

High School Dual Credit Program

During the [June 2015](#) Academic Affairs Council (AAC) meeting, the council discussed future eligibility for High School Dual Credit Students (HSDC) who earned failing grades, and this strategy was further discussed with the institutional points of contact in late June. Under SDCL, it is stated that students who fail a course can enroll again if they show “good cause,” and the Department of Education has provided guidance that district personnel would be responsible for assessing student continued participation. However, AAC agreed that a number of issues impacting financial aid and academic good standing if a student entered the Regental system after high school warranted a more stringent system guideline regarding students who fail dual credit courses. Guidelines provided in Attachment I have been updated to include the direction outlined below:

- 1.) If students fail an HSDC course, students must have a cumulative GPA in their dual credit courses of 2.5 or higher to continue participating in the HSDC program the following term.
- 2.) If students do not meet the GPA threshold of 2.5 they may either:
 - a. Wait a term, and enroll in the course they failed to repeat it. They may also enroll in other courses up to the 9-credit limit, as long as one of those courses is the repeated course they failed; OR
 - b. Wait a term, and if the student does NOT wish to repeat the failed course, they must appeal to the System Vice President for Academic Affairs for the Board of Regents to enroll in other HSDC coursework.

In addition to the issue discussed by AAC, a number of other issues were deliberated during the call which are noted below, and in a number of areas guidelines have been update to reflect agreed upon approaches for how institutions coordinate grade reporting, summer enrollment deadlines, foreign exchange student eligibility, and other minor topics.

Grade Reports

Due to potential issues with FERPA raised by system registrars (i.e.: Schools putting grade reports including all students in each student file.), going forward, each institution is responsible for sending individual grade reports to each school. These reports should be mailed to the high schools and the process has been added to the guidelines in section III.D.1. Additionally, Summer grades will only be sent to the high schools at the very end of the summer semester. Students needing their grades sooner can request their transcript through the usual processes.

Communicating with Councilors/Students on Poor Performance

The system office will coordinate communication with the DOE and district personnel to the counselor’s listserv near the withdrawal deadline each term, explaining that they should check in with their students to assess the current academic status. While early alert tools are in place, these do not accurately capture 100% of academic performance issues that students may be

(Continued)

RECOMMENDED ACTION

Discussion and Recommendation.

experiencing, and in those situations where courses are being used to meet high school graduation requirements, advisors should more aggressively assess student performance. District personnel will be notified of the deadline to withdraw, as a 'W' grade may be students' best option. Personnel will also be notified of our current BOR policy on the "W" grade limits.

Future Summer Enrollment Deadline

Previous guidelines specified that the registration deadline would be the close of business at the start of each term. However, after working with students/districts this past summer it was decided that for Summer courses only, starting in SU2016, the system will set the enrollment deadline as the first day of the course (as opposed to the first day of the semester), since the start dates vary for summer courses across the respective institutions, and a number of students looking to apply later in the summer semester this year have been unable to enroll.

Foreign Exchange Students

A number of queries surfaced on the SD Counselor listserve this past spring regarding the eligibility for high school exchange students in the HSDC. Representatives from BHSU were able to make contact with personnel at the U.S. Secretary of State's office who indicated that as long as students with J-1 Visas are not taking dual credit course work as a majority of their courses (since they are here to be enrolled in high school), they can maintain their visa status. The guidelines have been updated to reflect this correspondence which now provide that foreign exchange students may participate in the HSDC program, but they are limited to 1 or 2 courses per semester. Campus personnel have been notified that they should provide guidance to counselors/students that exceeding this limit if the student is enrolled in other Dual Credit opportunities could potentially result in the loss of the students' visa.

Other Topics

A space for Smarter Balanced scores has been added to the application to align with the addition of these measures on the system placement guidelines. RIS has been building the necessary framework/coding into colleague to allow institutions to capture this information to allow for developmental course tracking. Additional information is also being included to provide up-to-date information on the consequences of failing courses, and once the updates are made, an updated application for fall will be sent out. Second, after the summer semester, the system office will review the grade report, and based on the results, there may be a discussion on whether or not to make the credit limit for next summer 6 credits, or a variation of that (possibly 9 for the whole summer, but only so many courses at one time/in one session, etc...). With courses being shorter and more concentrated, institutions were concerned that some students may become overwhelmed with the pace of summer coursework.

		<h2>ACADEMIC AFFAIRS GUIDELINES</h2>	
Section 14:		Dual Credit	
Title:		Dual/Concurrent Credit Administration Guidelines	
Number (Current Format)		Number (Prior Format)	Date Last Revised
14.1		XIV	7/15/15
Reference		BOR Policy 2:6 (Academic Calendar) BOR Policy 2:13 (Third Party Access for Academic Credit) BOR Policy 5:5:3 (Tuition and Fees: Special Course Types)	
Related Form(s)			

I. Policy Overview & Background

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

II. Definitions

- A. **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.
- B. **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.
- C. **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.
- D. **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.
- E. **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.

III. South Dakota High School Dual Credit

A. 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

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.

school district must agree to record dual credit coursework on the student's transcript and use it to calculate academic standing.

