

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

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. Promoted as a partnership between Kentucky's secondary school system and the flagship university, this program would serve as a strategic alternative to those dual credit programs already in place with Kentucky community colleges (e.g., BCTC's Opportunity College) or comprehensive universities (e.g., Morehead State's tuition-free Dual Credit Program).

The proposed UK Dual Credit Program ~~builds primarily~~ 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 that 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.

Initial Stages 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;
 - 1. 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 placed in the UK department's Standard Personnel File and reported appropriately in the UK Faculty Database) ~~placed in the UK department's Standard Personnel File and reported in the UK Faculty Database~~
 - 2. ~~as a PTI;~~
~~OR,~~
 - ~~as teaching assistants 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);~~
 - 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.](#)

3. 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](#)
 - o [as a Part Time Instructor;](#)
[OR,](#)
 - o [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, of no less than 70% of the UK course content should be allowed for approval 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.

4. 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 ~~Assistant Provost for Enrollment Management~~ 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:

UK Undergraduate Application for Admission – High School Student – Non-degree
SACS Joint Curricular Ventures Involving the Award of Credit by Member
Institutions: Policy and Guidelines

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
- Letter of Support from UK Department Chair to College Committee and/or Dean's Office (with approved dual credit course syllabus/i attached)
- Letter of Support from UK College Dean's Office (with all documentation attached)
- Undergraduate Council Approval Form
- Letter of Reply from the UK Department Chair to High School Principal and/or District Superintendent

Dual Credit Proposal

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.