



EASTERN KENTUCKY UNIVERSITY

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11/10/2008

MEMORANDUM

TO: Faculty Senate, Eastern Kentucky University

FROM: Ad Hoc Committee on Early Registration
Dr. David Eakin, Dr. Linda Frost, Dr. Karin Sehmman, & Dr. Steffen Wilson (Chair)
in consultation with Teresa Belluscio, Corey Bray, and Tina Davis

RE: Recommendation Regarding Early Registration Policy and Rationale

The Ad Hoc Committee on Early Registration would like to make several revisions to the Early Registration Policy proposal that is currently in circulation. Instead of considering the currently circulating proposal, we would like for the Faculty Senate to approve the recommendations outlined below.

Our recommendations are based upon: (1) The fact that 16 out of our 19 benchmark universities, 5 of 7 Kentucky state universities, and half of the schools in the Ohio Valley Conference have an early registration policy. (2) The feedback received from the Faculty Senate. And, (3) information gathered in consultation with the committee members and others listed above.

The Ad Hoc Committee on Early Registration recommends that EKU adopt an Early Registration Policy that includes the following revisions to the original proposal submitted by the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities:

- I. These groups will be allowed to register prior to Senior Registration:
 1. Seniors with 102 hours completed/in progress
 2. Selected students with disabilities
 3. Honors program students
 4. Music students and non-music students who are members of a music service group
 5. Student-athletes and spirit groups

- II. The order of registration will be:
 1. Graduate students and Seniors with 102 hours completed/in progress
 2. Selected students with disabilities, honors program students, music service group students, student-athletes, spirit groups
 3. Seniors with fewer than 102 hours completed/in progress and post-baccalaureate students
 4. Juniors
 5. Sophomores
 6. Freshman
 7. Remaining Students

III. The timeline for registration will be:

1. Group 1 would register 1 University business day (24 hours) before Group 2
2. Group 2 would register 1 University business day (24 hours) before Group 3
3. The remaining groups (3-7) would register 2-3 University business days apart. (This is the current timeline.)

IV. Additionally, the committee would like to recommend:

1. The removal of early registration privileges for Undesignated Groups, as there was much faculty concern regarding the boundaries of an early registration policy.
2. A comprehensive review by the Faculty Senate of the utility of the policy after 2 semesters (non-Summer) of the successful execution of this policy, with recommendations to be made to the Provost's Council and the Council on Academic Affairs. This is included because there was much faculty concern regarding possible negative outcomes of an early registration policy. We felt that faculty would be best able to provide information regarding the unintended consequences of this policy on the academic environment.
3. A committee be appointed by the President/Provost to address the needs of students with exceptional circumstances (e.g., working single parents, students taking care of ill family members, etc.), as concern for this group was voiced by a large number of faculty in response to the consideration of this policy.

V. In addition to the rationale put forth by representatives from each of the units mentioned in section I., the rationale for these recommendations is as follows:

The recruitment of high quality students will lead to higher retention and graduation rates. Therefore, ECU must recruit the highest possible quality of student in all areas of the University. The majority of our benchmarks and the majority of the state universities in Kentucky offer priority registration. Thus, adding priority registration for the students listed above is a no cost way to bring us in line with our competitors and facilitate our ability to recruit, retain, and graduate these groups of students.

Thank you for considering these recommendations.



Policy #.#.#

Volume 4, Academic Affairs

Chapter #,

Section #, Early Registration for Designated Populations

Approval Authority:

Responsible Executive:

Responsible Office(s):

Effective:

Expires:

Last Revised:

Next Review Date:

Early Registration for Designated Populations

Policy Statement

The University acknowledges the need to make a reasonable accommodation for designated-population students who have traditionally encountered difficulty establishing academic schedules that also accommodate their special needs. Though early registration is not a right, reward, or privilege, the University will make accommodation for designated-population students by allowing them to register for classes in the following order:

- Group 1: Designated Populations, Graduates, Post Baccalaureates
- Group 2: Group 1 and Seniors
- Group 3: Group 2 and Juniors
- Group 4: Group 3 and Sophomores
- Group 5: Group 4 and Freshman
- Group 6: Group 5 and all Visiting Students, and Non-Degree Undergraduate Students

Purpose

The purpose of this policy is to facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts.

Entities Affected by the Policy

- Students
- Registrar's Office
- Office of Services for Individuals with Disabilities
- Athletics Department

Who Should Read this Policy

- Office of the Registrar staff
- Office of Services for Individuals with Disabilities staff
- Athletics Department staff
- University Administrators
- Advisors
- Students

Policy Background

Without a policy allowing early registration for designated populations, some students have been unable to maintain a reasonable pace toward degree attainment. Because ECU has an obligation to comply with external regulations and rules, the University determined the need to allow designated populations to register for classes prior to other student populations. Two initial designated population groups were identified.

Students with certain disability-related needs may not achieve their academic goals within a reasonable period of time because of difficulties related to scheduling classes. Examples of appropriate disability-related situations justifying early registration status include, but are not limited to:

1. Mobility impairments that adversely impact a student's ability to get from class to class in a timely fashion;
2. The need to frequently arrange for on and off-campus service providers (personal care assistants, etc.);
3. The inability to attend classes during certain parts of the day due to documented medical needs (chemotherapy, renal dialysis, etc.); and
4. The need for services requiring significant planning on the Office of Services for Individuals with Disabilities' part to arrange (sign language interpreting, Braille, etc.).

See Appendix A for additional information from the Office of Services for Individuals with Disabilities.

The difficulty in scheduling classes is especially important to ECU student-athletes because of their need to satisfy stringent National Collegiate Athletic Association (NCAA) progress toward degree requirements which the general ECU student population is not subject to (see Appendix B for a description of those academic progress requirements). Also, student-athletes are engaged in ongoing, regularly scheduled practices each afternoon that they do not have discretion in scheduling. Furthermore, the bulk of the competitions they participate in are scheduled by the Ohio Valley Conference, not the ECU Athletics Department, and therefore the scheduling of those competitions is out of the control of the student-athletes and the Athletics Department.

Criteria

Criteria for designated population status are:

1. Students who would not otherwise achieve their academic goals within a reasonable period of time due to a disability; and
2. Students involved in service groups that do not have discretion in scheduling frequently and regularly occurring University-sanctioned service activities which **significantly** benefit the University and who also encounter problems graduating in four years because of course scheduling difficulties related to their service activities.

