

# SOUTH DAKOTA BOARD OF REGENTS

## Policy Manual

**SUBJECT:** Baccalaureate General Education Curriculum

**NUMBER:** 2:7

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The General Education component of all baccalaureate programs shall consist of the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement. Each section of the policy identifies (a) the purpose of the requirement, (b) the skills to be developed in each course that satisfies the requirement and (c) the list of approved courses; students may only select general education courses from the approved list included in this policy. These requirements are effective for students entering Fall 2005.

### 1. System General Education Requirements:

**GOAL #1:** *Students will write effectively and responsibly and will understand and interpret the written expression of others.*

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Write using standard American English, including correct punctuation, grammar, and sentence structure;
2. Write logically;
3. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive);
4. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3, and #4

*Credit Hours:* 6 hours

| Prefix   | numb    | title of course                        | credit hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|----------|---------|--|------------|------|-----|-----|-------|------|-----|
| ANTH/SOC | 211     | Social Science Writing                 | 3          |      |     |     |       |      | x   |
| CJUS     | 202     | Writing & Research in Criminal Justice | 3          |      |     |     |       |      | x   |
| ENGL     | 101     | Composition I                          | 3          | x    | x   | x   | x     | x    | x   |
| ENGL     | 201     | Composition II                         | 3          | x    | x   | x   | x     | x    | x   |
| ENGL     | 205     | Business Writing                       | 3          |      |     |     |       |      | x   |
| ENGL     | 284     | Introduction to Criticism              | 3          |      |     | x   |       |      | x   |
| ENGL     | 277     | Tech Writing in Engineering            | 3          |      |     |     |       | x    |     |
| ENGL     | 279/289 | Tech Communications I & II *           | 3          |      |     |     | x     |      |     |
| ENGL     | 283     | Creative Writing I                     | 3          |      |     |     |       | x    | x   |

|      |     |   |   |  |  |  |  |  |   |
|------|-----|---|---|--|--|--|--|--|---|
| GFA  | 201 | Writing About the Arts                    | 3 |  |  |  |  |  | x |
| HIST | 280 | Writing History                           | 3 |  |  |  |  |  | x |
| PSYC | 285 | Psychological Writing                     | 3 |  |  |  |  |  | x |
| UHON | 110 | Honors English                            | 3 |  |  |  |  |  | x |
| UHON | 211 | Honors Interdisciplinary Civilizations II | 3 |  |  |  |  |  | x |

\*Currently: Engineering and sciences students at SDSMT take this six credit sequence in the sophomore and junior years. Both Courses develop written and speech communications in an integrated fashion in the context of the major. Students must finish the entire sequence.

NOTE: Student enrollment in the initial English course is determined by the Board of Regents placement policy (2:7.6).

**GOAL #2: *Students will communicate effectively and responsibly through listening and speaking.***

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Prepare and deliver speeches for a variety of audiences and settings;
2. Demonstrate speaking competencies including choice and use of topic, supporting materials, organizational pattern, language usage, presentational aids, and delivery;
3. Demonstrate listening competencies by summarizing, analyzing, and paraphrasing ideas, perspectives and emotional content.

Each course meeting this goal includes the following student learning outcomes

Required: #1, #2, and #3

*Credit Hours:* 3 hours

| prefix | number  | title of course                   | cred hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|--------|---------|-----------------------------------|----------|------|-----|-----|-------|------|-----|
| ENGL   | 279/289 | Technical Communications I & II * | 3        |      |     |     | x     |      |     |
| SPCM   | 101     | Fundamentals of Speech            | 3        | x    | x   | x   | x     | x    | x   |
| SPCM   | 215     | Public Speaking                   | 3        | x    | x   | x   |       | x    | x   |
| SPCM   | 222     | Argumentation and Debate          | 3        | x    | x   | x   |       | x    | x   |

\*Currently: Engineering and sciences students at SDSMT take this six credit sequence in the sophomore and junior years. Both Courses develop written and speech communications in an integrated fashion in the context of the major. Students must finish the entire sequence.

**GOAL #3: *Students will understand the organization, potential, and diversity of the human community through study of the social sciences.***

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts.
2. Apply selected social science concepts and theories to contemporary issues;
3. Identify and explain the social or aesthetic values of different cultures.

In addition, as a result of taking courses meeting this goal, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions;
5. The allocation of human or natural resources within societies;
6. The impact of diverse philosophical, ethical or religious views;

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2 and #3

At least one of the following: #4, #5, or #6

*Credit Hours: 6 hours (in 2 disciplines)*

| prefix   | number | title of course                         | credit hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|----------|--------|---|------------|------|-----|-----|-------|------|-----|
| AIS/HIST | 257    | Early American Indian History & Culture | 3          | x    |     |     |       |      | x   |
| ANTH     | 210    | Cultural Anthropology                   | 3          | x    |     | x   | x     | x    | x   |
| ANTH     | 220    | Physical Anthropology                   | 3          |      |     |     |       | x    | x   |
| ANTH     | 230    | Introduction to Archaeology             | 3          |      |     |     |       |      | x   |
| CJUS     | 201    | Introduction to Criminal Justice        | 3          |      |     | x   |       | x    | x   |
| ECON     | 101    | The Global Economy                      | 3          |      |     |     |       | x    |     |
| ECON     | 201    | Principles of Microeconomics            | 3          | x    | x   | x   | x     | x    | x   |
| ECON     | 202    | Principles of Macroeconomics            | 3          | x    | x   | x   | x     | x    | x   |
| GEOG     | 101    | Introduction to Geography               | 3          | x    | x   |     | x     | x    |     |
| GEOG     | 200    | Intro to Human Geography                | 3          |      | x   | x   |       | x    |     |
| GEOG     | 210    | World Regional Geography                | 3          | x    |     | x   | x     | x    | x   |
| GEOG     | 212    | Geography of North America              | 3          |      |     | x   | x     | x    |     |
| GEOG     | 219    | Geography of South Dakota               | 3          |      |     |     |       | x    |     |
| GLST     | 201    | Global Studies I                        | 3          |      |     |     |       | x    |     |
| HDFS     | 141    | Individual and the Family               | 3          |      |     |     |       | x    |     |
| HDFS     | 210    | Lifespan Development                    | 3          |      |     |     |       | x    |     |
| HIST     | 151    | US History 1                            | 3          | x    | x   | x   | x     | x    | x   |
| HIST     | 152    | US History II                           | 3          | x    | x   | x   | x     | x    | x   |
| HIST     | 153    | American History Since 1945             | 3          | x    |     |     |       |      |     |
| HIST     | 256    | World History                           | 3          |      | x   |     |       |      |     |
| POLS     | 100    | American Government                     | 3          | x    | x   | x   | x     | x    | x   |
| POLS     | 102    | American Political Issues               | 3          |      |     |     |       | x    | x   |
| POLS     | 141    | Governments of the World                | 3          | x    |     |     |       |      | x   |
| POLS     | 165    | Political Ideologies                    | 3          |      |     |     |       | x    |     |
| POLS     | 210    | State & Local Government                | 3          | x    | x   | x   |       | x    | x   |
| POLS     | 250    | World Politics                          | 3          | x    |     | x   | x     |      | x   |
| POLS     | 253    | Current World Problems                  | 3          |      |     |     |       | x    |     |
| PSYC     | 101    | General Psychology                      | 3          | x    | x   | x   | x     | x    | x   |
| PSYC     | 102    | Introduction to Psychology              | 3          |      |     |     |       | x    |     |
| REL      | 237    | Religion in American Culture            | 3          |      |     |     |       | x    |     |
| SOC      | 100    | Introduction to Sociology               | 3          | x    | x   | x   | x     | x    | x   |
| SOC      | 150    | Social Problems                         | 3          | x    | x   | x   | x     | x    | x   |
| SOC      | 240    | Sociology of Rural America              | 3          |      | x   |     |       | x    |     |
| SOC      | 250    | Courtship & Marriage                    | 3          |      |     | x   | x     | x    | x   |
| SOC      | 285    | The Information Society                 | 3          | x    | x   | x   |       |      |     |
| UHON     | 111    | Ideas in History                        | 3          |      |     |     |       |      | x   |
| UHON     | 210    | Interdisciplinary Civilizations I       | 3          |      |     |     |       |      | x   |
| WmSt     | 101    | Introduction to Women's Studies         | 3          |      |     |     |       | x    |     |

**GOAL #4: *Students will understand the diversity and complexity of the human experience through study of the arts and humanities***

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.

