

**SOUTH DAKOTA BOARD OF REGENTS**

**Academic and Student Affairs**

**AGENDA ITEM: 6 – E**

**DATE: August 10, 2017**

\*\*\*\*\*

**SUBJECT: Revisions to BOR Policy 2:3 – System Undergraduate Admissions (Second Reading)**

The Academic Affairs Council has received a number of updates related to the Proactive Admission project during their [September 2015](#), [January 2017](#) and [February 2017](#) meetings. Most recently an update was provided to the Board at the [March 2017](#) meeting, and was included as a project to be funded by the Lumina’s Attainment Challenge Grant awarded to the Board of Regents. Discussions continue to unfold with the Department of Education with a goal of implementing the process for notifying South Dakota high school students in September of their senior year. Currently, BOR [Policy 2:3 System Undergraduate Admissions](#) does not provide the policy framework that would allow for the admission of high school students just based on their performance on the Smarter Balanced assessment test administered to all South Dakota students at the conclusion of the 11<sup>th</sup> grade. To address this issue, revisions have been made to the current admission policy to provide a mechanism for institutional admission personnel to process student applications once they arrive without having to evaluate students against the three other criteria that are currently used to determine admission.

The proposed changes to BOR Policy 2:3 are outlined in Attachment I. Additionally, considering the most recent revisions to the policy format used for the Board, a number of style and form changes are reflected throughout the document for consideration. AAC reviewed the proposed changes during their May 2017 meeting, as well as the Council of Presidents and Superintendents during the June 2017 meeting. Both councils supported the revisions as presented. The first reading of the proposed revisions was approved by the Board during the [June 2017](#) meeting, and no additional changes have been made since the initial reading.

***Background on Smarter Balanced Student Performance***

Currently, student ACT/SAT scores are used as the primary standardized measure for both admission and student placement, drawing from validity studies developed by ACT, Inc. During the [April 2015](#) Board of Regents meeting, Smarter Balanced scores were adopted into the system placement matrix and have been used for the past year as an additional measure for determining student eligibility for credit bearing math and English courses. However, since the

(Continued)

\*\*\*\*\*

**DRAFT MOTION 20170810\_6-E:** I move to approve the second and final reading of the proposed revisions to BOR Policy 2:3 – System Undergraduate Admissions as presented.

Smarter Balanced examination was implemented three years ago, questions have surfaced regarding the relationship student performance on this measure have with students' future postsecondary success. In an attempt to evaluate the relationship, data available through the Board of Regents Matriculation Dashboard were used to compare student first year performance and credit taking behaviors once they entered the Regental system the year following high school graduation. For reference, there were 8,765 students in 2015-16 high school graduate data file, and a process was employed to match these graduates against the Regental system's 2016FA census data extract (on first name, last name, and date of birth), resulting in 2,632 students. The data depicted below represents the performance outcomes for this student population.

Table 1 (math) and Table 2 (reading) show the relationship between Smarter Balanced score ranges and student cumulative GPA during the first academic year. Specifically, the tables show the following indicators: student count ("fa" column), in-system retention into 2017SP ("sp" column"), mean completed credits during FY2017 ("cmplcred" column), and mean system grade point average during FY2017 ("gpa" column). Overall, as student performance on both indicators increases, their average GPA also increased with those students earning a 3 or higher on the assessment achieving an average GPA of 2.7 or higher when considering both Math and English scores.

**Table 1**  
**Student Outcomes by Smarter Balanced Math Level**

Math	N(fa)	mean(sp)	mean(cmplcred)	mean(gpa)
Level 1	326	83.74	18.10	2.19
Level 2	682	89.00	22.65	2.55
Level 3	946	94.08	26.64	2.98
Level 4	441	96.37	28.69	3.33
Total	2,395	91.65	24.72	2.82

**Table 2**  
**Student Outcomes by Smarter Balanced Reading Level**

Read	N(fa)	mean(sp)	mean(cmplcred)	mean(gpa)
Level 1	78	91.03	18.44	2.18
Level 2	398	87.69	20.28	2.34
Level 3	1,069	89.52	24.13	2.71
Level 4	854	96.14	28.07	3.23
Total	2,399	91.62	24.71	2.82

Table 3 and 4 below provide an overview of this same set of Smarter Balanced benchmarks when compared against student performance on the ACT. Specifically, students who earned advanced on the examination had an average ACT score that was 26 or greater. Some greater variability existed for those that scored in the proficient range.