The Council on Academic Affairs determines whether or not a group meets the criteria for granting early registration status.

Definitions

Provost	Provost or his/her designee
Service Group Students	Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, University-sanctioned activity that significantly benefits the University and for which they do not have discretion in scheduling the activities.
Spirit Groups	Eastern Kentucky University cheerleading and dance teams.
Student-Athletes	Students who participate in intercollegiate sports governed by the NCAA and sponsored by the Intercollegiate Athletics Department.
Students with Disabilities	Students who are registered with the Office of Services for Individuals with Disabilities and would otherwise not achieve their academic goals within a reasonable period of time due to an on-going disability.
University	Eastern Kentucky University

Responsibilities

Athletics Department	<ul style="list-style-type: none"> Develop a list of students who are eligible for early registration and send it to the Office of the Registrar
Council on Academic Affairs	<ul style="list-style-type: none"> Determine whether or not a group meets the criteria for granting early registration status
Office of the Registrar	<ul style="list-style-type: none"> Implement registration process
Office of Services for Individuals with Disabilities	<ul style="list-style-type: none"> Develop a list of students who are eligible for early registration and send it to the Office of the Registrar
Student Service Groups	<ul style="list-style-type: none"> Provide evidence to the Provost supporting request for designated population status

Procedures

Applying for Designated Population Status	<p>University service groups must apply for Designated Population Status by providing the following to the Council on Academic Affairs:</p> <ul style="list-style-type: none"> Evidence of their service component (e.g., constitution, mission statement, calendar of service events, and/or evidence of participation in those events) Evidence of the lack of discretion in scheduling the activities for the students involved (e.g., activities schedule, written statement by the EKU staff member verifying the student participant list describing how the activities are scheduled)
Determining Designated Population Status	Once an application for Designated Population Status has been submitted, the Council on Academic Affairs determines whether or not a group meets the criteria for granting early registration status.
Creating Designated Population Lists	Prior to the pre-registration period in a semester, the appropriate responsible authority for a designated population creates a current, accurate list of students who are eligible for early registration and sends it to the Office of the Registrar.
Creating Registration Priorities	The Office of the Registrar will take the necessary steps to create the registration priorities, including ensuring Designated Populations have first priority.

Violations of the Policy

Repeated abuse of the ability to register for classes early as a member of a designated population may result in the temporary or permanent loss of the ability to register early for classes as determined by the Council on Academic Affairs.

Interpreting Authority

- Provost and Vice President for Academic Affairs

Relevant Links

NA

Policy Adoption Review and Approval

Draft August 29, 2008

Appendix A
Office of Services for Individuals with Disabilities
Early Registration Proposal

Students with disabilities may be eligible for early registration for the purpose of class scheduling. Eligibility for early registration is determined on a case-by-case basis by the appropriate coordinator within the Disabilities Office (OSID).

Early registration status permits a student to access the registration system at any time that registration is open (regardless of number of hours earned). With assistance from the OSID, students with early registration status may be able to access the registration system at times when registration is not available to the general student population.

Eligibility is determined by examining the following questions:

1. Will early registration minimize or eliminate substantial barriers to the educational process experienced by the student due to disability?
2. Will early registration enhance the University's ability to provide appropriate accommodations for the student?

The specific nature of the disability and subsequent need for reasonable accommodation are considered when determining eligibility for early registration. Here are some examples that may warrant early registration:

1. Students who are deaf or hard of hearing who require interpreters and note-takers;
2. Students who are blind or visually impaired who require reading materials in alternate format; and
3. Students with significant mobility impairments who may require specific transportation arrangements.

Students are encouraged to contact the Office of Services for Individuals with Disabilities to discuss eligibility for early registration at 859-622-2933.

Appendix B
NCAA Progress toward Degree Requirements

Each student-athlete must meet specific NCAA progress toward degree requirements that apply according to the student-athlete's year of initial full-time collegiate enrollment. The Office of the Registrar and the Chad Bratzke Student-Athlete Academic Success (Bratzke) Center staff regularly check each student-athlete for full-time matriculation, minimum credit hour requirements, satisfactory progress toward degree attainment and designated program of study. The Department of Athletics Compliance Office assists in that process. Student-athletes are ultimately responsible for keeping track of their own eligibility status.

NCAA Rules for Student-Athletes Who Enrolled On or After August 1, 2003

Entering Second Year of Collegiate Enrollment:

1. Earned at least 24 semester credits
2. At least 18 credits earned during the regular academic year
3. Achieved at least 90 percent of the GPA required for graduation
4. At least six credits earned per term
5. A maximum of six semester hours of remedial courses may be used in the first year

Entering Third Year of Collegiate Enrollment:

1. Earned at least 40 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 95 percent of the GPA required for graduation
4. At least six credits earned per term
5. Declaration of degree program

Entering Fourth Year of Collegiate Enrollment:

1. Earned at least 60 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 100 percent of the GPA required for graduation
4. At least six credits earned per term

Entering Fifth Year of Collegiate Enrollment:

1. Earned at least 80 percent of the degree requirements
2. At least 18 credits earned during the regular academic year
3. Achieved at least 100 percent of the GPA required for graduation
4. At least six credits earned per term

Priority Registration Policies at Kentucky Universities

<u>Institution</u>	<u>Groups with priority registration</u>
University of Kentucky	Graduate students/evening and weekend students/honors
Kentucky State University	Athletes/graduates/honors
University of Louisville	Graduates/honors/disabled/athletes (some)
Northern Kentucky University	Graduates/post-grad/athletes/honors
Western Kentucky University	Athletes/honors
Morehead State University	No priority registration policy; under discussion at this moment
Murray State University	No priority registration policy; registrar works with individual offices to ensure that students (primarily athletes) get the classes they need

Priority Registration Policies at ECU Benchmark Institutions

<u>Institution</u>	<u>Groups with priority registration</u>
Arkansas State University, main campus	Honors/athletes/students with disabilities/student ambassadors/work study students/music students/forensics students/judging teams/dance team/cheerleaders/mascots and historically other students who travel on behalf of the institution
California State University, Chico	(in this order) Disability Support Services students/veterans/graduating seniors/athletes and some other small groups/honors seniors/seniors/honors junior/juniors/honors sophomores/sophomores/honors freshmen/freshmen
University of Central Missouri	Athletes/honors/students with disabilities register the first two days of registration before the general population

