ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 4 – A (1)

DATE: February 21, 2018

SUBJECT

BOR Policies 2:8, 2:12, and 2:27 – New Format Revisions

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:8 – Level and Numbering of and Enrollment in Courses
BOR Policy 2:12 – Distance Education
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

The three policies included as attachments (BOR Policies 2:8, 2:12, and 2:27) have been revised to meet the new formatting requirements of the BOR Policy Manual. Each policy also has some minor clerical edits. BOR Policy 2:8 – Level and Numbering of and Enrollment in Courses also includes a few clarifying revisions, which were caused by the reformatting of the policy and dividing certain sections in the old format into multiple paragraphs. Also in BOR Policy 2:8, a reference in the purpose of the policy was removed, as it simply instructed campuses to use consistent descriptions on levels and numbering of courses as described in the policies by no later than the Fall of 1997, so it was no longer relevant.

When discussed initially during the January 2018 AAC meeting the council noted a number of minor corrections which have now been addressed in the most recent revisions (specifically section 3.3 and 4.3.1 in BOR Policy 2:12 Distance Education). A number of additional revisions have been made to BOR Policy 2:12 to align with current practice.

IMPACT AND RECOMMENDATIONS

By making these changes, the BOR Policy manual will continue to be updated to the current format, making it more uniform across the entire manual, while also making minor clerical and grammatical revisions.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:8 – Level and Numbering of and Enrollment in Courses

(DRAFT MOTION)

Review and approve the revisions to BOR Policies 2:8, 2:12, and 2:27 to move forward for first reading at the March 2018 BOR Meeting.
Attachment II – Proposed Revisions to BOR Policy 2:12 – Distance Education
Attachment III – Proposed Revisions to BOR Policy 2:27 – Program to Program Articulation Agreements
SUBJECT: Level and Numbering of and Enrollment in Courses

NUMBER: 2:8

A. PURPOSE
To regulate the common system describing the levels and numbering of courses promotes the common course numbering concept across the system, facilitates student transfer of credit between institutions, and reduces the complexity needed to generate system management reports. This policy, providing for consistent descriptions on levels and numbering of courses, shall be in place on each campus no later than the fall of 1997.

B. DEFINITIONS
None

C. POLICY
1. Course Numbering
   1.1. Pre-College
        001-099 Pre-college, remedial skills, special improvement (non-degree credit)
   1.2. Undergraduate Courses
        100-199 Freshman level
        200-299 Sophomore level
        300-399 Junior level
        400-499 Senior level (may be dual listed with 500 level graduate course)
   1.3. Graduate Courses
        500-599: Entry level graduate (may be dual listed with a 400 level undergraduate course and may include limited enrollments by undergraduates)
        600-699: Graduate level (undergraduate enrollment only by exception)
        700-799: Graduate level (Graduate students only)
        800-899: Doctoral and post-doctoral level (Doctoral and post-doctoral students only)
   1.4. Experimental Courses
Experimental courses can be offered for a maximum of two times before formal approval is received, but they must be reported through the system curriculum approval process.

2. Explanation of Course Levels

2.1. Lower Division Courses

2.1.1. Lower division courses are numbered 100 and 200. Typically, they require no or limited prerequisite background in the discipline. They also may have one or more of the following characteristics:

2.1.1.1. They are introductory courses or part of a series of basic courses in a discipline.

2.1.1.2. They are courses that may be counted in majors, minors, electives, the System general education requirements and/or institutional graduation requirements.

2.1.1.3. They are used at the basic level in baccalaureate programs.

2.1.1.4. They are used in associate degree programs.

2.1.2. Lower division courses increase the knowledge students have of subjects with which they are already familiar, introduce them to new subjects, and/or establish a foundation for them to study a major subject in depth.

2.1.3. Lower division courses usually are tightly structured with the expectation that students are to receive considerable instructional guidance in the learning process.

2.1.4. Instruction at the lower division level normally is informational and emphasizes learning skills; it usually entails the use of text materials or resources provided by the instructor or acquired through library or other resources.

2.1.5. The intellectual skills emphasized in lower division courses include comprehension, analysis, synthesis, evaluation, and application of knowledge, but these competencies are not stressed to the same degree they are in upper division courses.

2.1.6. Evaluation of student performance at this level typically tests information, concepts, and skills, but may include aspects identified below for upper division courses.

2.2. Upper Division Courses

2.2.1. Upper division courses are numbered 300 and 400. Typically, they build on the background of the lower division. They also may have one or more of the following characteristics:

2.2.1.1. They are built on a foundation of prerequisite lower division courses in general education, a discipline, or related field of study.