**Table 3**  
**Student Outcomes by Smarter Balanced Math Level**

Math	N (fa)	mean(sp)	mean (cml~d)	mean(gpa)	mean(act)
Level 1	326	83.74	18.10	2.19	18.19
Level 2	682	89.00	22.65	2.55	20.45
Level 3	946	94.08	26.64	2.98	23.83
Level 4	441	96.37	28.69	3.33	27.60
Total	2,395	91.65	24.72	2.82	22.82

**Table 4**  
**Student Outcomes by Smarter Balanced Reading Level**

Read	N (fa)	mean(sp)	mean (cml~d)	mean(gpa)	mean(act)
Level 1	78	91.03	18.44	2.18	17.44
Level 2	398	87.69	20.28	2.34	18.82
Level 3	1,069	89.52	24.13	2.71	21.88
Level 4	854	96.14	28.07	3.23	26.30
Total	2,399	91.62	24.71	2.82	22.82

Tables 5-8 display data for the same core indicators shown above, but segment the results by both math *and* reading. Overall there does not appear to be a strong relationship between student Smarter Balanced performance and fall to spring retention. However, the relationships look stronger in Tables 6 and 7, indicating that students scoring the upper end of both distributions generally produce positive first-year outcomes.

**Table 5**  
**Spring 2017 In-System Retention by Math-Reading Levels**

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	90.00 50	82.55 149	81.20 117	100.00 9	83.69 325
Level 2	95.65 23	89.50 181	87.34 387	93.41 91	89.00 682
Level 3	100.00 4	93.75 64	91.99 462	96.39 415	94.07 945
Level 4		100.00 4	96.04 101	96.43 336	96.37 441
Total	92.21 77	87.69 398	89.50 1,067	96.12 851	91.64 2,393

**Table 6**  
***FY2017 System Completed Credits by Math-Reading Levels***

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	16.44 50	16.98 149	19.54 117	28.89 9	18.15 325
Level 2	21.87 23	20.98 181	22.71 387	25.96 91	22.65 682
Level 3	27.00 4	25.30 64	25.77 462	27.82 415	26.64 945
Level 4		31.25 4	27.56 101	29.00 336	28.69 441
Total	18.61 77	20.28 398	24.15 1,067	28.10 851	24.73 2,393

**Table 7**  
***FY2017 System Grade Point Average by Math-Reading Levels***

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	2.01 50	2.10 149	2.32 117	3.21 9	2.20 325
Level 2	2.55 23	2.39 181	2.55 387	2.87 91	2.55 682
Level 3	2.62 4	2.65 64	2.86 462	3.18 415	2.98 945
Level 4		3.33 4	3.12 101	3.40 336	3.33 441
Total	2.20 77	2.34 398	2.71 1,067	3.23 851	2.82 2,393

**Table 8**  
***Mean ACT Composite Score by Math-Reading Levels***

Math	Read				Total
	Level 1	Level 2	Level 3	Level 4	
Level 1	16.4 50	17.7 149	19.3 117	21.2 9	18.2 325
Level 2	18.6 23	18.9 181	20.6 387	23.5 91	20.4 682
Level 3	23.3 4	20.9 64	22.9 462	25.3 415	23.8 945
Level 4		24.5 4	25.2 101	28.4 336	27.6 441
Total	17.4 77	18.8 398	21.9 1,067	26.3 851	22.8 2,393

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** System Undergraduate Admissions

**NUMBER:** 2:3

---

### **A. PURPOSE**

To establish the various options available for potential students to meet the undergraduate admission requirements within the Regental System.

### **B. DEFINITIONS**

None

### **C. POLICY**

#### **1. Authorization for Individual Institutional Policies**

- 1.1. Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels.
- 1.2. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.

