

		<h1>ACADEMIC AFFAIRS GUIDELINES</h1>	
Section 7:		Dual Credit, Credit by Exam, and Placement	
Title:		Dual / Concurrent Credit Administration Guidelines	
Number (Current Format)		Number (Prior Format)	Date Last Revised
7.1		XIV	11/2019
Reference:	SDCL § 13-28-37 – Postsecondary Enrollment – Course Credit – Failing Grade Eliminates Eligibility SDCL § 13-28-37 – State Subsidized High School Dual Credit Program BOR Policy 2:3 – System Undergraduate Admissions BOR Policy 2:6 – Academic Calendar BOR Policy 2:10 – Grades and Use of Grade Point Averages BOR Policy 2:13 – Third Party Access for Academic Credit BOR Policy 5:5:3 – Tuition and Fees: Special Course Types		
Related Form(s):			

1. Policy Overview & Background

1.1. Dual or Concurrent Enrollment credit represents an opportunity for high school students who meet the established admissions standards to enroll in public postsecondary institutions and simultaneously earning credits for both their high school diploma and their postsecondary degree or certificate. The program and admission requirements established in these guidelines are in place to ensure that students who enroll are prepared to do college-level work in fields of study used to meet future postsecondary degree requirements. Generally, most Regental institution credits are transferrable among all Regental institutions and other Regionally Accredited institutions.¹

2. Definitions

2.1. Dual Credit: College credit earned by a high school student who enrolls in a course offered by a postsecondary institution. The grade earned in the course is transcribed by the postsecondary institution and placed on the student’s official high school transcript.

2.2. Concurrent Enrollment: College credit earned by a high school student who enrolls in a course that is offered through his/her school district and taught by school district personnel.

2.3. Junior: Any student enrolled in his/her third year of high school, or home schooled student whose high school class is within two years of graduating. The start of the junior year begins in the Fall of each academic year.

¹ Each student is responsible for verifying transferability of credits to non-Regental institutions and should consult with the appropriate staff at the home institution to evaluate whether coursework completed can be used to fulfill the degree requirements for his/her intended field of study.

2.4. Rising Scholar: Concurrent credit program offered in the Regental system to support high school based dual credit courses taught by qualified high school teachers at a third-party (reduced) tuition rate.

2.5. Senior: Any student enrolled in his/her fourth year of high school, or a home schooled student whose high school class is within one year of graduating. The senior year ends at the conclusion of the Spring term following high school graduation.

2.6. Non-Degree Seeking Enrollment: High school students who do not meet eligibility requirements for the High School Dual Credit or Concurrent Enrollment programs as outlined in Section 3 of these guidelines, may enroll in coursework through SDBOR institutions consistent with [SDCL § 13-28-37](#). Any such student must be admitted as a Non-degree Seeking student as outlined in Section 10 of the [SDBOR Policy 2:3](#) System Undergraduate Admission. The student shall be assessed full tuition, and all applicable general activity fees, and discipline fees as approved by the Board of Regents. All coursework completed will be transcribed by the Regental institution delivering the course, and school districts have final authority for whether credit will be transcribed in accordance with their local policies.

3. Student Eligibility Requirements

For the three distinct programs referenced in these guidelines, students must meet the criteria below to participate.

3.1. High school junior eligible to enroll in a high school in South Dakota who meets one of the following requirements:

- a) earn an ACT composite score of 24 reflective of the 70% percentile; or
- b) rank in upper one-third of their graduating class; or
- c) earn a cumulative GPA of at least 3.50 on a 4.0 scale;

3.2. High school senior eligible to enroll in a high school in South Dakota who meets one of the following requirements:

- a) earn an ACT composite score of 21 reflective of the 50% percentile; or
- b) rank in the upper one-half of their graduating class; or
- c) earn a cumulative GPA of at least 3.25 on a 4.0 scale;

3.3. High School junior or senior eligible to enroll in a high school in South Dakota who meets all of the following Undergraduate admissions requirements:

- a) ACT score of 18 (or 21 for USD & SDSM&T); and
- b) Successful completion of coursework Requirements
 - Four Years of English
 - Three years of advanced mathematics
 - Three years of laboratory science
 - Three years of social studies
 - One year of fine arts

3.4. High School junior or senior eligible to enroll in a high school in South Dakota who meet the benchmark scores on one of the assessments listed below:

- a) Smarter Balanced – Score Level 3 or higher on the English Language Arts AND Mathematics 11th Grade Assessments.
- b) 10th Grade ACT Aspire Summative Assessment – (Score 434 or higher)
- c) ACCUPLACER Classic (Sentence Skills – Score 86 or higher AND Elementary Algebra – Score 76 or higher)²
- d) ACCUPLACER Next Generation³ (QAS – Score 255 or higher AND Writing Score 263 or higher)

4. South Dakota High School Dual Credit

4.1. Program Overview: During the 2014 South Dakota legislative session, the legislature appropriated base funding to the South Dakota Department of Education (SDDOE) to support the South Dakota High School Dual Credit (HSDC) program. Through this program, participating institutions provide eligible high school students with dual credit courses offered by the postsecondary institution’s faculty members, are governed by the postsecondary institution’s policies and follow the postsecondary institution’s established processes for admissions, registration, billing and grade reporting. The student’s home school district must agree to record dual credit coursework on the student’s transcript and use it to calculate academic standing.

