

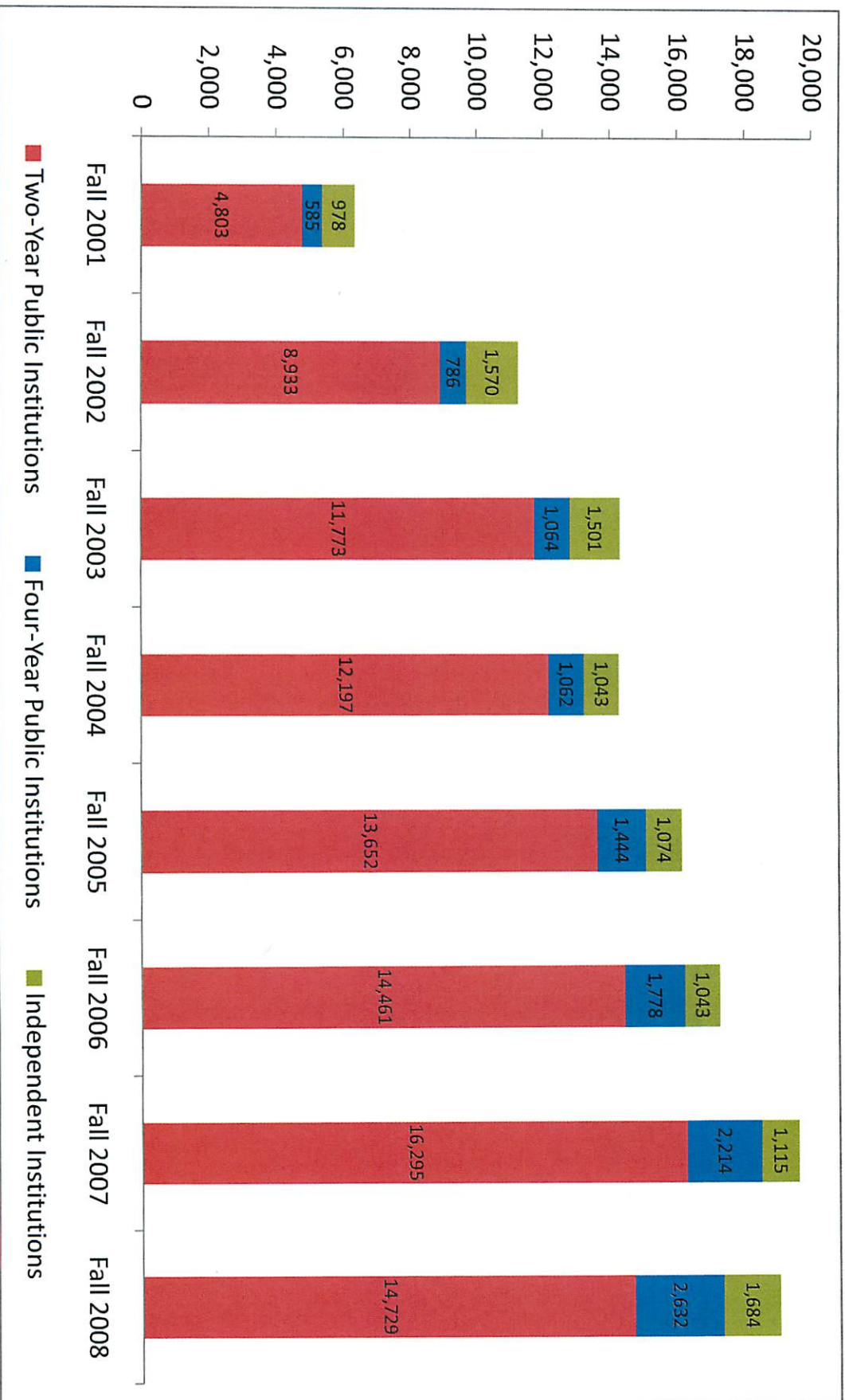
Proposal for Establishing Policy and Guidelines for University of Kentucky's Dual Credit Partnerships with Secondary Schools

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

- a) 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). See more on this in the Table and Chart below.
- b) Concurrent enrollment (also called dual enrollment) at the University of Kentucky. Out of the 373 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 with very mixed results.

The issues a formal dual credit program launched at the University of Kentucky can address are highlighted in these example transcripts of our concurrent/dual enrolled students on the following pages.

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



High School Students Taking College Courses (Dual Enrollment)

2001-2008 Fall Semester Headcount

Public and Independent Institutions

		Headcount Dual Enrollment							
		Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Statewide Total		6,366	11,289	14,338	14,302	16,170	17,282	19,624	19,045
Four-Year Public Institutions	Eastern Kentucky University	13	202	313	309	274	318	383	527
	Kentucky State University	.	.	.	.	2	2	19	2
	Morehead State University	75	72	121	158	264	315	432	446
	Murray State University	93	87	94	94	127	136	142	124
	University of Kentucky	6	4	8	4	6	3	1	34
	University of Louisville	220	190	203	146	187	185	219	153
	Western Kentucky University	132	198	293	311	406	459	649	880
	Northern Kentucky University	46	33	32	40	178	360	369	466
	Sector Total	585	786	1,064	1,062	1,444	1,778	2,214	2,632
Two-Year Public Institutions	West Kentucky Comm. & Tech. Coll.	703	951	1,361	1,399	1,491	1,592	1,074	1,504
	Ashland Comm. & Tech. Coll.	80	211	586	627	749	942	1,022	1,068
	Elizabethtown Comm. & Tech. Coll.	65	79	91	100	80	73	77	116
	Henderson Comm. Coll.	42	48	91	70	65	232	215	193
	Hopkinsville Comm. Coll.	39	53	114	79	284	253	310	124
	Big Sandy Comm. & Tech. Coll.	362	580	719	1,079	1,172	1,056	1,177	863
	Somerset Comm. & Tech. Coll.	384	253	641	558	850	367	1,231	1,339
	Southeast Comm. & Tech. Coll.	259	600	968	1,086	1,158	1,296	1,509	1,185
	Bluegrass Comm. & Tech. Coll.	80	418	1,042	987	926	394	774	678
	Bowling Green Tech. Coll.	126	238	442	333	602	946	1,193	728
	Gateway Comm. & Tech. Coll.	493	734	660	649	560	534	439	445
	Hazard Comm. & Tech. Coll.	521	840	650	622	732	968	930	789
	Jefferson Comm. & Tech. Coll.	684	1,754	1,870	2,173	1,985	2,741	2,899	2,130
	Madisonville Comm. & Tech. Coll.	432	573	580	428	797	716	791	736
	Maysville Comm. & Tech. Coll.	177	431	610	756	801	818	868	860
	Owensboro Comm. & Tech. Coll.	356	1,170	1,348	1,251	1,400	1,533	1,786	1,971
	Sector Total	4,803	8,933	11,773	12,197	13,652	14,461	16,295	14,729

Source: Kentucky Council on Postsecondary Education Comprehensive Database

August 13, 2009

High School Students Taking College Courses (Dual Enrollment)

2001-2008 Fall Semester Headcount

Public and Independent Institutions

Independent Institutions	Mid-Continent College	.	.	1	.	.	1	1	.
	Alice Lloyd College	7	5	8	.	9	.	14	16
	Asbury College	1	1	14	33	75	52	47	71
	Bellarmine University	778	1,001	757	369	292	270	226	211
	Berea College	25	25	28	23	34	30	32	31
	Campbellsville University	.	273	389	402	440	515	584	707
	Spalding University	10	24	3	9	18	6	1	.
	Cumberland College	5	15	16	20	17	11	23	19
	Georgetown College	22	12	45	49	17	46	21	8
	Kentucky Christian College	.	1	.	.	1	.	34	12
	Lindsey Wilson College	6	16	21	31	47	.	22	52
	Midway College	.	.	.	.	.	.	.	5
	Pikeville College	.	.	.	.	.	.	3	17
	St. Catharine College	122	120	103	77	98	90	.	174
	Union College	2	3	1	3	1	1	1	12
	Thomas More College	.	74	115	27	25	21	106	349
Sector Total	978	1,570	1,501	1,043	1,074	1,043	1,115	1,684	

ISSUE:

- **Persistent lack of strategic alignment from high school to college; so...
UK faculty oversight of courses offered to high schoolers - and their effectiveness for student progress at UK - is critical to providing a more coherent progress to a UK degree (e.g., a student from Powell County High School who took a UK course in 2006 and returned to enter full-time in the College of Engineering)**

UNOFFICIAL

Name: [Redacted]
Student SSN: [Redacted]
Student Number: [Redacted]
Print Date: [Redacted] Page Number: 1 of 1

2007 Spring Semester

Program:
College of Undergraduate Studies
Bachelor
Major: Undergraduate Studies

Issued to:

Table with columns: CRS NUM, COURSE TITLE, GRADE, HOURS, QPTS. Rows include HIS 104, CHE 105, A&S 100, GEO 130.

Summary table with columns: AHRs, EHRS, QHRs, QPTS, GPA. Rows for Semester, Cumulative, Status.

Requested by: [Redacted]
Undergraduate Academic Record

SCHOOLS ATTENDED

Secondary Schools:
Powell County High School

Test Scores:

Table with columns: ACT, ENGL, MATH, READ, SCIREA, COMP, CALCOM. Row for 10/01/2005.

2006 Spring Semester

Program:
College of Undergraduate Studies
Non-Degree

Table with columns: CRS NUM, COURSE TITLE, GRADE, HOURS, QPTS, GPA. Rows for MA 109, Semester, Cumulative, Status.

2006 Fall Semester

Program:
College of Engineering
BS in Chemical Engineering

Table with columns: CRS NUM, COURSE TITLE, GRADE, HOURS, QPTS, GPA. Rows for MA 112, CHE 105, FAM 253, A&S 100, GEO 160, CME 101, Semester, Cumulative, Status.

