

Date: November 23, 2018

The SAASC convened on Wednesday, November 14, 2018 to consider a proposal, from Dean Mark Kornbluh, Chair of the Concept Implementation Team of the administration's Our Path Forward initiative, to clarify and change Senate Rule 4.2.1.3 concerning non-degree students.

Attendance: Susan Effgen, Tom Troland, Shawn Caudill, Azhar Swanson, Kevin Donohue, Herman Farrell (Chair), Annie Weber (ex-officio), Dean Mark Kornbluh, Associate Provost Christine Harper, Dean of Admissions Scott McDonald, Senate Council Chair Jennifer Bird-Pollan.

Procedure:

In late August, the Chair of the SAASC, Herman Farrell, was asked by Senate Council Chair, Jennifer Bird-Pollan, to serve as the Senate representative to the Concept Implementation Team, chaired by Dean Mark Kornbluh. The committee met almost weekly in September and October and developed a proposal to changes Senate Rule 4.2.1.3 concerning non-degree students. The proposal was submitted to the Senate Council Chair on October 31 and a revised proposal was subsequently submitted on November 2. The proposal was reviewed by the Academic Councils (correspondence included in this PDF) and then reviewed by the SAASC. Kevin Donohue, a member of the SAASC, acted as facilitator of the proposal.

Discussion:

Donohue presented the proposal, as revised, to the committee and there was a discussion about the merits and concerns about the proposal. Donohue and members of the committee expressed general support for the proposal, noting that the change would clarify the various types of non-degree students (dual enrollment, visiting, non-traditional and post-bac) and offer more students the opportunity to take courses at UK, either online or face-to-face, in keeping with the land-grant mission of the university.

The changes include the requirement that prospective non-degree students only self-certify that they have a high school diploma (for non-traditional students), are enrolled at a higher ed institution (for visiting students) and have received a bachelor's degree (for the post-bac students).

The Chair of the SAASC, Herman Farrell, expressed concerns about the proposal, noting that the impetus for the proposal (as part of the Our Path Forward initiative) is revenue enhancement while maintaining quality. (Farrell prepared a report to the Senate Council Chair after the Concept Implementation team presented its proposal that sets forth in detail his questions and concerns, included in the PDF).

He noted that the plan is to vastly increase the number of non-degree seeking students and expressed concerns that the sheer size of the influx might adversely affect the quality of teaching and learning at UK if students who have not achieved certain academic credentials or demonstrated a certain baseline of academic standards are allowed to enroll in UK courses. He noted that the goal of allowing non-degree seeking students into UK is set forth in the current rule and remains unchanged by this proposal:

*“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.”*

Farrell asked the Dean of Admissions, Scott McDonald, how many students are currently enrolled as non-degree students and was told that it is approximately 122 High School Dual enrollment, 250 non-traditional and 215 visiting students. Farrell then asked Dean Kornbluh how many nondegree students were being targeted as part of this plan and he stated: “Thousands.” Farrell expressed concern about the potential impact on faculty (remediation, extra time and effort spent on students who are falling behind) who might be faced with numerous enrolled students in their classes who are not prepared for the academic rigor of the course and worried about the impact that might also have on degree seeking students enrolled in those courses.

He also expressed concern for the non-degree seeking student who is not prepared for the academic rigor of the course that they have enrolled in. He noted that at for-profit educational institutions there are minimal academic requirements for enrollment and if students are not prepared, they bear the entire risk, notably, the cost. The notion there is a business model of “let the buyer beware.” But at not for profit educational institutions, such as UK, there is a duty of care for the success of the enrolled students. That is, the educational institution has an affirmative duty to ensure that its enrolled students are academically prepared.

It was noted that pre-requisites for courses could protect some faculty from these types of problems but it was also noted that the majority of courses offered at UK do not currently have controlled enrollments and that it is the duty of the admissions process, not the individual faculty or academic units, to monitor the baseline admissions requirements.

Members of the committee had previously noted that the quality of students might also improve under the proposal, noting that many non-traditional and visiting students might actually be highly qualified because of life and work experience or heightened academic rigor at other higher ed institutions, thus, raising the bar in the courses in which they are enrolled.

There was a discussion of benchmark institutions and the various ways that they manage the admissions of non-degree students. Dean Kornbluh noted that a few of our benchmarks allow for students to self-certify with regard to their academic credentials without requiring

the submission of those credentials. Farrell noted that many of those benchmarks (and others) limit non-degree seeking students to one term (summer term, in some cases) or two terms or limit the number of hours that they can earn as non-degree students, 6 or 9 credit hours, in some cases. (See documents in PDF re benchmarks treatment of non-degree students).