Eastern Michigan University	Honors/students with disabilities/admission tours guides and residence hall assistants/student ambassadors/graduate students first/athletes register a day before their normal time
Indiana State University	Honors and presidential scholars register the first day of priority scheduling with seniors and graduate students/athletes receive a credit hour bonus that puts them a week ahead of their normal scheduling time/disabled students are accommodated on a case by case basis
Kennesaw State University	Joint enrollment honors high school students/student assistants (includes work study students, tutors, any student who gets a paycheck from the university) and graduate assistants/athletes and anyone on a NCAA team/students with disabilities
Minnesota State University, Mankato	Students with disabilities register one week prior to general registration/athletes/forensics (speech), theatre and music majors register 24-36 hours before general registration
Sam Houston State University	Honors and athletes before seniors/students with disabilities on a case by case basis
Sonoma State University	Students with disabilities/NCAA athletes/Presidential Scholars/other groups may apply for priority registration status if they meet the predetermined criteria
Western Carolina University	Honors/disabled (first); athletes, exchange, and Distanced Learning Program students (second); then seniors, juniors, etc.
University of Wisconsin, Oshkosh	Honors/certain disabled students/athletes involved in sports that share indoor gym space (i.e., women's and men's basketball)
University of Tennessee, Chattanooga	Athletes/honors/disabled students registered with the Office for Students with Disabilities

University of Southern Indiana	Athletes/Athletic groups (including cheerleaders)/student government members/Presidential and Dean's Scholars/honors students/student newspaper and radio workers/student employees of the Children's Center/student members of the Activities Programming Board/ROTC/Student Ambassadors/Dance Team members (student workers and all university employees of the university were initially part of the policy then dropped)
University of Northern Iowa	Special needs students first/athletes register first day of the period of their academic group (i.e. sophomores)
University of North Carolina at Greensboro	Athletes and honors students register a day before their allotted time/disabled students can register anytime during the registration period beginning with graduate students/student workers in the Registrar's Office/some student workers in the Office of Disability Services
University of Massachusetts Boston	Athletes/honors students/disabled students
University of Michigan-Flint	[U/Michigan-Flint has no formalized athletic program <i>per se</i> as they are largely a commuter campus; they have had no formal priority registration policy other than ordering registration in relation to credit hours earned. Special requests—i.e., a group of honors students or Student Ambassadors—have been granted on a relatively few number of occasions (according to the current Registrar with 11 years at the job, only 3 or 4 such requests have been made and granted).]
Northern Michigan University	No priority registration policy
Wichita State University	No priority registration policy

Overview of Departmental Response to Early Registration Policy

Departments in Favor of Policy as Written

Correctional and Juvenile Justice Studies
Curriculum and Instruction-2 responses
Geology and Geography-6/10 surveyed
Occupational Therapy
Safety, Security, and Emergency Management – ½ favor
Special Education-2 responses

Departments in Favor of Adaptation of Policy (adaptation follows department name)

Music Department-add band members
Psychology-remove athletes, selected students with disabilities only
Technology-remove athletes, selected students with disabilities only
Health Promotion and Administration-students with disabilities only
History-remove athletes, spirit groups, selected students with disabilities only-register with
Seniors-if all groups included add honors and band
Math & Stats-add honors program students

Departments Not in Favor of Policy

Biology
Chemistry-12/12
Geology and Geography-4/10 surveyed
Safety, Security, and Emergency Management – ½ not in favor

Overview of Faculty Comments Regarding Early Registration Policy

<u>Comment Type</u>	<u>Number</u>
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Note: Some individual's comments were broken into several categories.

Support Current Policy	8
Remove Athletes, Then Will Support Policy for Disabilities Students	12
Add Another Group	
Honors Students	3
Marching Band	1
Students in Athletic Training	1
Not in Support of Current Policy (Or Any Policy)	11
Requested Policy Clarification	4
Concern about Students in Exceptional Circumstances	9
Presented Alternatives to an Early Registration Policy	
Open Policy-Each Group or Individual Must Apply	2
Give RAC Numbers Early Instead of Early Registration	2
Disabilities and Athletes Submit Separate Proposals	1
Grant Overrides When Needed	1
Designated Groups Register at Same Time as Seniors	2



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11/10/2008

MEMORANDUM

TO: Dr. Doug Whitlock, President, Eastern Kentucky University
Dr. Rodney Piercey, Provost & Vice-President for Academic Affairs

FROM: Ad Hoc Committee on Early Registration
Dr. David Eakin, Dr. Linda Frost, Dr. Karin Sehnann, & Dr. Steffen Wilson (Chair)

RE: Addressing the Needs of the Student with Exceptional Circumstances

ATTACHMENT: Comments from Faculty Indicating Concern for Students with Exceptional Circumstances

In their written comments on the Early Registration Policy made to the Ad Hoc Committee on Early Registration, many faculty mentioned their concern about students with exceptional circumstances. Such students were frequently described as: (1) single working parents balancing the demands of a family and work while completing their education, (2) students caring for seriously ill family members, and (3) students with unusual work circumstances. These comments are attached.

Because of the significant number of such comments, the Ad Hoc committee on Early Registration would like to recommend that a University-level committee be appointed by the President and/or Provost to investigate and design a policy to address the needs of such students.

Activities of this committee could include:

- Defining exceptional circumstances
- Estimating the size of this population of students
- Determine the types of services that can accommodate these students at EKU
- Investigate the methods our benchmarks and other Kentucky schools use to accommodate such students
- Design and implement a strategy for meeting the needs of these students

Such a committee could include representatives from the following units:

Distance Education
Counseling
Career Services
Extended Campuses
Registrar
University Research
Faculty representative

Thank you for your consideration of this request.



Comments from Faculty Indicating Concern for Students with Exceptional Circumstances

From informal conversations with the *SSEM department* faculty, they are evenly split with some indicating they have students who must work and we provide no special consideration for them. I feel that some students must work to be able to earn enough tuition and gas money to attend but some students choose a lifestyle with new vehicles and expenses that force them to work to pay for their toys. I don't feel this latter group deserves any special registration consideration.