U
N
O
F
F
I
C
I
A
L

U
N
O
F
F
I
C
I
A
L

ISSUE:

- **Kentucky public high school students (despite reform initiatives) overall remain in the lowest ranks nationally for college/career readiness; so...
UK's professional advisors need to intervene in a more intrusive and purposeful way when a high schooler enrolls in a UK course and provide more rigorous advisement including an academic career plan based on that student's overall preparedness for UK (not just test scores and grades (e.g., this student from E Jessamine High School who took a UK course in 2009 and entered full-time in the College of Arts & Sciences; or, a student from W. Jessamine High School who took an Appalachian Math & Science Program course in 2009 and entered full-time in the College of Education; or E Jessamine Hight School attempted a UK MA109 in 2009 cancelled then returned to enroll full-time in the College of Agriculture)**

UNOFFICIAL

Name: [REDACTED]
 Student SSN: [REDACTED]
 Student Number: [REDACTED]
 Print Date: [REDACTED] Page Number: 1 of 1

2009 Fall Semester

Issued to:

Program: College of Arts & Sciences
 Bachelor of Arts
 Major: Psychology

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS		
PSY 100	INTRO TO PSYCHOLOGY	C	4.0	8.00		
CHE 105	GEN COLLEGE CHEMISTRY I	W	3.0	0.00		
UK 101	ACADEMIC ORIENTATION	B	1.0	3.00		
SPA 103	HIGH BEGINNER SPANISH	C	3.0	6.00		
ENG 104	WRITING: AN ACCELERATED FOUNDATIONAL CRS	C	4.0	8.00		
CHE 111	GENERAL CHEMISTRY LAB I	E	1.0	0.00		
		AHRS	EHRS	QHRS	QPTS	GPA
Semester		16.0	12.0	13.0	25.00	1.923
Cumulative		22.0	24.0	16.0	31.00	1.938
Status		No Academic Honors				
Status		Probation				

Requested by: [REDACTED]

Undergraduate Academic Record

SCHOOLS ATTENDED

Secondary Schools:
 East Jessamine High School
 Higher Education Institutions:
 Asbury College 08/2008 - 12/2008
 AP Credit Awarded - Univ of KY 01/2008 - 12/2008
 AP Credit Awarded - Univ of KY 01/2008 - 12/2009

Test Scores:

AP English Literature/Composition
 01/01/2009 003

AP English Language/Composition
 01/01/2008 003

AP US History
 01/01/2008 002

SPANISHEXAM SCORE
 06/23/2009 314

ACT	ENGL	MATH	READ	SCIREA	COMP	CALCOM
03/01/2008	024	021	027	025	024	024

2010 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS			
PSY 195	ORIENTATION TO PSYCHOLOGY	P	1.0	0.00			
Pass Fail Grade Scale							
HIS 109	HIST OF U.S. SINCE 1865	C	3.0	6.00			
BIO 103	BASIC IDEAS OF BIOLOGY	C	3.0	6.00			
AST 192	STARS, GALAXIES AND THE UNIVERSE	C	3.0	6.00			
		AHRS	EHRS	QHRS	QPTS	GPA	
Semester		10.0	10.0	9.0	18.00	2.000	
Cumulative		32.0	34.0	25.0	49.00	1.960	
Status		No Academic Honors					
Status		Probation					
***		End of Undergraduate Academic Record					***

Transfer Credit Applied to 2009 Spring Semester
 AP Credit Awarded - Univ of KY 01/2008 - 12/2008
 ENG LANG English Language And Com 3.00 ENG 101
 Total 3.00

2009 Spring Semester

Program: College of Undergraduate Studies
 Non-Degree

Major: Non-Degree

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS		
MA 109	COLLEGE ALGEBRA: AMSP	C	3.0	6.00		
		AHRS	EHRS	QHRS	QPTS	GPA
Semester		3.0	3.0	3.0	6.00	2.000
Cumulative		3.0	6.0	3.0	6.00	2.000
Status		No Academic Honors				
Status		Good Standing				

Transfer Credit Applied to 2009 Fall Semester
 Asbury College 08/2008 - 12/2008
 SOC 100B INTRO SOCIOLOGY 3.00 SOC 101
 Total 3.00
 AP Credit Awarded - Univ of KY 01/2008 - 12/2009
 ENG LANG English Language And Com 0.00 ENG 101
 Exclude Earned Crdt: Duplicate
 ENG LIT English Literature And C 3.00 ENG 161
 Total 3.00

***** No Further Entries This Column *****

UNOFFICIAL

UNOFFICIAL

UNOFFICIAL

Name: [REDACTED]
 Student SSN: [REDACTED]
 Student Number: 051406
 Print Date: 02/17/2010 Page Number: 1 of 1

Issued to:

2010 Spring Semester					
CRS NUM	COURSE TITLE		GRADE	HOURS	QPTS
MA 123	ELEM CALC & ITS APPLICS		E	3.0	0.00
KHP 101	ULTIMATE FRISBEE		A	1.0	4.00
KHP 119	BODY SCULPTURE		B	1.0	3.00
ANA 209	PRIN HUMAN ANATOMY		E	3.0	0.00
ENG 104	WRITING:AN ACCELERATED FOUNDATIONAL CRS		B	4.0	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Semester	12.0	6.0	12.0	19.00	1.583
Cumulative	30.0	12.0	27.0	31.00	1.148
Status	No Academic Honors				
Status	Probation				
***	End of Undergraduate Academic Record ***				

Requested by: [REDACTED]
 Undergraduate Academic Record

SCHOOLS ATTENDED

Secondary Schools:
 West Jessamine HS
 Higher Education Institutions:
 AP Credit Awarded - Univ of KY
 AP Credit Awarded - Univ of KY

Test Scores:

ALGPLACE08	SCORE					
07/08/2009	040					
AP	Psychology					
01/01/2009	002					
AP	US History					
01/01/2008	001					
ACT	ENGL	MATH	READ	SCIREA	COMP	CALCOM
12/01/2008	020	022	022	021	021	021

2009 Spring Semester

Program:
 College of Undergraduate Studies
 Non-Degree

Major: Non-Degree						
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS		
MA 109	COLLEGE ALGEBRA: AMSP	C	3.0	6.00		
	AHRS	EHRS	QHRS	QPTS	GPA	
Semester	3.0	3.0	3.0	6.00	2.000	
Cumulative	3.0	3.0	3.0	6.00	2.000	
Status	No Academic Honors					
Status	Good Standing					

2009 Fall Semester

Program:
 College of Education
 Bachelor of Science in Education
 Major: Kinesiology
 Option: Exercise Science

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS		
BIO 103	BASIC IDEAS OF BIOLOGY	C	3.0	6.00		
MA 109	COLLEGE ALGEBRA	E	3.0	0.00		
SOC 101	INTRO TO SOCIOLOGY	E	3.0	0.00		
CS 101	INTRO TO COMPUTING I	W	3.0	0.00		
CHE 104	INTRO GENERAL CHEMISTRY	E	3.0	0.00		
	AHRS	EHRS	QHRS	QPTS	GPA	
Semester	15.0	3.0	12.0	6.00	0.500	
Cumulative	18.0	6.0	15.0	12.00	0.800	
Status	No Academic Honors					
Status	Probation					

UNOFFICIAL

UNOFFICIAL

UNOFFICIAL

Name: Jackson, Darrius Lamar
 Student SSN: *****7716
 Student Number: 10680612
 Print Date: 07/17/2010 Page Number: 1 of 1

Issued to:

Requested by: Darrius Lamar Jackson

 Undergraduate Academic Record

SCHOOLS ATTENDED

Secondary Schools:
 East Jessamine High School

Test Scores:

ALGPLACE08	SCORE					CALCOM
06/25/2009	040					
ACT	ENGL	MATH	READ	SCIREA	COMP	CALCOM
10/01/2008	020	019	022	020	020	020

2009 Spring Semester

Program: College of Undergraduate Studies *attempted MA 109 but cancelled after census date*
 Non-Degree
 Major: Non-Degree

2009 Fall Semester

Program: College of Agriculture
 BS in Agricultural Biotechnology
 Major: Agricultural Biotechnology

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS		
MA 109	COLLEGE ALGEBRA	D	3.0	3.00		
PSY 100	INTRO TO PSYCHOLOGY	D	4.0	4.00		
UK 101	ACADEMIC ORIENTATION	B	1.0	3.00		
GEN 100	ISSUES IN AG	D	3.0	3.00		
ABT 101	INTRODUCTION TO BIOTECHNOLOGY	B	1.0	3.00		
ENG 104	WRITING:AN ACCELERATED FOUNDATIONAL CRS	B	4.0	12.00		
		AHRS	EHRS	QHRS	QPTS	GPA
Semester		16.0	16.0	16.0	28.00	1.750
Cumulative		16.0	16.0	16.0	28.00	1.750
Status	No Academic Honors					
Status	Probation					

2010 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS		
HIS 105	HIS EUR MID 17 CENT-PRES	W	3.0	0.00		
MA 109	COLLEGE ALGEBRA	B	3.0	9.00		
PS 101	AMERICAN GOVERNMENT	C	3.0	6.00		
GEO 260	THIRD WORLD DEVELOPMENT	E	3.0	0.00		
		AHRS	EHRS	QHRS	QPTS	GPA
Semester		12.0	6.0	9.0	15.00	1.667
Cumulative		28.0	22.0	25.0	43.00	1.720
Status	No Academic Honors					
Status	Academic Suspension					

*** End of Undergraduate Academic Record ***

UNOFFICIAL

UNOFFICIAL

ISSUE:

- UK's continuing need to attract high achieving students of diverse backgrounds and ethnicities; so...

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 SES 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 independent approach to dual/concurrent enrollment currently works for students at UK:

- home schooler who has proven college readiness via ACT + AP exam choices and moves directly into challenging academic career of a classics and mathematics double major (home study 2007 then entered full-time at A&S)
- student who has proven college readiness via ACT as well as other university dual credit completion and enters fulltime directly into a clearly related major at UK, e.g., biology (Rowan Cnty HS in 2008 then entered full-time in A&S [though low AP exams similar to Rowan County population did well with AMSP math and AP Bio]); or, elementary education (Johnson Ctrl High School in 2007 then entering Undergraduate Students then successfully transferring into the College of Education); or, nursing (Prestonsburg High School in 2008 then full-time in the College of Nursing)

UNOFFICIAL

Name: Hettie, Cyrus Unzicker
 Student SSN: *****
 Student Number: 024022
 Print Date: 02/17/2012 Page Number: 1 of 2

Issued to:

2008 Fall Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
CLA 301	LATIN LITERATURE I: LIVYS HISTORY OF ROME	B	3.0	9.00	
MA 261	INTRO TO NUMBER THEORY	A	3.0	12.00	
MA 361	ELEM MODERN ALGEBRA I	A	3.0	12.00	
			AHRS	EHRS	QHRS
Semester			9.0	9.0	9.0
Cumulative			28.0	28.0	18.0
Status			No Academic Honors		
Status			Good Standing		

2009 Summer Session 1					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
Program: College of Undergraduate Studies Non-Degree					
Transfer Credit Applied to 2009 Summer Session 2					
AP Credit Awarded - Univ of KY 01/2009 - 12/2009					
CALC BC	Calculus BC		4.00	MA	113
CALC BC	Calculus BC		4.00	MA	114
CALCBCAB	Calculus BC, Calculus AB		0.00	MA	113
Exclude Earned Crdt: Duplicate					
WRLD HIS	World History		3.00	HIS	104
WRLD HIS	World History		3.00	HIS	105
Total			14.00		

