



# ACADEMIC AFFAIRS GUIDELINES

<b>Section 2.2:</b>		Admission and Transfer	
<b>Title:</b>		Dual / Concurrent Credit Administration Guidelines	
<b>Number (Current Format)</b>	<b>Number (Prior Format)</b>	<b>Date Last Revised</b>	
2.2.6.A	7.1; XIV	11/2022	
<b>Reference:</b>	<a href="#">SDCL § 13-28-37</a> – Postsecondary Enrollment – Course Credit – Failing Grade Eliminates Eligibility <a href="#">SDCL § 13-28-37</a> – State Subsidized High School Dual Credit Program <a href="#">BOR Policy 2.2.1</a> – System Undergraduate Admissions <a href="#">BOR Policy 2.1.1</a> – System Academic Year/Academic Calendars <a href="#">BOR Policy 2.8.1</a> – Grades and Use of Grade Point Averages <a href="#">BOR Policy 2.4.5</a> – Third Party Access for Academic Credit <a href="#">BOR Policy 5.5.3</a> – Tuition and Fees: Special Course Types		
<b>Related Form(s):</b>			

## 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.<sup>1</sup>

## 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.

<sup>1</sup> 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 [BOR Policy 2.2.1](#) 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 or superscore of 24 reflective of the 70% percentile (or equivalent SAT score of 1180); or
- b) rank in upper one-third of their graduating class; or
- c) earn a cumulative high school 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 or superscore of 21 reflective of the 50% percentile (or equivalent SAT score of 1080); or
- b) rank in the upper one-half of their graduating class; or
- c) earn a cumulative high school 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 composite score or superscore of 18 (or 21 for USD & SDSM&T), or equivalent SAT score of 970 or 1080 (for USD & SDSMT); 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 11<sup>th</sup> Grade Assessments.
- b) PreACT Exam Composite Score of 24 or higher
- c) ACCUPLACER Next Generation<sup>2</sup> (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 qualify for the program by meeting any of the criteria in Section 3 of this guideline, excluding class rank.

**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.<sup>3</sup>

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<sup>2</sup> 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.

<sup>3</sup> 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.”

### **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 and on file with SDDOE to participate each academic year. MOUs cover a three-year period, and new MOUs are available prior to the start of each Fall semester during renewal years. If an MOU covering 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.** Per SDCL § 13-28-37.1, any student who earns a “W” or an “F” in any given term shall be denied any future enrollment unless they are able to show good cause through one of the following criteria:

**4.4.1.1.** Have a minimum, cumulative BOR GPA of 2.5 in all prior HSDC coursework.

**4.4.1.2.** The student experienced extenuating circumstances beyond his or her control that contributed to the “W” or “F” grade. These extenuating circumstances may include, but are not limited to: illness, injury, an illness or death in the family, or unusual academic circumstances.

**4.4.1.2.1.** Students wishing to receive an exception for good cause may complete an Eligibility Exemption Form and submit it to the HSDC contact at the institution(s) where they received the “W” or “F” grade. Upon making a determination, the institution will forward the completed form to the institution(s) the student is planning to enroll at, as necessary.

**4.4.1.3.** A student who earns a “W” or an “F” who cannot show good cause through the criteria above may continue in the program, but must first successfully repeat the course(s) in which they earned a “W” or an “F” at the full HSDC tuition rate. The full HSDC tuition rate includes both the student portion of the tuition, as well as the portion typically paid for by DOE.

**4.4.1.3.1.** Students who want to continue by paying the full HSDC tuition rate may fill out an Eligibility Exemption Form and submit it to the HSDC contact at the institution where they plan to enroll the following semester.

**4.4.1.4.** A student may appeal the decision of the institution regarding good cause to the High School Dual Credit Joint Appeals Panel, consisting of a representative from SDBOR, the Board of Technical Education, and the Department of Education. The Panel will make a final determination as to whether the student showed good cause.

**4.4.1.5.** A student who earns a “W” or “F” grade must still have BOR GPA of 2.0 or higher to participate in the HSDC program the following semester, per section 4.4.2. of these guidelines.