#### **2. Baccalaureate Degree Admissions for High School Graduates**

For admission to baccalaureate degree programs, high school graduates must either meet the Smarter Balanced or Curriculum requirements outlined below:

##### **2.1. Smarter Balanced**

- 2.1.1. Achieve a Level 3 or higher on the English Language Arts and Mathematics Smarter Balanced Assessments;

##### **2.2. Curriculum**

- 2.2.1. Meet the minimum course requirements with an average grade of C (2.0 on a 4.0 scale);  
**OR**
- 2.2.2. Demonstrate appropriate competencies in discipline areas where course requirements have not been met; **AND**
- 2.2.3. Rank in the top sixty (60) percent of their high school graduating class;  
**OR**

- 2.2.4. Obtain an ACT composite score of 18 (Redesigned SAT score of 950, or concorded equivalent for older SAT scores) or above;

**OR**

- 2.2.5. Obtain a high school GPA of at least 2.6 on a 4.0 scale.

### 2.3. Minimum Course Requirements

~~Effective the fall of 1996, a~~All baccalaureate or general studies students under twenty-four (24) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum high school course requirements.

- 2.3.1. Four (4) Years of English: Courses with major emphasis upon grammar, composition, or literary analysis. One (1) year of debate instruction may be included to meet this requirement.
- 2.3.2. Three (3) Years of Advanced Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 2.3.3. Three (3) Years of Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case-by-case basis.
- 2.3.4. Three (3) Years of Social Studies: History, economics, sociology, geography, government, including United States and South Dakota, American Problems, etc.
- 2.3.5. One (1) Year of Fine Arts\* ~~(Effective Fall 2005 for students graduating from South Dakota high schools in 2005)~~: Art, theatre or music (appreciation, analysis, or performance). Documented evidence of high school level non-credit fine arts activity will be accepted for students graduating from high schools in states that do not require completion of courses in fine arts for graduation.

2.3.5.1. ~~\*One-half (1/2) year of fine arts remains effective through Fall 2004.~~

### 2.4. Alternate Criteria for Minimum Course Requirements

- 2.4.1. Students who do not successfully complete four (4) years of English may meet minimum course requirements through one of the following:

2.4.1.1. An ACT English subtest score of 18 or above.

2.4.1.2. An Advanced Placement Language and Composition or Literature and Composition score of 3 or above.

- 2.4.2. Students who do not successfully complete three (3) years of advanced mathematics may meet minimum course requirements through one of the following:

2.4.2.1. An ACT mathematics subtest score of 20 or above.

- 2.4.2.2. An Advanced Placement Calculus AB or Calculus BC score of 3 or above.
- 2.4.3. Students who do not successfully complete three years of laboratory science may meet minimum course requirements through one of the following:
  - 2.4.3.1. An ACT science reasoning subtest score of 17 or above.
  - 2.4.3.2. An Advanced Placement Biology, Chemistry, or Physics B score of 3 or above.
- 2.4.4. Students who do not successfully complete three (3) years of social studies may meet minimum course requirements through one of the following:
  - 2.4.4.1. An ACT social studies/reading subtest score of 17 or above.
  - 2.4.4.2. An Advanced Placement Microeconomics, Macroeconomics, Comparative or United States Government and Policies, European or United States History, or Psychology score of 3 or above.
- ~~2.4.5. Effective Fall 2005 students graduating from South Dakota high schools in 2005 who do not successfully complete one year of fine arts may demonstrate fine arts knowledge or competency through the following:~~
  - ~~2.4.5.1.2.4.3.~~ An Advanced Placement History of Art, Studio Art drawing or general portfolio or Music Theory score of 3 or above.

### 3. Associate Degree Admissions for High School Graduates

- 3.1. A student who seeks admission to an associate degree program may gain acceptance by meeting any one of the following criteria.
  - 3.1.1. Baccalaureate admissions requirements;
 

**OR**
  - 3.1.2. Ranking in the top sixty (60) percent of their graduating class;
 

**OR**
  - 3.1.3. A composite score of 18 or above on the enhanced ACT;
 

**OR**
  - 3.1.4. A cumulative GPA of 2.6 while in high school.
- 3.2. Individual degree programs may have additional admissions requirements.
- 3.3. Associate Degree students who did not meet the baccalaureate degree admission requirements and who want to enter a baccalaureate degree program must:
  - 3.3.1. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**
  - 3.3.2. Meet university minimum progression standards.
  - 3.3.3. Exception Group: Each university may admit a group of students to associate programs, limited in size to ten (10) percent of the previous year's freshman class, at the discretion of the university.

#### 4. Non-High School Graduates

An applicant for baccalaureate or associate admissions who is not a high school graduate must:

- 4.1. Be 18 years or older to meet the compulsory school attendance requirement in South Dakota; **AND**
- 4.2. Complete the General Educational Development (GED) test credential with the following minimum test scores:
  - 4.2.1. Scores earned since January 1, 2014: Reach a score of at least 145 on each subject and a total score of 580 or higher across all four subjects;
  - 4.2.2. Scores earned before January 1, 2014: Reach a score of at least 150 on each subject and a total score of 600 or higher across all four subjects;

**OR**

- 4.3. Complete the High School Equivalency Test (HiSET) and obtain a minimum score of 15 on each of the five subsections;

**OR**

- 4.4. Complete the Test Assessing Secondary Completion (TASC) and obtained a minimum score of 500 on each of the five subtest categories.

#### 5. Home Schooled or Non-Accredited High School Students

Students who are home-schooled or who attend a non-accredited high school must submit an official transcript (in a semester format) for review from either an accredited regional authority or home school provider in conjunction with state requirements:

- 5.1. Baccalaureate Degree Program: For admission to baccalaureate degree programs, home school graduates must:

- 5.1.1. Meet the minimum course requirements established in [Section 2.3 2-A section \(1\)](#) of this policy with an average grade of C (2.0 on a 4.0 scale);

**OR**

- 5.1.2. Demonstrate appropriate competencies in discipline areas consistent with [Section 2.4 2-A section 2\)](#) of this policy where course requirements have not been met; **AND**

- 5.1.3. Obtain an ACT composite score of 18 (Redesigned SAT score of 950, or concorded equivalent for older SAT scores) or above.

- 5.2. Associate Degree Program: For admission to associate degree programs, home school graduates must:

- 5.2.1. Meet Baccalaureate admissions requirements depicted in [Section 5.12-A section \(1\)](#);

**OR**

- 5.2.2. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**



5.2.3. Meet university minimum progression standards.

## 6. Non-Traditional Students

Applicants who are at least twenty-four (24) years of age or older and who have not previously attended college will be admitted in good standing if they have graduated from high school or have completed the GED with scores as indicated in C above.

## 7. Exception Group

Each university may admit a group of high school graduates to baccalaureate programs, limited in size to three (3) percent of the previous year's freshman class, at the discretion of the university.

## 8. Regents Scholars

~~Effective Fall 2001 for students who graduated from high school in 2001,~~ South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education and Cultural Affairs. High school graduates designated as Regents Scholars automatically are admitted to all six public universities.

- 8.1. Four (4) Units of English: Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- 8.2. Four (4) Units of Algebra or Higher Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 8.3. Four (4) Units of Science Including 3 Units of Approved Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.
- 8.4. Three (3) Units of Social Studies: History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, etc.
- 8.5. Two (2) Units of a Modern (including American Sign Language) or Classical Language: The two units must be in the same language.
- 8.6. One (1) Unit of Fine Arts\*: ~~Effective Fall 2005 for students graduating from South Dakota high schools in:~~ Art, theatre or music--appreciation, analysis, or performance.
  - 8.6.1. ~~\*One half (1/2) unit of fine arts remains effective through Fall 2004.~~

## 9. Transfer Students

### 9.1. Students Who Transfer to Baccalaureate Programs

- 9.1.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into baccalaureate degree programs with fewer than

twenty-four (24) transfer credit hours must meet the baccalaureate degree admission requirements.

9.1.2. Students with twenty-four (24) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into baccalaureate degree programs.

9.1.3. Specific degree programs may include additional admissions requirements.

## 9.2. Students Who Transfer to Associate Programs

9.2.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into associate degree programs with fewer than twelve (12) transfer credit hours must meet the associate degree admission requirements.

9.2.2. Students with twelve (12) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into associate degree programs.

9.2.3. Specific degree programs may include additional admissions requirements.

## 9.3. Students from Non-Regental Accredited Colleges or Universities

9.3.1. Students may be accepted by transfer from other non Regental universities outside of the SD system. Preferential consideration shall be given to applicants from institutions which are accredited by their respective regional accrediting association. Advanced standing shall be allowed within the framework of existing rules in each college. (Refer to BOR policy 2:5, Transfer of Credit).

## 9.4. Students from Non-Accredited Colleges

9.4.1. A university is not required to accept credits from a non-accredited college or university. The university may admit the applicant on a provisional basis and provide a means for the evaluation of some or all of the credits.

9.4.2. Credits from colleges or universities which are not accredited by a regional accrediting association may be considered for transfer, subject to all other provisions in BOR Policy 2:5 and any conditions for validation which may be prescribed by the accepting institution.

9.4.2.1. The validation period for credit from a non-accredited institution shall be no less than one (1) semester and no longer than one (1) academic year.

## 9.5. Former Students

9.5.1. A student returning to the institution at the same academic level or a student who has attended another higher education institution in the Board of Regents system at the same academic level is not required to pay the application fee but he or she must submit an application for readmission and other required documents if he or she has interrupted attendance by one or more regular semesters (Fall or Spring).

9.5.2. A former student shall be considered as a transfer student if he or she has attended a non-Regental university during the period of interruption of attendance.

## 9.6. Students Transferring Within the Regental System

- 9.6.1. Students transferring from a degree seeking program at one Regental university to a degree seeking program at another Regental university will be required to apply for admissions. (Refer to BOR policy 2:5, Transfer of Credit).
- 9.6.2. Students who have been admitted to a degree seeking or special program at one Regental university may register for courses at any Regental university without submitting another application.

## 9.7. Students on Probation/Suspension

- 9.7.1. A transfer student or former student is admitted on probation if they do not have a minimum cumulative GPA of 2.0.
- 9.7.2. If the last institution attended was outside the Regental system, and the transfer applicant left under academic suspension, the applicant shall not be considered for admission during the period of suspension or, if suspended for an indefinite period, until one (1) semester has passed since the last date of attendance at the previous school.
- 9.7.3. Students on academic suspension from a Regental university will not be allowed to register for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Refer to BOR Policy 2:10).

## 9.8. Disciplined Students

- 9.8.1. A transfer applicant under disciplinary suspension shall not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution. The university shall take into account the fact of the previous suspension in considering the application.

## **10. Non-degree Seeking**

- 10.1. Undergraduate students not admitted to a degree program are admitted with non-degree seeking student status.
- 10.2. A degree-seeking undergraduate student admitted at one Regental institution may apply to take classes under non-degree seeking admission status at any other Regental institution.

## **11. Applications and Procedures**

- 11.1. Application for Tuition and Fee Reductions and Scholarships Established by the Legislature
  - 11.1.1. Students should contact the Admissions Office at each university for information on eligibility for tuition and fee reductions and scholarships established by the Legislature.

### 11.2. Application Submission

11.2.1. An applicant for admission must submit the required application for admission and the necessary official transcript or transcripts and other required documents to the Enrollment Services Center.

### 11.3. Records Required

11.3.1. Applicants who are twenty-one (21) years of age or younger must submit: ACT (or SAT) results, an official high school transcript (if a high school graduate), or proof of GED and an official transcript for all previous college work as part of their application.

11.3.1.1. In those cases where an admission decision can be made based on the student's academic record, the requirement to submit ACT/SAT results may be waived.

11.3.2. Applicants who are older than twenty-one (21) years of age and who have valid ACT/SAT exam results (taken within the last five (5) years) must submit those scores, along with an official high school transcript or proof of GED/HiSET/TASC and an official transcript for all previous college work.

11.3.3. Applicants who are older than twenty-one (21) years of age and who do not have valid ACT/SAT exam results or who have not taken the exams are not expected to take the exam. However, they are required to submit an official high school transcript, if a high school graduate, and an official transcript for all previous college work. Applicants should also submit any other records, data or letters required to support eligibility for admission, including competency test scores.

11.3.4. SAT scores will be converted to ACT equivalences according to a concordance table approved by the Board of Regents.

11.3.5. In rare cases, the requirement to submit ACT/SAT or GED/HiSET/TASC results may be waived for transfer students who have completed more than twenty-four (24) credit hours of transfer work since these scores are not required in the admission decision process.

11.3.6. The requirement to submit high school transcripts as well as ACT/SAT or GED/HiSET/TASC results may be waived for transfer students who have earned an baccalaureate-associate or baccalaureate degree, regardless of the age of the student since these are not required in the admission decision process.

11.3.7. Transcripts: A paper official transcript must bear the original seal and signature of the official in charge of records at the institution and is transmitted directly between institutions. An electronic official transcript must be transmitted directly between institutions using the electronic transcript service authorized by the sending institution and acceptable to the receiving institution.

### 11.4. Preadmission Immunization Requirements

11.4.1. Terms in this section of the Policy mean:

- 11.4.1.1. "Public or private postsecondary educational institution" or "institution": Any entity permitted to offer postsecondary education credits or degrees in South Dakota under § 13-49-27.1.
- 11.4.1.2. "Student": any person born after 1956 who is registering for more than one class during an academic term, such as a quarter or a semester. The term includes any person who meets face-to-face at least once per week to receive instruction. The term does not include any person who receives non-credit-bearing or on-the-job training services.
- 11.4.2. Any student entering a public or private postsecondary education institution in this state for the first time after July 1, 2008, shall, within forty-five (45) days after the start of classes, present to the appropriate institution certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, rubella, and mumps. As an alternative to the requirement for a physician's certification, the student may present:
- 11.4.2.1. Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health;
- 11.4.2.2. Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects;
- 11.4.2.3. Confirmation from a laboratory of the presence of adequate immunity; or
- 11.4.2.4. A written statement signed by the student that the student is an adherent to a religious doctrine whose teachings are opposed to such immunizations. If the student is under the age of eighteen, the written statement shall be signed by one parent or guardian.
- 11.4.3. The institution shall require that the documentation from the student, provided for by ~~section 11.4.2 subsection 5 (D) (2)~~ of this ~~policy section~~, be submitted within forty-five (45) days after the start of classes.
- 11.4.4. A student allowed to register while completing the round of required vaccinations who fails to provide satisfactory documentation of his or her immune status or of a medical excuse under ~~section 11.4.2 subsection 5 (D) (2)~~ of this ~~policy section~~ shall not be permitted to attend classes after the forty-fifth (45<sup>th</sup>) day or, in the case of classes delivered in less than forty-five (45) days, to register for or to attend classes beginning in a subsequent term. Every attempt should be made to collect this information at the time of admission.
- 11.4.4.1. Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.
- 11.4.5. In the event the South Dakota State Department of Health declares an epidemic of measles, mumps or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation. Subsequent campus actions shall consider the

advice and authority of the South Dakota State Department of Health. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the campus.

- 11.4.6. Vaccination for hepatitis B is required for students before they can be admitted to certain health profession programs. Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.
- 11.4.7. Immunization for tetanus, diphtheria, poliomyelitis, varicella and meningitis is recommended, as is a tuberculin test. Vaccination for hepatitis B is also recommended, and an annual influenza vaccination is recommended for students living in residence halls to minimize disruption of routine activities during influenza outbreaks.

**FORMS/APPENDICES:**

None

**SOURCE:**

BOR April 1987; BOR October 1991; BOR June 1991; BOR August 1992; BOR December 1992; BOR June 1994; BOR March 1995; BOR March 1996; BOR May 1996; BOR October 1996; BOR December 1996; BOR March 1998; BOR December 1998; BOR January 1999; BOR March 1999; BOR August 1999; BOR December 1999; BOR March 2000; BOR January 2001; BOR March 2001; BOR June 2001; BOR October 2001, BOR March 2002; BOR May 2002; BOR June 2002; BOR March 2003; BOR October 2003; BOR August 2004; BOR May 2005; BOR August 2006; BOR October 2006; BOR May 2008; BOR June 2008; BOR December 2011; BOR December 2013; BOR August 2015; BOR December 2016; BOR August 2017.