Requested by: Cyrus Unzicker, Hettie

 Undergraduate Academic Record

SCHOOLS ATTENDED
 Secondary Schools:
 Home Study High School
 Higher Education Institutions:
 AP Credit Awarded - Univ of KY 01/2009 - 12/2009
 AP Credit Awarded - Univ of KY 01/2008 - 12/2008

Test Scores:

AP	Calculus BC					
01/01/2009	003					
AP	Calculus BC, Calculus AB Subscore					
01/01/2009	004					
AP	World History					
01/01/2009	003					
AP	Biology					
01/01/2008	005					
ACT	ENGL	MATH	READ	SCIREA	COMP	CALCOM
04/01/2009	034	034	034	036	035	035

2009 Summer Session 2					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
Semester			0.0	0.0	0.0
Cumulative			42.0	42.0	18.0
Status			No Academic Honors		
Status			Good Standing		

2007 Fall Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
Program: College of Undergraduate Studies Non-Degree					
Major: Non-Degree					
MA 351	ELEMENTARY TOPOLOGY I	A	3.0	12.00	
			AHRS	EHRS	QHRS
Semester			3.0	3.0	3.0
Cumulative			3.0	3.0	3.0
Status	No Academic Honors				
Status	Good Standing				

2009 Fall Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
Program: College of Undergraduate Studies Non-Degree					
Major: Non-Degree					
MA 415G	COMBINATORICS AND GRAPH THEORY	A	3.0	12.00	
CLA 450G	SP TOPS CLAAL LIT TRANS: ANCIENT ART WAR	A	3.0	12.00	
			AHRS	EHRS	QHRS
Semester			6.0	6.0	6.0
Cumulative			48.0	48.0	24.0
Status	No Academic Honors				
Status	Good Standing				

2008 Spring Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
MA 352	ELEMENTARY TOPOLOGY II	A	3.0	12.00	
MA 322	MATRIX ALGEBRA & APPLS	A	3.0	12.00	
			AHRS	EHRS	QHRS
Semester			6.0	6.0	6.0
Cumulative			9.0	9.0	9.0
Status	No Academic Honors				
Status	Good Standing				

2010 Spring Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
CS 115	INTRO TO COMP PROGRAMMING	A	3.0	12.00	
MA 213	CALCULUS III	A	4.0	16.00	
			AHRS	EHRS	QHRS
Semester			7.0	7.0	7.0
Cumulative			55.0	55.0	31.0
Status	No Academic Honors				
Status	Good Standing				

Transfer Credit Applied to 2008 Fall Semester
 AP Credit Awarded - Univ of KY 01/2008 - 12/2008
 BIO Biology 3.00 BIO 150
 BIO Biology 2.00 BIO 151
 BIO Biology 3.00 BIO 152
 BIO Biology 2.00 BIO 153
 Total 10.00

2010 Fall Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
Program: College of Arts & Sciences Bachelor of Science					
Major: Classics					
Bachelor of Science					
Major: Mathematics					
Bachelor of Arts					
Major: Mathematics					
CLA 210	THE ART OF GREECE & ROME	A	3.0	12.00	
CLA 301	LATIN LITERATURE I : LETTERS AS LITERATUR	A	3.0	12.00	
MA 362	ELEM MODERN ALGEBRA II	A	3.0	12.00	
ECO 201	PRINCIPLES OF ECO I	A	3.0	12.00	
			AHRS	EHRS	QHRS
Semester			12.0	12.0	12.0
Cumulative			67.0	67.0	43.0
Status	Dean's List				
Status	Good Standing				

***** No Further Entries This Column *****

***** No Further Entries This Page *****

Continued on Page 2

UNOFFICIAL

UNOFFICIAL

UNOFFICIAL

Name: [REDACTED]
 Student SSN: [REDACTED]
 Student Number: 0624031
 Print Date: [REDACTED] Page Number: 2 of 2

2011 Spring Semester

Program:
 College of Arts & Sciences
 Bachelor of Science
 Major: Mathematics
 Bachelor of Science
 Major: Classics

<u>CRS_NIM</u>	<u>COURSE_TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
MA 764	SEL TOPICS IN ALGEBRA	A	3.0	12.00	
ECO 202	PRINCIPLES OF ECO II	A	3.0	12.00	
CLA 450G	SP TOPS IN CLA	A	3.0	12.00	
A-H 104	STUDIES:GEOGRAPHY ANCIENT INTRO TO AFRICAN ART	A	3.0	12.00	
Semester	AHRS	EHRS	QHRS	QPTS	GPA
	12.0	12.0	12.0	48.00	4.000
Cumulative	79.0	79.0	55.0	217.00	3.945
Status	Dean's List				
Status	Good Standing				

2011 Fall Semester

<u>CRS_NIM</u>	<u>COURSE_TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
MA 565	LINEAR ALGEBRA	A	3.0	12.00	
CLA 312	STUDIES IN GREEK ART:THE GREEKS OVERSEAS	A	3.0	12.00	
MA 320	INTRODUCTORY PROBABILITY	A	3.0	12.00	
LIN 211	INTRO TO LINGUISTICS I	A	3.0	12.00	
Semester	AHRS	EHRS	QHRS	QPTS	GPA
	12.0	12.0	12.0	48.00	4.000
Cumulative	91.0	91.0	67.0	265.00	3.955
Status	Dean's List				
Status	Good Standing				

2012 Spring Semester

<u>CRS_NIM</u>	<u>COURSE_TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
CLA 302	LATIN LITERATURE II:LATIN PROSE FICTION	---	3.0	0.00	
MA 433G	INTRO COMPLEX VARIABLES	---	3.0	0.00	
CLA 450G	SP TOPS IN CLA	---	3.0	0.00	
MA 614	STUDIES:LATE ROMAN EMPIRE ENUMERATIVE COMBINATORIC	---	3.0	0.00	
Semester	AHRS	EHRS	QHRS	QPTS	GPA
	12.0	0.0	0.0	0.00	0.000
Cumulative	103.0	91.0	67.0	265.00	3.955
***	End of Undergraduate Academic Record				

U
N
O
F
F
I
C
I
A
L

U
N
O
F
F
I
C
I
A
L

UNOFFICIAL

Name: Burrows, Rachael Ann
 Student SSN: 1115458
 Student Number: 0674162
 Print Date: 07/17/2012 Page Number: 1 of 1

Issued to:

Requested by: Rachael Ann Burrows

Undergraduate Academic Record

SCHOOLS ATTENDED

Secondary Schools:
 Rowan County Senior High Sch
 Higher Education Institutions:
 AP Credit Awarded - Univ of KY 01/2010 - 12/2010
 Morehead State University 01/2010 - 05/2010
 AP Credit Awarded - Univ of KY 01/2009 - 12/2009

Test Scores:

AP 01/01/2010 Biology 004
 AP 01/01/2010 Calculus AB 002
 AP 01/01/2010 English Literature/Composition 003
 AP 01/01/2010 Spanish Language 001
 AP 01/01/2009 English Language/Composition 003
 SPANISHEXAM SCORE 07/01/2010 345
 ACT 12/01/2009 ENGL 032 MATH 029 READ 033 SCIREA 029 COMP 030 CALCOM 031

2008 Fall Semester

Program: College of Undergraduate Studies
 Non-Degree
 Major: Non-Degree

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
MA 109	COLLEGE ALGEBRA: AMSP	B	3.0	9.00
AHRS			3.0	9.00
EHRS			3.0	3.000
QHRS			3.0	9.00
OPTS			9.00	3.000
GPA				3.000

 Semester: 3.0 3.0 3.0 9.00 3.000
 Cumulative: 3.0 3.0 3.0 9.00 3.000
 Status: Good Standing
 Status: No Academic Honors

Transfer Credit Applied to 2010 Fall Semester
 Morehead State University 01/2010 - 05/2010
 HLTH151 WELNESS:THEOR TO ACTION 3.00 KHP 1---
 Total 3.00

AP Credit Awarded - Univ of KY 01/2009 - 12/2009
 ENG LANG English Language And Com 3.00 ENG 101
 ENG LIT English Literature And C 3.00 ENG 161
 BIO Biology 3.00 BIO 150
 BIO Biology 2.00 BIO 151
 BIO Biology 0.00 BIO 152
 BIO Exclude Earned Crdt: Duplicate
 BIO Biology 0.00 BIO 153
 BIO Exclude Earned Crdt: Duplicate
 Total 11.00

***** No Further Entries This Column *****

2010 Fall Semester

Program: College of Arts & Sciences
 Bachelor of Science
 Major: Biology

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
CHE 111	GENERAL CHEMISTRY LAB I	A	1.0	4.00
SPA 103	HIGH BEGINNER SPANISH	A	3.0	12.00
CHE 195	GEN CHEM WORKSHOP I	P	1.0	0.00
Pass Fail Grade Scale				
BIO 153	PRIN OF BIOLOGY LAB II	A	2.0	8.00
BIO 152	PRIN OF BIOLOGY II	A	3.0	12.00
CHE 105	GEN COLLEGE CHEMISTRY I	A	3.0	12.00
MA 123	ELEM CALC & ITS APPLICS	A	3.0	12.00
AHRS			16.0	16.0
EHRS			16.0	15.0
QHRS			18.0	60.00
OPTS			69.00	4.000
GPA				3.833

 Semester: 16.0 16.0 18.0 60.00 4.000
 Cumulative: 30.0 33.0 18.0 69.00 3.833
 Status: Good Standing
 Status: Dean's List

2011 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
CHE 113	GENERAL CHEMISTRY LAB II	A	2.0	8.00
SPA 201	INTER SPAN III(SPOKN AP)	A	3.0	12.00
KHP 110	AWESOME ABS	A	1.0	4.00
PS 212	CULT/POL IN THIRD WORLD	A	3.0	12.00
CHE 107	GEN COLLEGE CHEMISTRY II	A	3.0	12.00
BIO 325	INTRODUCTORY ECOLOGY	A	4.0	16.00
AHRS			16.0	16.0
EHRS			16.0	16.0
QHRS			16.0	64.00
OPTS			133.00	4.000
GPA				3.912

 Semester: 16.0 16.0 16.0 64.00 4.000
 Cumulative: 46.0 49.0 34.0 133.00 3.912
 Status: Good Standing
 Status: Dean's List

2011 Fall Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
CHE 295	ORGANIC CHEM WORKSHOP I	P	1.0	0.00
Pass Fail Grade Scale				
SPA 202	INTER SPAN IV(SPOKEN AP)	A	3.0	12.00
CHE 230	ORGANIC CHEMISTRY I	A	3.0	12.00
CHE 231	ORGANIC CHEMISTRY LAB I	A	2.0	8.00
BIO 304	PRINCIPLES OF GENETICS	A	4.0	16.00
AHRS			13.0	13.0
EHRS			13.0	12.0
QHRS			12.0	48.00
OPTS			181.00	4.000
GPA				3.935