Farrell also noted that Michigan State University requires that non-degree students maintain a 2.0 GPA over the course of 9 credit hours and that if they drop below the requirement, they will not be allowed to continue to enroll in courses. Farrell suggested that this requirement be adopted into the SR changes and Dean Kornbluh agreed.

The SC Chair, Bird-Pollan, who was in attendance at the meeting, expressed concern about requiring Donovan Scholars to maintain a 2.0 GPA past 9 credit hours. It was noted that the Donovan Scholars were not expressly included in the proposed changes and so the rule would, apparently, not apply to them. But it was noted that perhaps the Senate Council might want to revise the proposal in order to address the issue of Donovan Scholars.

The SAASC continued to discuss the merits and concerns regarding the proposal and agreed to allow non-degree students to be admitted with only the requirement that they self-certify with regard to their academic credentials and they further agreed that all non-degree students must maintain a 2.0 GPA in enrolled courses at UK, and if they do not maintain that 2.0 GPA after taking 9 credit hours, that they will be prohibited from continuing to enroll in courses as a non-degree student.

Vote: 6 in favor, 0 opposed.

Post-Vote Discussion:

The SAASC spent another week discussing, via email, the specific language of the changes to the relevant Senate Rule discussions. On Friday, November 23, the SAASC Chair noted that the input of the Grad School was not included in the review and asked the committee to review the comments and consider requiring unofficial transcripts for Post-Bac students. That discussion is continuing and the results of the SAASC deliberations on that part of the proposal will be forwarded to the Senate Council as soon as possible.

October 31, 2018

Dear Jennifer Bird-Pollan,

The Concept Implementation Team charged with reviewing procedures associated with online courses under Our Path Forward has been exploring ways to make our undergraduate courses more available to non-degree seeking students. Underlying these efforts is our commitment to the University's strategic plan and land grant mission to serve the Commonwealth, nation, and the world. In an age where lifelong learning is important, we want to be more welcoming to non-degree seeking students. Welcoming these students does not compromise the quality of the educational experience for our degree-seeking students. In doing so, these students will be able to take advantage of new online educational delivery systems. Online courses and programs remove barriers that traditional education may pose to enable non-traditional students to attend lectures and pursue learning. We want a more robust presence for UK Online that will contribute to the reputation and advantage of the university.

To accomplish these ends, we are proposing clarifications and changes to the Senate Rules concerning non-degree students (4.2.1.3) and their admissions requirements. The proposed changes in SR 4.2.1.3.2 clearly lays out four different types of non-degree students: Visiting Students, High School Students Seeking Dual Enrollment, Non-Traditional Students, and Post-Bac students.

Of these four types, we are proposing that only High School students seeking Dual Enrollment be required to submit external documentation before they can enroll in UK coursework. It is essential to the students' success that we ensure they are prepared for the work required in postsecondary education.

For Visiting Students, Non-Traditional Students, and Post-Bac students, we are asking that these students be allowed to self-certify their eligibility in order to enroll in classes. This would allow one-stop shopping and immediate enrollment for non-degree seeking students. Many of our benchmark universities do this and it gives them great advantages in attracting non-degree seeking students to their classes. These students would need to provide a transcript and other documentation before an official UK transcript showing course credit will be issued.

One additional sentence is added to the rules indicating that International students applying as a non-degree student to be physically resident at UK, must apply using the same application process as those who are degree-seeking. This is required for immigration purposes. Non-degree seeking international students taking classes online will be able to apply as visiting students, non-traditional students, or post-Bac students.

These proposed changes are designed to facilitate the admission of more non-degree seeking students to the University of Kentucky. Individual departments may still require that students meet the course prerequisites, and may restrict enrollment to majors with selective admissions, or by permission of instructor.

seeblue.

I am submitting this proposed change on behalf of the concept implementation committee which includes:

Jordan Adler, Strategic Communications and Marketing  
Anna Bosch, College of Arts and Sciences  
Chris Crumrine, President's Office  
Derek Lane, College of Communications  
Tyler Gayheart, Strategic Communications and Marketing  
Herman Farrell, College of Fine Arts  
Kathi Kern, Provost Office  
Mark Kornbluh, College of Arts and Sciences  
Abbie Loynachan, College of Arts and Sciences  
Shannon Means, University Budget Office  
Scott McDonald, Admissions  
Adam Recktenwald, IT  
Kim Taylor, University Registrar  
Kirsten Turner, Provost Office  
Lisa Wilson, Provost Office

I look forward to discussing these changes with the appropriate Senate committees and the Senate Council.

Sincerely,



Mark Lawrence Kornbluh  
Dean

see blue.