I am very strongly against special pre-registration accommodations for other groups, such as athletics and service-based situations. This goes to the heart of fairness for the student community at large. Many, perhaps most, students have other legitimate activities and distractions in their lives that affect course selection, academic progress, and registration concerns, e.g., necessary employment, student organizations, family-related matters, transportation issues, medical issues that do not fall within the stated policy, or myriad other "needs" that are expressed to us instructors on a weekly basis. Imagine how a working mother or father who is trying to earn a hard-fought degree feels as athletes or cheerleaders or students in designated service roles are permitted to advance in line ("butt in ahead") for registering, thereby potentially disenfranchising him/her from a fair chance at a necessary course, particularly one that may force another semester or two at the university in order to graduate. There are many, many "special needs" unrecognized by policy that could easily compete with the various discretionary special activities should fairness be used as a defining process in policy development. Athletes must maintain certain academic minima, but that parent must do so, also. Disabilities are not discretionary; the other policy-protected activities are. It appears that the policy-makers have made exceptions for those groups that have strong "lobbies" in the discussions, but have not given equable consideration to many other situations that could deserve protection. For the sake of fairness to all of our 16,000 students, all non-disabled students should stand in line together according to the class level organization in place (seniors first, etc). I am willing to fight for this.

Bruce Davis

There are many other students with family and job responsibilities who could use the advantage of early registration, and justify their cases just as strongly. Everyone can't be first! *Stewart Farrar*

Overall, I agree with the plan, but what about non-traditional students who have jobs or children (particularly if they have children with special needs). I completed my BS and MS and now PhD with kids and it can be very challenging to schedule classes so parents can be successful students. I did not see this population addressed. Was this group discussed as the policy was being revised? I realize that there are probably a lot of parents on campus and that might seem an unfair advantage, but anyone classified as non-traditional ought to be able to register early.

Stephanie Adamovich

One of our faculty members questioned the early registration policy – as it pertains to student athletes. My colleague was wondering whether they get priority registration in semesters when they are not actively competing or traveling (e.g., football players in the spring semesters – or basketball players in the fall semesters). Her concern was that there are students out there (e.g., single parents) who might not be able to access classes because a cheerleader/spirit group member or athlete (who is not actively traveling/competing that semester) got a seat in a class. *Correctional and Juvenile Justice Studies*

There was some sympathy for the plight of student athletes and others, but the consensus was that there are many students who have difficulty fitting classes into their schedules (those who work full time or have primary responsibility for the care of children, for instance) and it would be unfair to favor some over others. Most of us think the fairest system is one in which students are allowed to register in order of their closeness to graduation, i.e. seniors/graduate students first (as you can see from the comments included below, one of us actually thought freshman should be allowed to register first, but no one else agreed with that!). *Chemistry*

This stirred up considerable discussion at the CAS chairs meeting last week. I have mixed feelings. I have sympathy for the athletes who often have a horrible game/practice schedule that they have to work around (hence the need to register early to get the classes that fit the athletics schedule the university creates). But, I also think it seems unfair that other groups with tricky schedules not get the same privilege. The problem then becomes where to draw the line without having so many groups included that it leaves the non-privileged students (which includes students who are working many hours or have family responsibilities) at a real disadvantage. *Robert Brubaker*

Rationale for non-support of groups other than those with disabilities

It is a hard line to draw and thus should be avoided. Why should the university try to judge the contributions of athletes vs. artists vs. musicians vs. etc. And why are any of these activities more noble than jobs? Many students have school-work-child care conflicts that we expect them to figure out on their own. *Health Promotion and Administration*



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TO: FACULTY SENATE
FROM: M. TINA DAVIS, INTERIM UNIVERSITY REGISTRAR
SUBJECT: SENIORS WITH 102+ HRS SHOULD BE ALLOWED PRIORITY GRADUATION
DATE: OCTOBER 29, 2008

M. Tina Davis

Each term seniors registering for the final semester before graduation are placed in competition for needed courses with all students who have earned, or will be earning at the end of the current term, senior status. This may create a hardship on graduating seniors as students with less of an immediate need may secure the crucial and highly competitive seats in desired classes. I believe that even a 24 hr. period of preferential registration for graduating seniors would have a positive affect on these students.

The minimum hours to classify as a “graduating senior”, i.e. 102 hr., was suggested based upon the logic that a student registering for 18 hr., and graduating in a degree program that requires only 120 hr., could be entering their final term before graduation.

Therefore, in keeping with the University’s desire to facilitate progress towards degree, it is hoped that priority registration for graduating seniors will assist this group in securing required classes, and thereby ameliorate some of the situations which may force students into attending additional terms before completing their degree requirements.

With this memo I respectfully request the Faculty Senate to consider inclusion of “graduating seniors” into their recommendations on the proposed early course registration policy.





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Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council of Academic Affairs
Faculty Senate
Provost Council

FROM: Teresa Belluscio, Director of the Office of Services for Individuals with Disabilities with Sandy Douglas, Disabilities Analyst

RE: Priority Registration for select Students with Disabilities

DATE: October 30, 2008

Approval of the proposed early registration policy is a much needed and a long overdue factor of accessibility that students with disabilities need for academic success. Allowing early registration for these select students with disabilities will become the centerpiece of which their academic success rests. These students are hard working and diligent but suffer immensely when poor schedules adversely affect attendance.

Kentucky regional Universities including WKU and NKU along with both UK and U of L have such policies in place for students with disabilities.

Class schedules which do not provide the needed access and do not help compensate for health challenges often result in the student dropping or withdrawing from the course, or failing the course. If difficulties are caught in time and discussed with a staff member with the OSID, courses may be dropped and mid-semester classes may then be added. This too adds its own set of problems for the student. These situations result in an increased number of phone calls, e-mails to and/or meetings with teachers, Disabilities Office staff, and Advisors and additional time is consumed for the Registrar's Office, Financial Aid, and OVR. In addition, the cost of education increases and graduation may be delayed.

In regard to deaf or hearing impaired students, a financial/staffing burden is placed on Deaf Student Services when deaf students cannot register for the same class and interpreting services are duplicated. To further define the benefit that early registration would have on our staff efficiency when providing interpreting for students that are deaf as stated by our Interpreter Coordinator Shirley Rivard;

We have 22 registered deaf and Hard of hearing students this semester 10 that use American Sign Language as their primary mode of communication. This translates into 102 credit hours per week. In addition to these hours we also provide for all student/teacher conferences, study groups, tutoring or any outside activity that is required for the class. Any class or activity over one hour requires two interpreters, which means in reality the majority of the T/R classes should have a team especially since we work back to back classes. We do not have enough interpreters to provide 2 per class which increases the risk of interpreter injuries (i.e. repetitive motion, carpal tunnel) or may cause mental fatigue on the interpreter and result in strained translations.