 Semester: 13.0 13.0 12.0 48.00 4.000
 Cumulative: 59.0 62.0 46.0 181.00 3.935
 Status: Good Standing
 Status: Dean's List

2012 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
BIO 315	INTRO TO CELL BIOLOGY	---	4.0	0.00
CHE 232	ORGANIC CHEMISTRY II	---	3.0	0.00
PSY 100	INTRO TO PSYCHOLOGY	---	4.0	0.00
COM 281	COMM IN SMALL GROUPS	---	3.0	0.00
CLA 191	CHRISTIANITY, CULTURE, & SOCIETY	---	3.0	0.00
AHRS			17.0	0.0
EHRS			0.0	0.0
QHRS			0.0	0.00
OPTS			181.00	3.935
GPA				3.935

 Semester: 17.0 0.0 0.0 0.00 0.000
 Cumulative: 76.0 62.0 46.0 181.00 3.935
 Status: ***
 Status: End of Undergraduate Academic Record ***

probably dual credit so to graduate from high school

UNOFFICIAL

Name: Belong, Jamie Michelle
 Student SSN: 0386612
 Student Number: 0386612
 Print Date: 02/17/20 Page Number: 1 of 2

2009 Spring Semester

Program: College of Education
 Bachelor of Arts in Education
 Major: Elementary Education

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
GWS 200	INTRO GWS SOCIAL SCIENCE	A	3.0	12.00
KHP 104	PILATES	A	1.0	4.00
STA 200	STATS:FORCE HUMAN JDGMNT	B	3.0	9.00
HIS 108	HIST OF U.S. THRU 1865	A	3.0	12.00
BIO 103	BASIC IDEAS OF BIOLOGY	A	3.0	12.00
BIO 102	HUMAN ECOLOGY	A	3.0	12.00
Semester			16.0	16.0
Cumulative			34.0	34.0
Status		Dean's List		
Status		Good Standing		

Issued to:

Requested by: Jamie Michelle Belong

 Undergraduate Academic Record

SCHOOLS ATTENDED
 Secondary Schools:
 Johnson Central High School
 Higher Education Institutions:
 Maysville Community College 05/2010 - 08/2010
 Big Sandy Community and Tech Col 08/2007 - 08/2010

Test Scores:

ACT	ENGL	MATH	READ	SCIREA	COMP	CALCOM
12/01/2007	029	024	024	024	024	025

2009 Summer Session 2

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
MUS 100	INTRODUCTION TO MUSIC	A	3.0	12.00
Semester			3.0	3.0
Cumulative			37.0	37.0
Status		Good Standing		

2009 Fall Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
BIO 111	GENERAL BIOLOGY LAB	A	1.0	4.00
GLY 160	GEOLOGY FOR TEACHERS	A	3.0	12.00
ENG 230	INTRO TO LIT	B	3.0	9.00
Graduation Writing Requirement Course				
MA 201	MATH FOR ELEM TEACHERS	B	3.0	9.00
HIS 109	HIST OF U.S. SINCE 1865	A	3.0	12.00
Semester			13.0	13.0
Cumulative			50.0	50.0
Status		Dean's List		
Status		Good Standing		

2010 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
EDP 202	HUMAN DEVELOPMNT & LRNG	A	3.0	12.00
ENG 264	MAJOR BLACK WRITERS	B	3.0	9.00
Graduation Writing Requirement Course				
MA 202	MATH PROB SOLV ELEM TCHR	W	3.0	0.00
ANT 101	INTRO TO ANTHROPOLOGY	A	3.0	12.00
MUS 266	TEACHING MUSIC IN ELEMENTARY GRADES	A	3.0	12.00
Semester			15.0	12.0
Cumulative			65.0	62.0
Status		Dean's List		
Status		Good Standing		

2007 Fall Semester
 Program: College of Undergraduate Studies
 Non-Degree

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
MA 109	COLLEGE ALGEBRA	A	3.0	12.00
Semester			3.0	3.0
Cumulative			3.0	3.0

2008 Fall Semester
 Program: College of Undergraduate Studies
 Bachelor
 Major: Undergraduate Studies

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
ENG 104	WRITING:AN ACCELERATED FOUNDATIONAL CRS	B	4.0	12.00
UK 101	ACADEMIC ORIENTATION	P	1.0	0.00
Pass Fail Grade Scale				
GEO 160	LNDS/PEOPLE NON-WEST WLD	B	3.0	9.00
PSY 100	INTRO TO PSYCHOLOGY	C	4.0	8.00
SOC 101	INTRO TO SOCIOLOGY	B	3.0	9.00
Semester			15.0	15.0
Cumulative			18.0	18.0
Status		No Academic Honors		
Status		Good Standing		

Transfer Credit Applied to 2010 Fall Semester
 Maximum 67 Semester Hours Accepted from Two year Institutions
 Maysville Community College 05/2010 - 08/2010
 HIS 240 HISTORY OF KENTUCKY 3.00 HIS 240
 Total 3.00
 Maximum 67 Semester Hours Accepted from Two year Institutions
 Big Sandy Community and Tech Col 08/2007 - 08/2010
 ENG 261 WEST LIT:GREEKS-RENAISSA 3.00 ENG 261
 BIT 198 SPEC TOPICS BUS & INDUSTR 0.80 GEED1---
 Total 3.80

***** No Further Entries This Page *****

KCTCS dual credit school to work initiative in high schools

Continued on Page 2

UNOFFICIAL

Name: [REDACTED]
 Student SSN: [REDACTED]
 Student Number: 038661
 Print Date: 02/17/2012 Page Number: 2 of 2

2010 Fall Semester

<u>CRS NUM</u>	<u>COURSE TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
A-E 200	WKSHP IN DESIGN ED FOR ELEM TEACHERS	A	3.0	12.00	
PHY 160	PHYSICS & ASTRONOMY FOR TEACHERS	A	3.0	12.00	
KHP 382	PHYS EDU FOR ELEM SCH TCHRS	A	2.0	8.00	
LIN 211	INTRO TO LINGUISTICS I	A	3.0	12.00	
PHI 120	INTRODUCTORY LOGIC	A	3.0	12.00	
AHRS EHRQ QHRS QPTS GPA					
Semester	14.0	14.0	14.0	56.00	4.000
Cumulative	79.0	82.8	75.0	270.00	3.600
Status	Dean's List				
Status	Good Standing				

2011 Spring Semester

<u>CRS NUM</u>	<u>COURSE TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
EDC 329	TCHNG READING & LANGUAGE ARTS	A	3.0	12.00	
MA 202	MATH PROB SOLV ELEM TCHR	B	3.0	9.00	
EDC 317	INTRO TO INSTRUCT MEDIA	A	1.0	4.00	
EDC 323	CLASSROOM MGMT & DISCIP	A	3.0	12.00	
EPE 301	EDUC IN AMERICAN CULTURE	A	3.0	12.00	
Graduation Writing Requirement Course					
EDP 303	TEACH EXCEP LEARN IN ELEM	A	2.0	8.00	
AHRS EHRQ QHRS QPTS GPA					
Semester	15.0	15.0	15.0	57.00	3.800
Cumulative	94.0	97.8	90.0	327.00	3.633
Status	Dean's List				
Status	Good Standing				

2011 Summer Session 1

<u>CRS NUM</u>	<u>COURSE TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
KHP 380	HLTH EDU IN ELEM SCH	A	2.0	8.00	
AHRS EHRQ QHRS QPTS GPA					
Semester	2.0	2.0	2.0	8.00	4.000
Cumulative	96.0	99.8	92.0	335.00	3.641
Status	Good Standing				

2011 Fall Semester

<u>CRS NUM</u>	<u>COURSE TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
SEM 337	TCHNG MATH IN ELEM SCHLS	A	3.0	12.00	
EDC 339	DESNGNG A READING/ LANG	A	3.0	12.00	
ARTS PGM ELEM SCH					
EDC 322	ELEMENTARY PRACTICUM	A	3.0	12.00	
EDC 326	TEACHING SOCIAL STUDIES IN ELEM SCHOOL	A	3.0	12.00	
SEM 328	TCHG SCI IN ELEM SCHOOL	A	3.0	12.00	
AHRS EHRQ QHRS QPTS GPA					
Semester	15.0	15.0	15.0	60.00	4.000
Cumulative	111.0	114.8	107.0	395.00	3.692
Status	Dean's List				
Status	Good Standing				

2012 Spring Semester

<u>CRS NUM</u>	<u>COURSE TITLE</u>	<u>GRADE</u>	<u>HOURS</u>	<u>QPTS</u>	
EDC 433	STUDNT TCHNG ELEM SCHOOL	---	12.0	0.00	
EDS 447	INCLUSION IN ELEMENTARY	---	2.0	0.00	
AHRS EHRQ QHRS QPTS GPA					
Semester	14.0	0.0	0.0	0.00	0.000
Cumulative	125.0	114.8	107.0	395.00	3.692
***	End of Undergraduate Academic Record				***

UNOFFICIAL

UNOFFICIAL

UNOFFICIAL

Name: **Hale, Charlotte Anne**
 Student SSN: **0008461**
 Student Number: **00297125**
 Print Date: **02/17/2012** Page Number: 1 of 2

Issued to:

2009 Spring Semester					
CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
ANA 110	ANATOMY AND PHYSIOLOGY FOR NURSING II	A	3.0	12.00	
STA 200	STATS:FORCE HUMAN JDMNT	A	3.0	12.00	
PSY 100	INTRO TO PSYCHOLOGY	A	4.0	16.00	
PHI 120	INTRODUCTORY LOGIC	A	3.0	12.00	
	AHRS	EHRS	QHRS	QPTS	GPA
Semester	13.0	13.0	13.0	52.00	4.000
Cumulative	30.0	39.0	30.0	120.00	4.000
Status	Dean's List				
Status	Good Standing				

Requested by: **Charlotte Anne Hale**

Undergraduate Academic Record

SCHOOLS ATTENDED

Secondary Schools:
 Prestonsburg High School
 Higher Education Institutions:
 Big Sandy Community and Tech Col 05/2009 - 08/2009
 Big Sandy Community and Tech Col 08/2007 - 05/2008
 Big Sandy Community and Tech Col 08/2007 - 12/2007

Test Scores:

ACT	ENGL	MATH	READ	SCIREA	COMP	CALCOM
10/01/2007	024	028	021	022	024	024

2008 Spring Semester

Program: College of Undergraduate Studies
 Non-Degree
 Major: Non-Degree

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
MA 109	COLLEGE ALGEBRA	A	3.0	12.00	
	AHRS	EHRS	QHRS	QPTS	GPA
Semester	3.0	3.0	3.0	12.00	4.000
Cumulative	3.0	3.0	3.0	12.00	4.000