B. Eligibility Criteria

A. Student Eligibility

a. High School Junior:

- i. earn an ACT composite score of 24² reflective of the 70% percentile; OR
- ii. rank in upper one-third of their graduating class; OR
- iii. earn a cumulative GPA of at least 3.50 on a 4.0 scale.

b. High School Senior:

- i. earn an ACT composite score of 21³ reflective of the 50% percentile; OR
- ii. rank in the upper one-half of their graduating class; OR
- iii. earn a cumulative GPA of at least 3.25 on a 4.0 scale.

c. High School junior or senior eligible to enroll in a high school in South Dakota meeting Undergraduate admissions requirements:

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

B. School District & Home School Eligibility

- a. 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).
- b. Non-resident students enrolled in an eligible South Dakota school district may enroll in HSDC coursework if approved by their local high school administrator.
- c. Students receiving education opportunities through alternative education are eligible to participate if the sponsoring parent has signed an MOU with the SDDOE.

C. Foreign Exchange Student Eligibility

a. 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 have a signed MOU with the SDDOE.

d.b. 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.¹

D. Continuing Eligibility

a. Students must earn satisfactory grades in all HSDC coursework to maintain eligibility in the program.⁴

² The ACT requirement for juniors aligns with National norm data depicting the average percentile score for ACT test-takers each year. An ACT composite score of 24 most closely aligns with the 30th percentile for the most recent National norm data.

³ The ACT requirement for seniors aligns with National norm data depicting the average percentile score for ACT test-takers each year. An ACT composite score of 21 most closely aligns with the 50% percentile for the most recent National norm data.

⁴ 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.

- b. Any student who earns an “F” in any given term shall be denied future enrollment unless the following criteria are met:
 - i. 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
 - ii. Sit out 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 9 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.

C. Enrollment Requirements

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.
2. For the Fall and Spring terms, Sstudents may enroll in available courses until the Close of Business on the first day of each term. Applications that are received after this time ~~may~~ shall not be processed.
- ~~2-3.~~ 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.
- ~~3-4.~~ 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.~~ 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.

D. Course Eligibility

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. Students enrolling in MATH 102 (or higher) or ENGL 101 (or higher) must meet placement requirements established in policy.
2. Student enrollment is limited to no more than 9 credit hours in any given academic term. Waivers to this credit hour threshold may be approved by the System Vice President for Academic Affairs with verification that all credit hours attempted through the HSDC program have been completed with a “B” or higher.
3. 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. 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

E. Tuition & Fees

- A. Students enrolled through the HSDC program receive a reduced tuition rate of \$40 per credit hour.
- B. 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.
- C. 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.
- D. The SDDOE will reimburse the BOR institutions at a rate of \$105 per credit hour. 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.

F. Reporting Requirements

- A. 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
- B. Two weeks after the posting of final grades the BOR will supply the SDDOE with the academic performance for all participating HSDC students.
- C. 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.
 - a. [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.](#)
 - b. [All formal grade reporting shall be distributed through the formal mail process. Email distribution through unsecure delivery methods is not allowed.](#)

IV. Concurrent Enrollment

A. 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.

B. Eligibility Criteria

A. Student Eligibility

a. High School Junior

- i. Meet ACT college-ready benchmarks in all subtests; OR
- ii. Rank in the upper one-third of their class; OR
- iii. Score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; OR
- iv. Meet undergraduate admissions requirements (ACT or coursework).

b. High School Senior

- i. Meet ACT college-readiness benchmarks in all subtests; OR
- ii. Rank in the upper one-half of their class; OR
- iii. Score at or above the 50th percentile on the nationally standardized, Norm-referenced test, such as the ACT or SAT; OR
- iv. Meet undergraduate admissions requirements (ACT or coursework).

B. Postsecondary Institution Eligibility

a. General Approval

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
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.

b. Formal Approval

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

c. Standards

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 15 graduate hours in the subject discipline/taught.
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.
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.
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.

C. Course/Section Eligibility

- a. 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.

C. Tuition & Fees

1. Externally Sponsored Tuition Rate

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

2. Course Materials & Lab Fees

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

D. Reporting Requirements

1. 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.
2. Each course list must include student grade performance.

V. Campus Enrollment

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

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 the following fields and values:

- Section: U820T
- Term: 2014SP 2014 Spring
- Start/End: 01/13/14 to 05/06/14
- Synonym: 92071
- Depts/Pct: 1 UCLHU, 100.00
- Credit Type: Institutional
- Min/Max/Incr: 3.00000
- CEUs: (empty)
- Course Lvl: 1 100 Freshman
- Acad Lvl: UG Undergraduate
- Grade Scheme: UG Undergraduate
- Short Title: Medical Terminology
- National ID: 100102 Linguistics
- Local IDs: 1 018
- Location: USD The University o
- Course Types: 1 HSDC High School (indicated by a red arrow)
- Topic Code: INT Internet/On-Line
- Status: A Active
- Date: 07/24/13

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. 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 \$105 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.

d. 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

- e. **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 RGARI.TERM 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 one 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 15 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 juniors, 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, at as minimum more than 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 _____ 2____.

[Jack Warner](#)[Mike Rush](#)
 Executive Director and CEO
 South Dakota Board of Regents

 President
 College

ⁱ 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 wish to take college courses.”