### 4.2.1.3 NON-DEGREE STUDENTS (DRAFT 11.16.18)

#### 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 seeking dual enrollment, and other students in special circumstances as determined by the Dean of Undergraduate Admission. [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:

1. 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).
2. The applicant is a visiting student or;
3. The applicant is seeking high school dual enrollment or;
4. The applicant is a non-traditional student, or
5. The applicant possesses a bachelor's degree

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]

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Types of Non-Degree Students:

- a. Visiting Students – A visiting student is currently enrolled at another institution who intends to earn credit at UK that will be applied to degree requirements at his or her home institution. Visiting students must meet the same admission requirements as regular transfer students. Applicants will be asked to self-certify that they are in good standing at their home institution and that they are eligible to return. A minimum 2.00 GPA at the time of application is required.
- b. High School Students Seeking Dual Enrollment – Students currently enrolled in high school who desire to enroll in courses at UK must submit a high school transcript, ACT or SAT scores and provide approval from the high school counselor or principal. Students must have a minimum 2.00 GPA and must meet the Kentucky Council on Post-Secondary Education college readiness indicators.
- c. Non-Traditional Students – A non-traditional student does not yet have a bachelor's degree but does have a high school diploma and wishes to take undergraduate coursework but does not want to pursue a degree. Applicants will be asked to self-certify that they have a high school diploma. Students wishing to change to degree-seeking status after enrolling as a non-traditional student must submit all required transcripts and test scores.
- d. Post-Baccalaureate – A post-baccalaureate student possesses a bachelor's degree and desires to enroll in undergraduate coursework but does not intend to earn a degree. Applicants will be asked to self-certify that they possess a bachelor's degree and from which institution.

International students applying as a non-degree student whose primary physical residence will be at UK will apply using the same application process as those who are degree seeking.

**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.

Non-degree students who complete 9 credit hours with less than a 2.00 GPA will not be allowed to continue enrollment.

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. 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; 4/13/98: 11/13/2017]

**4.2.1.3.4 Changing Status from Non-Degree to Degree Seeking [US: 10/11/93]**

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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. [US: 3/19/2012]

#### 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.

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## Transient/Visiting Student Admission Requirements

- University of Louisville
  - **Summer Visitor** program
  - If you are taking lower level courses through A&S, Business, Education-app and app fee required (no transcripts or other documents are required); all Engineering, and 300/400 Business require transcripts
  - <http://louisville.edu/admissions/apply/summer>
- Michigan State University
  - Lifelong Education student program
  - If you are a high school student, transcripts required; if you have a bachelor's degree, the name of the institution is captured on app, no transcript required: <https://reg.msu.edu/ROInfo/EnrReg/LifeLongEducation.aspx>

The Office of the Registrar will monitor students' academic progress each semester to ensure that once nine or more credits have been attempted, acceptable progress has been maintained.

- a. An undergraduate student enrolled under the Lifelong Education enrollment status and who has attempted nine or more credits and has not maintained a 2.0 GPA, will be issued a letter stating he/she is no longer eligible to take courses at Michigan State University. An Academic Advising hold is placed on the student's record.
- b. A graduate student who has attempted nine or more credits and has not maintained a 3.0 GPA, will be issued a letter stating he/she is no longer eligible to take courses at Michigan State University. An Academic hold is placed on the student's record.

- University of Maryland, College Park
  - \$75 application fee
  - **Summer session only**, apply through regular summer session admission process
  - Transcripts not required, unless individual course has pre or co-requisites and course director requests
  - <https://oes.umd.edu/incoming-current-visiting-students/summer-session/summer-session-application#How%20to%20Apply:%20Non-UMD%20Student>
- The Summer Session Undergraduate Application is for this specific session/year only. If you attended a prior Winter or Summer Session as an undergraduate, you must re-apply. Email [oes@umd.edu](mailto:oes@umd.edu) for an application fee waiver code. Graduate students who attended in a prior Winter or Summer Session but are no longer current, see [Graduate Admissions Application](#).
- Transcripts are not required for the Summer Session Undergraduate Application. Individual course instructors may request a copy of your transcript if the course has listed pre- or co-requisite requirements. If you do not provide this information, you may be dropped from the course. For graduate student requirements
- 
- University of Nebraska-Lincoln
  - **Must apply for admission each term, admission is one term only**