Transfer Credit Applied to 2008 Fall Semester
 Maximum 67 Semester Hours Accepted from Two year Institutions
 Big Sandy Community and Tech Col 08/2007 - 05/2008
 ENG 101 WRITING I 3.00 ENG 101
 ENG 102 WRITING II 3.00 ENG 102
 CIS 100 INTRO COMP APPLS 3.00 CS 101
 Total 9.00

2008 Fall Semester

Program: College of Nursing
 Bachelor of Science in Nursing
 Major: Pre-Nursing

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
COM 101	INTRO TO COMMUNICATIONS	A	3.0	12.00	
A-H 105	ANCIENT - MEDIEVAL ART	A	3.0	12.00	
NUR 882	SPECIAL TOPICS IN NUR:INTRO TO NURSING	A	1.0	4.00	
KHP 128	BEGIN MODERN DANCE	W	1.0 *	0.00	
ANA 109	ANATOMY AND PHYSIOLOGY FOR NURSING I	A	3.0	12.00	
CHE 103	CHEMISTRY FOR HEALTH PROFESSIONALS	A	4.0	16.00	
	AHRS	EHRS	QHRS	QPTS	GPA
Semester	14.0	14.0	14.0	56.00	4.000
Cumulative	17.0	26.0	17.0	68.00	4.000
Status	Dean's List				
Status	Good Standing				

2009 Fall Semester

Program: College of Nursing
 Bachelor of Science in Nursing
 Major: Nursing

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
NFS 212	INTRODUCTORY NUTRITION	A	3.0	12.00	
MUS 100	INTRODUCTION TO MUSIC	A	3.0	12.00	
NUR 861	FAMILY HLTH PROMO & COMM ACROSS LIFESPAN	A	8.0	32.00	
NUR 860	FOUNDATIONS FOR PROFESSIONAL NURSING	A	2.0	8.00	
	AHRS	EHRS	QHRS	QPTS	GPA
Semester	16.0	16.0	16.0	64.00	4.000
Cumulative	46.0	61.0	46.0	184.00	4.000
Status	Dean's List				
Status	Good Standing				

2010 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
NUR 863	PROF NURSING CARE ACROSS THE LIFESPAN	A	8.0	32.00	
NUR 866	PATHOPHARMACOLOGY I	A	3.0	12.00	
ENG 264	MAJOR BLACK WRITERS	B	3.0	9.00	
	Graduation Writing Requirement Course				
	AHRS	EHRS	QHRS	QPTS	GPA
Semester	14.0	14.0	14.0	53.00	3.786
Cumulative	60.0	75.0	60.0	237.00	3.950
Status	Dean's List				
Status	Good Standing				

2010 Fall Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS	
HSM 241	HLTH/MED CARE DELIV SYS	A	3.0	12.00	
NUR 871	FAM CENTERED CARE ADLTS W/COM HLTH PROBS	A	7.0	28.00	
NUR 870	PATHOPHARMACOLOGY II	A	3.0	12.00	
	AHRS	EHRS	QHRS	QPTS	GPA
Semester	13.0	13.0	13.0	52.00	4.000
Cumulative	73.0	88.0	73.0	289.00	3.959
Status	Dean's List				
Status	Good Standing				

***** No Further Entries This Page *****

Continued on Page 2

UNOFFICIAL

Name: Hale Charlotte Anne
 Student SSN: [REDACTED]
 Student Number: 10297125
 Print Date: 02/17/2012 Page Number: 2 of 2

2011 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
CLA 131	MED TERMINOL GREEK/LATIN	A	3.0	12.00
NUR 882	SPECIAL TOPICS IN NUR: DEAN COLLOQUIUM	A	1.0	4.00
NUR 872	CLI REASONINGQUANT QUAL,& EPIDEM APPROCH	A	3.0	12.00
NUR 873	NURSING CARE OF CHILDREARING FAMILIES	A	4.0	16.00
NUR 875	NURSING CARE OF CHILDBEARING FAMILIES	A	4.0	16.00
Semester	AHRS EHRs QHRs		15.0 15.0 15.0	60.00 4.000
Cumulative			88.0 88.0 349.00	3.966
Status	Dean's List			
Status	Good Standing			

2011 Summer Session 1

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
NUR 896	STUDENT NURSE ACADEMIC PRACTICUM	P	3.0	0.00
	Pass Fail Grade Scale			
Semester	AHRS EHRs QHRs		3.0 3.0 0.0	0.00 0.000
Cumulative			91.0 106.0 88.0	349.00 3.966
Status	Good Standing			

2011 Fall Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
NUR 880	LEADERSHIP/MGMT IN NURSING CARE DELIVERY	A	3.0	12.00
NUR 881	PSYCHIATRIC-MENTAL HEALTH NURSING	A	5.0	20.00
NUR 883	PUBLIC HEALTH NURSING	A	5.0	20.00
Semester	AHRS EHRs QHRs		13.0 13.0 13.0	52.00 4.000
Cumulative			104.0 119.0 101.0	401.00 3.970
Status	Dean's List			
Status	Good Standing			

2012 Spring Semester

CRS NUM	COURSE TITLE	GRADE	HOURS	QPTS
NUR 884	CAREER MANAGEMENT IN NUR	---	2.0	0.00
NUR 885	HIGH ACUITY NURSING	---	5.0	0.00
NUR 886	SYNTHESIS OF CLI KNOWLEDGE NUR PRACT	---	6.0	0.00
Semester	AHRS EHRs QHRs		13.0 0.0 0.0	0.00 0.000
Cumulative			117.0 119.0 101.0	401.00 3.970
***	End of Undergraduate Academic Record ***			

UNOFFICIAL

UNOFFICIAL

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 that might be helpful:

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.

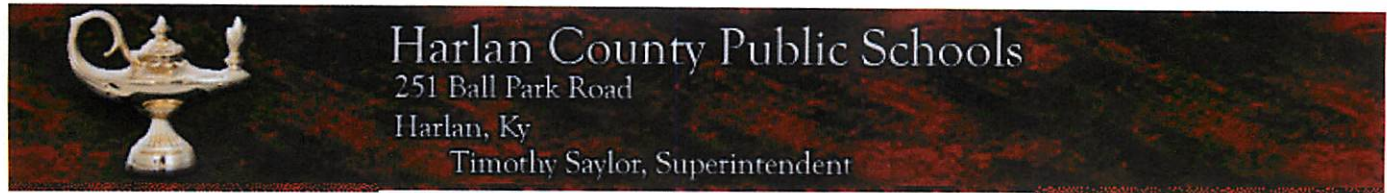
Dual credit program - an accelerated learning program whereby high school students receive both high school and college credit for taking a single course. Courses may be taught in the high school or on a college campus. Dual credit program agreements are regional or local in nature,

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)



[Home](#) | [Contact](#) | [CSIP/CDIP](#) | [Calendar](#) | [News](#)

Central Office/SchoolLinks

[CENTRAL OFFICE](#)

[SCHOOLS](#)

[PROFESSIONAL DEV.](#)

[STAFF CALENDAR](#)

[PUBLIC CALENDAR](#)

[STAFF/STUDENT WEBMAIL](#)

[POLICY MANUAL](#)

[CONTACT INFORMATION](#)

[CURRICULUM](#)

[BEAR FACTS ARCHIVE](#)

[EMPLOYMENT OPPORTUNITY](#)

[INFINITE CAMPUS](#)

2010 HCHS seniors awarded over \$1.7 million in scholarships; dual credit classes saving parents thousands of dollars on college tuition

SUPERINTENDENT'S CORNER

By Timothy W. Saylor

Superintendent of Harlan County Schools

The 2010 graduating class of Harlan County High School garnered nearly \$2 million in scholarship money while getting a jump on college through the dual credit program that saved parents nearly \$80,000 on college classes.

A post-secondary education is extremely expensive. The Harlan County Public School District is pursuing every avenue to try and help students and their families make college affordable.

For students and parents, this makes an easier, less stressful transition to college, especially when the estimated cost for students to attend the University of Kentucky in Lexington for the 2010-2011 school year is \$21,200. Tuition and fees alone at UK cost \$8, 123, not including travel and living expenses.

The cost of tuition to attend the Kentucky Community and Technical College system is much less at \$3,750. However, that is not cheap. This tuition rate is based on students living at home with parents and commuting to classes. State education officials indicate the community college system is becoming more popular with students and parents as a result of the lower tuition.

HCHS students were awarded approximately \$1,747,816 in scholarships at the end of the 2010 school year. Colleges and universities awarding scholarships to seniors included Alice Lloyd College, Berea College, Campbellsville College, Eastern Kentucky University, Lincoln Memorial University, Lindsey Wilson College, Morehead State University, Southeast Community and Technical College, Union College, University of Kentucky, University of Louisville and the University of the Cumberlands. Numerous

Library Portal



[Teacher Links](#)
[Primary Forms](#)
[Professional Growth Plan](#)
[Screening for Preschool](#)
[Schedule](#)
[Open Response Form](#)
[TRT Training Page](#)



[External View of the new Harlan County High School](#)
[See more images of the](#)

Harlan County High School [here](#).

business scholarships, local memorial scholarships, civic club scholarships and alumni associations scholarships were awarded.

Meanwhile, many of these same students have a tremendous jump on college after having completed dual credit classes offered at HCHS for free or half-price tuition (reduced to \$187.50 per course).

The free dual credit classes offered a savings of \$45,000, with 32 students taking physics, 22 students taking advanced computers, six students taking honor physics, 31 students taking web design, 22 students taking Cisco Academy I and II and seven students taking Cisco Academy III and IV.

The dual credit classes with half-price tuition with a savings of \$32,250 were advanced topics in Math with 44 students, English IV with 57 students, US History with 37 students and Crafts (six hours) with 17 students.

Marilyn Williamson, mother of current UK freshman Larry Williamson, noted that her son began classes this fall with 22.8 hours of college credit. Nineteen hours were accrued by taking dual credit classes at Harlan County High School.

“He will be considered a sophomore after this first semester,” said Williamson. “He is taking calculus and chemistry. Because he had so many hours to transfer he was able to take fewer hours at UK to begin with so he could concentrate on these harder classes.”

Williamson said the opportunity “was great. I feel less stress because he had those hours.”

Students have commented on the fact that by being able to participate in dual credit classes while in high school that they are better prepared for college. They have been exposed to college curriculum and to college teachers, greatly reducing anxiety of the move to post-secondary learning.

Guidance counselors at Harlan County High said the dual credit program has afforded many students the unique opportunity to pursue college hours while in high school. With proper planning and scheduling, student may earn enough college hours to enter a post-secondary educational facility as a sophomore.