4.2. Student Eligibility Requirements

To participate in the HSDC program, students must meet one of the requirements in Section 3 of these guidelines.

4.2.1. Home School Students

4.2.1.1. Students receiving education opportunities through alternative education are eligible to participate if the sponsoring parent has signed an MOU with SDDOE. These students can only qualify for the program by taking the ACT, ACT Aspire, or ACCUPLACER exams, and must receive the specified scores listed under either Section 3 or 4.2 of these guidelines.

4.2.2. Foreign Exchange Student Eligibility

4.2.2.1. Students who are classified as J-1 Secondary School Student Program participants or J-1 High School Exchange students, and enrolled at public, private or Bureau of Indian Education (BIE) school districts in South Dakota are eligible to participate if the districts that have a signed MOU with the SDDOE.

4.2.2.2. Enrollment eligibility is restricted to no more than two courses per term, and school district personnel are required to notify the student’s program sponsor regarding the postsecondary enrollment.⁴

² In order to be admitted to the program through the ACCUPLACER Exam, students must take both the Sentence Skills and Elementary Algebra exams and meet the required scores. These exams cannot be mixed and matched with other parts of the first three sections of admissions criteria.

³ To be used after January 28, 2019.

⁴ Per correspondence from Lale Kuyumcu, Program Analyst, Office of Designation – ECA Bureau for the U.S. Department of State on June 30, 2015. “J-1 Secondary School Student Program participants taking college courses, as long as the J-1 high school exchange student is actively participating and doing well in his/her secondary school student program, he/she may take college courses for college credit. The J-1 high school exchange student should contact his/her program sponsor to discuss the student’s

4.3. School District & Home School Eligibility

4.3.1. Students enrolled at public, private or Bureau of Indian Education (BIE) school districts in South Dakota are eligible to participate if the districts have a signed Memorandum of Understanding (MOU) with the South Dakota Department of Education (SDDOE).

4.3.2. Non-resident students enrolled in an eligible South Dakota school district may enroll in HSDC coursework if approved by their local high school administrator.

4.3.3. Students receiving education opportunities through alternative education are eligible to participate if the sponsoring parent has signed an MOU with the SDDOE.

4.3.4. MOUs must be signed with SDDOE on an annual basis to participate each academic year. New MOUs are available prior to the start of each Fall semester, and must be signed to participate during the new academic year. If an MOU for the current academic year is not received by DOE from the school district prior to the add/drop date for the semester, students from that school district will be administratively dropped from any courses they are enrolled in.

4.4. Continuing Eligibility:

4.4.1. Students must meet satisfactory academic progress in all HSDC or concurrent coursework credit to maintain eligibility in the program.⁵

4.4.1.1. A HSDC or concurrent credit student with a cumulative grade point average of 2.0 or better is considered to be in good academic standing.

4.4.1.2. If a student's cumulative grade point average for all earned credit in HSDC or concurrent credit coursework falls below 2.0 in any given term, the student will be placed on suspension from HSDC or concurrent credit coursework for the following term (reflecting Fall and Spring semesters only).

4.4.2. Any student who earns an "F" in any given term shall be denied any future enrollment unless one of the following criteria are met:

4.4.2.1. Have a minimum, cumulative GPA of 2.5 in all prior HSDC coursework. Students meeting this criteria may enroll in courses the following semester: OR

4.4.2.2. The student must sit out of HSDC or concurrent credit coursework for one term (reflecting Fall and Spring semesters only) and then repeat the failed course upon re-entry into the HSDC program. If repeating a failed course, students may also be eligible to enroll in additional HSDC courses to not exceed a total of 10 credit hours. Waivers for not repeating a failed course can be approved by the System Vice President for Academic Affairs when good cause is shown.

4.5. Enrollment Requirements

wish to take college courses.”

⁵ [SDCL 13-28-37](#) specifies that “If a failing final course grade is received in a postsecondary course under this section, the student receiving the failure is no longer eligible to enroll for postsecondary courses under this section absent a showing of good cause.” The South Dakota Board of Regents has established the procedures outlined in this section to determine “good cause” under this section of SDCL.

4.5.1. Eligible students may enroll in approved courses once approval is gained from the designated high school/home school administrator. The designated administrator is responsible for ensuring that all students approved to enroll have met the Eligibility Criteria outline in these guidelines.

4.5.2. For the Fall and Spring terms, students may enroll in available courses until the Close of Business on the first day of each term. Applications that are received after this time shall not be processed unless the student has submitted their application on time, but it is missing required materials that needs to be provided by the designated high school representative (transcripts, ACT scores, etc.). In such situations during the Fall and Spring semesters, the school district will be allowed to submit those supplemental documents until 5pm on the third day of classes for the term, and enrollment by a Regental institution will be allowed. During the summer semester, all materials must be received by the Close of Business on the first day of the summer session being registered for, due to the shorter length of summer terms and the compressed nature of the curriculum.