- **Limited to 6 hours per semester, two consecutive terms total**
  - **Requires letter of good standing from home school**
  - \$45 application fee
  - States that no transcript shall be required unless specifically requested by program/department
  - <https://admissions.unl.edu/apply/#requirements/visiting>
- Northwestern University
  - Summer session only
  - Transcripts not required except for special programs
  - \$50 registration fee
  - <https://sps.northwestern.edu/summer/visiting-undergrad/faq.php>
- The Ohio State University
  - **One term per year, must reapply every term**
  - Must have cumulative GPA of 2.0 or better on college coursework, self-certify
  - \$60, one-time application fee.
  - Unofficial transcript only for purpose of advising
  - <https://odee.osu.edu/extended-education/admission-criteria>
  - <https://odee.osu.edu/extended-education/tips-to-complete-application>
- University of South Carolina
  - Requires non-degree enrollment
  - Developed a simple form, requires home school approval:  
[https://www.sc.edu/about/offices\\_and\\_divisions/undergraduate\\_admissions/requirements/non\\_degree/usctransientpermissionform.pdf](https://www.sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/non_degree/usctransientpermissionform.pdf)
  - Transcript request on case by case basis
  - [https://www.sc.edu/about/offices\\_and\\_divisions/undergraduate\\_admissions/requirements/non\\_degree/index.php](https://www.sc.edu/about/offices_and_divisions/undergraduate_admissions/requirements/non_degree/index.php)
- Auburn
  - Requires non-degree application
  - No transcript required
  - Letter of good standing from dean or registrar
  - <http://bulletin.auburn.edu/undergraduate/academicpolicies/policiesandproceduresforadmissions/>
- A student in good standing at an accredited college may be admitted to the university as a transient student when faculty and facilities are available. Generally, space availability is limited for the fall semester.
- To be eligible for consideration, an applicant must submit an application, an acceptable medical report, and **a letter of good standing bearing the signature of the dean or registrar of the college in which the applicant is currently enrolled.**
- Permission to enroll is granted for one term only; a transient student who wishes to re-enroll must submit a new application. Transient status does not constitute admission or matriculation as a degree candidate. The transient is, however, subject to the same fees and regulations as a regular student except for the continuation-in-residence requirements.

- Georgia
  - Requires transient application
  - Caveat on website: *“Because you are not working toward a UGA degree, you will not be assigned an advisor, have your credit from other colleges evaluated, or attend new student Orientation. The Terry College of Business does not admit transient students. You are not eligible for any financial aid from UGA.”*
  - **submit either a current transcript or a "letter of good standing" from their home institution**
  - <https://www.admissions.uga.edu/prospective-students/other-applicants/transient-guest>

To: Jennifer Bird-Pollan, Chair of the Senate Council, Amy Spriggs, Chair of the Undergraduate Council, Brian Jackson, Chair of the Graduate Council, Carl Mattacola, Chair of the Health Care Colleges Council

From: Herman Farrell, University Senate representative on Concept Implementation Team and Chair of the Senate Admissions and Academic Standards Committee

Date: November 4, 2018

## **Introduction**

I am writing to give a report to the Senate Council Chair of my involvement in the Concept Implementation Team, chaired by Dean Mark Kornbluh, that has put forward a variety of revisions to the Senate Rules regarding changes to the admission process for Non-Degree seeking students here at UK. I was asked by the SC Chair back on September 6 of this year to serve as the Senate's representative on the team and have made frequent reports to her with regard to the concept team's objectives, process and product (the proposed changes). I think it is helpful to the overall process for me to provide this summary written report in order to identify issues of agreement and concern regarding the proposed SR changes.

These proposed changes in the Senate Rules will come before the Senate Admissions and Academic Standards Committee (SAASC) that I chair. We will be considering the proposal at our next meeting on November 14 and are looking forward to the input from the Academic Councils. I am sharing this memo with you in order to inform you of some of the issues that I have identified that need further thoughtful and informed consideration by you and your committee members.

In the Concept Implementation Team, I was the only faculty representative on the committee. Many times during the process I was called upon to provide the Senate view (based on our current rules regarding admission) and the faculty perspective on the impact of these proposed changes regarding the treatment of non-degree seeking students in our admissions process. I did my best to offer that insight. But I acknowledged that I am but one voice among 2,000 faculty members. I am hoping that by sharing this memo, that as many faculty members as possible can be involved in the deliberation process as this significant proposal with potential wide-ranging consequences makes its way through our University Senate review process.

## **Our Path Forward**

I would recommend that everyone re/familiarize themselves with the administration's initiative: <http://www.uky.edu/sotu/ourpathforward>. Earlier this year, President Capilouto, Provost Blackwell and Executive Vice President Monday set forth a major dilemma facing the university in the coming years: an impending substantial budget shortfall due to the change in demographics (birth rates indicate that fewer students are heading to college) and reductions in financial support at the state and federal level. They have, in a pro-active and forward-thinking manner, come up with a strategy to create innovative and alternative sources of revenue in

order for UK to maintain its quality and continue to expand upon its education mission. Our Path Forward is a result of the administration's plan to identify and then go after those potential revenue streams. The goal is clearly stated on the website: "To fund current needs, and to make progress toward the ambitious goals within our Strategic Plan."