To prepare students for the best possible start at their post-secondary institution, I commend the guidance staff for making every effort to educate and inform HCHS students about available scholarships and financial aid opportunities. All available scholarships are posted on the school website, on high school bulletin boards and are announced in senior English classes.

It is imperative that students begin their scholarship search early and

effectively as the competition for these dollars is highly competitive. To learn more about funding college, visit your school guidance counselor or log on to <http://www.kheaa.com/website/kheaa/home>.

| [Home](#) | | [Central Office](#) | | [Calendar](#) | | [News](#) | | [Contact](#) |

Copyright © Harlan County Public Schools

UK Benchmarks and Dual Credit Initiatives

Ohio State University

The Academy Program, offered to qualified high school juniors and seniors at no cost, <http://undergrad.osu.edu/academy/> (we will need to note that this is OSU's implementation of the Post-Secondary Enrollment Options Program (PSEOP) created by the state of Ohio – Ohio's Dept of Ed determines who receives full funding for books and tuition) but also Metro Early College High School (since that's the program that Mary John and Eve liked), <http://www.themetroschool.com> opened in 2007 with KnowledgeWorks Foundation funding and support (www.earlycolleges.org)

University of Maryland, College Park

The Friendship Collegiate Academy, funded by Woodrow Wilson National Fellowship Foundation, the Gates Foundation, the Philip L. Graham Fund and the University of the District of Columbia, http://collegiate.friendshipschools.org/RelId/606586/ISvars/default/About_Us.htm. It opened 2004 in Washington DC. Their Early College is the first initiative in the District that allows ninth graders to earn a maximum 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/index.html>
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 Minn <http://www.cce.umn.edu/College-in-the-Schools/Dual-Enrollment-Research/index.html>

Penn State University

Early College Enrollment program,
<http://admissions.psu.edu/academics/majors/requirements/options/index.cfm>

Purdue University

Science Bound - <http://purdue.edu/sciencebound> see also www.facebook.com/ScienceBound a partnership among Purdue, the Indianapolis Public Schools and the Indianapolis business community - provides eligible students from underrepresented populations an opportunity to earn a full tuition scholarship to Purdue to study an agriculture, engineering, science or technology-related career. The 5 year program, which started with 60 middle school students, has grown to more than 200 middle and high school students; the students participate in science and engineering related after-school activities, field trips and summer camps to enrich their academic experience. In the Fall of 2010 there were 12 freshmen, 10 sophomores, 27 juniors and 1 seniors at Purdue

University of Illinois, Champaign-Urbana

The University Laboratory High School <http://www.uni.illinois.edu> started as a prep school for University of IL in 1876, and education lab since 1911, public school funded by UI and the state since 1983, 25% donations plus fees up to \$1000 per year plus ask for donation - competitive admissions (including SSAT scores) of 60 students (grades 9-12) per year – an “Honors” curriculum, open campus, no cafeteria, no buses (state reimbursement available for travel costs), no hall passes, full access to Internet.



Policy Brief

Dual/Concurrent Enrollment

Education Commission of the States • 700 Broadway, Suite 1200 • Denver, CO 80203-3460 • 303.299.3600 • Fax: 303.296.8332 • www.ecs.org

Dual Enrollment: Policy Issues Confronting State Policymakers

By Carl Krueger

March 2006

The Need

The transition to a knowledge-based economy is fueling the demand for well-educated, technically proficient workers – in all sectors, across a wide range of occupations and even for entry-level positions. New civic demands also call for a highly educated populace. Although more students today begin college than 20 years ago, greater proportions are not graduating. Nationally, for every 100 9th-grade students, 68 graduate from high school, 40 immediately enter college, 27 are still enrolled in their sophomore year and 18 graduate within 150% time with either an associate's or bachelor's degree.¹ Far too many students experience substantial challenges in negotiating the transition from high school to college, resulting in a choice by many students to drop out of high school or college altogether. The result is that fewer than 20% of the 9th graders entering the education pipeline will graduate with a college degree by the age of 24. The United States cannot afford human capital loss of this scale and remain globally competitive.

In today's global economy, knowledge truly is power. The U.S. Bureau of Labor Statistics estimates that a majority of the fastest growing and highest paying occupations between now and 2014 require some form of postsecondary education.² In other words, a high school diploma will no longer suffice. One policy tool to improve postsecondary preparation and participation is dual enrollment – defined as an academic program where college-level courses are offered to high school students for college credit. The terms *dual enrollment*, *middle colleges* and *early college high schools* are often used interchangeably. While all of these approaches fall under the umbrella of dual enrollment, there are a few minor distinctions:

- *Dual enrollment programs* can be administered in high school classrooms, on a college campus or through a distance-learning provider.
- *Middle college high schools* are essentially high schools located on college campuses and enrollment is usually limited. Some middle college programs target low-income or at-risk students.
- *Early college high schools* integrate high school and college resources to create an accelerated curriculum and allow students to graduate with a high school diploma and an associate's degree in four or five years, instead of six. Reaching out to underserved students is also of feature of early college programs.³

Whatever form they take – dual enrollment, middle college or early college programs – multiple enrollment options provide students with the rigor of a college curriculum while still in high school, and the opportunity to receive both high school and college credits.

The Benefits

A growing body of research documents the benefits of dual enrollment. According to the U.S. Department of Education, college credits earned prior to high school graduation reduce the average time-to-degree and increase the likelihood of graduation for the students who participate in these programs.⁴ Recent

research in Minnesota suggests that the number of students taking Advanced Placement tests rose by 988% between 1986 and 2004 as a result of the state's dual enrollment program.⁵ Figures from the Center for An Urban Future estimate that of the predominantly at-risk students enrolled in New York's LaGuardia Middle College High School, 90% graduated and went on to college.⁶ And because of the implementation of a P-16 initiative in Georgia that linked K-12 to postsecondary education in 1995, the percentage of high school students taking a rigorous core curriculum rose from 76% to 91% and postsecondary remediation levels fell by nearly 40%.⁷

The Controversy

Dual enrollment is not without controversy. Some policymakers and researchers see dual enrollment as diluting quality, while others see a system that shuts out low-income and low-achieving students. Still others worry about the quality of certain high school teachers who are asked to teach college-level courses. Carol Dougan, a trustee at Klamath Community College in Oregon, claims that dual enrollment programs are based on what she calls the "pitcher principle." They "suggest that learning can be poured into a student and that when the pitcher is full, a student should receive a degree."⁸ In her view, and the view of others, there is no attention paid to rigor in dual enrollment programs, only to seat time and standardized testing. But another point of view comes from Lauren Adams, a dual enrollment student at Chester County Middle College High School in Pennsylvania. Her participation in the middle college program allowed her to transform from an apathetic student with no intention of going to college to an engaged student "dead set on a double major."⁹ Proponents of dual enrollment point to success stories like Lauren Adams, insisting that when students are challenged, they achieve at higher levels. Or, in the words of Betsy Brand of the American Youth Policy Forum, students "rise to the occasion when they are treated like adults."¹⁰

The Basics

Dual enrollment provides high school students the opportunity to take postsecondary courses in state two- and four-year institutions. Eligibility and tuition requirements, funding streams and program features vary widely from state to state. Courses may or may not be designed specifically for high school students; they may be offered at the high school or at the college; and they may be taught by regular college faculty or by specifically certified high school teachers. Some programs offer college credit immediately upon completion of the course, while others offer the credit only when the student enrolls in postsecondary education. Currently, dual-enrollment policies exist at the state, board or institutional level in 47 states and their popularity seems to be growing.¹¹

Growth

According to the Prichard Committee in Kentucky, the number of students enrolled in the state's dual enrollment program grew from 6,281 in 2000 to 14,123 in 2005.¹² The Center for an Urban Future estimates the number of colleges offering dual enrollment courses in New York grew from six in to 17 in a single year.¹³ In Virginia, the number of students participating in dual enrollment programs rose from 2,000 to 6,700 in a six-year period.¹⁴ And in the Philadelphia area, the number of high schools offering dual enrollment rose from 75 to 112 between 2003 and 2005.¹⁵ Other statistics include:

- During the 2002-03 school year, 70% of public high schools offered courses for dual credit. (National Center for Education Statistics, 2005)
- 92% of schools offering courses for dual credit offered such classes with an academic focus, and 51% reported offering dual credit courses with a career and technical/vocational focus. (National Center for Education Statistics, 2005)
- Of schools offering dual credit courses on a postsecondary campus, 82% reported that these courses enrolled both high school and postsecondary students. Of schools offering technical/vocational dual credit courses on a postsecondary campus, 78% reported that these courses contained both high school and postsecondary students. (National Center for Education Statistics, 2005)

The Impact

There is evidence that dual enrollment increases academic performance and educational attainment. As previously mentioned, the U.S. Department of Education claims that college credits earned prior to high school graduation in dual-enrollment programs reduce the average time-to-degree. Time-to-degree

average for students with no acceleration credits earned was 4.65 years, compared to 4.25 years for students who earned nine or more acceleration credits. The Department also estimates that one out of four students who ultimately earned a graduate degree earned nine or more credits by examination or dual enrollment, 10 times the proportion of students who earned no degree.¹⁶ At the state level, the Washington State Board for Community and Technical Education reports that students who participated in the state's "Running Start" program averaged a 3.14 grade point average once they transferred to the University of Washington and completed more credits than students who did not participate in the program.¹⁷

Despite the growing popularity and success of dual enrollment programs across the country, these programs still affect a limited number of students. While the percentage of Texas high school students taking dual enrollment courses in high school has tripled in the past decade, these students still make up only 6% of the total high school population.¹⁸ In Washington, dual enrollment affects only about 9% of all high school students. This might be because the target population for dual enrollment programs has traditionally been academically motivated and successful students. There is evidence that dual enrollment programs are not reaching low-income or minority students. According to the National Center for Education Statistics, schools with the highest minority enrollment were the least likely to offer dual enrollment courses when compared to schools with lower minority enrollment – 58% to 78%.¹⁹ In general, policymakers have only recently focused on extending dual enrollment opportunities to underserved student populations.

Access

The Education Commission of the States has found that a growing number of states are extending dual enrollment opportunities to a broader array of students. New York's "College Now" program and the Chester County Middle College High School in Pennsylvania are two examples of dual enrollment programs that specifically target low-income or underachieving students. The National Center for Education Statistics estimates that 5% of institutions with dual enrollment programs – or 2% of all institutions – had dual enrollment programs geared toward high school students at risk of academic failure.²⁰ While this is a small percentage, it does represent progress. Jobs for the Future notes that in states with long-term, comprehensive programs that offer courses at no cost to students, between 10% and 30% of juniors and seniors obtain college credit in high school.²¹ Jobs for the Future also notes that because dual enrollment programs can shorten the time to a college degree by as much as two years, states and families can subtract from the total cost of educating a student.²² Removing financial barriers and easing access to dual enrollment programs does seem to have an effect on the participation and success of underrepresented students. In Florida, where access to dual enrollment programs is fairly open, African American students who participate in a dual enrollment program enroll in postsecondary education at higher rates than peers who do not, 70% to 45%.²³

State Examples

States create dual enrollment programs for a variety of reasons, including:

- Fostering relationships between high schools and colleges
- Enhancing the efficiency of the K-12 and postsecondary systems
- Implementing a rigorous college-prep curriculum for all
- Increasing postsecondary attainment rates
- Reducing the number of students in remediation.