4.5.3. Students wishing to add courses after they are enrolled may do so until 5pm on the third day of classes by using the add/drop form and submitting it to the campus contacts. Students wishing to drop a course and add another may work with the dual credit campus contact, as students may be able to switch courses until the traditional add/drop date with the approval of faculty for the course they wish to add. Students may drop courses until the traditional add/drop date. Multiple terms are offered during the Summer session at each Regental institution, and students may enroll in available courses until the Close of Business on the first day of each respective term. Applications that are received after this time shall not be processed.

4.5.4. Enrollments are on a first-come first-serve basis and demonstrating interest in a course does not ensure enrollment. Students/administrators are encouraged to submit enrollment materials once registration begins.

4.5.5. Students are not eligible to audit courses through the HSDC program. Course credit must be earned in order to be eligible for the reduced tuition rate approved by the Department of Education.

4.5.6. Students who enroll in online courses through this program that do not have a face-to-face requirement are waived from having to fulfill the immunization requirements as outlined in Board of Regents [Policy 2:3 – System Undergraduate Admission](#)⁶

4.6. Course Eligibility

4.6.1. All HSDC courses must be approved by the Board of Regents and included in the Academic Affairs Council guidelines for meeting System Graduation Requirements.

4.6.2. Students enrolling in MATH 114 (or higher) or ENGL 101 (or higher) must meet placement requirements established in Board of Regents [Policy 2:7 – Baccalaureate General Education Curriculum](#) and the English and Mathematics Placement Guidelines.

⁶ [SDCL 13-53-47](#) specifies that students enrolled in postsecondary institutions in the state after July 1, 2008 must provide the appropriate immunization documentation. Board of Regents Policy further defines “student” to include those “who meet face-to-face at least once per week to receive instruction.”

Degree seeking students are allowed to challenge on the ACCUPULACER only one time after being classified as a “student” in the Regental system. High School Students may challenge using the ACCULACER one time per semester (Summer, Fall, Spring) prior to high school graduation.

4.6.3. Student enrollment is limited to no more than 10 credit hours in any given academic term. Waivers to exceed this credit hour threshold may be approved by the institutional dual credit contacts with verification that the student has participated in prior dual credit or concurrent credit activities, and that:

4.6.3.1. All credit hours attempted through the HSDC or concurrent enrollment programs must have been completed with a “B” or higher; OR,

4.6.3.2. The student has a 3.0 cumulative GPA in all HSDC or concurrent enrollment coursework.

4.6.4. Each South Dakota Board of Regents (BOR) Institution must submit a detailed list of all courses to be included in the HSDC program to the System Vice President for Academic Affairs no later than 30 days prior to the last day of preregistration for the term courses will be delivered. This list also must be uploaded by each campus to the Department of Education Dual Credit Dashboard. The course list must include:

- a. Semester
- b. Institution
- c. Subject
- d. Subject Description
- e. Course Number
- f. Course Level (100 or 200)
- g. Section Number
- h. Course Title
- i. Location
- j. Day
- k. Meeting Time
- l. 5-Digit Course Number
- m. Credits
- n. Notes
- o. Prerequisite (Yes/No)
- p. Start Date/End Date

4.6.5. Designated Points of Contact at each BOR institution are responsible for creating reduced tuition campus enrollment courses and cross listing with the appropriate face-to-face or online sections. To standardize reduced tuition campus enrollment, course numbering BOR institutions shall use the following schema:

- | | | |
|----|--------|-------|
| a. | BHSU | BRC00 |
| b. | DSU | DRC00 |
| c. | NSU | NRC00 |
| d. | SDSM&T | MRC00 |
| e. | SDSU | SRC00 |
| f. | USD | URC00 |

4.7. Tuition & Fees

4.7.1. Students enrolled through the HSDC program receive a reduced tuition rate, which is one-third of the reduced rate of the course as established by the Board of Regents in its [Tuition and Fee Schedule](#).

4.7.2. No additional course level fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) may be assessed to students enrolled in the HSDC program. The e-text fee may be assessed to those students if this is a requirement for the course.

4.7.3. Students shall cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.

4.7.4. The SDDOE will reimburse the BOR institutions at two times the rate established in the BOR Tuition and Fee Schedule. This rate will be prorated per Board of Regents Policy for those courses resulting in “W” grades for students prior to the 60% date established in the academic calendar.

4.8. Reporting Requirements

4.8.1. One week after the completion of 60% of the semester, the Board of Regents will supply the SDDOE with a complete list of all students and the following data elements:

- a. Student Last Name
- b. Student Middle Initial
- c. Student First Name
- d. Date of Birth
- e. Academic Status
- f. Ethnicity
- g. School District
- h. Home Institution
- i. Course Name
- j. Credit Hours Attempted
- k. Sponsored Amount

4.8.2. Two weeks after the posting of final grades the BOR will supply the SDDOE with the academic performance for all participating HSDC students.

4.8.3. Home institutions will provide the academic performance of all school district students two weeks following the submission of final grades by university faculty. Grade reports are provided to the designated school district personnel.

4.8.3.1. Grade reports to the districts shall include individual grade reports for each student participating in the HSDC program. District level grade reports that include a listing of all grade assignments for district students may be provided at the request of the district.

4.8.3.2. All formal grade reporting shall be distributed through the formal mail process. Email distribution through unsecure delivery methods is not allowed.