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

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

**4.4.2.2.** If a student’s BOR 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 offered by BOR institutions for the following term (reflecting Fall and Spring semesters only).

**4.4.2.2.1.** Students falling below a 2.0 BOR GPA who did not receive a W or F grade, and therefore do not qualify to use an Eligibility Exemption Form under Section 4.4.1. of these guidelines, may fill out an HSDC Academic Suspension Waiver Form. The form gives students two options to be reinstated:

**4.4.2.2.2.** The student documents that they experienced extenuating circumstances beyond their control that contributed to their BOR GPA falling below 2.0. These extenuating circumstances may include, but are not limited to: illness, injury, an illness or death in the family, or unusual academic circumstances.

**4.4.2.2.3.** Students may elect to pay the full HSDC rate to continue taking BOR HSDC courses during the one-semester suspension.

## **4.5. Enrollment Requirements**

**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.** Per the Department of Education, students are limited to five (5) semesters of participation in the HSDC program, beginning in the Fall of the student’s junior year. Students are eligible for the Fall and Spring semesters of their junior year, the Summer semester between their junior and senior years and the Fall and Spring semesters of their senior year. Students are no longer eligible for new enrollments in the HSDC program after May 1 of their senior year.

**4.5.3.** 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.

**4.5.4.** 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.

**4.5.5.** 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.

**4.5.6.** 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.

**4.5.7.** 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 2.2.1 – System Undergraduate Admission<sup>4</sup>

## **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.

**4.6.1.1.** Remedial courses may not be offered as part of the HSDC program.

**4.6.2.** Students enrolling in MATH 114 (or higher) or ENGL 101 (or higher) must meet placement requirements established in BOR Policy 2.3.7 – Baccalaureate General Education Curriculum and the English and Mathematics Placement Guidelines. Degree seeking students are allowed to challenge on the ACCUPLACER 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.

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<sup>4</sup> [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.”

**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.

**4.7.5.** Students who fail or withdraw from a course without good cause, and who want to continue in the HSDC program may pay SDDOE’s portion of the reduced tuition rate to retake the course the student withdrew from or failed at the full HSDC tuition rate.

#### **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.** 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 2.4.5 – Externally Funded Courses 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 Requirements<sup>5</sup>**

**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.

**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.

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<sup>5</sup> 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.

**6.3.4.** 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.

#### **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; AAC April 2020; AAC May 2020; AAC July 2020; AAC January 2021; AAC May 2021; AAC October 2021; November 2021 (Clerical); AAC March 2022; AAC October 2022; AAC November 2022.

**Appendix A**  
**Procedures for High School Students and Sections**

<b>Title</b>	<b>High School Students Sections (Concurrent/HSDC/HS)</b>
<b>Version</b>	1.3
<b>Date</b>	01/13/2021
<b>Created by</b>	SDBOR
<b>Edited by</b>	SDBOR
<b>Copyright</b>	South Dakota Board of Regents
<b>Process Owner</b>	SDBOR, ADM, ARR, ARCR
<b>Dept/Division</b>	All
<b>Get help with this process</b>	Contact Trudy Zalud
<b>Processes</b>	Sections
	Section Attributes
	General Student
	Student Rate

**Description: High School Students**

Within the Board of Regents system, high school students can attend and take courses either at the high school level or at the undergraduate level. There will be differing circumstances that require coding at the section level and at the student level described within this document.

Definitions

- Governor’s High School Dual Credit Students (HSDC)

High School students that may be attending multiple campuses. They have a Student Type of H. They have a term code that will end in either YYYY10, YYYY80. Their program will likely be a non-degree seeking program. They are enrolled in one of the Regental University Approved Courses or Online and are taught by Regental Faculty members. Their student rate will always be HSDC. [See BOR Academic Affairs Guidelines.](#)

- High School Concurrent Students  
High School students that may be attending multiple campuses. They have a Student Type of H. They have a term code that will end in either YYYY10, YYYY80. Their program will likely be a non-degree seeking program. They attend Regental Approved Courses at their local High School or other non-Board of Regents facility and are taught by High School Teachers that are approved to teach the course. These students are not taught by Regental Faculty. Their student rate should be NSR or it could be HSDC only if they are also taking a course that is HSDC (see definition above). [See BOR Academic Affairs Guidelines.](#)