They are looking at administrative streamlining, environmental sustainability issues, online learning and expanding graduate programs that meet workforce needs, among other initiatives.

They are also interested in "grow[ing] enrollment strategically over the next five years to educate more students and generate new resources for reinvestment in our campus and our academic enterprise, while ***maintaining quality.***"

I put "maintaining quality" in bold and italics to emphasize that it is the Senate's role now, as we review this proposal regarding the expansion of our enrollment, to consider whether and/or how the proposal will affect the quality of our academic mission.

Last, let us note that the UK administrative leadership has made it clear that the consequences - of not coming up with new forms of revenue to cover the impending budget shortfall - might be cuts and/or reductions to academic programs. I have been mindful of this very real danger throughout this process and I think we all need to be aware of the potential consequences of action and inaction here. The UK administration has laid out a path forward through a potentially treacherous terrain, and it is the responsibility of the University Senate, as partners in UK's shared governance scheme, to consider the proposed path and to support it where we feel that it aligns with the academic mission and to re-route it, if necessary, if it steers away from that mission. In any case, the overall aim here is to move UK forward and to make an informed decision about the particular path forward as it relates to the overall academic mission.

## **Regulatory Framework**

The University Senate is being asked to change its Senate Rules on admissions of Non-Degree seeking students. The Governing Regulations (GRs) of the University of Kentucky sets forth the shared governance relationship between the Administration and the University Senate and identifies and delineates the role that each plays in the administrative, management, financial and academic areas of the entire UK mission with the first three delegated to the Administration and the last area primarily delegated to the University Senate, comprised of faculty, staff, student and administrative representatives.

To be more specific, the Governing Regulations state that the University Senate: "Determine[s] **the broad academic policies** of the University, including the similar academic policies that may be made necessary by governmental or accreditation

agencies, and make rules to implement these policies.” (GR IV.C.1.). The Senate Rules are the rules mentioned here.

The GRs also state that the University Senate: “Determine[s] the **conditions for admission** and for degrees, other than honorary degrees, in the University, pursuant to KRS 164.240.” (GR IV.C.8.).

So, the University Senate, under its rules, has the authority and the responsibility to set forth academic policies and the conditions for admission to the University of Kentucky.

The section of the Senate Rules that is under consideration here is **Section IV: Rules Relating to Admission to the University**, and, in particular, Sections 4.2.1.3. that describes the admissions and enrollment policies and procedures for non-degree seeking students.

SR 4.2.1.3.1. describes **the Goal of the UK policy for non-degree seeking students** and is included in its entirety below. There is no proposal to change it. It should be carefully considered as we contemplate changes to the rest of the section. It provides us with guidance as to what factors to consider with regard to the admission of non-degree seeking students.

#### **4.2.1.3 NON-DEGREE STUDENTS**

##### **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]*

I have highlighted key words in the stated goal of the University Senate in its current policy with regard to the admission of Non-Degree seeking students. As you can see there is a balancing between the objective of providing educational opportunities to a broader range of students with the mission of providing for our admitted and enrolled undergraduate and graduate degree-seeking students. But in the end, the degree-seeking students are to be given priority in terms of resources and space and the available access of academic courses to non-degree students needs to be “reasonable” and “appropriate.”

### **Proposed Changes to Senate Rules regarding Non-Degree Seeking Students**

Please carefully review the proposed changes that have been put forward by the Concept Implementation Team that was Chaired by Dean Kornbluh. Note that a change was made in the proposal after it was sent to the Senate Council office for review by the University Senate. I did not have an opportunity to review that change affecting the section on “Visiting Students” but will provide my comments below.

The proposed changes to Section IV of the Senate Rules regarding Non-Degree seeking students involve three major objectives:

- 1) to clean up the rule and remove archaic sections (“Evening-Weekend” students) and change old references (we used to have a Director of Admissions, we now have a Dean of Admissions);
- 2) to provide better definitions of the various types of non-degree seeking students (active military, visiting, high school students seeking dual enrollment, non-traditional students and post-baccalaureate students); and
- 3) to make enrollment in our academic courses **more available for more non-degree seeking students.** (See proposal letter)

I have no problem with the first two objectives but have some questions and concerns with regard to the third one.

Dean Kornbluh in his proposal letter states: “In an age where lifelong learning is important, we want to be more welcoming to non-degree seeking students.” I completely agree with this and I have heard several faculty members express agreement with this idea that aligns with our broader land-grant mission.