5. Concurrent Enrollment

5.1. Program Overview

Concurrent enrollment courses provide high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. Postsecondary institutions partner with local school districts and use qualified staff to deliver coursework to students who are prepared to complete college-level work. The expectation for coursework completed through concurrent credit opportunities is that the courses cover the material and content at the same level required for the same course offered at the postsecondary institution, and students are held to the same college-level standards.

5.2. Eligibility Criteria

5.2.1. Student Eligibility

Students participating in Concurrent Credit must meet one of the eligibility criteria as specified in Section 3 of these guidelines.

5.2.2. Postsecondary Institution Eligibility

5.2.2.1. General Approval

5.2.2.1.1. Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who are accredited through the National Alliance of Concurrent Enrollment Partnerships (NACEP).
OR

5.2.2.1.2. Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who manage their programs using the standards (see Appendix B) established by NACEP.

5.2.2.2. Formal Approval

5.2.2.2.1. Regental institutions offering concurrent credit to local school districts must comply with the requirements set forth in these guidelines.

5.2.2.2.2. Interested systems/institutions may also establish formal agreements with the South Dakota Board of Regents for concurrent-credit coursework to be accepted (see Appendix C).

5.2.2.3. Standards

5.2.2.3.1. Instructor of Record: The high school-based concurrent enrollment course must be taught by a high school teacher who has been approved by the postsecondary institution and who meets the standards used by the institution to hire adjuncts in the discipline. While a Master's degree in the subject/discipline teaching is preferred, faculty typically must have a Master's degree with 18 graduate hours in the subject discipline/taught.

5.2.2.3.2. Faculty Mentor: A faculty member in the discipline of the course from the credit granting university is assigned to and actively engaged as a mentor for the high school teacher.

5.2.2.3.3. Course Content: The course syllabus is developed by the faculty of the institution granting credit. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories must be specified.

5.2.2.3.4. Assessment: The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An acceptable alternative is a student evaluation and assessment system developed jointly by the discipline faculty of the university and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.

5.2.3. Course/Section Eligibility: All students in a concurrent enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for the state's smaller school districts, at a minimum more than 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

5.3. Tuition & Fees

5.3.1. Externally Sponsored Tuition Rate

5.3.1.1. The use of the externally-supported tuition rate is controlled by Board of Regents [Policy 2:13 – Third Party Requests for Academic Credit](#) and Board [Policy 5:5:3 – Tuition and Fees: Special Course Types](#) and requires approval by the System Vice President for Academic Affairs.

5.3.1.2. Students enrolled in concurrent credit coursework offered through the Externally Supported tuition receive a reduced rate of \$40 per credit hour.

5.3.2. Course Materials & Lab Fees

5.3.2.1. Students are expected to cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.

5.3.2.2. The textbooks for students participating in concurrent enrollment course(s) may be provided by the high school per local school/school district policy.

5.3.2.3. No additional course level fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) may be assessed to students enrolled in concurrent enrollment coursework.

5.4. Reporting Requirements: Each Regental institution offering concurrent enrollment courses in a given term must submit a list of courses to the System Vice President of Academic Affairs at the end of each semester. Each course list must include student grade performance.

5.5. Immunization: Students who enroll in concurrent credit courses that are delivered at a designated school district location and that include only students from the district are waived from having to fulfill the immunization requirements as outlined in Board of Regents Policy 2:3 System Undergraduate Admission. Participating in concurrent credit through the Regental system does not waive the immunization requirement for students who may enroll as degree seeking students at a future date.

6. In-District Delivery

6.1. Program Overview

Individual sections of university courses may be offered in school districts by university faculty at the same rate as the High School Dual Credit program. These sections may restrict enrollments to only high school students enrolled at with the school district at the point of registration.

6.2. Student Eligibility

Students participating in Concurrent Credit must meet one of the eligibility criteria as specified in Section 3 of these guidelines.

6.3. District Participation Requirements⁷

6.3.1. School Districts must meet the eligibility requirements outlined in Section 4 of these guidelines, and have a signed MOU with the SDDOE to participate in the High School Dual Credit program.

6.3.2. Participating school districts must enter into a partnership agreement with the Regental institution offering the courses for the term(s) during which dual credit coursework is offered (see Appendix D). These partnership agreements must be approved by the Board of Regents the term before course sections are offered at the participating school district.

6.3.2.1. South Dakota school districts have been assigned to a campus or university center for the purposes of In-District Delivery, based on the districts' proximity to the campus or center location. These institutions are considered the "primary institution" for the purpose of In-District Delivery.

6.3.2.2. When geographic proximity does not present a clear primary institution, school districts shall have a secondary institution listed. Secondary institutions may only offer In-District delivery to a district by either 1) working through the primary institution to deliver the course, or 2) if the primary institution gives their permission for the secondary institution to offer the course independently.

6.3.2.3. An institution or center not listed as a primary or secondary institution may also be allowed to offer courses to districts they are not assigned to, but must go through the same process as secondary institutions for approval by the primary institution. A list of school districts with primary and secondary institutions is located in Appendix E of these guidelines.