- High School UG Level Students – Not Concurrent/Not HSDC  
High School students that may be attending multiple campuses. They have a Student Type of H. They have a term code that will end in either YYYY10, YYYY80. Their program will be a non-degree seeking program. They are enrolled in one of the Regental University Approved Courses or Online and are taught by Regental Faculty members. Their student rate will be associated with their status as a student (i.e., NSR, MR, RNR). They do not qualify for HSDC or Concurrent and are paying full rate for their courses. [See BOR Academic Affairs Guidelines.](#) The high school student earns credit outside of an established, subsidized program.

- High School Students HS Level Students  
High School students typically (but not always) attending at NSU with a term code on SGASTDN of YYYY99. They have a Student Type of H. They are enrolled in the program of NHS.ELH with a Level of HS. They attend classes via the digital network or other IT supported solution. The student rate should be NSR. These courses are not at the college level and confer high school credits.

HS Population	Definition	Term Code	Student Type	Student Level	Student Rate	Applicable Program
HSDC	Governor’s High School Dual Credit	YYYY10, YYYY50, YYYY80	H	UG	HSDC	Non-Degree Seeking
Concurrent	HS Students taking UG Level Courses at an approved HS, with non-Regental faculty.	YYYY10, YYYY50, YYYY80	H	UG	NSR or HSDC if they are also HSDC	Non-Degree Seeking
HS UG	HS Juniors or Seniors approved by BOR Guidelines.	YYYY10, YYYY50, YYYY80	H	UG	NSR, MR, RNR, etc.	Non-Degree Seeking
HS	HS Students taking HS Courses.	YYYY99	H	HS	NSR	NHS.ELH

## Sections

Due to the complexity of reporting there are several Section needs for courses taught at the Undergraduate Level. This section relates to those High School student that are either Concurrent or High School Dual Credit Students.

### 1. High School Dual Credit Students:

South Dakota Board of Regents will be required to report on all courses that are High School Dual Credit. Therefore, the sections will need to include the following.

#### SSASECT

- On SSASECT for that CRN, SUBJ, and CRS NUMB, the Session Code will follow all other rules for normal UG courses taught by system faculty.
- See example below from TEST:

Term: 201980 CRN: 84102 Subject: CJUS Course: 201 Title: Intro to Criminal Justice

Course Section Information

Subject	CJUS	CRIMINAL JUSTICE	Campus	SDSU South Dakota State Univ	Grade Mode	...
Course Number	201	...	Status	Active	Session	ONLINE/Internet
Title	Intro to Criminal Justice	...	Schedule Type	Online Synchronous	Special Approval	...
Section*	ST1	...	Instructional Method	Lecture	Duration	...
Cross List	...	...	Integration Partner	...	Override Duration	<input type="checkbox"/>

- On the Meeting Location and Credits tab, enter as you would any other campus taught section.

#### SSADETL

- When the course is a HSDC course, the course attribute of HSDC must be added to SCADETL.
- The attribute of HSDC is added at the course level and defaults to the section level. The attribute should be double checked when creating sections. Only a subset of courses are approved for inclusion the Governor’s High School Dual Credit Program (typically general education courses). This approval process is controlled by the System Vice-President of Academic Affairs.
- The attribute of X9XX that matches the X3XX (or X1XX) must be included for billing purposes.

Term: 201980 CRN: 84102 Subject: CJUS Course: 201 Title: Intro to Criminal Justice

Section Links and Corequisites Section Fees Degree Program Attributes Contract and Block Schedule Information

DEGREE PROGRAM ATTRIBUTES

Attribute *	Description
CEVL	Class Evaluations
COM	Common Course
HSDC	High School Dual Credit Crse
PPHS	Passport Human Society & Indiv
S3IN	SDSUUG, SS, Internet (not Nrs/
S9IN	S,UG,HS SS, Internet

2. High School Concurrent Students:

South Dakota Board of Regents will be required to report on all courses that are concurrent. Therefore, the sections will need to include the following.

