

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (1)

DATE: March 27-29, 2018

SUBJECT

BOR Policy 2:8 – Level and Numbering of and Enrollment in Courses, and BOR Policy 2:27 – Program to Program Articulation Agreements Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:8](#) – Level and Numbering of and Enrollment in Courses

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

The two policies included as attachments (BOR Policy 2:8 – Level and Numbering of and Enrollment in Courses, and BOR Policy 2:27 – Program to Program Articulation Agreements) have been revised to meet the new formatting requirements of the BOR Policy Manual. Both policies also have some minor clerical edits. BOR Policy 2:8 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.

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

Attachment II – Proposed Revisions to BOR Policy 2:27 – Program to Program Articulation Agreements

DRAFT MOTION 20180327_6-D(1):

I move to approve the first reading of the proposed revisions to BOR Policies 2:8 and 2:27 as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

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 sub-fields 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. ~~They~~ 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. ~~They~~ 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, i~~ 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. ~~and s~~ 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 2:5.1~~75~~). 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 2:5.1~~75~~). 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 or actual 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:

BOR October 1995; BOR January 1996; BOR August 1999; BOR August 2003; BOR August 2013.

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:

BOR June 1997; BOR October 1997; BOR December 1997; BOR August 1999; BOR June 2005.