⁷ Additional details regarding guidelines for a collaborative partnership between South Dakota Board of Regents and participating school districts are located at the end of the guidelines.

6.3.3. In-district delivery shall only occur for sections with a minimum of 18 students. The school district shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

6.3.4. Partnership agreements shall stipulate that the school districts will cover the tuition costs of participating students.

6.3.5. Additional courses beyond those approved by the Board of Regents to meet General Education Course requirements (see AAC General Education Guidelines) may be offered for in-district delivery. Any such courses shall be approved by the Board of Regents on a case-by-case basis.

6.4. In-District Delivery Approval

6.4.1. MOUs authorizing in-district delivery of dual credit are signed and approved by the Board of Regents.

6.4.2. To request authorization to deliver in-district delivery of dual credit, institutions shall work with the participating school district to complete an MOU (a sample MOU is provided in Appendix D). The System Vice President for Academic Affairs will review the proposed MOU for compliance with Board policies and AAC Guideline 7.1 prior to moving the MOU forward for to the system Academic Affairs Council and Board of Regents.

6.4.3. Requests to offer in-district delivery of dual credit shall directed to the System Vice President of Academic Affairs shall include a brief memorandum noting the specific names and numbers proposed courses to be offered.

6.4.4. If an institution requests to offer in-district delivery of dual credit is in a district assigned to CCSF in Appendix E, the accompanying memorandum identified in 6.4.3 shall include reference to permission from CCSF to offer the in-district delivery. A copy of the email granting such permission shall be forwarded to the System Vice President for Academic Affairs.

7. Campus Enrollment

7.1. High school juniors or seniors may enroll in regularly scheduled courses on campus, state sponsored centers, approved off campus locations, or online on a space available basis.

7.2. Students registering for campus enrollment courses must pay the respective full-tuition rate and applicable fees.

SOURCE:

BOR October 2011; BOR April 2015; AAC July 2015; AAC November 2015; AAC February 2016; AAC June 2016; AAC February 2017; May 2017 (Clerical); AAC August 2017; AAC November 2017; December 2017 (Clerical); AAC May 2018; AAC August 2018; AAC February 2019; AAC May 2019; June 2019 (Clerical); AAC November 2019.

Appendix A

Institutional Coding & Billing Requirements South Dakota High School Dual Credit Program

1. Eligible Sections

a. Coding of Sections

- i. HSDC – High School Dual Credit will be added on the SECT screen in field Course Types.

The screenshot shows the SECT - Sections form for section CLHU-101-U820T. The form includes fields for Section (U820T), Term (2014SP 2014 Spring), Start/End (01/13/14 to 05/06/14), National ID (160102 Linguistics), Local IDs (1 018), Location (USD The University o), Course Types (1 HSDC High School), Depts/Pct (1 UCLHU 100.00), Credit Type (I Institutional), Min/Max/Incr (3.00000), CEUs, Course Lvl (1 100 Freshman), Acad Lvl (UG Undergraduate), Grade Scheme (UG Undergraduate), Short Title (Medical Terminology), Status (A Active), and Date (07/24/13). A red arrow points to the Course Types field, which is set to 'HSDC High School'.

2. Billing Procedures

a. Student Type

- i. Eligible students will be coded with a HSDC – High School Dual Credit student type. Each campus will need to establish procedures for coding the student type.
- ii. Student type will be treated as a special rate code. The student type will be dated for one term only (see colleague procedures for coding student type <http://mytraining.sdbor.edu/resources/Colleague/AcademicRecords.pdf> page 259).

b. Tuition Table – A separate tuition table will bill the student type of HSDC.

- i. Student must have a student type of HSDC and an “R” resident status.
- ii. Sections with a course type of HSDC will be billed the High School Dual Credit rate of \$145.
- iii. No fees (program fees or mandatory fees) will be charged on sections coded with a HSDC. The HSDC will have a separate RTRT table with will not bill lab fees or program fees to students with a student type of HSDC and a course type of HSDC. If the course type is not HSDC, the student will be billed the appropriate fees.
- iv. Sections without a course type of HSDC will be billed at the full resident rate with appropriate fees; if applicable.

c. Start and End Dates

- i. **Fall and Spring Semesters: The inputted start and end dates for Fall and Spring semesters will be the first and last days of the semester, as dictated by the academic calendar.**
- ii. **Summer Semesters: The inputted start and end dates for the summer semester will be the first and last days of the summer session the course takes place during.**

d. Rate

i. \$145 Rate

1. Student will be billed \$145 per credit hour.
2. Department of Education (DOE) sponsor will be added to credit the student for the \$96.97 per credit hour.
3. The SDBOR will bill the DOE for the balance in the DOE sponsor balance. This bill will be generated after the 60% date. The BOR will collect the revenue from DOE and distribute back to the campuses.

e. AR Codes

- i. Distribution – distributed as a State Tuition Rate (20% HEFF).
- ii. One AR code – not broken out by delivery method
 1. TUHSD – Tuition UG High School Dual Credit

f. NO new schedule types will be used for HSDC.