SSASECT

- On SSASECT for that CRN, SUBJ, and CRS NUMB, the Session Code of G – High School Concurrent.
- This allows for seamless reporting of concurrent courses for the student and allows for the exclusion of these courses from HSDC reporting.
- See example below from TEST:

The screenshot shows the 'Section Preferences' tab of the SSASECT form. The 'Session' dropdown menu is set to 'G' (High School Concurrent), which is circled in red. Other visible fields include Subject: BIOL, Course Number: 101, Title: Biology Survey I, Campus: BHSU Black Hills State Univ, Status: Active, Schedule Type: Face-to-Face, Term Based, Instructional Method: Lecture, and Duration.

- On the Meeting Location and Credits tab, enter in COFC for Building and the location of the Room.
- In this example, SPEARFISH was loaded because the course was taught in Spearfish, SD.
- However, we will be loading additional rooms based on campus request to include a more specified location such as for example SHS for Spearfish High School on SLARDEF.

Building: COFC Off Campus Room: SHS Term:

**ROOM DEFINITION**

New Term: 202010  
 From Term: 202010  
 To Term: 999999  
 Description: Spearfish High School  
 Capacity: 9999 Maximum: 9999  
 Gender:  Male  Female  Not A  
 Room Type:  Residence Hall  Classroom  
 College:   
 Department:   
 Status: AC Active

- This will allow for reporting by location as needed.

The screenshot shows the 'Meeting Location and Credits' tab. A table is displayed with the following data:

Automatic Scheduler	Building	Room	Schedule Type *	Hours per Week *	Override Indicator	Session Credit Hours	Partic
	COFC	SPEARFISH	B01		0.00		3.000



### SSAETL

- When the course is concurrent as in this example above then the attribute of HSDC should not be on the Course Attributes as it is not an approved HSDC course.
- Concurrent courses are only designed for students that are high school concurrent.
- It would be appropriate to not load a HSDC attribute on these courses mainly for reporting purposes.
- Attribute Codes: The appropriate attribute code must be assigned to the course. For standard concurrent credit courses, this is the X3F1 code. For NSU Rising Scholar courses, the appropriate attribute code is X3CA. The attribute code is what the billing is based on for fees.

Term: 201980 CRN: 90914 Subject: BIOL Course: 101 Title: Biology Survey I			
Section Links and Corequisites	Section Fees	<b>Degree Program Attributes</b>	Contract and Block Schedule Information
▼ DEGREE PROGRAM ATTRIBUTES			
Attribute *	Description		
B3F1	BHSU UG, SS, Financed		
CEVL	Class Evaluations		
COM	Common Course		
GFSC	GenEd Natural Sciences		

### **General Student:**

SGASTDN Learner Record.

### High School Dual Credit Student

For HSDC students, students must be loaded with a Student Type of H. They will typically be enrolled with their initial term. Their student rate must be HSDC. At no time can a NULL rate exists for students. This field is required to ensure that the billing is accurate. A corresponding section attribute of X9XX must be on the section SSAETL form. The student would not need a new term code on SGASTDN each term unless this student has changed status, their student type changes, their rate changes or there is a program related change. However, if all values remain consistent and accurate, then the record can remain static.

Admissions or other staff should load an end term for HSDC when the student is loaded into SGASTDN. The term to be loaded should be the Graduation Year from SOAHSCH and term ending in 50 - YYYY50. The term should be IS for Inactive and the rate code should be changes to NSR.

I.e.,

Student loaded in 201980, H Student Type, AS for Active, Rate for HSDC.

Student graduates in 2021 on SOAHSCH.

Therefore, the end term would be 202150, IS for Inactive and a rate code of NSR.

201980	AS	H	HSDC
202150	IS	H	NSR

In this example, student started in 201980 and their last active term will be 202110.

### High School Concurrent Student

For HS Concurrent students, students must be loaded with a Student Type of H. They will typically be enrolled with their initial term. Their student rate must be NSR. This field is required to ensure that the billing is accurate. At no time can a NULL rate exist for students. On the Course Attributes, the Fee Assessed is based on the campus fee rate. In the example above B3F1 is a BHSU UG, SS Financed. As a reminder, this course is a College Course taught at the High School by an approved High School teacher. The student would not need a new term code on SGASTDN each term unless this student has changed status, their student type changes, their rate changes or there is a program related change. However, if all values remain consistent and accurate, then the record can remain static.