He further states: “Welcoming these students does not compromise the quality of the educational experience for our degree-seeking students.” I believe that there remains an open question here as to the potential impact on the quality of the educational experience for our degree-seeking students as well as the benefits and risks for these non-degree seeking students. As noted previously, the determination of the answers to those questions is the responsibility of the University Senate as it reviews these proposed changes.

I highlighted the words “more available” and “more non-degree seeking students” in the third category for a reason. I think we need to carefully consider what is potentially involved in changes to our admission policies with regard to academic standards, proof of credentials and the impact of a massive influx of non-degree seeking students into our academic courses, whether they are online or face-to-face.

### **More Available – Easing Access to Admission and Enrollment in Academic Courses**

In the concept implementation there was a lot of discussion about the problem with the current requirements of non-degree students - that they must provide transcripts of their academic credentials (high school or college) at the time of application - as being an impediment to welcoming larger markets of potential students. There was a stated desire to ease the process so that potential students could engage in one stop shopping and immediately enroll in classes. The notion is that if a potential student has to click too many buttons or jump through too many hurdles that they will seek enrollment elsewhere.

I stated in numerous meetings that I had no problem with supporting a process that delayed the presentation of those academic credentials till after the student was admitted and enrolled. But I felt that those transcripts/credentials needed to be presented at some point in order to ensure that the student is qualified to take the course.

We ended up looking at models from other universities that have expanded their admissions and enrollment for non-degree seeking students. I noted that there are three different models out there. There might be more and that’s a question that should be explored by all of us involved in this review process.

As non-degree seeking students apply for admission:

1. No transcript/credential is required.
2. Students Self-Certify that they are academically qualified.
3. Students Self-Certify that they are academically qualified and must later verify with presentation of academic credentials/transcript(s).

Model #1 was considered by the concept implementation team early on in its discussions but I expressed my serious objection to a wide open enrollment policy that involved no academic standards for enrollment in our academic courses. I noted that many for profit educational institutions follow that model and that as a not for profit educational institution such a standard-devoid admission policy would not pass muster with the university senate. That possibility was withdrawn from the discussion process.

Model #2 involving self-certification of academic qualifications but with no verification process is problematic because it allows for false statements with no system in place for checking on the academic qualifications of non-degree seeking students.



Model #3 is ideal because it provides for a quicker admission process while still providing for a system for maintaining the quality of students enrolled in our academic courses.

The proposal from the concept implementation team follows Model #3 (self-certify and verify later) with regard to non-traditional students, but not with regard to the other types of students.

In the case of high school students seeking dual enrollment, transcripts and ACT scores are required.

In the case of Visiting Students, note that the change in the proposal that came in from Dean Kornbluh moved the admission process of this type of student from Model #3 (Self-Certify and verify later) to Model #2 (Self-Certify but no verification).

In the case of Post-Bac students, applicants are strongly encouraged, but not required, to provide transcripts from prior colleges at the time of application to facilitate advising about coursework.

In light of all of these varying treatments of the admissions process for the different types of non-degree seeking students, the following questions should be considered:

***1. What are the potential advantages/disadvantages to faculty and students (degree and non-degree) of allowing non-degree seeking students to apply for admission and only self-certify with regard to their academic qualifications?***

***2. If we allow for Self-Certifying with regard to academic qualifications and we provide for later verification of those qualifications:***

***A) What is the advantage/disadvantage to faculty and students (degree and non-degree) if this late verification requirement is allowed?***

***B) When is the best time to require the submission of those transcripts/documents? The proposal letter states: "these students would need to provide a transcript and other documentation before an official UK transcript showing course credit will be issued." Is there another better milestone that should be required? A time limit: within 2 months of applying? Or by the end of the first semester of enrolled courses?***

***C) What are the consequences for false certification? That is, instances where students did not receive the academic credentials that they claimed that they had? Are they kicked out of the enrolled class? Do they lose their tuition?***

***D) What kind of notice is to be given to students as to the consequences (removal from course roll, loss of tuition, fees, denial of later admission, etc.) of false self-certification?***

### **More Non-Degree Seeking Students**

The current regulations regarding Non-Degree seeking students were created over twenty years ago at a time when the issue was the opening of classrooms to Donovan Scholars, some high school students, nontraditional students, such as Lifelong Learners, veterans and visiting students from other institutions. It was before the digital age and the possibilities of online learning. That said, the drafters of the goals and policy for the admission of non-degree seeking students made it quite clear that priority has to be given to degree seeking students and the issues of resource and space have to be taken into consideration. Also, the scope and breadth of the access to a broader range of students should be reasonable and appropriate.