Whatever the reason, states take different approaches to establish dual enrollment programs. Some draft dual enrollment legislation, while others create voluntary partnerships between institutions. Some states target low-income and minority students for admission into programs, while others focus primarily on high achieving students. More important, some states provide dual enrollment free of charge to students by relying on district, institutional and state resources to offset the cost of tuition. The following states represent a cross-section of program designs and outcomes:

Florida: Most college courses in Florida are available for dual enrollment. Legislation mandates that all 28 community colleges and certain four-year institutions offer dual enrollment opportunities. In most cases, the college credit earned in high school will transfer to any public college or university. Students who attend a Florida public college or university are exempt from paying registration, matriculation or

laboratory fees for courses taken through dual enrollment. Florida's data collection system can follow students through the high-school-to-college pipeline to determine where achievement gaps exist.

Program Web site: http://www.firn.edu/doe/postsecondary/pdf/dual_enroll_faq.pdf

Legislation: <http://caps.fiu.edu/de/destatute.html>

Minnesota: Established in 1985, the *Postsecondary Enrollment Options Program* was the first dual enrollment program in the United States. Minnesota statute makes the offering of dual enrollment options mandatory. Students pay no tuition or associated costs. The state has also set participation guidelines that specify students may not take more than the equivalent of two years of coursework through the program and schools may not offer students developmental or remedial coursework. It is estimated that, during the 2004-05 school year, 7,441 Minnesota high school juniors and seniors participated in PSEO at a postsecondary institution while 14,000 students participated in a college-level course taught at a high school. A University of Minnesota study estimates the number of students taking Advanced Placement tests in the state between 1986 and 2004 increased by 988% as a result of the PSEO program.

Program Web site: <http://www.ohe.state.mn.us/mPg.cfm?pageID=797>

Legislation: <http://www.revisor.leg.state.mn.us/data/revisor/statutes/2004/124D/09.html>

New York: There is no state dual enrollment legislation in New York. However, the City University of New York (CUNY) and the New York Department of Education established a high-school-to-college partnership in 1984. The "College Now" program provides numerous opportunities to students at different developmental stages, including the opportunity to earn a high school diploma and an associate's degree simultaneously. One of the more notable features of CUNY's program is that it offers college credit courses free of charge. Also significant is its commitment to underserved student populations. Of the 14,000 students enrolled in the College Now program in 2003, 22.2% were African American, 20.2% were white, 18.8% were Latino and 20% were Asian. Also in 2003, 32.4% of New York City public high school students who enrolled in the CUNY system in 2003 participated in the College Now program.

Program Web site: <http://www.collegenow.cuny.edu/>

Utah: The *New Century Scholarship Program*, created by the Utah legislature in 1999, allows students to complete the requirements for an Associate of Arts or Science degree while they are enrolled in high school. Students who complete the A.A. or A.S. degree by the fall following their high school graduation are then offered a scholarship that pays for 75% of their tuition at a Utah four-year college or university. The scholarship will be cancelled if a student fails to maintain a "B" average for two consecutive semesters. Since 2000, 270 students have earned an A.A. degree while in high school. Utah reimburses school districts \$39.34 per credit to offset the cost of dual enrollment programs. Utah's funding system is unique since the state, schools districts and postsecondary institutions all contribute towards the cost of dual enrollment programs. This means that students can access the program at no extra cost to them. Concurrent courses are offered at all of Utah's 109 high schools, 141 middle schools and 10 state colleges, ensuring equitable access for all Utah high school students. Utah has also established six early college high schools to serve underrepresented or underachieving students interested in pursuing careers in math, science or technology.

Program Web site: http://www.utahsbr.edu/html/new_century.html

Legislation: <http://www.utahsbr.edu/policy/r604.htm>

Washington: The *Running Start Program*, created by the legislature in 1990, allows students in 11th and 12th grades to take college-level courses at any of Washington's community and technical colleges, as well as Washington State, Eastern Washington and Western Washington universities. This program allows students and the state to save money by reducing both the amount of time students spend in school and their college costs. It is estimated that in 2001, parents saved \$17.4 million in tuition and taxpayers saved \$34.7 million because of the Running Start program. It is also estimated that in 2003-04, 9% of all high school students in Washington participated in the Running Start program. Of this percentage, 17% were students of color. Colleges are reimbursed by the K-12 districts whose students participate in Running Start.

Program Web site: <http://www.sbctc.ctc.edu/legislative/BriefingPapers/2003/Running%20Start%20one-pager.pdf>

Progress Report: http://www.sbctc.ctc.edu/data/rsrchrpts/RS_Final_Report_2004.pdf

Policy Considerations

As dual enrollment programs gain popularity in the states, policymakers need to carefully consider how to best design their programs. Creating a mechanism for moving students through the system without paying attention to rigor or quality is a waste of student time and state resources. Furthermore, asking students to pay for all or most of the costs of dual enrollment limits the number of students who participate and the effectiveness of the programs. States should foster collaboration between the K-12 and postsecondary systems by easing the transition between high school and college, allowing the greatest number of students the opportunity to complete a postsecondary degree. States also need to let students and parents – particularly low-income students – know what dual enrollment options are available in their state through information campaigns. The following considerations are based on state examples and current research:

- **P-16 Collaboration:** The K-12 and postsecondary sectors can and should share responsibility for dual enrollment students. Dual enrollment can be a mechanism for aligning high school and postsecondary education, not merely a strategy for moving advanced students out of high school. The alignment of high school exit standards with college admission standards helps prepare all high school students for college-level learning. Dual enrollment programs can be part of a larger P-16 agenda. Some notable examples of states that are pursuing P-16 approaches – aligning education systems from preschool through four years of college – include Georgia, Indiana, Illinois, New York and Tennessee. Illinois offers “P-16 Initiative Grants” to colleges who, in turn, use this funding to offset the cost of tuition for dual enrollment students.
- **Funding:** Equitable financing mechanisms help to ensure that economically disadvantaged students are not excluded from dual enrollment programs because of their inability to pay tuition. Funding dual enrollment programs can come from a variety of sources so that one institution or system does not bear the full financial responsibility of the program. Financial arrangements in states like Utah, where funding is shared by the state and the K-12 and postsecondary systems, ensure that the widest possible range of students can benefit from dual enrollment programs without hampering partnering institutions.
- **Equity:** Dual enrollment can have a positive impact on the access to and attainment of a postsecondary credential for underrepresented students if the programs are made more widely available. The CUNY College Now Program in New York specifically targets economically and academically disadvantaged students for dual enrollment programs. Utah also ensures equitable access to dual enrollment by offering programs at every high school and college in the state.
- **Standards:** Dual enrollment does not have to mean diluting standards. States can maintain rigor and increase participation if they set eligibility standards and structure programs in ways that attract and engage both high achievers and underachievers. Washington is currently working to align the Washington Assessment for Student Learning (WASL) – which measures student achievement in reading, writing, science and math in the 10th grade – and college entrance requirements so that more students involved in the “Running Start” program are prepared for college-level work. The “Early Assessment Program” administered by the California State University System (CSU) aligns high school and CSU placement standards in English and math, and tests students’ college readiness in 11th grade so that below-average students can use the senior year to get up to speed. States can also limit the amount of course restrictions and increase the number of learning opportunities by allowing courses to be taught in high schools, on college campuses or even through distance learning. In 2000 the Kentucky Council on Postsecondary Education removed age and class-level restrictions for their dual enrollment program. The number of students participating in the program rose from roughly 6,000 in 2000 to over 14,000 in a five-year period.²⁴ Illinois and Washington allow students to receive instruction online, allowing their dual enrollment programs to reach students in remote areas and making it possible for students to access college courses from the high school classroom.
- **Articulation:** Easy transfer of course credit from high school to college, and then from community college to four-year institutions, is an essential component of any successful dual enrollment program. Florida uses a common course numbering system to facilitate transfer between the systems. States should also address the needs and aspirations of academically oriented students and technically oriented students. Washington and Wisconsin, for example, offer dual enrollment

options to students interested in pursuing career and technical education, as well as those interested in attending a university.

- **Public Relations:** Expanding dual enrollment policies can be part of a larger public agenda for higher education in the states. Students and parents need to know what options are available and how to access and utilize that information. Colleges and universities can prominently feature dual enrollment information and options on their Web sites. Even better, the state should launch a public relations campaign aimed at low-income and at-risk students using the Internet, the media, and middle and high school classrooms. The California State University System has developed marketing materials explaining their "Early Assessment Program," which allows 11th graders to gauge their preparation for college-level English and math. Information about the program and CSU's admissions and placement standards can be downloaded from the system's Web site and mailed or displayed in the form of brochures, flyers or posters.²⁵ Washington law requires school districts to provide information about college admissions requirements and dual enrollment options to parents and students in the state.

Conclusion

Perhaps the most urgent perspective on the importance of high school graduation and college entry comes from economist Neeta Fogg when she says, "Failure to complete high school is almost equivalent to economic suicide." The difficulties that students face if they drop out of the education pipeline will someday become the difficulties faced by society as a whole.²⁶ Dual enrollment programs, while still in relative infancy, are a key strategy for increasing postsecondary participation in the states and policymakers should implement them with care. Academic rigor, access and affordability are the keys to success when it comes to dual enrollment.

While there is evidence that dual enrollment smoothes the transition between high school and college and raises student achievement, the unknowns still outweigh the known when it comes to dual enrollment. Questions requiring further research include:

- Program outcomes – What is the full impact of dual enrollment policies?
- Program designs – Which programs work best?
- Student data – Who participates, who benefits? Does dual enrollment increase the educational attainment of those who are "low-achieving"? How can college-level learning be measured?
- Quality of Instruction – Are high school grading standards rigorous enough?

Additional Resources

Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students

Add and Subtract is a policy primer for states interested in using dual enrollment to improve college access for underrepresented students. The report examines the rationale for dual enrollment programs, and provides data on dual enrollment participation in Florida, Utah, City University of New York (CUNY), Washington State, Illinois and Virginia. It asks essential questions about the evaluation of dual enrollment programs and also provides recommended solutions to those questions. Case studies of the dual enrollment programs in Florida, Utah and CUNY are provided. Page 16 presents a state funding model for dual enrollment. (Nancy Hoffman, Jobs for the Future, April 2005)

http://www.jff.org/JFF_KC_Pages.php?WhichLevel=1&lv1_id=4&lv2_id=0&lv3_id=0&KC_M_ID=60

Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003

The findings of this report from the National Center for Educational Statistics address the prevalence of dual credit, Advanced Placement (AP) and International Baccalaureate (IB) course offerings in U.S. public high schools; the location and educational focus of dual-credit courses; the characteristics of courses for dual credit (course sequence, course instructors, student composition); and the eligibility requirements for enrolling in dual-credit courses. Statistics are disaggregated by school size, geographic region and percent of minority enrollment. According to the report, over six in 10 schools offering dual-credit courses set eligibility requirements for students to enroll in such courses; in 42% of such schools, one

requirement was teacher recommendation. (Tiffany Waits, J. Carl Setzer and Laurie Lewis, National Center for Education Statistics, April 2005)

<http://nces.ed.gov/pubs2005/2005009.pdf>

High School to College and Careers: Aligning State Policies

In order to better prepare students for life after high school, states need to align their education policies in ways that facilitate student transitions from K-12 to postsecondary education and the workforce. This report from the Southern Regional Education Board (SREB) highlights state policies in several areas: high school graduation requirements (including curriculum and exams), dual enrollment programs, college admission and placement standards, reports on student learning at the college level and merit-based scholarships. The report also provides one-page summaries of high school policies in all SREB states. (Rebecca Daugherty, Southern Regional Education Board, 2005)

<http://www.sreb.org/main/HigherEd/readiness/04E14-AligningStatePolicies.pdf>

Postsecondary Options: Dual and Concurrent Enrollment

A multi-state compilation from the Education Commission of the States, this StateNote provides information on dual enrollment policies from all 50 states and explains the variations between programs, including the funding and scope of the programs.

(Genevieve Hale, Education Commission of the States, 2001)

<http://www.ecs.org/clearinghouse/28/11/2811.doc>

Carl Krueger serves as a policy analyst in both the Information Clearinghouse and the Postsecondary and Workforce Development Institute for the Education Commission of the States. His current project, the National Collaborative for Postsecondary Education Policy, works with selected states to improve performance in identified areas of each state's postsecondary education system. Over the past three years, he has worked extensively in Washington, Rhode Island and West Virginia helping policymakers rethink the design and delivery of higher education in their states. Krueger has worked at ECS since 2000.

© 2006 by the Education Commission of the States (ECS). All rights reserved. ECS is an interstate compact that helps state leaders shape education policy.

ECS encourages its readers to share our information with others. To request permission to reprint or excerpt some of our material, please contact the ECS Communications Department at 303.299.3628 or e-mail ecs@ecs.org.

Helping State Leaders Shape Education Policy

¹ National Center for Higher Education Management Systems, "Student Pipeline Data and Calculations by State," (Boulder, CO: NCHEMS, 2002).

² U.S. Bureau of Labor Statistics, "Tomorrow's Jobs," U.S. Bureau of Labor Statistics, <http://www.bls.gov/oco/oco2003.htm> (accessed 6 March 2006).

³ For more information on middle colleges, please consult the Middle College National Consortium's Web site: <http://www.laguardia.edu/mcnc/>; for more information regarding early college high schools, please consult Early College High School Initiative Web site: <http://www.earlycolleges.org/>.

⁴ U.S. Department of Education, *Principal Indicators of Student Academic Histories in Postsecondary Education 1972-2000*, (Washington, D.C.: U.S. Department of Education, 2004).

⁵ Laura Accomando, Debra Hare Fitzpatrick and Joe Nathan, *Stretching Minds and Resources: 20 Years of Postsecondary Enrollment Options in Minnesota*, (Minneapolis: University of Minnesota, 2005).

⁶ Neil Scot Kleiman, *Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America*, (New York: The Center for an Urban Future, 2001).

⁷ Stephen R. Portch, "Georgia Higher Education System Strong P-16 Partner," *State Education Leader* Vol. 20, No. 1, Winter 2002, (Denver, CO: Education Commission of the States).

⁸ Carol P. Dougan, "The Pitfalls of College Courses for High School Students," *The Chronicle of Higher Education*, 28 October 2005.

⁹ Kristen A. Graham, "Early College Not Just for Elite," *The Philadelphia Inquirer*, 23 December 2005.

¹⁰ Ibid.

-
- ¹¹ Genevieve Hale, *Postsecondary Options: Dual/Concurrent Enrollment*, (Denver, CO: Education Commission of the States, 2001). <http://www.ecs.org/clearinghouse/28/11/2811.doc>
- ¹² The Prichard Committee for Academic Excellence, *High Schoolers Flock to College Courses*, (Lexington, KY: The Prichard Committee for Academic Excellence, 2005).
- ¹³ Kleiman.
- ¹⁴ Hans Andrews, "The Dual Credit Explosion at Illinois' Community Colleges," *Community College Journal* 71, 2001.
- ¹⁵ The Philadelphia Inquirer's Report Card on the Schools, *The Philadelphia Inquirer*, http://www.philly.com/mld/inquirer/living/special_packages/school_report_card/ (accessed 6 March 2006).
- ¹⁶ U.S. Department of Education, *Principal Indicators of Student Academic Histories in Postsecondary Education 1972-2000*, (Washington, D.C.: U.S. Department of Education, 2004).
- ¹⁷ Washington State Board for Community and Technical Colleges, *Running Start: 2003-2004 Annual Progress Report*, State of Washington, 2004.
- ¹⁸ Daniel O'Brien and Teresa Nelson, *A Head Start to College: Dual Enrollment in High School and Community College*, Paper prepared for the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 21-25, 2003.
- ¹⁹ National Center for Education Statistics, *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003*, (Washington, D.C.: NCES, 2005).
- ²⁰ National Center for Education Statistics, *Dual Enrollment of High School Students at Postsecondary Institutions: 2002-2003*, (Washington, D.C.: NCES, 2005).
- ²¹ Nancy Hoffman, *Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students*, (Boston: Jobs for the Future, 2005).
- ²² Ibid.
- ²³ Florida Department of Education, *Dual Enrollment Students Are More Likely to Enroll in Postsecondary Education*, (Tallahassee: Florida Department of Education, 2004).
- ²⁴ The Prichard Committee.
- ²⁵ Public relations information and materials about California State's "Early Assessment Program" can be accessed at: http://www.calstate.edu/eap/marketing_materials.shtml.
- ²⁶ Bob Herbert, "Locked Out At a Young Age," *The New York Times*, 20 October 2003.

Exemplar 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	Spring	Summer I (May)	Summer II (June/July)
August 1	December 1	April 15	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																			
<u>Current Address</u>	<u>City</u>	<u>State</u>	<u>Zip</u>	<u>Country (If not U.S. Address)</u>	<u>Permanent Address</u>	<u>City</u>	<u>State</u>	<u>Zip</u>	<u>Country (If not U.S. Address)</u>										
<u>Current Telephone</u>	<u>Permanent Telephone</u>		<u>Work Telephone</u>		<u>Cell Phone</u>		<u>E-mail Address</u>												
<u>Emergency Contact (Last Name, First Name)</u>			<u>Street Address</u>		<u>City</u>	<u>State</u>	<u>Zip</u>												
<u>Relationship:</u> <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Spouse <input type="checkbox"/> Other			<u>Phone</u>		<u>Email</u>														
11. COLLEGE AND MAJOR <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><u>US</u></td> <td style="width: 33%;"><u>NDUS</u></td> <td style="width: 33%;"><u>NODEG</u></td> </tr> <tr> <td><u>UK College</u></td> <td><u>Major</u></td> <td><u>Degree Code</u></td> </tr> <tr> <td colspan="3" style="text-align: center; padding-top: 10px;">High School Student – Non-Degree</td> </tr> </table>				<u>US</u>	<u>NDUS</u>	<u>NODEG</u>	<u>UK College</u>	<u>Major</u>	<u>Degree Code</u>	High School Student – Non-Degree			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) <u>Year</u> _____			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			
<u>US</u>	<u>NDUS</u>	<u>NODEG</u>																	
<u>UK College</u>	<u>Major</u>	<u>Degree Code</u>																	
High School Student – Non-Degree																			
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

ANNA FOSSON
SECRETARY

PAMELA C. WRIGHT
ASST. PRINCIPAL

SAM SPARKS
ATHLETIC DIRECTOR

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

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.

Approval from Senate's Admissions and Academic Standards Committee, Nov. 22, 2011

From: Raphael Finkel [<mailto:raphael@cs.uky.edu>]

Sent: Tuesday, November 22, 2011 4:07 PM

To: Brothers, Sheila C

Cc: Davis, Alison F; Feddock, Christopher A; Meyer, A L; Carl Lee; Lowry, Regina; Fuqua, Zachary D; Raphael Finkel; Scott Yost; Provost, University of Kentucky; Witt, Don

Subject: SAASC, item 2: Dual credit proposal

Sheila,

After deliberation, the SAASC has voted in favor of the dual credit proposal, but with some clarifications and caveats.

We approve the dual-credit proposal, but with these provisos:

1. We believe the UK department offering the equivalent course should have supervisory control over the HS-taught course. Therefore, the proposal needs to mention the following points:

Course evaluation and review for a dual-credit course must at least satisfy the SACS policy and guidelines, which include evidence of continual improvement. 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 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.

If a student completes the course at the high school and later enrolls 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. Such a course fulfills any prerequisites that the equivalent UK course would fulfil, including prerequisites fulfilled by courses cross-listed with the one the student took. In particular, the UK department needs to make sure that the HS course prepares its students for any follow-on UK courses. The UK department might set a grade hurdle for such prerequisites.

2. We would like minor rewordings for clarity.

Page 1, The proposed .. rigor and review =>

The proposed UK Dual Credit Program builds an academic connection between the UK faculty of a particular department and an accredited high school. This connection allows students to take a course in the high school and get UK credit for it.

Page 2, ... a guideline of no less than 70% of the course content should be allowed for approval. =>

as a guideline, no less than 70% of the UK course should be covered by the high-school course.

Page 3, replace the over-specific "Assistant Provost for Enrollment Management" with "Provost's Office".

Page 3, add:

A high-school student enrolling in a dual-credit course for UK credit must pay UK tuition for that course.

3. We must rely on the sponsoring UK department to act diligently to oversee quality. It is very likely that the department will require more than 70% coverage, will require the use of common exams, and will place a reasonable grade hurdle for prerequisite purposes.

4. The proposal should clarify that the HS course may span a different time span from the UK course, and that deadlines for enrollment-related matters (including drop) need to be specified on a per-dual-course basis, and that the proposal should clarify what compensation, if any, UK provides the HS teacher.

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.