### High School UG Level Student

For HS students taking non concurrent and non HSDC courses, students must be loaded with a Student Type of H. They will typically be enrolled with their initial term. Their student rate must be applicable to that student type (NSR, RNR, MR, etc.). At no time can a NULL rate exist for students. This field is required to ensure that the billing is accurate. On the Course Attributes, the Fee Assessed is based on the campus fee rate for that course. The student would not need a new term code on SGASTDN each term unless this student has changed status, their student type changes, their rate changes or there is a program related change. However, if all values remain consistent and accurate, then the record can remain static.

### High School HS Level Student

For HS students taking high school courses and enrolled via NSU program, they must have a NSR rate. The only time this could change is if they are also enrolled in a HSDC course. Typically, these students will have a term code like YYYY99. The student would not need a new term code on SGASTDN each term unless this student has changed status, their student type changes, their rate changes or there is a program related change. However, if all values remain consistent and accurate, then the record can remain static.

SGAMSTU – Mass Student Change process will be processed in YYYY10 and YYYY80 and will inactivate students that are not enrolled, not registered and not on hiatus. This will automatically then inactivate high school students. To learn more about this process, see General Student:

<https://infoshare.sdbor.edu/TechDocs/Banner/GeneralStudent/Pages/default.aspx>.

Workflow for General Student – Each campus admissions team will work through the process to insert new application records for students that are being readmitted or transferring to another BOR university. Please see the general student or admissions manual for more information related to workflow processing.

### **Reporting**

SDBOR must report on both HSDC and Concurrent student populations. Therefore, the ability to track sections and students will be paramount.

The ARCR team have several reports to capture when the Rate code is not accurate for the student type. Two of the reports include: End Term Rate and Student Type/Rate Code. Campuses should evaluate these reports by term or more often to ensure billing will be accurate.

**Related Documents:** Not Applicable

**Links:** Not Applicable

## Appendix B

### National Alliance of Concurrent Enrollment Partnerships 2017 National Concurrent Enrollment Partnership Standards

(Adopted May 2017)

#### I. Partnership Standards

- **Partnership 1 (P1):** The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
- **Partnership 2 (P2):** The concurrent enrollment program has ongoing collaboration with secondary school partners.

#### II. Faculty Standards

- **Faculty 1 (F1):** All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
- **Faculty 2 (F2):** Faculty liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
- **Faculty 3 (F3):** Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
- **Faculty 4 (F4):** The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.

#### III. Assessment Standards

- **Assessment 1 (A1):** The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

#### IV. Curriculum Standards

- **Curriculum 1 (C1):** Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.
- **Curriculum 2 (C2):** The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
- **Curriculum 3 (C3):** Faculty liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

#### V. Student Standards

- **Student 1 (S1):** Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
- **Student 2 (S2):** The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
- **Student 3 (S3):** Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
- **Student 4 (S4):** The college/university provides, in conjunction with secondary partners, concurrent enrollment students with suitable access to learning resources and student support services.

#### VI. Program Evaluation

- **Evaluation 1 (E1):** The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
- **Evaluation 2 (E2):** The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

## 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\_\_.

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Brian L. Maher  
Executive Director and CEO  
South Dakota Board of Regents

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<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 2.4.3 – 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