So, now that we are contemplating an infusion of **more non-degree seeking students – many more is the aim here** since the overall objective of Our Path Forward is to increase revenue - who can enroll in online and face to face courses (this proposal makes no distinction between the two), **how many is a reasonable and appropriate amount?**

**Broadly, what impact will a massive increase in non-degree seeking students have on the quality of our academic courses?**

**What impact will it have on our faculty?**

**What impact will it have on our degree seeking students?**

**What impact will it have on the non-degree seeking students?**

### **Impact on Faculty**

Faculty members depend on the admissions process to ensure that the students enrolled in their classes are all qualified and prepared to make their way through the rigors of the academic course. We certainly have prerequisites and instructor permission requirements but many of our courses have no restrictions on enrollment. When an unqualified, or less qualified student is enrolled in our course we end up spending an inordinate amount of time and effort dedicated to aiding that student. That has an impact on our work in other areas such as research and creative activity and it also impacts the qualified students in the course in that we might spend less time on their work and advancement in the class. **Are these significant concerns?**

**What are the other potential impacts on faculty?**

**Can concerns about impact on faculty be allayed with course enrollment restrictions?**

**If part of the solution to help handle the influx of many more students in courses, online or face to face – is the hiring of more instructors – what will their titles be? Instructor, Lecturer, Assistant Professor?**

### **Impact on UK degree-seeking students**

Again, if a professor is focused on remedial teaching and other issues associated with having less qualified students in the course, **how will that affect the quality of education received by the other qualified students in the class? We assume that the degree seeking students will have priority registration over non-degree seeking students, but what message is it sending to these students who achieved our baseline minimum admission requirements if we allow students who did not achieve those requirements into the same classroom or course with them?**

### **Impact on non-degree seeking students**

**Do we have a duty of care to these students?** If we allow unqualified or less qualified students to enroll in our academic courses, online or face-to-face, what responsibility do we have to them to give them an opportunity to succeed in the course? **In a business relationship, the old adage, caveat emptor, let the buyer beware, is appropriate.** It puts the burden on the buyer, the consumer, to protect themselves and to assume the risk of their own lack of awareness. **But in an educational, not for profit system, the institution has an obligation to the potential student to make sure that if they are admitted that they will be able to succeed in the academic coursework. How can we handle that end of the academic bargain if we don't know for sure about the academic qualifications of the students that we are enrolling in our courses?**

### **Last Points: Our Current Admission Standards and Benchmark Comparisons**

Several people have remarked to me that **we admit close to 90% of our applicants** so what's the big deal if we open our doors wider?

Let's note that under our current academic standards for admission to UK, students must be high school graduates (or with a diploma soon to arrive) with a cumulative high school GPA of 2.0 or GED recipients, and an ACT score of 18 or higher.

We do not know of how many prospective students self-select and do not apply if they do not have these base line minimum requirements.

The current proposal does require a high school diploma and 2.0 cumulative high school GPA for high school dual enrollment students but no requirement that non-degree seeking students of any category even take the ACT or SAT.

And in the case of "nontraditional students" in the proposal, the verification of the high school transcript is not required until they seek a transcript of courses taken at UK. And there is no requirement that they had a 2.0 HSGPA.

**Shouldn't all students enrolled in our courses be at the same base line academic level?**

With regard to other Benchmark institutions, Dean Kornbluh has stated that he will make available to us information about how those institutions address this issue. As we look at the data, we should consider:

**Which of the Benchmark institutions have adopted a policy of expanding their enrollments for non-degree seeking students?**

**What system of admissions standards do they apply?**

**Which ones apply Model #2 (Self-Certify only)?**

**Which ones apply Model #3 (Self-Certify and later verify)?**

**What other types of models are our benchmarks applying?**

**In those institutions where enrollments for non-degree seeking students have expanded substantially, what has been the impact on: the quality of their educational mission, faculty, students (degree and non-degree)?**

Ett-Mims, Joanie

Wed 11/14, 9:09 AM Farrell, Herman; Spriggs, Amy; Bird-Pollan, Jennifer; Brothers, Sheila

You forwarded this message on 11/14/2018 1:39 PM

Good morning Herman,

The Undergraduate Council discussed the proposed changes to SR 4.2.1.3 yesterday afternoon, and their discussion is summarized briefly below.

Dean Kornbluh attended to discuss the proposal from the Concept Implementation Team regarding changes to SR 4.2.1.3 ("Non-Degree Students"). Kornbluh provided a brief overview of the proposal and invited questions and comments from UGC members, which are summarized below.

1. **If students are able to self-certify, all students may not be adequately prepared for the course content being taught.** Kornbluh responded that the self-certification process will only allow the student to be admitted to the university; instructors will still be able to require prereqs for all students. He also noted that many online courses offered in the summer have no prereqs, and these could be courses of interest to many non-degree students.
2. **It's possible that DEW rates could rise if these changes are implemented.** Kornbluh noted that UK is currently not very selective when admitting students, as 96% of applicants are accepted. Since this is relatively close to open admission, instructors should not anticipate a rise in DEW rates. And again, current prereqs can remain in place.
3. **When is "later," in regards to verifying the information provided by students during the self-certification process?** Kornbluh noted that some benchmark schools do not require anything more than self-certification. He said this issue would probably be discussed and decided by the next reviewing committee.

Several council members noted how helpful this proposal could potentially be for high school students and military personnel interested in enrolling in college courses as non-degree students. The council briefly discussed the need for a limit to be placed on the number of credit hours a student can earn while in non-degree seeking status. Kim Taylor (Registrar) was in attendance and pointed out that such a limit is already in place under SR 4.2.1.3.3 ("Rules Governing Enrollment of Non-Degree Seeking Students"), and the limit has been set at 24 hours. The council members were satisfied with that and were generally supportive of the proposal.

**Joanie Ett-Mims**

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**From:** Jackson, Brian  
**Sent:** Sunday, November 4, 2018 7:14:47 PM  
**To:** Farrell, Herman; Bird-Pollan, Jennifer; Spriggs, Amy; Mattacola, Carl  
**Cc:** Brothers, Sheila  
**Subject:** RE: IMPORTANT: Proposal to change senate rules

Good evening Herman:

To expand a little on my comments from last evening in light of your e-mail ...

*Visiting Students* – A visiting student is currently enrolled at another institution who intends to earn credit at UK that will be applied to degree requirements at his or her home institution. Visiting students must meet the same admission requirements as regular transfer students. Applicants will be asked to self-certify that they are in good standing at their home institution and have a minimum 2.00 GPA at the time of application.

Graduate students at other institutions can also be admitted as visiting students; they are expected to be in good academic standing at their home institution  
... <http://gradschool.uky.edu/sites/gradschool.uky.edu/files/Forms/StudentForms/VisitingStudent-0614EditableForm.pdf>.

The form referenced above requires the home institution to certify that the applicant is in good (graduate-level) academic standing. With this confirmation we do not believe that a transcript is necessary. The student should receive a UK transcript at the end of their visit; the utilization of the accrued UK course credits is then at the discretion of the home or a third party institution.

- a. *Post-Baccalaureate* – A post-baccalaureate student possesses a bachelor's degree and desires to enroll in undergraduate coursework but does not intend to earn a degree. Applicants are strongly encouraged to submit transcripts of prior colleges at the time of application in order to facilitate advising about appropriate coursework.

A post-baccalaureate student can apply to take graduate-level courses; we only need an unofficial copy of their undergraduate degree-awarding transcript. For graduate work there is no formal advising process.

I include the instructions provided to students considering applying for post-baccalaureate status below ...

An application for admission to the Graduate School as a post-baccalaureate graduate student should be submitted at least two weeks in advance of the term in which the

*student plans to enroll. An original or a photocopy of a transcript showing an awarded bachelor's degree must accompany the application. An overall undergraduate grade point average of 2.50 or better and 3.00 on all previous graduate work (both on a 4.00 point scale) are required by the Graduate School for admission. GRE scores are not required.*

I see two primary reasons that the transcript information is important:

1. Although imperfect, the cumulative undergraduate GPA provides an indication of the chances of success in graduate coursework. It is unfair to the student to admit them when the chances of failure are elevated and, in cases where the course requires group interaction(s), it is unfair to the class to admit a student that is likely to be unprepared.
2. The ability to review a transcript is also important in order to confirm that the undergraduate degree was awarded by a fully-accredited institution. If not, any coursework taken in POBA status would have limited value since it could not be applied to a future graduate degree.

Best,

Brian

**From:** Jackson, Brian

**Sent:** Thursday, November 8, 2018 7:48 PM

**To:** Farrell, Herman; Spriggs, Amy; Bird-Pollan, Jennifer; Mattacola, Carl

**Cc:** Brothers, Sheila

**Subject:** RE: IMPORTANT: Proposal to change senate rules

Good evening Herman:

Just to let you know that we discussed the proposal at Graduate Council today. In addition to the issues raised in my previous e-mail, one council member in particular had experienced on a number of occasions the situation where non-degree students had applied and been admitted only to find that course(s) of interest were either restricted or already full. This problem could likely be avoided by requesting more information at the time of application, but that would not be consistent with the proposed concept of expedited admission.

Best,

Brian