I currently have 4 full time interpreters, myself and 9 “part-time” interpreters. These 9 interpreters either have full time jobs or service the community and some travel as far as Pikeville to provide services. Securing them for classes depends on when I have schedules available. Typically what I have found is by the time my students register, the majority of part time interpreters have prior commitments and cannot assist with covering classes. The earlier the students can register, the quicker I can secure interpreters.

Examples of cases where early registration may be of great benefit to our students with the OSID:

A student with Cystic Fibrosis needs classes 2 or 3 days per week in order to rest, receive breathing treatments, and prevent hospitalizations.

A student with severe and frequent migraine headaches requires a morning class schedule due to a history of debilitating pain in the afternoon.

A student with a rare autoimmune bone disease requires a T/R schedule due to difficulty getting out of bed and walking to classes on a daily basis. Rest is needed on the days between classes.

A student with Crohn’s Disease, Irritable Bowel Syndrome, or Ulcerative Colitis may require a M/W/F class schedule due to the shorter class time and may require a non-consecutive class schedule for restroom use between classes.

A student with Fibromyalgia, Multiple Sclerosis, Muscular Dystrophy, back pain, or lifting or walking restrictions requires a non-consecutive class schedule, as it takes longer than 15 minutes to walk or drive from building to building.

A student with a visual impairment requires all web classes due to not driving and not living in Richmond. Time is consumed sending e-mails on behalf of the student as an override is needed and the teacher needs confirmation from the Disabilities Office concerning the student’s status.

A student with severe anxiety and social phobia requires auditorium classes for isolated seating; or in smaller capacity classes utilizes the support of a close friend who also registers for the same courses in order to protect therapeutic goal progress made and prevent regression of symptoms.

A student with an anxiety disorder did not require extended test time with a M/W/F class schedule due to the shorter testing time in comparison to T/R class time.

A student with attendance concerns as a direct result of cancer, medical appointments, and hospitalization may need to register for the class with the course teacher who is known to be flexible with attendance or not take roll at all.

CRITERIA for Early Registration

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

Considerations:

1. What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
2. What functional limitations are present as they relate to establishing a course schedule?
3. What measures has the student taken on their own account to work out a reasonable and do-able course schedule?
4. What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
5. What type of class schedule would provide access while best supporting the student's abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
6. Is Early Registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

Specific Diagnoses that the OSID may consider when implementing this policy include:

Orthopedic/Mobility

Arthrogyriposis

Ehlers-Danlos syndrome

Herniated disc

King syndrome

Malignant chondrosarcoma

Osteosarcoma

Patellar maltracking and degenerative arthritis

Perthes Disease

Sacral level myelomeningocele (Spina Bifida)

Scoliosis

Spondylo epiphyseal dysplasia

Vision

Cone/rod dystrophy

Diplopia

Exotropia

Fleck-like macular lesions on funduscopy and the typical dark, choroidal pattern on fluorescein angiography Myopic astigmatism

High Myopia and Myopic degeneration

Leber's Optic Neuropathy

Medium amplitude rotator nystagmus

Non-arteritic anterior ischemic optic neuropathy

Ocular misalignment

Optic atrophy

Retinosa pigmentosa

Rieger syndrome

Other Health Impairment

Adrenal failure
Asthma
Charcot-Marie-Tooth disease (muscular dystrophy)
Chemical sensitivity
Chronic Intractable Migraine
Crohn's disease
Cystic fibrosis
Epilepsy
Fibromyalgia
Hard of hearing
Hypoglycemia
Hypoparathyroidism
Irritable bowel syndrome
Laryngeal tumor
Muscular Sclerosis
Seizures
Sickle cell anemia
Type 1 diabetes
Ulcerative colitis disease
Vocal cord paralysis

Psychological

Bi-Polar Disorder
General Anxiety Disorder
Post Traumatic Stress Disorder
Social phobia

In essence, early registration is so crucial for some of our students that would be considered a “reasonable accommodation” under the American with Disabilities Act of 1990, the new ADA Reauthorization Act of 2008, and section of the Rehabilitation Act of 1973. Why then do we need a policy? We need this policy so that it is developed as a procedure, in an executed manner that is formally recognized by the University and its departments, advisors, offices and offered under special circumstances to our students with disabilities.





EASTERN KENTUCKY UNIVERSITY

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Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council on Academic Affairs
Faculty Senate
Provost's Council

FROM: Dr. Linda Frost, Director of the Honors Program with Dr. Lisa Kay, Associate Director,
and Mr. Mustapha Jourdini, Honors Advisor

SUBJECT: Priority Registration for Honors Students at EKU

DATE: 21 October 2008

Not long after my arrival at Eastern Kentucky University as the university's new Director of the Honors Program, I was made aware of the drafted policy brought forward by the University Athletics Committee, the Student-Athlete Advisory Committee, and the Office of Services for Individuals with Disabilities regarding early or priority registration for student athletes, members of "spirit groups," and students with disabilities. The EKU policy is an attempt to further enable our students to complete their degrees in a timely fashion, and to increase retention and improve graduation rates, all of which are crucial concerns. Priority registration is indeed common practice at many if not most institutions of higher education including our benchmark institutions where 16 out of 19 universities allow designated groups to register prior to the general student population. While the EKU draft policy initially included honors students as members of one of the groups to be granted priority registration, they were apparently removed at the suggestion of EKU administrators. We in honors, however, feel it is crucial for honors students to be included in this policy for the following reasons.

- Honors students must complete a clearly defined roster of courses to fulfill their honors requirements, courses that are offered in very few sections at a necessarily limited range of times. It is much more difficult to arrange a schedule when a student must first register for one of 3 sections of a 6 credit-hour, 5-day a week HON 102 Rhetoric course than it is to arrange a schedule that provides the student with their pick of one of 68 sections of a 2- or 3-day-a-week ENG 101 or even one of 38 sections of ENG 102. As a result in part of scheduling difficulties like these, many of our students cannot complete their honors requirements and their major requirements in four or even five years—and it is important to keep in mind that honors students are also often more likely to pursue double majors. Priority registration would enable these students to progress in their degrees in a more timely fashion while also encouraging rather than discouraging them from completing an honors curriculum.
- A growing number of courses designated as honors are in fact cross-listed with other departments therefore offering even fewer seats to honors students in the courses they must take to complete their honors curriculum. Priority registration would ensure that honors students could indeed get the classes they need to remain in good standing with the EKU Honors Program.