<b>School District</b>	<b>Primary Institution</b>	<b>Secondary Institution</b>
<a href="#">Aberdeen 06-1</a>	NSU	
<a href="#">Aberdeen Catholic Schools - 06301</a>	NSU	
<a href="#">Aberdeen Christian School, Inc. - 06320</a>	NSU	
<a href="#">Agar-Blunt-Onida 58-3</a>	CUC	
<a href="#">Alcester-Hudson 61-1</a>	USD	
<a href="#">Andes Central 11-1</a>	USD	
<a href="#">Arlington 38-1</a>	SDSU	DSU
<a href="#">Armour 21-1</a>	CCSF	USD
<a href="#">Avon 04-1</a>	USD	
<a href="#">Baltic 49-1</a>	CCSF	
<a href="#">Belle Fourche 09-1</a>	BHSU	
<a href="#">Bennett County 03-1</a>	SDSMT/BHSU-RC	
<a href="#">Beresford 61-2</a>	USD	
<a href="#">Big Stone City 25-1</a>	SDSU	
<a href="#">Bison 52-1</a>	BHSU	
<a href="#">Black Hills Lutheran Schools - 51340</a>	SDSMT/BHSU-RC	
<a href="#">Bon Homme 04-2</a>	USD	
<a href="#">Bowdle 22-1</a>	NSU	
<a href="#">Brandon Valley 49-2</a>	CCSF	
<a href="#">Bridgewater-Emery 30-3</a>	CCSF	
<a href="#">Britton-Hecla 45-4</a>	NSU	
<a href="#">Brookings 05-1</a>	SDSU	
<a href="#">Burke 26-2</a>	USD	
<a href="#">Canistota 43-1</a>	CCSF	
<a href="#">Canton 41-1</a>	CCSF	
<a href="#">Castlewood 28-1</a>	SDSU	
<a href="#">Centerville 60-1</a>	USD	
<a href="#">Chamberlain 07-1</a>	CUC	DSU
<a href="#">Chester Area 39-1</a>	DSU	CCSF
<a href="#">Cheyenne River BIE Schools - 20302</a>	SDSMT/BHSU-RC	
<a href="#">Clark 12-2</a>	NSU	SDSU
<a href="#">Colman-Egan 50-5</a>	DSU	SDSU
<a href="#">Colome Consolidated 59-3</a>	USD	
<a href="#">Corsica-Stickney 21-3</a>	CCSF	USD
<a href="#">Crazy Horse School - 35301</a>	SDSMT/BHSU-RC	
<a href="#">Crow Creek Sioux Tribal School - 34301</a>	SDSMT/BHSU-RC	



<b>School District</b>	<b>Primary Institution</b>	<b>Secondary Institution</b>
<a href="#">Custer 16-1</a>	SDSMT/BHSU-RC	
<a href="#">Dakota Christian School - 21303</a>	CCSF	DSU or USD
<a href="#">Dakota Valley 61-8</a>	USD	
<a href="#">De Smet 38-2</a>	SDSU	
<a href="#">Dell Rapids 49-3</a>	CCSF	DSU
<a href="#">Deubrook Area 05-6</a>	SDSU	
<a href="#">Deuel 19-4</a>	SDSU	
<a href="#">Doland 56-2</a>	NSU	
<a href="#">Douglas 51-1</a>	SDSMT/BHSU-RC	
<a href="#">Dupree 64-2</a>	SDSMT/BHSU-RC	
<a href="#">Eagle Butte 20-1</a>	CUC	SDSMT/BHSU-RC
<a href="#">Edgemont 23-1</a>	SDSMT/BHSU-RC	
<a href="#">Edmunds Central 22-5</a>	NSU	
<a href="#">Elk Mountain 16-2</a>	SDSMT/BHSU-RC	
<a href="#">Elk Point-Jefferson 61-7</a>	USD	
<a href="#">Elkton 05-3</a>	SDSU	
<a href="#">Enemy Swim Day School - 18301</a>	NSU	
<a href="#">Estelline 28-2</a>	SDSU	
<a href="#">Ethan 17-1</a>	CCSF	DSU
<a href="#">Eureka 44-1</a>	NSU	
<a href="#">Faith 46-2</a>	BHSU	
<a href="#">Faulkton Area Schools 24-4</a>	NSU	
<a href="#">Flandreau 50-3</a>	SDSU	
<a href="#">Flandreau Indian School - 50301</a>	SDSU	
<a href="#">Florence 14-1</a>	SDSU	
<a href="#">Frederick Area 06-2</a>	NSU	
<a href="#">Freeman 33-1</a>	CCSF	USD
<a href="#">Freeman Academy - 33304</a>	CCSF	USD
<a href="#">Garretson 49-4</a>	CCSF	
<a href="#">Gayville-Volin 63-1</a>	USD	
<a href="#">Gettysburg 53-1</a>	CUC	NSU
<a href="#">Great Plains Lutheran High School - 14309</a>	SDSU	
<a href="#">Gregory 26-4</a>	USD	
<a href="#">Groton Area 06-6</a>	NSU	
<a href="#">Haakon 27-1</a>	SDSMT/BHSU-RC	CUC
<a href="#">Hamlin 28-3</a>	SDSU	