2.2.1.2. They may be included in the institutional graduation requirements.
2.2.1.3. They synthesize and integrate knowledge and skills from several specific areas in a discipline or from related disciplines.

2.2.1.4. They are used primarily in bachelor's degree programs.

2.2.2. Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge they have gained in the lower division. However, upper division courses may also be an introduction to subfields in a discipline.

2.2.3. Upper division courses are characterized by more flexible structure, which allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent study and/or research in the laboratory, library, studio, or community.

2.2.4. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom.

2.2.5. Upper division courses typically emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge.

2.2.6. Evaluation of student performance at this level stresses such outcomes as comprehension and understanding of concepts, the ability to solve problems, and to integrate knowledge.

2.3. Graduate Courses

2.3.1. Graduate courses are numbered 500, 600, 700, and 800. Typically, graduate courses are restricted to students who have successfully completed a bachelor's degree. They also may have one or more of the following characteristics:

2.3.1.1. They typically build upon a foundation of undergraduate courses in a single or related disciplines.

2.3.1.2. They require intellectual maturity of students and stress independent study.

2.3.1.3. They emphasize the use of library, studio, laboratory, community, and field-based facilities and resources in ways commensurate with the level of learning.

2.3.1.4. They are used in masters, specialist, doctoral, and post-doctoral programs.

2.3.1.5. They may be used for special students or special post-baccalaureate certificate programs and studies.

2.3.2. The primary function of graduate courses is to broaden the perspective and deepen the advanced knowledge students have of a particular discipline or professional field of study or to provide students with initial preparation in an advanced professional field that requires foundational knowledge and experience in a related discipline or field of study.

2.3.3. Graduate courses should be characterized by a high level of complexity and generalization in the study of a particular subject.
2.3.4. **Graduate courses** are structured in a manner that allows for a variety of approaches to the subject matter, a wide range of source material, considerable student interaction, and a significant emphasis on independent study and/or research in the library, laboratory, studio, or community.

2.3.5. **Graduate courses** are designed to extend the knowledge and intellectual maturity of students beyond the baccalaureate level. They are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge.

2.3.6. Evaluation of student performance in graduate courses entails a variety of means and is commensurate with the level of complexity of these courses.

### 2.4. Multiple Numbered Courses

2.4.1. This is a concept. **Multiple numbered courses are used** to manage curriculum and faculty assignments. In this approach, a given body of content is available in separately approved courses at the two different levels. It is assumed that each of those courses is needed, one for each level of curriculum.

2.4.2. However, in the context of curriculum and resource management, the institution may make the decision to teach those two courses simultaneously by one faculty member.

2.4.3. Different levels of expectations would be stated for the students. Separate course syllabi outlining these different expectations or a segment of the common syllabi that clarifies these differences, based on the characteristics described in 2.1A, 2.2B and 2.3C above, would be made available and on file.

2.4.4. Multiple numbered courses must be properly approved, documented, and monitored for quality and maintenance of standards. Two types of multiple numbered courses are acceptable.

- **2.4.4.1.** Undergraduate studio and ensemble courses may be multiple numbered (100, 200, 300, 400).

- **2.4.4.2.** Senior and entry level graduate courses may be dual numbered (400/500).

2.4.5. Multiple numbered courses do not have to be used on a campus, but, should they be used, initiation is accomplished by approval of the appropriate course proposals and would follow these guidelines.

### 2.5. Use of Workshop Credit in Graduate Programs

No more than 3 graduate credit hours in any graduate program can be a workshop. Workshop courses at the graduate level are numbered 593, 693, 793 or 893.

### 2.6. Use of 500 Level Courses in Graduate Programs

No more than 50% of the credit hours in any graduate program can be at the 500 level.

### 3. Enrollment in Courses

3.1. Undergraduate Courses (011-499)
3.1.1. All undergraduate and graduate students enrolling at Regental universities in courses numbered 001-499 shall be admitted as an undergraduate student (either degree seeking or non-degree seeking) and registered at the undergraduate level. For all undergraduate and graduate students enrolling at Regental universities in courses numbered 001-499, the courses shall be recorded on the transcript at the undergraduate academic level and included in the calculation of all undergraduate grade point averages.

3.1.2. When an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities, the course shall be recorded on the transcript at the undergraduate academic level with the credit hours approved for the course and then duplicated at the graduate level through an internal transfer policy (Refer to BOR policy 2:5.175). At the undergraduate level, the credit is included in the calculation of the undergraduate institutional grade point average and the undergraduate cumulative grade point average at the full credit rate. At the graduate level, the credit is included in the calculation of the graduate institutional grade point average and the graduate cumulative grade point average at the converted credit rate.