- Honors students often take on greater leadership roles across the university and have additional research and service obligations. In fact, honors students tend to be more widely involved across campus than their peers in the general population. These activities add to the difficulty they often have scheduling their courses in a reasonable way.
- Priority registration has become a common benefit that honors administrators use to recruit new students. As a benefit with essentially no cost to the university, priority registration provides something to honors students that they understand to be invaluable to the successful completion of their degrees.
- Priority registration has in fact become so typical a policy for honors programs at universities across the country that the National Collegiate Honors Council has added priority registration to its list of “Basic Characteristics of a Fully Developed Honors Program,” benchmarks for honors programs nationwide. To omit honors students from EKU’s policy is to put EKU’s nationally recognized program behind our nationally equivalent institutions as well as to put us at a tremendous competitive disadvantage in the region. (According to this list, available at www.nchchonors.org/basicchhonorprogramcharacteristics.aspx, “A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs.”) Robert Spurrier, Director of the Honors College at Oklahoma State University argues that, “the unique scheduling needs of honors students are recognized even at institutions with large numbers of honors courses because even under the best of circumstances honors students must juggle their honors courses around requirements in their academic majors. Honors students frequently pursue double (or triple) majors, multiple minors, study abroad options, and internships—all of which make it imperative that they be able to implement sometimes extremely complex plans of study in order to graduate on time. The newest Characteristic quite properly recognizes these unique scheduling needs” [“The Newest ‘Basic Characteristic’ of a Fully Developed Honors Program” in *Honors in Practice* (2008) 4: 191.]

Of the 7 Kentucky institutions considered by our task force (University of Kentucky, Kentucky State University, Murray State University, Morehead State University, Western Kentucky University, Northern Kentucky University, and the University of Louisville), only 2 (Morehead and Murray) have no such policy; of the 5 that do, all include honors as one of the groups receiving priority registration. Of the 19 benchmark institutions we surveyed, only 3 had no formal priority registration policy. Of the 16 that did, 13 included honors as one of the groups receiving priority registration.

We therefore request that EKU honors students in good standing with the program (actively taking honors courses and maintaining the relevant GPA per hours of coursework completed) be included in whatever priority registration policy the university adopts.



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Memorandum

TO: Faculty Senate Task Force on Priority Registration
Council on Academic Affairs
Faculty Senate
Provost's Council

FROM: Dr. Karin Sehmman, Associate Chair Department of Music with Professor Rob James, Chair
Department of Music

SUBJECT: Priority Registration for Music Students and Non-Music Students in Ensembles at EKU

DATE: 27 October 2008

I was asked to join the Task Force on Priority Registration as a representative of the Department of Music. Music students have been both included in and excluded from some drafts of the Priority Registration over several revisions. The Task Force has made a recommendation to include music students and music ensemble members as part of the group of students allowed priority registration. The EKU policy is an attempt to assist our actively involved students to complete their degrees and improve retention and graduation rates. Priority registration is found at a majority of our benchmark institutions and at a majority of institutions with similar music programs and accreditation. The most recent draft removed music students from the priority registration group, but the current proposal from the Task

Force on Priority Registration, recommends including music students.. I am also the Chair of the Music Ensemble Recruiting & Retention Task Force given the charge by the President to find ways the university can support and promote membership in music ensembles that include music majors and non-majors. Including music students in priority registration would support the students and encourage membership in music ensembles by allowing students to plan for the extra time required to be members while still fulfilling academic requirements. The Department of Music supports inclusion of music students in the priority registration group and finds it important for the success of our student musicians for the following reasons:

- Music majors are enrolled in a Bachelor of Music degree that requires more than the 128 credits required by the university for a degree (138 for music education students). We are accredited by the National Association of Schools of Music and due to that accreditation, music students are required to participate in ensembles. Music students have no choices of when to take classes. Other students who want to participate in ensembles have no choices of when to take classes. Music ensembles involve so many different disciplines, facilities, graduate assistants, faculty, parking, staff, and

university marketing that changing their scheduled times is impossible. Therefore, these students only have specific slots open on their MWF and TTR schedule to take all other academic courses. If allowed to have prioritized scheduling, it will increase student success, graduation rates, and especially it will enhance the ECU image.

- Music students are involved in performances and presentations both semesters including over 100 campus events provided to the campus community.
- Research in higher education has shown that students who are involved in courses and activities involved in campus life have better retention and graduation records. Our own First Year program supports the efforts of the marching band and choral area with funding to assist our Marching Colonel for a Day and High School Choral Festival. Priority registration makes it easier for non-music majors to get involved in music ensembles. We typically lose non-majors sophomore year due to scheduling conflicts. We have tracked the enrollment of the marching band over several semesters.
- Music students and ensemble members are required to spend a large amount of time outside class to travel for the university, host events. We traditionally think of the marching band and pep band as the service groups for the university, but members of the choral ensembles have already hosted 2 day long events on campus that brought 700+ students grades 5-12 to participate in music festivals. As of October, the marching band, orchestra and percussion ensemble have already traveled to present performances to hundreds of public school music students and residents of our service region. These performances are in addition to the numerous events on campus.
- Music ensemble members are considered members of “athletic” bands at some universities and given priority registration with the athletes.
- According to research of accredited music departments, several similar music departments are given priority registration just due to the rigorous requirements of music majors and ensemble schedules.
- President Whitlock stated at the first convocation that University will focus on student success, regional stewardship, and the QEP. He went on to say that there would be a restructuring of support services to focus on recruitment, retaining, graduating and prepare graduates to be successful. By allowing music students priority registration, this improves our ability to recruit new students through visible events/performances that the music department provides. Retention of students is higher in students that participate in an on campus organization. Music students will be more successful in graduating on time. Travel, on campus events, and performing experience also prepare students for success in future careers and offer a large component of regional stewardship.



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MEMORANDUM

TO: Faculty Senate

FROM: University Athletics Committee
Student-Athlete Advisory Committee
Office of Services for Individuals with Disabilities

SUBJECT: Early Registration for Designated Populations Policy Proposal

DATE: October 28, 2008

On behalf of the University Athletics Committee, Student-Athlete Advisory Committee and the Office of Services for Individuals with Disabilities (OSID) I would like to submit this memorandum, early registration policy proposal and supporting appendices for the Faculty Senate's review and comment. The proposed policy document contains the regulation statement and supporting information in the areas of: 1) purpose, 2) entities affected by the regulation, 3) who should read the regulation, 4) policy background, 5) criteria for determining designated populations, 6) definitions, 7) responsibilities, 8) procedures, 9) violations of the regulation, and 10) interpreting authority. This memorandum serves to provide other relevant information that does not fit the policy template but will undoubtedly be useful during the Faculty Senate's discussion of this policy proposal.