3. No Fees for Dual Credit sections

- a. No Lab fees – HSDC course types only.
- b. No program fees – HSDC course types only.
- c. E-text charges will be charged to HSDC courses.
 - i. The student type HSDC will have a specific term rate table to bill high school dual credit students. Sections that are not coded with the course type of HSDC will be charged all applicable course, lab and program fees. Sections coded with a HSDC course type will not be charged lab or program fees. All students will have to pay the E-text charge, if applicable, to the course.

4. Sponsored billing

- a. The Business Office/Cashier's office will be adding a sponsored billing for the DOE. Each campus will need to establish a process of informing the Business Office the students that need the sponsored billing. The following report will also provide the information:

```
SELECT REG.AR.POSTING.ITEMS WITH RGARTERM EQ '2014SP'  
SELECT REG.AR.POSTING.ITEMS WITH D01.RGAR.LAST = "  
SELECT REG.AR.POSTING.ITEMS WITH RGARI.TUITION.AR.CODES EQ 'TUHSD'  
SAVE.LIST XXX  
GET.LIST XXX
```

Appendix B

National Alliance of Concurrent Enrollment Partnerships Concurrent Enrollment Partnership Standards

I. Curriculum

- A. Courses administered through a Concurrent Enrollment Partnership (CEP) are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- B. College/university courses administered through a CEP reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college/university departments.
- C. Faculty site visits ensure that college/university courses offered through the CEP are the same as the courses offered on campus.

II. Faculty

- A. CEP instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.
- B. The college/university provides new CEP instructors with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
- C. The CEP provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. The CEP ensures CEP instructor participation.
- D. CEP procedures address instructor non-compliance with college/university's expectations for courses offered through the CEP (for example, non-participation in CEP training and/or activities).

III. Student

- A. The college/university officially registers or admits CEP students as degree seeking, non-degree seeking, or non-matriculated students of the college/university and records courses administered through a CEP on official college/university transcripts.
- B. The CEP ensures its students meet the course prerequisites of the college/university.
- C. The CEP provides students and schools with a comprehensive publication that outlines rights and responsibilities of enrolled college/university students.

IV. Assessment

- A. CEP students are held to the same standards of achievement as those expected of students in on campus sections.
- B. The college/university ensures that CEP students are held to the same grading standards as those expected of students in on campus sections.
- C. CEP students are assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in on campus sections.

V. Program Evaluation

- A. The CEP conducts end-of-term student university/course evaluations for each course section offered through the CEP
- B. The CEP conducts an annual survey of CEP alumni who are one year out of high school. Survey includes NACEP essential questions (additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified instructional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
- C. The CEP conducts a survey of CEP alumni who are four years out of high school at least once every three years. Survey includes NACEP essential questions (additional questions may be used). Methodology includes on follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.
- D. The CEP conducts surveys of participating high school instructors, principals and guidance counselors at least once every three years. Survey includes NACEP essential questions (Additional questions may be used). Methodology includes one follow-up contact with non-respondents. Qualified institutional evaluator/researcher collaborates with the CEP to develop the survey and analyze the data.

Appendix C

Agreement Between the South Dakota Board of Regents and _____ College/University to Facilitate Transfer of College Credits Awarded to High School Students Enrolled in High School-Based Dual Enrollment Courses and Dual Credit Programs

Throughout the nation, it has become increasingly common to allow high school students to enroll in high school-based college-level courses offered by institutions of higher education. For the purposes of this agreement, such courses are called high school-based dual enrollment courses.

The South Dakota Board of Regents and _____ College have entered into the present agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs specified below between institutions that each of the parties govern. The South Dakota Board of Regents and _____ College agree that credits earned in high school-based dual enrollment courses will be accepted for transfer, so long as, but only if, each of the following criteria are satisfied, as determined by the institution accepting credit for transfer:

1. The high school-based dual enrollment course is taught by a high school faculty who meets one of the following criteria:
 - Master's degree in the subject/discipline teaching,
or
 - Master's degree with 18 graduate hours in the subject/discipline teaching
2. A faculty member in the discipline of the course from the credit granting college/university is assigned to and actively engaged as a mentor for the high school instructor.
3. The faculty of the institution granting credit developed the course syllabus. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories will be specified.
4. The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An alternative is a student evaluation and assessment where there is joint responsibility of the discipline faculty of the institution granting credit and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.
5. High school students must meet the criteria listed below in order to enroll.

- a. Students must be juniors or seniors who:
 - i. meet undergraduate admissions requirements (ACT or coursework);
or
 - ii. if a high school senior, rank in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or
 - iii. if a high school junior, rank in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; and
 - iv. students enrolling in math or English coursework will be expected to meet existing placement standards
- b. Students must be admitted to the institution

6. All students in a dual enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for smaller school districts, a minimum of 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.

This agreement is in effect for the following specific College courses taught at the identified high schools (List may be attached): This list will be updated annually at the beginning of the fall term.

It is expected that any issues concerning the implementation of this agreement by either party will be communicated directly to the chief executive officer of the partner institution.

This agreement shall take effect upon approval of the parties and shall remain in effect until terminated by either party.

Approved this _____ day of _____ 20____.

Paul B. Beran
Executive Director and CEO
South Dakota Board of Regents

<Insert Name>
President
<Insert Name of College>

Appendix D

MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/**Name of School District**
(**Month/Year**)

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the **Name of School District**. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

1. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the **Name of School District**. The South Dakota Board of Regents designates **Name of University** as the institution providing instruction under this MOU.