3.1.3. Undergraduate courses required as prerequisites in preparation for registration in graduate courses shall be recorded on the transcript at the undergraduate level and will not be duplicated at the graduate level because the courses are not a part of the Regental graduate plan of study.

3.2. Graduate Courses (500-899)

3.2.1. All undergraduate and graduate students enrolling at Regental universities in courses numbered 500-899 shall be admitted as a graduate student (either degree seeking or non-degree seeking) and registered at the graduate level. For all undergraduate and graduate students enrolling at Regental universities in courses numbered 500-899, the courses shall be recorded on the transcript at the graduate academic level and included in the calculation of all graduate grade point averages.

3.2.2. When a graduate course is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program, the course shall be recorded on the transcript at the graduate academic level with the credit hours approved for the course and then duplicated at the undergraduate level through an internal transfer policy (Refer to BOR policy 2:5.175). At the graduate level, the credit is included in the calculation of the graduate institutional grade point average and the graduate cumulative grade point average at the full credit rate. At the undergraduate level, the credit is included in the calculation of the undergraduate institutional grade point average and the undergraduate cumulative grade point average at the converted credit rate.

3.3. Undergraduate Students Taking Graduate Courses

3.3.1. Undergraduate students who have completed a minimum of 90 credit hours may enroll in a limited number of 500 level courses. The Vice President for
Academic Affairs may grant an exception for enrollment in a 600 level course. The student shall pay graduate tuition and the courses shall be recorded on a graduate transcript. These graduate courses may apply to an undergraduate degree.

3.4. Repeated Enrollment in the Same Course

3.4.1. A student may enroll in an undergraduate course (for which credit is granted only once) no more than three times without permission of the Vice President for Academic Affairs.

3.4.2. A student may enroll in a graduate course (for which credit is granted only once) no more than two times without permission of the Dean of the Graduate School.

3.4.3. A student will be allowed unlimited enrollments in an undergraduate or graduate course for which credit toward graduation may be received more than once. An institution may limit the number of credit hours for courses that may be taken more than once that apply toward the requirements for a major.

FORMS / APPENDICES:
None

SOURCE:
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Distance Education

NUMBER: 2:12

A. PURPOSE

To regulate the programs and courses offered for college credit through correspondence, electronic delivery, and off-campus delivery, in order to provide broader access to credit bearing college level educational opportunities and to assist communities in making effective use of the resources of South Dakota’s public universities.

B. DEFINITIONS

None

B.C. POLICY

1. Applicable Policies, Standards and Guidelines

Unless specifically exempted, all Board and campus policies, standards and guidelines for on campus instruction, including admissions requirements, course evaluation requirements, course prerequisites, faculty qualifications, access to appropriate student support services and instructional equipment, and student rights and responsibilities, also apply to distance education instruction.

2. Administration

2.1. All distance education programs and courses, including correspondence study, should be coordinated in each institution under one authority such as a Dean or Director.

2.2. In planning and executing distance education programs, the Dean/Director should work with the Vice President for Academic Affairs, Deans and Department Heads on matters concerned with selection of courses and programs to be offered and recruitment of instructors. The Administrative Head (Dean or Division Head) of the unit in which a course is offered must recommend the course and faculty appointment to the Vice President for Academic Affairs or his/her designee. Where Graduate Courses are offered, the Graduate Dean, Director, or the Graduate Council must also approve the course offering and the instructor.

2.3. An off-campus center is any location where programs (majors, minors, options, certificates) are offered by one or more institutions within the system. Centers may be established only with the permission of the Board of Regents and shall facilitate advising, counseling, and academic support assistance for students. Establishment of
off-campus centers should be based on demand within the area served and feasibility determined by a careful marketing survey.

3. Faculty

3.1. Qualifications and Appointment

3.1.1. Individuals who are not regular faculty members and who are appointed to teach a distance education course must meet the same qualifications as members of campus faculty. All such appointments must have the approval of the appropriate Dean(s) and the Vice President for Academic Affairs prior to employment being offered or the course being scheduled. University policies may also require approval at the department level.

3.1.2. The person teaching the course and meeting classes must be the individual whose name appears on the grade report (class roster) in the office of the registrar. Any exceptions to this policy must be approved by the Vice President for Academic Affairs.

