Kentucky serves two main purposes:

- 1) A strategic alternative to existing dual credit programs already in place with Kentucky community colleges (e.g., BCTC’s Opportunity College) or Kentucky comprehensive universities (e.g., Morehead State’s tuition-free Dual Credit Program). Recent reforms from the Kentucky Department of Education have incentivized high school students enrolling in college credit bearing classes, and overall dual enrollment in Kentucky has

risen dramatically in the past decade.

Kentucky High School Students Taking College Courses (Dual Enrollment) 2001-2008 Fall Semester Headcount, Public and Independent Institutions



Source: Kentucky Council on Postsecondary Education Comprehensive Database, August 13, 2009

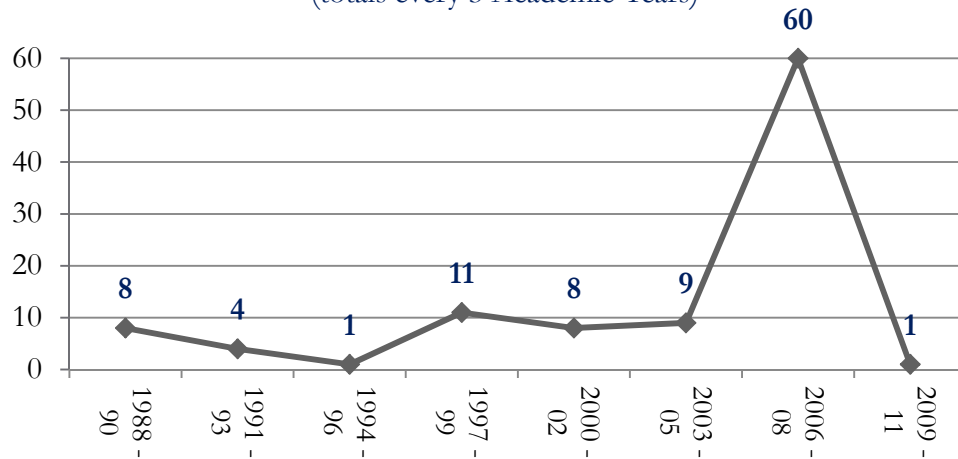
- 2) A more strategic alternative to dual (or concurrent) enrollment by high school students that would better support student success at the University of Kentucky.

Data on Selected High School Students Enrolled at UK and Issues for Discussion

In a review of enrollment records from the Fall 1988 semester (when the UK Undergraduate Admissions Office began to use a special registration type for these students) to Spring 2011, the Division of Undergraduate Education found that compared to many of UK's benchmark institutions, relatively few high school students enroll at the University.

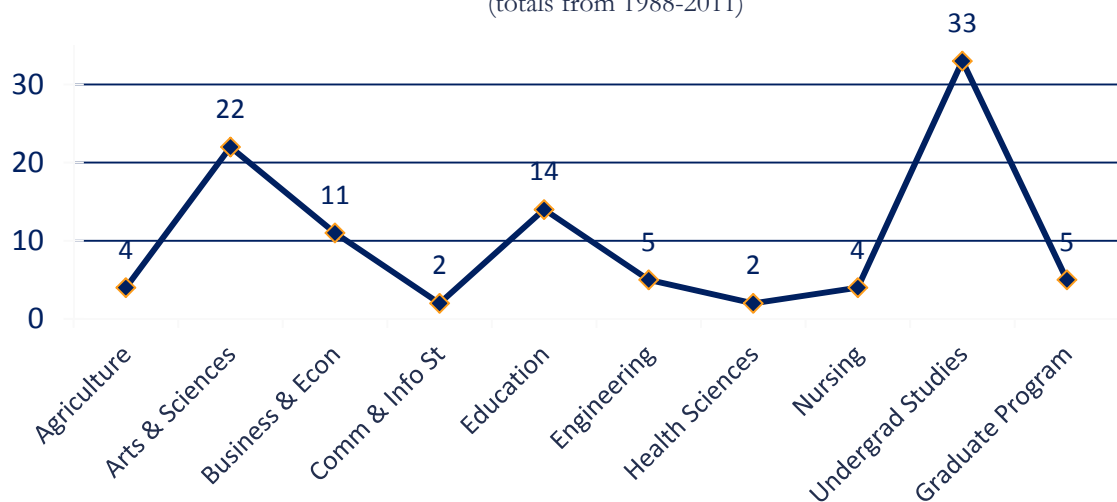
The results of this review of enrollments are described in several summary graphs below. The most prolific time period in which UK saw currently enrolled high school students was in 2006 through 2008. The most popular courses that high school students have taken overall at UK came from strategic efforts by UK faculty, for example, the Appalachian Math & Science Partnership's "Access to Algebra" program (<http://www.uky.edu/pimser/programs/AMSP.php>) and the Health Sciences orientation course, also geared specifically to high school students.

No. of Classes High School Students Took at UK (totals every 3 Academic Years)