Purpose Section

First, in addition to the stated purpose in the policy proposal (i.e., facilitate progress toward degree completion for students in designated populations who might be hampered by scheduling conflicts), below are additional reasons for such a policy:

- Increase the likelihood of retention and graduation for designated population students;
- Reduce the need for students to overload courses in certain semesters;
- Reduce the occurrence of registering for excessive free electives just to maintain full-time student status;
- Advising for designated population students can begin earlier;
- Reduce the University's (scholarships) and students' (tuition fees) expenditures on summer courses and taking courses during a fifth or subsequent year of enrollment;
- Reduce the probability of a varsity athletics team being assessed NCAA penalties for insufficient academic performance (ranging from the inability to award scholarships to loss of membership for the team in the NCAA);
- Help student-athletes comply with NCAA progress toward degree rules;
- Allows the University staff members who serve these students to more prudently utilize their



time and resources;

- Increases the likelihood of designated students to meet financial aid requirements that may otherwise be adversely affected by course withdrawals, incompletes, and failing grades;
- Aligns the University's commitment of accessibility, equity and accommodation to an operating regulation for students with disabilities; already matched by many sister institutions; and
- The policy could be a retention and recruitment tool at no cost to the University.

Policy Background Section

Second, under the policy background section the following information is also useful.

With the implementation of an early registration policy, designated population students would be better able to satisfy course sequencing requirements in a timely manner. Furthermore, the need to enroll in summer classes or delay graduation by enrolling in a fifth year of study because of scheduling conflicts will be significantly reduced, if not eliminated. Retention may also be positively impacted as an unnecessary hurdle to timely graduation is eliminated. Fewer student-athletes taking summer courses or enrolling in a fifth year of study will also have a positive impact on the University's budget as the amount of money spent on summer school and fifth year scholarships will be reduced. Finally, the elimination, or at the very least the significant reduction of instances where practice/game and class schedules overlap, will be beneficial to all involved – faculty, student-athletes and coaches.

Early registration would be granted to designated populations for both fall and spring semesters but not the summer sessions. This is because, for example, NCAA Division I student-athletes participate (i.e., practice and compete) in their sport(s) in both the fall and spring semesters. This is unlike high school or NCAA Division III athletics where student-athletes only participate in their sport in the traditional season. Students with specific disabilities are typically more successful in the summer in registering for their needed classes; class enrollment is down and thus we cannot currently substantiate a need for early registration in the summer sessions.

Examples of OSID registered students with conditions that could warrant early registration status:

- A student with Cystic Fibrosis needs classes 2 or 3 days per week in order to rest, receive breathing treatments, arrange personal care and prevent hospitalizations.
- A student with severe and frequent migraine headaches requires a morning class schedule due to a history of debilitating pain in the afternoon.
- A student with a rare autoimmune bone disease requires a T/R schedule due to difficulty getting out of bed and walking to classes on a daily basis. Rest is needed on the days between classes or the student receives extensive treatment on alternate days.
- A student with Crohn's Disease, Irritable Bowel Syndrome, or Ulcerative Colitis may require a M/W/F class schedule due to the shorter class time and may require a non-consecutive class schedule for restroom use between classes.
- A student with Fibromyalgia, Multiple Sclerosis, Muscular Dystrophy, back pain, or lifting or walking restrictions requires a non-consecutive class schedule, as it takes longer than 15 minutes to walk or drive from building to building.

- A student with a visual impairment requires all web classes due to not driving and not living in Richmond. Time is consumed sending e-mails on behalf of the student as an override is needed and the teacher needs confirmation from the Disabilities Office concerning the student's status.
- A student with severe anxiety and social phobia requires auditorium classes for isolated seating; or in smaller capacity classes utilizes the support of a close friend who also registers for the same courses in order to protect therapeutic goal progress made and prevent regression of symptoms.
- A student with an anxiety disorder did not require extended test time with a M/W/F class schedule due to the shorter testing time in comparison to T/R class time.
- A student with attendance concerns as a direct result of cancer, medical appointments, and hospitalization may need to register for the class with the course teacher who is known to be flexible with attendance or not take roll at all or register for a class that does not conflict with frequent and regularly occurring cancer treatments.

Determining eligibility is not unlike using professional judgment based on documentation in assessing for reasonable accommodation. Decisions for early registration will be considered on a case-by-case basis by either the Director or the Disabilities Analyst and take the following into account:

- What is the severity of the diagnosis and its direct impact on accessing an appropriate course schedule?
- What functional limitations are present as they relate to establishing a course schedule?
- What measures has the student taken on their own account to work out a reasonable course schedule?
- What are the fixed variables that the student has to deal with that are imposed by the impairment or disorder that are in direct conflict with a course schedule?
- What type of class schedule would provide access while best supporting the student's abilities, allowing the least amount of adverse impact, and equalizing the opportunity for success?
- Is early registration necessary to provide the accommodated schedule based on the courses needed for this particular semester?

It is also important to note as background information the penalties associated with the NCAA Academic Progress Rate (APR). The APR is a semester-by-semester determination of scholarship student-athlete academic eligibility and retention at each NCAA Division I institution with the ultimate goal being graduation within five years of initial full-time enrollment. (By comparison, the federal graduation rate methodology uses a six-year deadline.) If teams do not meet the minimum standards for the APR they may be subject to contemporaneous or historical penalties.