<b>School District</b>	<b>Primary Institution</b>	<b>Secondary Institution</b>
<a href="#">Hanson 30-1</a>	CCSF	DSU
<a href="#">Harding County 31-1</a>	BHSU	
<a href="#">Harrisburg 41-2</a>	CCSF	
<a href="#">Henry 14-2</a>	SDSU	
<a href="#">Herreid 10-1</a>	BHSU	
<a href="#">Highmore-Harrold 34-2</a>	CUC	NSU
<a href="#">Hill City 51-2</a>	SDSMT/BHSU-RC	
<a href="#">Hitchcock-Tulare 56-6</a>	NSU	
<a href="#">Hot Springs 23-2</a>	SDSMT/BHSU-RC	
<a href="#">Hoven 53-2</a>	CUC	NSU
<a href="#">Howard 48-3</a>	DSU	
<a href="#">Huron 02-2</a>	NSU (HCC)	
<a href="#">Ipswich Public 22-6</a>	NSU	
<a href="#">Irene-Wakonda 13-3</a>	USD	
<a href="#">Iroquois 02-3</a>	SDSU	DSU
<a href="#">James Valley Christian School - 02304</a>	NSU (HCC)	
<a href="#">Jones County 37-3</a>	SDSMT/BHSU-RC	
<a href="#">Kadoka Area 35-2</a>	SDSMT/BHSU-RC	
<a href="#">Kimball 07-2</a>	CUC	DSU
<a href="#">Lake Preston 38-3</a>	SDSU	
<a href="#">Langford Area 45-5</a>	NSU	
<a href="#">Lead-Deadwood 40-1</a>	BHSU	
<a href="#">Lemmon 52-4</a>	BHSU	
<a href="#">Lennox 41-4</a>	CCSF	
<a href="#">Leola 44-2</a>	NSU	
<a href="#">Little Wound School System - 65306</a>	SDSMT/BHSU-RC	
<a href="#">Lower Brule Day School - 42301</a>	CUC	DSU
<a href="#">Lutheran High School of Sioux Falls - 49338</a>	CCSF	
<a href="#">Lyman 42-1</a>	CUC	DSU
<a href="#">Madison Central 39-2</a>	DSU	
<a href="#">Madison Christian School - 39304</a>	DSU	
<a href="#">Marion 60-3</a>	CCSF	
<a href="#">Marty Indian School - 11301</a>	USD	
<a href="#">McCook Central 43-7</a>	DSU	
<a href="#">McIntosh 15-1</a>	NSU	
<a href="#">McLaughlin 15-2</a>	NSU	
<a href="#">Meade 46-1</a>	BHSU	

<b>School District</b>	<b>Primary Institution</b>	<b>Secondary Institution</b>
<a href="#">Menno 33-2</a>	USD	CCSF
<a href="#">Milbank 25-4</a>	SDSU	
<a href="#">Miller 29-4</a>	CUC	NSU
<a href="#">Mitchell 17-2</a>	DSU	
<a href="#">Mitchell Christian School - 17310</a>	DSU	
<a href="#">Mobridge-Pollock 62-6</a>	NSU	
<a href="#">Montrose 43-2</a>	DSU	CCSF
<a href="#">Mount Vernon 17-3</a>	DSU	
<a href="#">New Underwood 51-3</a>	SDSMT/BHSU-RC	
<a href="#">Newell 09-2</a>	BHSU	
<a href="#">Northwestern Area 56-7</a>	NSU	
<a href="#">Oelrichs 23-3</a>	SDSMT/BHSU-RC	
<a href="#">Oglala Lakota County 65-1</a>	SDSMT/BHSU-RC	
<a href="#">Oldham-Ramona 39-5</a>	DSU	SDSU
<a href="#">Parker 60-4</a>	CCSF	
<a href="#">Parkston 33-3</a>	CCSF	USD
<a href="#">Pierre 32-2</a>	CUC	
<a href="#">Pine Ridge School - 65311</a>	SDSMT/BHSU-RC	
<a href="#">Plankinton 01-1</a>	DSU	
<a href="#">Platte-Geddes 11-5</a>	USD	DSU
<a href="#">Porcupine Contract School - 65303</a>	SDSMT/BHSU-RC	
<a href="#">Rapid City Area 51-4</a>	SDSMT/BHSU-RC	
<a href="#">Rapid City Catholic School System - 51308</a>	SDSMT/BHSU-RC	
<a href="#">Rapid City Christian School - 51320</a>	SDSMT/BHSU-RC	
<a href="#">Red Cloud Indian School - 65301</a>	SDSMT/BHSU-RC	
<a href="#">Redfield 56-4</a>	NSU	
<a href="#">Rosholt 54-4</a>	NSU	
<a href="#">Rutland 39-4</a>	DSU	SDSU
<a href="#">Sanborn Central 55-5</a>	DSU	
<a href="#">Scotland 04-3</a>	USD	
<a href="#">Selby Area 62-5</a>	NSU	
<a href="#">Sioux Falls 49-5</a>	CCSF	
<a href="#">Sioux Falls Catholic Schools - 49303</a>	CCSF	
<a href="#">Sioux Falls Christian School - 49322</a>	CCSF	
<a href="#">Sioux Valley 05-5</a>	SDSU	DSU
<a href="#">Sisseton 54-2</a>	NSU	

<b>School District</b>	<b>Primary Institution</b>	<b>Secondary Institution</b>
<a href="#">Smee 15-3</a>	NSU	CUC
<a href="#">South Central 26-5</a>	USD	
<a href="#">Spearfish 40-2</a>	BHSU	
<a href="#">St. Francis Indian School - 66301</a>	SDSMT/BHSU-RC	
<a href="#">St. Mary's School - Dell Rapids - 49304</a>	CCSF	
<a href="#">St. Thomas School - 39301</a>	SDSMT/BHSU-RC	
<a href="#">Stanley County 57-1</a>	CUC	
<a href="#">Summit 54-6</a>	NSU	SDSU
<a href="#">Sunshine Bible Academy - 29302</a>	CUC	NSU
<a href="#">Takini School - 64302</a>	SDSMT/BHSU-RC	BHSU or CUC
<a href="#">Tea Area 41-5</a>	CCSF	
<a href="#">Timber Lake 20-3</a>	CUC	NSU
<a href="#">Tiospaye Topa School System - 20303</a>	CUC	NSU
<a href="#">Todd County 66-1</a>	CUC	SDSMT/BHSU-RC
<a href="#">Tripp-Delmont 33-5</a>	USD	
<a href="#">Tri-Valley 49-6</a>	CCSF	DSU
<a href="#">Vermillion 13-1</a>	USD	
<a href="#">Viborg-Hurley 60-6</a>	USD	
<a href="#">Wagner Community 11-4</a>	USD	
<a href="#">Wall 51-5</a>	SDSMT/BHSU-RC	
<a href="#">Warner 06-5</a>	NSU	
<a href="#">Watertown 14-4</a>	SDSU	
<a href="#">Waubay 18-3</a>	NSU	
<a href="#">Waverly 14-5</a>	SDSU	
<a href="#">Webster Area 18-5</a>	NSU	
<a href="#">Wessington Springs 36-2</a>	DSU	
<a href="#">West Central 49-7</a>	CCSF	
<a href="#">White Lake 01-3</a>	CCSF	DSU
<a href="#">White River 47-1</a>	CUC	SDSMT/BHSU-RC
<a href="#">Willow Lake 12-3</a>	SDSU	DSU
<a href="#">Wilmot 54-7</a>	NSU	SDSU
<a href="#">Winner 59-2</a>	CUC	USD
<a href="#">Wolsey-Wessington 02-6</a>	NSU	SDSU or DSU
<a href="#">Woonsocket 55-4</a>	DSU	
<a href="#">Wounded Knee School System - 65302</a>	SDSMT/BHSU-RC	
<a href="#">Yankton 63-3</a>	USD	