3.1.3. Only persons with terminal degrees or who hold instructor rank should teach graduate courses. Only persons with terminal degrees, or in special cases exceptional scholarly qualifications, may teach 700 level courses. In the latter case, exceptions must be approved by the Graduate Dean and Academic Vice President. Each course taught for graduate credit at the 500 or 600 level by faculty who do not hold a terminal degree, instructor rank, or graduate faculty standing on a campus must have the recommendation of the Graduate Dean/Director and approval of the Vice President for Academic Affairs.

3.2. Evaluation

Board of Regents and university policies governing faculty evaluation, including student evaluation of instruction, apply to off campus and distance education courses.

3.3. Compensation

Faculty compensation for faculty bargaining unit members teaching off-campus courses is addressed in the collective bargaining contract. Non-unit faculty members teaching off-campus courses shall be compensated under a plan of compensation approved by the Board consistent with Board of Regents policy.

4. Courses

4.1. Requirements

Institutions must be able to demonstrate that graduate and undergraduate courses have intellectual demands and requirements comparable to graduate and undergraduate courses offered on campus. Distance education courses should have equivalent standards, rigor, student outcomes, substance and assignments as courses offered on campus.

4.2. Assessment

Course and instructional program assessment policies of the university transcripting the course apply to off campus and distance education instruction.
4.3. Class Schedules

4.3.1. The time and place for scheduling distance education classes shall be determined by each institution. The scheduling of courses and programs delivered electronically shall be coordinated through the Electronic University Consortium. The schedule for course and program offerings shall be approved by the Vice President for Academic Affairs.

4.3.2. Distance education courses in which instruction is face-to-face shall be offered over a period of time which allows for appropriate levels of instruction and out-of-class study and reflection. The adequacy of calendar and instructional contact time shall be evaluated by the following measures: (1) number of instructional contact hours, (2) number of days on which the instructor meets with the class and (3) the total length of time from the first to the last class meeting. The following criteria shall be considered standards. Any practice that deviates downward from these standards must be approved by the Vice President for Academic Affairs.

4.3.2.1. Contact Hours: One credit hour for a minimum of fifteen contact hours. A contact hour is 50 minutes of instruction time.

4.3.2.2. Instructional: One credit hour of academic work may be awarded for instruction spanning at least three calendar days.

4.3.3. Distance education courses offered electronically may be scheduled on a semester basis and require that students complete learning experiences on a particular timeline (i.e. each week). Also, distance education courses may be offered asynchronously to allow students maximum flexibility in participation. Asynchronous courses may or may not necessarily be offered on a semester basis. The required length for a distance education course is determined by course expectations and scheduling. Typically, a one credit hour course lasting for a semester equates to 45 hours of effort engagement by the student.

5. Intellectual Property

Universities shall ensure compliance with copyright laws and all Board policies concerning intellectual property.

6. Access to Library Resources

Books, journals and other library resources that are necessary to conduct a course on campus must also be available in a convenient manner to students enrolled in a distance education course. These resources may be provided by the home campus library, by local public libraries, by agreements with other cooperating institutions, and/or electronically.

7. Contracting with Agencies Outside the Board of Regents

Refer to policies 2:13 Third Party Requests for University Credit, 5:5 Tuition and Fees and 5:17 Instructional Funding.
8. Courses Sponsored by Another Regental Institution

8.1. A university may agree to sponsor a course taught by another university and delivered electronically to the sponsoring university’s campus or to another site at which the sponsoring university is authorized to offer the instruction. Board Policy 5:17 (Instructional Funding) and 5:18 (Off-Campus State-Funded Programs and Courses) apply when a sponsored course is received at an off-campus location.

8.2. The university that requests to receive a course delivered electronically by another university is the "sponsoring" university. The university whose faculty member is teaching the course delivered electronically to the sponsoring university is the "originating" university.

8.3. A sponsored course must be a state support course at the originating university.

8.4.8.3. The sponsoring university shall have a course that is equivalent to the course being taught at the originating university or may use variable topics to offer the course as an elective in an approved degree program.

8.5.8.4. Authorization to sponsor a course delivered electronically from another Regental university does not constitute an alternative procedure for obtaining Board approval for new courses or programs.

8.6.8.5. The sponsoring university shall register students for its own course and collect tuition and approved fees as if it were teaching the course. The originating university shall register students taking the course on its campus and collect tuition and approved fees according to its usual procedures. Refer to BOR policy 5:5.

8.7.8.6. The sponsoring university and the originating university shall agree in advance and in writing on the compensation to be paid to the originating university by the sponsoring university and on the responsibilities of each institution for library resources, instructional equipment and supplies, access to the instructor, personnel at the sponsoring university, faculty evaluation, and for compliance with other Board policies.