Contemporaneous Penalty

Financial aid restriction(s)

Historical Penalties

Occasion one – Public warning

Occasion two – Public warning, financial aid and playing/practice restrictions

Occasion three – Public warning, financial aid

restrictions, playing/practice restrictions and
 postseason competition restrictions
 Occasion four – Public warning, financial aid
 restrictions, playing/practice restrictions, postseason
 competition restrictions and NCAA membership
 status restrictions

Policy Adoption Review and Approval Section

Third, under the policy adoption review and approval section the following information is also helpful:

University Athletics Committee	This committee has reviewed the policy recommendation multiple times since November of 2004
Student-Athlete Advisory Committee	This committee has reviewed the policy proposal multiple times since November of 2006
Director, OSID	This individual has reviewed the policy recommendation multiple times since April of 2007
Student Rights Committee	This committee reviewed the policy proposal on October 2, 2007
Student Senate	The Student Senate reviewed the policy proposal on October 30, 2007 and passed a resolution in support of the proposal (see Appendix C for the resolution)
Faculty Senate	This group formed an ad hoc committee to study the topic and then discussed the topic at a full senate meeting in November of 2008
Council on Academic Affairs	This group discussed the topic on more than one occasion in the fall of 2008
Provost’s Council	This group discussed the topic on more than one occasion in the fall of 2008

Comparison to Other Relevant Institutions

EKU Benchmark Institutions (16 of the 19 institutions have early registration)

<u>Institution</u>	<u>Groups with priority registration</u>
Arkansas State University, main campus	Honors/student-athletes/students with disabilities/student ambassadors/work study students/music students/forensics students/judging

	teams/dance team/cheerleaders/mascots and historically other students who travel on behalf of the institution
California State University, Chico	(in this order) Disability Support Services students/Veterans/Graduating seniors/Student-athletes and some other small groups/Honors seniors/Seniors/Honors junior/Juniors/Honors sophomores/Sophomores/Honors freshmen/Freshmen
University of Central Missouri	Student-athletes/honors/students with disabilities register the first two days of registration before the general population.
Eastern Michigan University	Honors/students with disabilities/admission tours guides and residence hall assistants/student ambassadors/graduate students first/student-athletes register a day before their normal time
Indiana State University	Honors and presidential scholars register the first day of priority scheduling with seniors and graduate students/student-athletes receive a credit hour bonus that puts them a week ahead of their normal scheduling time/disabled students are accommodated on a case by case basis
Kennesaw State University	Joint enrollment honors high school students/student assistants (includes work study students, tutors, any student who gets a paycheck from the university) and graduate assistants/student-athletes and anyone on a NCAA team/students with disabilities
Minnesota State University, Mankato	Students with disabilities register one week prior to general registration/student-athletes/forensics (speech), theatre and music majors register 24-36 hours before general registration
Sam Houston State University	Honors and student-athletes before seniors/students with disabilities on a case by case basis
Sonoma State University	Students with disabilities/NCAA student-athletes/Presidential Scholars/other groups may apply for priority registration status if they meet the predetermined criteria

Western Carolina University	Honors/disabled (first); student-athletes, exchange, and Distanced Learning Program students (second); then seniors, juniors, etc.
University of Wisconsin, Oshkosh	Honors/certain disabled students/student-athletes involved in sports that share indoor gym space (i.e., women's and men's basketball)
University of Tennessee, Chattanooga	Student-athletes/honors/disabled students registered with the Office for Students with Disabilities
University of Southern Indiana	Student-athletes/Athletic groups (including cheerleaders)/student government members/Presidential and Dean's Scholars/Honors students/Student newspaper and radio workers/student employees of the Children's Center/student members of the Activities Programming Board/ROTC/Student Ambassadors/Dance Team members (student workers and all university employees of the university were initially part of the policy then dropped)
University of Northern Iowa	Special needs students first/student-athletes register first day of the period of their academic group (i.e. sophomores)
University of North Carolina at Greensboro	Student-athletes and honors students register a day before their allotted time/disabled students can register anytime during the registration period beginning with graduate students/student workers in the Registrar's Office/some student workers in the Office of Disability Services
University of Massachusetts Boston	Student-athletes/honors students/disabled students
University of Michigan-Flint	[U/Michigan-Flint has no formalized athletic program <i>per se</i> as they are largely a commuter campus; they have had no formal priority registration policy other than ordering registration in relation to credit hours earned. Special requests—i.e., a group of honors students or Student Ambassadors—have been granted on a relatively few number of occasions (according to the current

Registrar with 11 years at the job, only 3 or 4 such requests have been made and granted).]

Northern Michigan University

No priority registration policy

Wichita State University

No priority registration policy

Ohio Valley Conference Institutions (5 of the other 10 institutions have early registration)

Institution

Groups with priority registration

Austin Peay State University

No priority registration policy

Eastern Illinois University

Honors students, student-athletes, students with specific disabilities

Jacksonville State University

Not publicly disclosed, student-athletes, students with specific disabilities

Morehead State University

No priority registration policy; under discussion at this moment

Murray State University

No priority registration policy

Southeast Missouri State University

Not publicly disclosed, governor's scholars, students with specific disabilities, student-athletes, cheerleaders, dance team members, student trainers

Southern Illinois University-Edwardsville

No response yet from this institution

Tennessee State University

No priority registration policy; under discussion at this moment

Tennessee Tech University

Not publicly disclosed, honors students, students with specific disabilities, student-athletes, agricultural program students who work on the TTU farm

University of Tennessee-Martin

Special needs students work through their academic department advisor

Kentucky State Institutions (5 of the other 7 institutions have early registration)

<u>Institution</u>	<u>Groups with priority registration</u>
University of Kentucky	Graduate students/evening and weekend students/honors/disabilities
Kentucky State University	Student-athletes/graduates/honors
University of Louisville	Graduates/honors/disabilities/student-athletes
Northern Kentucky University	Graduates/post-grad/student-athletes/honors
Western Kentucky University	Student-athletes/honors/disabilities
Morehead State University	No priority registration policy; under discussion at this moment
Murray State University	No priority registration policy; registrar works with individual offices to ensure that students (primarily student-athletes) get the classes they need

Students Effected (Spring 2008 Data)

Class	Student Body	Student-Athletes	Student-Athletes as Percent of Student Body
Freshmen	3,334	42	1.3%
Sophomore	2,401	84	3.5%
Junior	2,539	72	2.8%
Senior	4,177	132	3.2%
Overall	12,451	330	2.7%

Class	Student Body	Students with Disabilities	Students with Disabilities as Percent of Student Body
Freshmen	3,334	235	7.0%
Sophomore	2,401	201	8.4%
Junior	2,539	157	6.2%
Senior	4,177	121	2.9%
Overall	12,451	714	5.7%

For Individuals with Disabilities:

Best estimates are that between 10%-15% (i.e., 70-100) of the total number of students with disabilities would qualify for early registration status; those that meet specific criteria. Specific criteria would include a careful discussion of the nature and severity of the disability, immediate

need for early registration, consideration of staff resources (Interpreters) and providing the OSID with documentation of such an immediate need.