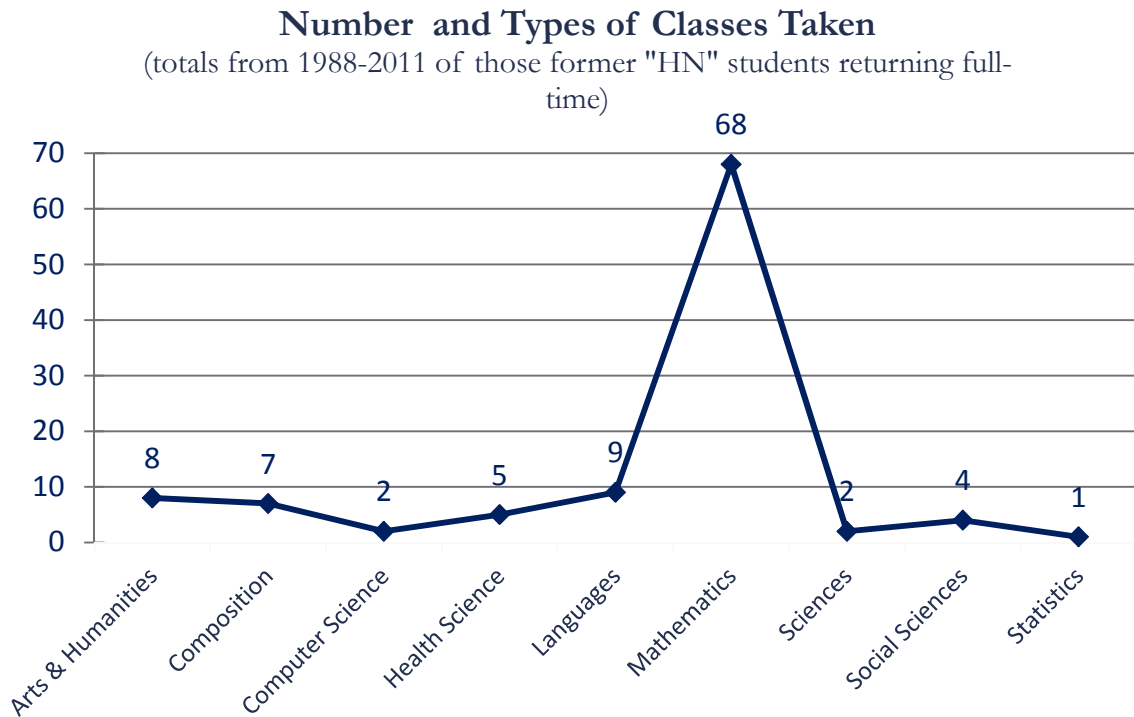


Out of the 373 UK students who enrolled with the “HN” registration type (i.e., identified by Admissions as currently enrolled high school students) since the early 1990s, 348 came back to enroll later at UK as regular students. The colleges where these returning high schoolers first entered at UK as full-time, degree-seeking students are shown below. As seen in the chart, many of these students entered UK as “undeclared” majors which suggests that many did not engage very deeply with the University community during their experience as a non-degree or visiting student. Otherwise they would likely be clear on which majors they wished to pursue at UK.

Colleges Where Former "HN" Student Entered as First Time Full-Time Student (totals from 1988-2011)



The table below shows the number and types of classes attempted (in total from 1988, when UK Undergraduate Admissions began using the “HN” registration type, to the end of the 2011 academic year).



Only 48 former “HN” students are currently enrolled at UK as undergraduate degree-seeking students. A formal dual credit program launched at the University of Kentucky can better advertise the benefits of taking a course at the University and help provide a more meaningful approach to the issues of transition from high school to college studies.

Implementation of a formal dual credit program will allow program faculty, departments and colleges address some major issues that are highlighted in these examples of UK’s concurrent/dual enrolled students.

ISSUE: Persistent lack of strategic alignment from high school to college

UK faculty oversight of courses offered to high schoolers - and the effectiveness of those courses for subsequent student success at UK - is critical to providing a more coherent progress to a UK degree. For example: a student from Powell County High School who succeeded in a College Algebra course while in high school was not ready to transition full-time to the College

of Engineering. Though the student had earned an A in the college course taught in a rural high school setting, the student's ACT subscore in mathematics (a score that would not otherwise have been accepted for admission by the College) needed additional consideration by the UK community as a whole. The student was suspended from the College of Engineering after their first semester and relegated to Undergraduate Studies where a second semester of failing grades led to suspension from the University. A closer relationship with the student early in the planning process for admission to the University might have convinced this young person to enter the University first in Undergraduate Studies with professional academic advisors to support a better transition from high school and then change majors to the College of Engineering once firmly established as a successful student at UK.

Excerpts from an actual UK transcript:

Schools Attended: Powell County High School

Test Scores: ACT Engl 18, Math 21, Read 19, SciRea 22, Comp 20

Spring Semester: Non-Degree Major

MA 109 College Algebra, Grade A

Fall Semester: Pre-Chemical Engineering Major

MA 112 Trigonometry, Grade E

CHE 105 Gen College Chemistry I, Grade E

A&S 100 Sp Intro Crse, CHE I Lab, Grade E

CME 101 Intro to Chemical Engr, Grade D

2 other courses in the social sciences, Grades E

Status: Academic Suspension from College

Spring Semester: Undergraduate Studies Major

CHE 105 Gen College Chemistry I, Grade E

A&S 100 Sp Intro Crse, CHE I Lab, Grade E

one social science and one humanities class, Grades E

Status: Academic Suspension from the University

ISSUE: Kentucky public high school students (despite statewide reform initiatives) overall remain in the lowest ranks nationally for college/career readiness

UK's professional advisors need to intervene in a more intrusive and purposeful way when a high schooler enrolls in a UK course. With professional staff focusing on this particular type of student, UK can provide more rigorous advisement including an academic career plan based on that student's overall preparedness for UK (not just test scores and grades). For example: a student from East Jessamine High School took a UK course in mathematics while in high school,

then entered full-time in the College of Arts & Sciences. Though likely the student worked with a professional advisor in that college, the student began in a lack-luster fashion. Though the student had passed the UK College Algebra course and AP English courses while in high school, the performance was not enough to prepare them for UK general chemistry nor the UK accelerated foundational course in writing. A lack of follow-through by the student led them to learn first-hand that unless a student actually withdraws from a college course, no one does it for them – the earned grade of E in the chemistry lab likely came from new student’s assumption that withdrawing from the lecture course automatically led to a withdrawal from the lab. A more intrusive approach by a professional academic advisor would have caught this simple mistake which contributed to a status of probation after the first semester at UK.

Excerpts from an actual UK transcript:

Schools Attended: East Jessamine High School

Asbury College (transfer credit applied Intro Sociology (3 credit hrs)

AP Credit Awarded – Univ of KY: ENG 101 (3 credit hrs)

English Lit/Comp 3; English Lang/Comp 3; US History 2

Test Scores: ACT Engl 24, Math 21, Read 27, SciRea 25, Comp 24

Spring Semester: Non-Degree Major

MA 109 College Algebra: AMSP, Grade C

Fall Semester: Psychology Major

PSY 100 Intro to Psychology, Grade C

CHE 105 Gen College Chemistry I, *withdrew*

CHE 111 General Chemistry Lab I, Grade E

UK 101 Academic Orientation, Grade B

ENG 104 Writing, Grade C

a language course at “high beginner” level, Grade C

Status: Probation

ISSUE: UK's continuing need to attract high achieving students of diverse backgrounds and ethnicities

UK's strategic efforts in building dual credit programs could include targeted high school populations in which nationally ranked universities have been already successful in attracting and enrolling high caliber students with low socio-economic status and/or underrepresented minority status who are excelling in those learning experiences in which UK departments

already provide challenging outreach programming.

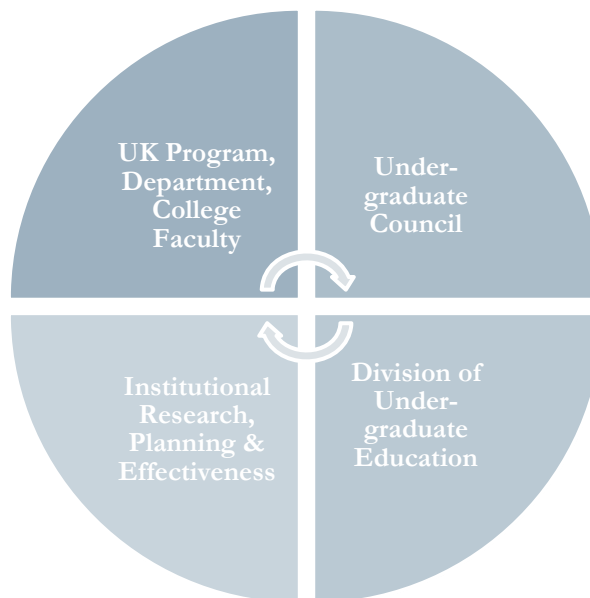
Some examples of where a targeted approach to dual/concurrent enrollment currently works well for UK's most non-traditional students are:

- A home schooler who proved a strong college readiness through their ACT (Engl 34, Math 34, Read 34, SciRea 36, Comp 35) and Advanced Placement exam choices (Calculus score of 4 and Biology 5) and non-degree enrollment at UK for five semesters before entering full-time (taking upper level mathematics and classics courses part time with a cumulative GPA of 3.9). When the student finally enters UK full-time, they move directly into challenging academic career of a classics and mathematics double major in the College of Arts & Sciences. Currently the student is on the Dean's List with a cumulative GPA of 3.96.
- A student from Johnson Central High School in east Kentucky who proved college readiness via ACT (Engl 29, Math 24, Read 24, SciRea 24, Comp 24) as well as dual credit completion through the local community college (Western literature and history of Kentucky) and UK (College Algebra with a grade of A), enters fulltime at UK first as an exploratory student in Undergraduate Studies. With a 3.0 GPA, the student transitioned into a selective major at UK, i.e., elementary education, where the student is on the Dean's List and on track for an early graduation.

The proposed UK Dual Credit Program builds an academic connection between the UK faculty of a particular department or program and an accredited high school. This connection allows students to take a course while in high school and get both high school and UK credit for it. This opportunity for high school students should be transparent in its academic rigor and review. The process and procedures should flow as naturally within UK's department and college curriculum development and review process as possible. Documentation supporting that effort should be archived in the department, college and Undergraduate Council. In addition, the UK Department associated with the course must evaluate it according to its own policies, which it might tailor to specifically address the quality and academic rigor of dual credit courses. The sponsoring UK Department may require more than the guidelines suggested 70% course coverage or may require the use of common exams. If the dual-credit course fulfills any prerequisites for other UK courses, including prerequisites fulfilled by courses cross-listed with the one the student took, the UK department needs to make sure that the course prepares its students adequately. The UK department may set a grade hurdle for successful completion of a dual-credit course that serves as a prerequisite for other UK courses.

Course evaluation and review for a dual-credit course must at least satisfy SACS policy and guidelines, which include evidence of continual improvement. The Division of Undergraduate Education will oversee the signing of the Memorandum of Agreement for a Dual Credit Initiative and submits the original document to The Office of Vice President for Institutional Research, Planning, and Effectiveness. The Division of Undergraduate Education will periodically review the central repository of dual credit initiatives and request information from the departments regarding the status of their periodic reviews with the dual credit partners. The documentation of the initiative, the courses offered and periodic review should be readily accessible at all levels of the University - and

communications about the process should be welcoming of all disciplines and inviting enough for high school instructors to want to generate new initiatives with UK, especially for those that can scale to a state or national level. Ultimately, the University should strive to encourage rather than discourage dual credit initiatives by making the documentation and oversight process easy and conducted in a timely manner.



Definitions of terms commonly used

Dual or concurrent enrollment - initiatives undertaken by postsecondary institutions in which a high school student may earn college credit for courses taken while still in high school. However, unlike dual credit programs, students in concurrent enrollment classes are not guaranteed high school credit upon course completion. Whether a course is credited toward high school graduation requirements may vary depending upon the institutions or the guardian/parental involvement.

Dual credit program - an accelerated learning program whereby high school students receive both high school and college credit for taking a single course. Courses may be taught in the high school or on a college campus. Dual credit program agreements are regional or local in nature, with college credit being granted through a single sponsoring college or university. Unlike Advanced Placement or International Baccalaureate programs, a test

by an outside organization is not administered to participants as a condition for receiving college credit. The CPE determined that of the 17,000 dually enrolled high school students in 2003-04, 79% were receiving high school credit as well as postsecondary credit - with the vast majority (nearly 90%) enrolled in the KCTCS colleges where 40% were enrolled in technical or vocational programs which did not encourage or allow for ready matriculation into baccalaureate degrees. Of those enrolled in non-technical programs and who matriculated into postsecondary institutions after high school, higher year-to-year retention levels in college were observed for those who had been dually enrolled in high school than those who had not.

Credit for Prior Assessment - college credit, predetermined by UK faculty, based on a score earned on a national examination, e.g., Advanced Placement (a national program offered in a high school setting by a high school teacher who has received special training to teach the course and the syllabus has been blind vetted by AP reviewers - students may choose to take a test at the completion of the course that is administered by the College Board, a private firm that owns the Advanced Placement program - the AP test is graded on a scale from 1 to 5, with most universities recognizing a score of 3 or above for college credit - currently, UK ranks among the top 100 schools in the U.S. for receipt of AP test score results) and International Baccalaureate (a standardized curriculum from an international perspective with an end-of-course test administered by the International Baccalaureate Organization and scored on a scale from 1 to 7 - most universities recognize a score of 4 or above for college credit).

Developmental education - a series of college courses that count for college credit but do not count toward the graduation requirements of a college bachelor's degree.

Retention and graduation rates - a state and federal measurement of postsecondary institutions in which is determined the percentage of an official entering cohort (first time, full time, first year, degree-seeking) that persists from their first fall semester through the census date of the second fall semester (retention rate) and then persists to graduate from that same institution within six years (graduation rate).

University of Kentucky Benchmarks and Dual Credit Initiatives

Ohio State University

The Academy Program offers access to OSU courses to qualified high school juniors and seniors, <http://undergrad.osu.edu/academy>; the Post-Secondary Enrollment Options Program created by the state of Ohio provides full funding for books and tuition. Also, high schoolers can apply to the Metro Early College High School (www.themetroschool.com) which opened in 2007 with KnowledgeWorks Foundation funding (www.earlycolleges.org) and OSU as postsecondary partner.

University of Maryland, College Park

The Friendship Collegiate Academy, funded by Woodrow Wilson National Fellowship, the Gates Foundation, the Philip L. Graham Fund and the University of the District of Columbia, opened in 2004:

http://collegiate.friendshipschools.org/RelId/606586/ISvars/default/About_Us.htm. This Early College is the first initiative in the District that allows ninth graders to earn a maximum of 60 college credits while completing high school diploma requirements.

University of Minnesota, Twin Cities

College in the Schools Program, <http://www.cce.umn.edu/College-in-the-Schools>, offers advanced high school juniors and seniors can earn college credit without leaving the high school classroom by taking introductory-level University of Minnesota courses. See also Dual Enrollment Research in Minnesota: <http://www.cce.umn.edu/College-in-the-Schools/Dual-Enrollment-Research>.

University of Illinois, Champaign-Urbana

The University Laboratory High School, <http://www.uni.illinois.edu>, started as a prep school UI in 1876, became an education lab in 1911, and has been a public school funded by UI and the state since 1983. The school offers a competitive admissions process (requiring SSAT scores) garnering 60 students (grades 9-12) per year. The school offers an Honors curriculum, an open campus, no cafeteria, no buses (state reimbursement available for travel costs), no hall passes, and full access to the Internet.

Example Lifecycle for a New Dual Credit Initiative

1. Initial contact may come from a high school instructor (and this should be encouraged across all disciplines, especially those who interact with UK professors in disciplinary-based communities), or it might also come from a department or unit here on the UK campus. Either way, the department chair should request and receive the following:
 - a formal letter of intent from the high school principal (or district superintendent) that includes: name of instructor (if already identified); course(s) in the high school curriculum and which in the UK schedule book are requested for dual credit; affiliations (if any) with other postsecondary institutions;
 - official transcripts of the proposed instructor(s) of the high school course(s) being requested for dual credit initiative – with evidence of at least 18 graduate hours in the discipline (this documentation will be placed in the UK department's Standard Personnel File and reported appropriately in the UK Faculty Database);
 - syllabus(i) of the course(s) submitted for review by the department faculty and approval by the department chair.
2. The department faculty must examine the course not only for the course content coverage, rigor of assignments/assessments, but also delineate how the high school course relates to the UK course learning outcomes (this is especially important if the dual credit course being proposed is or might become a general education course). In addition, the department must show how the course is deployed in a similar mode as is

offered at UK. For example, if the course is not yet approved for distance learning at UK, then the high school cannot use it for distance education unless UK approves it officially as with any other DL course. The UK course taught to high school students may span a different time span from the one taught to traditional students at UK. Deadlines for common exams or enrollment-related matters (including drops) need to be specified on a per dual course basis.

If approved at the department level, the chair then forwards to the college dean and/or faculty oversight committee the letter of intent and syllabus(i) under cover of an explanatory memo emphasizing the dual credit initiative's parameters and expectations for scalability and specifying the timing for periodic review by the department and the partner school(s). The sponsoring UK Department, as part of the decision-making for determining the appropriate teaching model for the dual credit course, will state whether the course instructor will be hired

- as a Part Time Instructor;
- OR,
- as a teaching assistant supervised by the UK instructor of record, (i.e., the high school teacher has no control over the syllabus, text, assignments and tests, and is trained in instructional methods for postsecondary education, meeting regularly with instructor of record)

The sponsoring UK Department must also clarify what compensation, if any, that is provided to the instructor of a dual credit course. NOTE: If the high school course doesn't exactly match the coverage content but evidences corresponding academic rigor in student performance (e.g., successful completion of required class assignments can show the same rigor of academic performance as the on-campus UK students can show), then as a guideline, no less than 70% of the UK course should be covered by the high school course. We recognize that this guideline would not work for some disciplines but it is posed for consideration in order to show that there doesn't have to be a 100% direct match on the content coverage. This would allow for more flexibility in the decision-making by the department faculty.

3. If approved at the college level, the proposal then moves forward to the Undergraduate Council to assure quality and University-level oversight of completeness for the institutional repository for documentation and review of UK's dual credit programs.

NOTE: If a student completes the course at the high school and later enrolls full-time at UK, the UK department that coordinates the dual credit course (whether it initiated the request or responded to a request originating in a high school) gets credit for that student's credit hours. If the original UK course is cross-listed with another department's course, the originating department that determines the equivalency to the high school course gets the headcount. If, later, the student attends UK and the cross-listed department advisors see the equivalent course on the student's transcript, then the

department could waive or substitute if they so desire at that time.

Deployment stage for a Dual Credit Initiative

1. Upon approval by the Undergraduate Council, the department chair then sends
 - a reply letter to the principal (or superintendent) summarizing the decisions of the UK faculty and clarifying the obligations on both partners in the dual credit initiative and specific policies/procedures to follow, e.g., course completion is determined by the UK grading scale, access to UK resources and support services specified for the initiative.

NOTE: The UK department chair is responsible for periodic assessment of the dual credit high school and college student artifacts to document this and any other systematic review to ensure comparable learning with traditional UK courses.

 - notification to the Provost's Office about the course sections (if separate) and timing of the dual credit course being offered so to alert Admissions, Financial Aid and Registrar of the initiative and to get appropriate contacts in the school(s)
 - if needed, notification to the department budget officer (or the appropriate UKIT/EAG liaison) to have the new instructor(s) sign the UK statement of responsibility and grant access to the portal for submission of UK grades
2. Admissions sends the short form application to the appropriate contacts at the school and receives from them the documentation needed, including a letter from the guidance counselor documenting dual credit status of the course in the student(s) Individual Learning Plan at the school. NOTE: currently enrolled high school students who apply to take a UK course do not pay the usual application fee, however, UK tuition for that course must be paid.
3. If appropriate, financial aid counselors and scholarship staff are assigned to individual students and parents to help with filling out any forms necessary to pay for the college tuition and fees.
4. Registrar seats the successful applicants in the assigned course/sections in SAP and assigns each enrolled (non-degree) student with a UK academic advisor as directed by the Senior Assistant Dean of Undergraduate Studies.
5. Admissions tracks and communicates with students and their families as to the status of the UK application for course credit.