8.7.1.8.6.1. The originating university is responsible for payment of charges related to electronic delivery unless otherwise provided in the written agreement.

8.7.2.8.6.2. Procedures for handling complaints and grievances from students follow the process of the originating institution in collaboration with the Vice President for Academic Affairs at the sponsoring institution.

8.8.8.7. A course offered as a sponsored course at one or more sites may be offered to one or more additional sites if such arrangements are provided for in the written agreement between the sponsoring and originating universities.

8.9.8.8. Universities may negotiate sponsored course agreements with regionally accredited non-system institutions.

8.9.1.8.8.1. Such agreements shall be presented included on the interim action reports prepared by the Executive Director for the Board at their to the Board for approval at a regularly scheduled meeting.
8.9.2. Universities shall not advertise or participate in the advertising of any electronically delivered course, register students for any course, or enter into any contracts for the purpose of implementing a sponsored course agreement with non-system institutions prior to approval by the Board.

8.9.3. Actions by the non-regental institution prior to Board approval do not establish any Board or university obligations.

FORMS / APPENDICES:
None

SOURCE:
SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Program to Program Articulation Agreements

NUMBER: 2:27

A. PURPOSE
   To regulate program to program articulation agreements.

B. DEFINITIONS
   None

C. POLICY
   1. Criteria
      1.1. The Associate of Arts degree is a transferable degree. Students completing an
           Associate of Arts degree and transferring must fulfill all college, major, minor,
           certificate, and other degree requirements of the receiving campus.
      1.2. The Associate of Science degree is a terminal degree. However, it is transferable
           when a specific degree articulation agreement exists between a given A.S. degree and
           a specific baccalaureate degree.
      1.3. The Associate of Applied Science degree is a non-transferable degree. Credit hours
           for such degrees may be transferable only when a specific articulation program to
           program agreement exists.
      1.4. Articulation agreements will be applicable throughout the Regental system in the
           manner specified during the approval process.
      1.5. Articulation agreements will be applicable only to Regental institutions offering
           equivalent programs.
   2. Process for Agreements with Accredited Colleges and Universities
      2.1. Agreements will be developed by Regental institutions and faculty according to
           institutional guidelines.
      2.2. These agreements will be forwarded to the Academic Affairs Council for system
           review. The Academic Affairs Council will make a recommendation to the Council
           of Presidents and Superintendents and the Board of Regents.
      2.3. Once a program is articulated, it is the responsibility of each institution to submit a
           new proposal when any aspect of the agreement is changed.
2.4. Articulation agreements will be reviewed as part of the seven (7) year institutional program review process and submitted to the Academic Affairs Council.

3. **South Dakota Technical Institutes with a Memorandum of Agreement with the Board of Regents**

   3.1. The Memorandum of Agreement with the South Dakota technical institutes approved by the Board of Regents (BOR) and Board of Education (BOE) includes program to program agreements.

   3.2. General education courses as part of program to program articulation agreements will be governed by Board Policy 2:31, Articulation of General Education Courses: South Dakota Technical Institutes with a Memorandum of Agreement with the Board of Regents.

   3.3. Transfer of technical course credit hours as part of program to program articulation agreements is governed by Board policy 2:5, Transfer of Credit.

   3.4. Process for developing program to program articulation agreements

      3.4.1. The Regental university Vice President for Academic Affairs or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement, or the technical institute director or designee contacts the BOR System Chief Academic Officer to identify interest in developing a specific program to program articulation agreement.

      3.4.2. The BOR System Chief Academic Officer will work with the Regental university(ies) to draft the proposed program to program articulation agreement and submit it to the technical institute(s) for review.

      3.4.3. After the university and technical institute have agreed on the proposed program to program articulation agreement, the BOR System Chief Academic Officer will submit the proposed articulation agreement to the BOR and the technical institute director will submit the proposed articulation agreement to the BOE for approval.

4. **South Dakota Technical Institutes without a Memorandum of Agreement with the Board of Regents**

   4.1. Program to program articulation agreements will not be developed with South Dakota technical institutes that do not have a memorandum of agreement with the Board of Regents.

   4.2. Program to program articulation agreements existing in June 2005 will remain in place.

   4.3. Transfer of general education courses will be governed by Board Policy 2:25, Articulation of General Education Courses: South Dakota Technical Institutes without a Memorandum of Agreement with the Board of Regents.

   4.4. Transfer of technical course credit hours is governed by Board policy 2:5, Transfer of Credit.
FORMS / APPENDICES:
None

SOURCE: