

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).
- 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. Only 48 UK undergraduates formerly with a "HN" registration type are on campus today.

A formal dual credit program launched at the University of Kentucky can address several pressing issues for the Commonwealth.

- 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.
- 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).
- 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 socio-economic status and/or underrepresented minority status who are excelling in those learning experiences in which UK departments already provide challenging outreach programming.

A 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 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 would 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. 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 faculty needs to make sure that the course prepares its students adequately. The UK department faculty 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 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.

Policy and Procedure 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 is 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 Program serves as an immersive professional development opportunity for our partner secondary school educators and counselors who learn first-hand the transitions issues inherent in the success of their students moving on to a public Research I university.

The benefits in crafting a formal dual credit program include:

- UK faculty are responsible for regular oversight of courses offered to high schoolers - and their effectiveness for student progress at UK - providing a more coherent progress to a UK degree.
- UK's professional advisors in Undergraduate Studies are responsible for intrusive intervention when a high schooler takes a UK course, providing a more rigorous and consistent advisement including an academic career plan based on that student's overall preparedness for UK (not just test scores and grades).
- UK's outreach programs which currently deliver challenging and innovative programming in Kentucky schools will provide a seamless pathway to admission to the state's flagship institution and offer especially those high caliber students with low socio-economic status and/or underrepresented minority status who are excelling in those learning experiences to continue in their academic career with nationally ranked faculty here at UK.
- UK's students who are continually enrolled in a UK dual credit program and who transition from non-degree-seeking status after high school graduation to a full-time degree-seeking status at UK will be counted as first-time freshmen and thus included in UK's official retention and graduation rates.

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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 faculty needs to make sure that the course prepares its students adequately. The UK department faculty may set a grade hurdle for successful completion of a dual-credit course that serves as a prerequisite for other UK courses.

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Definitions of terms commonly used:

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

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

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).

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.

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 and instructor for approval:

- 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.

- d. 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.
4. 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.
5. 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.

6. 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.

7. 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.
8. 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.
9. 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.
10. 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.
11. 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

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

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.

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]

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.