6. Course commences and the instructor (or instructor of record) submits midterm and final grades as per the UK department academic calendar and grading scale.
7. Course instruction is evaluated using a modified TCE form that includes some common questions regarding the dual credit program and/or learning outcomes artifacts (e.g., for general education program assessment).

Review/Oversight of a Dual Credit Initiative

The course evaluation and review should function similar to any other course review process, and evidence of continual improvement in the joint venture with the secondary school should be archived in the department, college and Undergraduate Council specific to the SACS policy and guidelines. The Office of Undergraduate Education oversees the signing of the Memorandum of Agreement for a Dual Credit Initiative and submits the original document to The Office of Vice President for Institutional Research, Planning, and Effectiveness. The Office of Undergraduate Education periodically reviews the central repository of dual credit initiatives and requests information from the departments regarding the status of their periodic reviews with the dual credit partners.

Attachments

- I. UK Undergraduate Application for Admission – High School Student – Non-degree
- II. SACS Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines
- III. Example Documentation for UK Dual Credit Initiative:
 - Letter of Intent from High School Principal and/or District Superintendent
 - Memorandum of Agreement between UK and school and/or district
(this version was approved by UK Legal Counsel in April 2010)

Attachment I



**High School Student – Non-Degree
undergraduate application for admission**

Office of Undergraduate Admission and University Registrar
100 W.D. Funkhouser Bldg. Lexington, Kentucky 40506-0054
(859) 257-2000 Toll Free: 1-866-900-4685
www.uky.edu/Admissions

FOR OFFICIAL USE ONLY	
Date Received _____	No Fee Required – HS ND

ADMISSION DEADLINES

Fall
August 1

Spring
December 1

Summer I (May)
April 15

Summer II (June/July)
May 15

COMPLETE ALL FIELDS BELOW

1. NAME _____ First Name Middle Name Last Name (II, III, IV, etc.) This name will be used to establish your permanent record. Do not use nicknames.		2. SOCIAL SECURITY NUMBER (OPTIONAL) _____ - _____ - _____ Please provide correctly.	
3. I certify that the information given on this application is complete and correct. Deliberate falsification may subject me to immediate dismissal from the University of Kentucky and revocation of credits or degrees earned. All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to any academic program, regardless of economic or social status and will not be discriminated against on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability. APPLICANT'S SIGNATURE _____ DATE _____			
4. Preferred Name _____ Maiden Name _____ Other _____ Important if name is different on transcripts or test scores.		5. ETHNIC BACKGROUND (OPTIONAL) (Enter X in Appropriate Box) <input type="checkbox"/> African-American, Non-Hispanic [B] <input type="checkbox"/> Asian or Pacific Islander [O] <input type="checkbox"/> White, Non-Hispanic [W] <input type="checkbox"/> American Indian [A] <input type="checkbox"/> Alaskan Native [L] <input type="checkbox"/> Hispanic [H] <input type="checkbox"/> Other [X] Please specify _____	
6. DATE OF BIRTH _____ / _____ / _____ MO DAY YR	7. GENDER (Enter X in Appropriate Box) <input type="checkbox"/> Female [F] <input type="checkbox"/> Male [M]	8. CITIZENSHIP (a) Country of Citizenship _____ If not a US Citizen but a permanent resident, please provide # below and submit copy of Permanent Resident card. Please Note: Permanent residents may be subject to an English requirement. (b) Resident Alien Number _____	9. COUNTY (KY Residents Only) County Name _____

- continued on back -



High School Student – Non-Degree undergraduate application for admission

continued

10. CURRENT MAILING ADDRESS, PERMANENT MAILING ADDRESS AND CONTACT INFORMATION											
<hr/>					<hr/>				<hr/>		
Current Address	City	State	Zip	Country (If not U.S. Address)	Permanent Address	City	State	Zip	Country (If not U.S. Address)		
<hr/>		<hr/>		<hr/>		<hr/>		<hr/>			
Current Telephone	Permanent Telephone	Work Telephone	Cell Phone	E-mail Address							
<hr/>		<hr/>		<hr/>		<hr/>		<hr/>			
Emergency Contact (Last Name, First Name)		Street Address	City	State	Zip						
<hr/>		<hr/>		<hr/>		<hr/>		<hr/>			
Relationship:		<input type="checkbox"/> Father		<input type="checkbox"/> Mother		<input type="checkbox"/> Guardian		<input type="checkbox"/> Spouse		<input type="checkbox"/> Other	
Phone				Email							
<hr/>				<hr/>				<hr/>			
11. COLLEGE AND MAJOR US _____ NDUS _____ NODEG _____ <hr/> UK College _____ Major _____ Degree Code _____ <p style="text-align: center;">High School Student – Non-Degree</p>				12. TERM (Select beginning term only.) <input type="checkbox"/> Summer I (May) <input type="checkbox"/> Summer II (June-July) <input type="checkbox"/> Fall (August-December) <input type="checkbox"/> Spring (January-May) Year _____				13. RESIDENCY (Enter X in Appropriate Box) You must complete all four questions. Have you lived in Kentucky for the last 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No Have you received financial support from an individual outside of Kentucky during the last 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No Are you a resident of Kentucky? <input type="checkbox"/> Yes <input type="checkbox"/> No Does either parent (or legal guardian) live in Kentucky? <input type="checkbox"/> Yes <input type="checkbox"/> No			
14. DOCUMENTATION As a high school student applying for non-degree seeking admission, you MUST supply an official high school transcript and have your guidance counselor and principal sign this application: <ul style="list-style-type: none"> • Official high school transcript 											
_____ Signature, High School Guidance Counselor					_____ Signature, High School Principal						

SEND COMPLETED APPLICATION AND OTHER DOCUMENTATION (see Box 14) TO:

Michelle Nordin
 Office of Undergraduate Admission and University Registrar
 University of Kentucky
 100 W.D. Funkhouser Bldg.
 Lexington, Kentucky 40506-0054

EQUAL OPPORTUNITY

The University of Kentucky is committed to a policy of providing educational opportunities to all qualified students regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability. Compliance with the Title IX of the Educational Amendments of 1972, which prohibits sex discrimination, and with Title VI of the Civil Rights Act of 1964 is coordinated by the Equal Opportunity Office, Main Bldg., University of Kentucky, Lexington, KY 40506-0032, (859) 257-8927.



*Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097*

JOINT CURRICULAR VENTURES INVOLVING THE AWARD OF CREDIT BY MEMBER INSTITUTIONS: POLICY AND GUIDELINES

- Policy Statement-

This policy applies to affiliations, partnerships, technical assistance agreements, articulation agreements, cooperative agreements, consortial agreements, contracts, and memoranda of understanding established for credit-bearing and degree-granting joint curricular ventures with regionally-accredited, non-regionally-accredited, and international institutions or organizations. While the Commission on Colleges recognizes the right of a member institution to develop appropriate joint curricular ventures for courses, degree programs, dual degree programs, and joint degree programs, the Commission reserves the right to prohibit the use of its accreditation to authenticate credit courses or programs offered with organizations not so accredited. The not-for-profit institution is cautioned to review its tax exempt status, as governed by the state or federal regulations, so that it will not be affected by such contractual arrangements with a for-profit organization.

Except in the case of an approved joint degree wherein the accredited institution provides direct instruction for at least 25 percent of the course work leading to an undergraduate degree, or at least 50 percent of the course work leading to a graduate degree, neither the name of the institution accredited by the Commission nor the signatures of officials from that institution should appear on the diplomas, certificates and other such documents of the partnering institution(s).

Principles Relevant to All Joint Curricular Ventures

The Commission on Colleges expects integrity to govern the operation of its institutions. (*Principles of Accreditation*, Section 1) Furthermore, institutions are expected to ensure the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensure ongoing compliance with the comprehensive requirements, and evaluate consortial relationships/agreements against the purpose of the institution. (*Principles of Accreditation*, Comprehensive Standard 3.4.7) When developing joint curricular ventures, institutions must ensure that:

1. the primary purpose of offering such a course or program is educational. (*Principles of Accreditation*, Core Requirement 2.4)
2. any course or program offered is consistent with the educational purpose and goals of the institution. (*Principles of Accreditation*, Federal Requirement 4.2) If an institution alters its purpose and goals, it must have the approval of its board. (*Principles of Accreditation*, Comprehensive Standard 3.1.1) Institutions must notify the Commission on Colleges when planning significant changes in purpose and goals. (*Principles*, Comprehensive Standard 3.12.1) See the Commission's "Substantive Change for Accredited Institutions."
3. the institution employed sound and acceptable practices for determining the amount and level of credit awarded for any course or program. (*Principles of Accreditation*, Comprehensive Standard 3.4.6)

4. any course or program has been approved by the faculty and administration. (*Principles of Accreditation*, Comprehensive Standard 3.4.1)
5. any course or program meets the following standards of the *Principles of Accreditation*:
 - Recruitment and counseling of students (*Principles of Accreditation*, Comprehensive Standard 3.9.3 and Federal Requirement 4.6)
 - Admission of students to courses and/or to the sponsoring institution where credit programs are pursued (*Principles of Accreditation*, Comprehensive Standard 3.4.3)
 - Evaluation of student progress (*Principles of Accreditation*, Comprehensive Standard 3.3.1)
 - Record keeping (*Principles of Accreditation*, Comprehensive Standard 3.9.2)
 - Faculty qualifications (*Principles of Accreditation*, Comprehensive Standard 3.7.1)
 - Facilities (*Principles of Accreditation*, Comprehensive Standard 3.11 and Core Requirement 2.11.2)
 - Instructional resources (*Principles of Accreditation*, Core Requirement 2.9)
 - Transcribing credit (*Principles of Accreditation*, Comprehensive Standard 3.4.4)

<snip>

- Guidelines -

Guidelines for Joint Curricular Ventures with Regionally-Accredited Institutions

When developing joint curricular ventures with regionally-accredited institutions, member institutions must be able to demonstrate compliance with the principles identified for all joint curricular ventures and should also ensure that the contract:

1. is executed only by duly designated officers of the institution and their counterparts in the contracting organization. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.
2. establishes a definite understanding between the institution and contractor regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place.
3. establishes guiding principles for the curricular joint venture and defines
 - both administrative and academic leadership responsibilities
 - evidence of success
4. includes a teach-out agreement that protects enrolled students in the event that it is terminated or renegotiated.
5. provides procedures for handling grievances regarding any aspect of the course or program and for addressing perceived breaches of the contract.
6. clearly defines
 - the institution awarding the credit
 - the courses, programs, and services included in the contract
 - how outcomes assessment will be provided
 - how appropriately qualified faculties of the contracting entities will periodically review the courses and the programs
 - how appropriate student support services will be assured
 - how access to learning resources will be assured.
7. specifies financial compensation for services provided by each contracting entity and sets forth a mechanism to account for those services.
8. meets all requirements for federal and state student aid programs that might be used by students of the contracting entities.
9. submitted to federal and state agencies, when required by regulations, and to the Commission on Colleges for approval of substantive changes.

Attachment III: Example Documentation for UK Dual Credit Initiative



RUSSELL HIGH SCHOOL

709 RED DEVIL LANE

RUSSELL, KY 41169

PHONE (606) 836-9658 • FAX (606) 836-9650

L. ALLAN THOMPSON
PRINCIPAL

PAMELA C. WRIGHT
ASST. PRINCIPAL

SAM SPARKS
ATHLETIC DIRECTOR

ANNA FOSSON
SECRETARY

MARGIE CARTMELL
BOOKKEEPER

Dear Dr. Francis,

As principal of Russell High School, I am writing to you to follow up the request of Mr. Philip Traina, a teacher on staff. We have introduced two new classes into our curriculum that we think could be taught as dual credit with a participating university. We are already partnered with Morehead State University, which has been very pleased with our pact and our teachers' credentials, and we are looking to expand our working relationship to other universities. Mr. Traina comes with an impressive resume as a high school teacher for many years and having worked as a graduate assistant at Florida State University before coming to Russell Independent Schools. The classes that he is teaching for us will be offered on an every other year basis and are titled Classical Mythology and Ancient Civilizations. We believe that CLS 135, 229, and 230 will fit best with our classes. We also understand additional background work and agreements need to occur to make this arrangement happen. We would like to do what we need to do as soon as possible to try and make this possible for the school year of 2010-2011. I look forward to working with you in allowing our students to take advantage of a wonderful opportunity.

Sincerely,

Lawrence A. Thompson

DUAL CREDIT AGREEMENT BETWEEN
UNIVERSITY OF KENTUCKY
AND
RUSSELL HIGH SCHOOL

In an effort to provide a seamless path of education for high school students seeking the academic rigor of a Research I institution, the University of Kentucky (UK) and Russell High School (RHS) have agreed to cooperate in a district-wide initiative for secondary students to receive dual credit in both the high school and University curriculum requirements. The course (or courses) offered in this way will be in accord with the current UK Senate Rules. This way, upon enrollment at UK or any university that accepts college credit successfully achieved at UK, a Russell High School (RHS) student will have the option of completing his/her college program in less time.

1. Russell High School will teach UK curricula for all academic dual credit courses. To ensure quality, any RHS task lists and/or competencies may exceed UK curricula, but must include at least 70% of the course content in the equivalent UK course and be approved by the UK faculty. The dual credit course must use the same course descriptions and competencies listed in the UK course catalog.
2. Russell High School students who choose to apply for the UK course credit will have UK course titles posted to their UK transcript regardless of the title of their high school course.
3. Teachers in the Russell High School District will meet UK and SACS standards and teaching qualifications, included but not limited to a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). For those teachers at RHS who do not have a master's degree in the discipline associated with the course content, they must have at least 18 graduate semester hours in the course's academic discipline and will require direct supervision by a UK faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

RHS instructors for a UK dual credit course will submit the following to the appropriate UK department chair:

- a. A copy of his/her transcripts, including evidence of the 18 graduate semester hours in the academic discipline of the course being taught.
- b. A current curriculum vita showing all their teaching and work experience.
- c. A copy of each RHS course curriculum that is being taught as part of the dual credit initiative.

- a. An official UK syllabus will be prepared for each dual credit course. One copy will be submitted to the UK department and individual copies will be given to students who choose to enroll in the UK course.
2. Staff from Russell High School in conjunction with the Enrollment Management Office at UK will be responsible for enrolling secondary students in dual credit classes.

Enrollment Management will appoint a single point of contact to manage the admission, registration and grading process.

- a. UK's Enrollment Management staff will be responsible for informing RHS staff and teachers of the current requirements, costs and fees associated with enrollment at UK as a participant in the dual credit initiative.
 - b. RHS staff will be responsible for gathering from the students who choose to participate in the dual credit initiative all the information needed for the UK short application form (see special UK application form in Appendix A) and will adhere to due dates and guidelines, as outlined in the UK Bulletin.
 - c. UK's Enrollment Management staff (in collaboration with the appropriate UK department and college staff) will be responsible for enrolling the RHS students in the dual credit course section at UK.
 - d. UK COMPASS scores, ACT equivalents or UK Placement Tests will be needed for certain courses at UK. The UK Office of Undergraduate Education staff will be responsible for working with the UK department and college staff to assure appropriate placement and/or supplemental instruction if any is required for each RHS student.
 - e. RHS students who chose to participate in the dual credit initiative will be assessed the rate of the non-degree-seeking, part-time student as indicated on the UK website for regular tuition and fees.
 - f. UK Enrollment Staff will work with each RHS student seeking UK college credit for the course to establish deadlines, bill for payment, and communicate tuition rates and refund policies. Currently enrolled high school students who apply to take a UK course do not pay the usual application fee.
 - g. RHS staff will be responsible for obtaining parental permission for release of all grades in the dual credit class, if necessary, to the University of Kentucky.
3. At midterm and at the end of each semester, the Russell High School teacher will be responsible for submitting grades to the Enrollment Management Office.

A class roster of the UK dual credit students will be made available to each instructor at midterm and near the end of the course on which the instructor will submit grades on the date specified on the academic calendar posted in the UK Bulletin.

4. The RHS instructor is responsible for gathering and submitting the students' assessable artifacts (showing achievement of learning outcomes, e.g., a final report or project) to the UK department chair in keeping with the manner with which any UK instructor presents evidence

of the students' performance for department, college or University assessment purposes.

The UK department is responsible for periodic assessment of student artifacts to ensure comparable learning with traditional UK courses.

5. A RHS student enrolled in the UK course will receive a grade using the UK grading scale and it should be a similar grade that is earned in the RHS dual credit course. Students choosing to participate in the RHS-UK dual credit initiative must receive credit at both institutions. Enrollment and dual credit will be based on consent of the RHS classroom instructor, the RHS guidance counselor and principal.
6. The RHS student or the school system will be responsible for purchasing required course materials and providing access to any library or other support resources necessary for student success as outlined by SACS guidelines.
7. Russell High School dual credit students will also complete an evaluation for each course taken as a dual credit course. Evaluation forms (whether on paper or in electronic format) will be handled in a private and secure manner as required by UK Senate Rules. Results will be returned to UK as soon as coursework is completed.
8. RHS students enrolled in dual credit courses will adhere to the regular UK Academic Calendar. Should Russell High School be closed for weather related occurrences, all UK coursework must be made up in a manner approved by the instructor. UK holidays will be observed by UK employees.
9. Although the parties have attempted to address the issues needed for a successful initiative, both parties acknowledge that this is a new undertaking and agree to reasonably cooperate to resolve unaddressed needs.

This agreement shall remain in effect until one or both parties decide to terminate the agreement. The letter of intent showing the list of dual credit courses must be reviewed each August to ensure that current course offerings have been cross-referenced with the course expectations, skills and competencies to the satisfaction of both parties agreeing to this document.

This agreement covers the UK dual credit courses offered at RHS totaling up to, but not more than 29 credit hours total. If the total course credit offerings at RHS reaches 30, then notification to SACS is required and the procedures outlined in UK Administrative Regulations 1:5 (Substantive Change Policy) must be followed, terminating this agreement.

Principal
Russell High School

Date

Department Chair, University of Kentucky

Date

College Dean, University of Kentucky

Date

Associate Provost for Undergraduate Education
University of Kentucky

Date

Proposal for Insertion of UK Dual Credit in Senate Rules

We are asking for insertion of language into the current Senate rules governing non-degree students. Language for non-degree student admissions and enrollment already exists under USR 4.2.1.3. Memoranda of Agreement between UK and a secondary school will be executed as previously outlined to ensure that tuition and fees are reasonable and appropriate for the high school students in question, instructors are qualified, services are provided, and evaluation of the courses takes place.

4.2.1.3 NON-DEGREE STUDENTS

Red font is highlight of existing language **Blue font** is proposed language

4.2.1.3.1 Goal [US: 10/11/93] The goal of the University of Kentucky policy for non-degree students is to provide appropriate access to academic courses for students who would like to continue their education, but who do not wish to seek a degree. Although degree seeking students should have top priority in terms of utilization of University resources, the University does wish to provide access to these resources on a space available basis for non degree seeking students. This policy will provide reasonable access to a broader range of students without unnecessarily limiting University resources for degree seeking students.

Non-degree status affords an opportunity for individuals to pursue lifelong learning without the structure of degree seeking status and is consistent with the educational mission of this University. [US: 10/11/93; US: 4/13/98]

Most non-degree students are considered "Lifelong Learners" and include the following groups: Donovan Scholars, students who have already earned degrees and non- traditional students who wish to begin their studies as non-degree students in order to be considered for degree seeking status later. Other students eligible to enter the University in a non-degree status include visiting students from other colleges and universities, **high school students of exceptional ability**, and other students in special circumstances as determined by the Director, Undergraduate Admissions and University Registrar. [US: 10/11/93]

4.2.1.3.2 Rules Governing Admission of Non-Degree Seeking Students [US: 10/11/93] To be admitted as a non-degree student, an applicant must meet the following criteria: the high school class of a non-degree applicant must have graduated at least two years prior to the applicant's anticipated semester of enrollment unless the applicant will be on active military duty during his/her tenure as a non-degree student or the applicant has been admitted by exception according to IV, 4.2.1.1. [US: 10/11/93], **or, the applicant is a current high school student of exceptional ability admitted to enroll in dual credit courses where an instructor meeting UK qualifications is teaching a UK course.**

Applicants who have been denied admission as degree seeking students may **not** in turn be enrolled as non-degree seeking students. [US: 10/11/93; US: 4/13/98]

Former University degree seeking students generally will not be enrolled as non-degree students without having earned an undergraduate degree. [US: 10/11/93]

University students under academic or disciplinary suspension may not be enrolled as non-degree students. [US: 10/11/93; US: 4/13/98]

Students currently under suspension at other institutions may not be enrolled as non- degree students at UK. Failure to disclose a current suspension may result in forfeiture of eligibility for future enrollment. [US: 10/11/93; US: 4/13/98]

Students are strongly encouraged to submit transcripts of high school or prior colleges at the time of admission in order to facilitate advising about appropriate coursework. [US: 10/11/93;

US: 4/13/98]

4.2.1.3.3 Rules Governing Enrollment of Non-Degree Seeking Students [US: 10/11/93]

Non-degree students must meet course prerequisites or obtain the consent of the instructor to enroll in a course.

No student may continue to enroll as a non-degree student after earning 24 semester hours in this status without the special permission of the dean of the college in which the student is registered.

Credit earned as a non-degree student will be evaluated for applicability toward a degree by the dean of the college in which the student will be enrolled. Most colleges provide administrative oversight of their non-degree students. **Non-degree students whose registration status does not reflect affiliation with a particular college will come under the purview of the Associate Provost for Undergraduate Education. Successful completion of course work as a non-degree student does not ensure admission as a degree seeking student. No graduate or professional credit is awarded for courses taken while a student is enrolled as an undergraduate non-degree student.** [US: 3/12/84; 10/11/93; US 4/13/98]

4.2.1.3.4 Changing Status from Non-Degree to Degree Seeking [US: 10/11/93] Applicants who have earned fewer than 24 semester credit hours at this University must meet the University's standards for automatic acceptance as first-time freshmen. Students who have earned 24 semester hours at UK may apply for degree seeking status and will be considered as transfer students for admission purposes. [US: 10/11/93; US: 4/13/98]

4.2.1.3.5 Procedures [US: 10/11/93] Evening-Weekend non-degree students may apply for enrollment until noon on the Saturday before classes begin each semester, although they are strongly encouraged to do so much earlier. It is preferable for students to submit applications no later than two weeks before the beginning of classes. This will provide students with maximum flexibility in making the decision to enter the University and allow sufficient time for advisors to provide appropriate and accurate advice to non-degree students and to ensure that course prerequisites have been met. [US: 10/11/93]

Non-degree students who wish to take day classes must meet regular admission deadlines for each term. They are encouraged to participate in academic advising each semester. Advisors will be assigned to these students. [US: 10/11/93]

All non-degree students who wish to continue after their first semester are expected to participate in advance registration for the following semester. [US: 10/11/93]

4.2.1.4 Admission as an Auditor

By payment of the required fees, any person may be admitted to a class or classes as an auditor. An individual who is admitted to the University as an auditor may not change from audit to credit. A student regularly enrolled in any college must apply to the dean of the college in which the student is registered in order to be an auditor. Other persons should apply to the Admissions Office.

Approval from the Senate Rules and Elections Committee, February 16, 2012

Add the following to the end of the opening paragraph of SR 3.2.0

3.2.0 PROCEDURES FOR PROCESSING OF ACADEMIC PROGRAMS AND CHANGES

The initiation of academic programs and changes in existing academic programs shall be processed as provided in this rule. When new programs involve new courses or changes in courses, the programs and courses will receive simultaneous consideration under this rule. Changes in courses not involving changes in academic programs shall be approved under Rule 3.3.0 and not under this Rule. Dual credit programs proposed by an educational unit Faculty in partnership with a high school or school district shall (a) comply with policies established by the Council on Postsecondary Education for these programs, (b) contain a specific provision that the UK educational unit Faculty approve both the educational site and each individual high school instructor, and (c) provide for the classification of enrolled high school students as non-degree seeking UK students.

Add the following paragraph to SR 4.2.1.3.4 that is about "Changing Status from Non-Degree to Degree Seeking"

High school students who have enrolled continuously at the University and who have earned more than 24 semester credit hours in total in the course of a University of Kentucky dual credit program (including credit for prior assessment) will be considered as first-time freshmen when first changing their status from non-degree- to degree-seeking.