2. Responsibilities

2.1 Authority

- 2.1.1 All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- 2.1.2 University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- 2.1.3 **Name of School District** accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

2.2 Development and coordination of course offerings

- 2.2.1 Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- 2.2.2 **Name of School District** will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

2.3 Scheduling and delivery of courses

- 2.3.1 The calendar and schedule for courses will align with the university calendar for each semester.
- 2.3.2 Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy [2:32](#), Definition and Assignment of Credit Hours.
- 2.3.3 All courses will be taught by university personnel, to be approved by **Name of University** for each course.

2.4 Enrollment

2.4.1 The **Name of University** will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Name of School District. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; **Name of School District** shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

2.5 Tuition and course materials

2.5.1 Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the **Name of School District** responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.

2.5.2 **Name of School District** or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

2.6 Registration and advising

2.6.1 **Name of University** staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.

2.6.2 All students enrolled in **Name of University** courses will be assigned an advisor to manage all questions, issues and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.

2.6.3 Course registration processes will follow regental system and university requirements and procedures, and **Name of University** staff will process registrations and assist students as needed.

2.6.4 Instructors for university courses will utilize their university’s internal early alert system to inform Institutional advisors of any academic performance concerns.

2.6.5 **Name of University** staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:

Name of School District

Date

South Dakota Board of Regents

Date

Appendix E

School District	Primary Institution	Secondary Institution
Aberdeen 06-1	NSU	
Aberdeen Catholic Schools - 06301	NSU	
Aberdeen Christian School, Inc. - 06320	NSU	
Agar-Blunt-Onida 58-3	CUC	
Alcester-Hudson 61-1	USD	
Andes Central 11-1	USD	
Arlington 38-1	SDSU	DSU
Armour 21-1	CCSF	USD
Avon 04-1	USD	
Baltic 49-1	CCSF	
Belle Fourche 09-1	BHSU	
Bennett County 03-1	SDSMT/BHSU-RC	
Beresford 61-2	USD	
Big Stone City 25-1	SDSU	
Bison 52-1	BHSU	
Black Hills Lutheran Schools - 51340	SDSMT/BHSU-RC	
Bon Homme 04-2	USD	
Bowdle 22-1	NSU	
Brandon Valley 49-2	CCSF	
Bridgewater-Emery 30-3	CCSF	
Britton-Hecla 45-4	NSU	
Brookings 05-1	SDSU	
Burke 26-2	USD	
Canistota 43-1	CCSF	
Canton 41-1	CCSF	
Castlewood 28-1	SDSU	
Centerville 60-1	USD	
Chamberlain 07-1	CUC	DSU
Chester Area 39-1	DSU	CCSF
Cheyenne River BIE Schools - 20302	SDSMT/BHSU-RC	
Clark 12-2	NSU	SDSU
Colman-Egan 50-5	DSU	SDSU
Colome Consolidated 59-3	USD	
Corsica-Stickney 21-3	CCSF	USD
Crazy Horse School - 35301	SDSMT/BHSU-RC	

School District	Primary Institution	Secondary Institution
Crow Creek Sioux Tribal School - 34301	SDSMT/BHSU-RC	
Custer 16-1	SDSMT/BHSU-RC	
Dakota Christian School - 21303	CCSF	DSU or USD
Dakota Valley 61-8	USD	
De Smet 38-2	SDSU	
Dell Rapids 49-3	CCSF	DSU
Deubrook Area 05-6	SDSU	
Deuel 19-4	SDSU	
Doland 56-2	NSU	
Douglas 51-1	SDSMT/BHSU-RC	
Dupree 64-2	SDSMT/BHSU-RC	
Eagle Butte 20-1	CUC	SDSMT/BHSU-RC
Edgemont 23-1	SDSMT/BHSU-RC	
Edmunds Central 22-5	NSU	
Elk Mountain 16-2	SDSMT/BHSU-RC	
Elk Point-Jefferson 61-7	USD	
Elkton 05-3	SDSU	
Enemy Swim Day School - 18301	NSU	
Estelline 28-2	SDSU	
Ethan 17-1	CCSF	DSU
Eureka 44-1	NSU	
Faith 46-2	BHSU	
Faulkton Area Schools 24-4	NSU	
Flandreau 50-3	SDSU	
Flandreau Indian School - 50301	SDSU	
Florence 14-1	SDSU	
Frederick Area 06-2	NSU	
Freeman 33-1	CCSF	USD
Freeman Academy - 33304	CCSF	USD
Garretson 49-4	CCSF	
Gayville-Volin 63-1	USD	
Gettysburg 53-1	CUC	NSU
Great Plains Lutheran High School - 14309	SDSU	
Gregory 26-4	USD	
Groton Area 06-6	NSU	

School District	Primary Institution	Secondary Institution
Haakon 27-1	SDSMT/BHSU-RC	CUC
Hamlin 28-3	SDSU	
Hanson 30-1	CCSF	DSU
Harding County 31-1	BHSU	
Harrisburg 41-2	CCSF	
Henry 14-2	SDSU	
Herreid 10-1	BHSU	
Highmore-Harrold 34-2	CUC	NSU
Hill City 51-2	SDSMT/BHSU-RC	
Hitchcock-Tulare 56-6	NSU	
Hot Springs 23-2	SDSMT/BHSU-RC	
Hoven 53-2	CUC	NSU
Howard 48-3	DSU	
Huron 02-2	NSU (HCC)	
Ipswich Public 22-6	NSU	
Irene-Wakonda 13-3	USD	
Iroquois 02-3	SDSU	DSU
James Valley Christian School - 02304	NSU (HCC)	
Jones County 37-3	SDSMT/BHSU-RC	
Kadoka Area 35-2	SDSMT/BHSU-RC	
Kimball 07-2	CUC	DSU
Lake Preston 38-3	SDSU	
Langford Area 45-5	NSU	
Lead-Deadwood 40-1	BHSU	
Lemmon 52-4	BHSU	
Lennox 41-4	CCSF	
Leola 44-2	NSU	
Little Wound School System - 65306	SDSMT/BHSU-RC	
Lower Brule Day School - 42301	CUC	DSU
Lutheran High School of Sioux Falls - 49338	CCSF	
Lyman 42-1	CUC	DSU
Madison Central 39-2	DSU	
Madison Christian School - 39304	DSU	
Marion 60-3	CCSF	
Marty Indian School - 11301	USD	
McCook Central 43-7	DSU	

School District	Primary Institution	Secondary Institution
McIntosh 15-1	NSU	
McLaughlin 15-2	NSU	
Meade 46-1	BHSU	
Menno 33-2	USD	CCSF
Milbank 25-4	SDSU	
Miller 29-4	CUC	NSU
Mitchell 17-2	DSU	
Mitchell Christian School - 17310	DSU	
Mobridge-Pollock 62-6	NSU	
Montrose 43-2	DSU	CCSF
Mount Vernon 17-3	DSU	
New Underwood 51-3	SDSMT/BHSU-RC	
Newell 09-2	BHSU	
Northwestern Area 56-7	NSU	
Oelrichs 23-3	SDSMT/BHSU-RC	
Oglala Lakota County 65-1	SDSMT/BHSU-RC	
Oldham-Ramona 39-5	DSU	SDSU
Parker 60-4	CCSF	
Parkston 33-3	CCSF	USD
Pierre 32-2	CUC	
Pine Ridge School - 65311	SDSMT/BHSU-RC	
Plankinton 01-1	DSU	
Platte-Geddes 11-5	USD	DSU
Porcupine Contract School - 65303	SDSMT/BHSU-RC	
Rapid City Area 51-4	SDSMT/BHSU-RC	
Rapid City Catholic School System - 51308	SDSMT/BHSU-RC	
Rapid City Christian School - 51320	SDSMT/BHSU-RC	
Red Cloud Indian School - 65301	SDSMT/BHSU-RC	
Redfield 56-4	NSU	
Rosholt 54-4	NSU	
Rutland 39-4	DSU	SDSU
Sanborn Central 55-5	DSU	
Scotland 04-3	USD	
Selby Area 62-5	NSU	
Sioux Falls 49-5	CCSF	

School District	Primary Institution	Secondary Institution
Sioux Falls Catholic Schools - 49303	CCSF	
Sioux Falls Christian School - 49322	CCSF	
Sioux Valley 05-5	SDSU	DSU
Sisseton 54-2	NSU	
Smee 15-3	NSU	CUC
South Central 26-5	USD	
Spearfish 40-2	BHSU	
St. Francis Indian School - 66301	SDSMT/BHSU-RC	
St. Mary's School - Dell Rapids - 49304	CCSF	
St. Thomas School - 39301	SDSMT/BHSU-RC	
Stanley County 57-1	CUC	
Summit 54-6	NSU	SDSU
Sunshine Bible Academy - 29302	CUC	NSU
Takini School - 64302	SDSMT/BHSU-RC	BHSU or CUC
Tea Area 41-5	CCSF	
Timber Lake 20-3	CUC	NSU
Tiospaye Topa School System - 20303	CUC	NSU
Todd County 66-1	CUC	SDSMT/BHSU-RC
Tripp-Delmont 33-5	USD	
Tri-Valley 49-6	CCSF	DSU
Vermillion 13-1	USD	
Viborg-Hurley 60-6	USD	
Wagner Community 11-4	USD	
Wall 51-5	SDSMT/BHSU-RC	
Warner 06-5	NSU	
Watertown 14-4	SDSU	
Waubay 18-3	NSU	
Waverly 14-5	SDSU	
Webster Area 18-5	NSU	
Wessington Springs 36-2	DSU	
West Central 49-7	CCSF	
White Lake 01-3	CCSF	DSU
White River 47-1	CUC	SDSMT/BHSU-RC
Willow Lake 12-3	SDSU	DSU
Wilmot 54-7	NSU	SDSU
Winner 59-2	CUC	USD
Wolsey-Wessington 02-6	NSU	SDSU or DSU

School District	Primary Institution	Secondary Institution
Woonsocket 55-4	DSU	
Wounded Knee School System - 65302	SDSMT/BHSU-RC	
Yankton 63-3	USD	