In addition, as a result of taking courses meeting this goal, students will be able to do at least one of the following:

3. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;
4. Demonstrate creative and aesthetic understanding;
5. Explain and interpret formal and stylistic elements of the literary or fine arts;
6. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2

At least one of the following: #3, #4, #5, or #6

*Credit Hours:* 6 hours (in 2 disciplines or a sequence of foreign language courses)

| prefix   | number | title of course                 | cred hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|----------|--------|---------------------------------|----------|------|-----|-----|-------|------|-----|
| ARAB     | 101    | Introductory Arabic I           | 4        |      |     |     |       | x    | x   |
| ARAB     | 102    | Introductory Arabic II          | 4        |      |     |     |       | x    | x   |
| ART      | 111    | Drawing I                       | 3        | x    | x   | x   | x     | x    | x   |
| ART      | 112    | Drawing II                      | 3        | x    |     | x   | x     | x    | x   |
| ART      | 121    | Design I                        | 3        | x    | x   | x   |       | x    | x   |
| ART      | 123    | Three Dimensional Design        | 3        | x    | x   | x   |       | x    |     |
| ARTH     | 100    | Art Appreciation                | 3        | x    | x   | x   |       | x    | x   |
| ARTH     | 121    | Introduction to the Visual Arts | 3        | x    |     |     |       |      |     |
| ARTH     | 211    | History of World Art I          | 3        | x    | x   | x   | x     | x    | x   |
| ARTH     | 212    | History of World Art II         | 3        | x    | x   | x   |       | x    | x   |
| ARTH     | 231    | Survey of Art, Music, Theatre   | 3        |      | x   |     |       |      |     |
| ARTH/AIS | 251    | American Indian Art History     | 3        | x    |     |     | x     |      | x   |
| ENGL     | 115    | American Indian Oral Literature | 3        | x    |     |     |       |      |     |
| ENGL     | 210    | Intro to Literature             | 3        | x    | x   | x   |       | x    | x   |
| ENGL     | 211    | World Literature I              | 3        | x    | x   |     |       | x    | x   |
| ENGL     | 212    | World Literature II             | 3        | x    | x   |     |       | x    | x   |
| ENGL     | 214    | American Indian Literature      | 3        | x    |     |     |       |      | x   |
| ENGL     | 221    | British Literature I            | 3        | x    | x   | x   | x     | x    | x   |
| ENGL     | 222    | British Literature II           | 3        | x    | x   | x   | x     | x    | x   |
| ENGL     | 230    | Literature for Younger Readers  | 3        |      |     | x   |       |      |     |
| ENGL     | 240    | Juvenile Literature             | 3        |      |     |     |       | x    |     |
| ENGL     | 241    | American Literature I           | 3        | x    | x   | x   | x     | x    | x   |
| ENGL     | 242    | American Literature II          | 3        | x    | x   | x   | x     | x    | x   |
| ENGL     | 248    | Women in Literature             | 3        | x    |     |     |       | x    |     |
| ENGL     | 249    | Literature of Diverse Cultures  | 3        |      |     |     |       | x    |     |
| ENGL     | 250    | Science Fiction                 | 3        |      |     |     | x     | x    |     |

|          |     |                                      |     |   |   |   |   |   |   |
|----------|-----|--------------------------------------|-----|---|---|---|---|---|---|
| ENGL     | 256 | Literature of the American West      | 3   | x |   |   |   | x |   |
| ENGL     | 258 | Literature and Culture               | 3   |   |   | x |   |   |   |
| ENGL     | 268 | Literature                           | 3   |   | x |   |   | x |   |
| FREN     | 101 | Introductory French I                | 4   | x | x | x | x | x | x |
| FREN     | 102 | Introductory French II               | 4   | x | x | x | x | x | x |
| FREN     | 201 | Intermediate French I                | 4   | x | x | x |   | x | x |
| FREN     | 202 | Intermediate French II               | 4   | x | x | x |   | x | x |
| GER      | 101 | Introductory German I                | 4   | x |   | x | x | x | x |
| GER      | 102 | Introductory German II               | 4   | x |   | x | x | x | x |
| GER      | 201 | Intermediate German I                | 3   | x |   | x |   | x | x |
| GER      | 202 | Intermediate German II               | 3   | x |   | x |   | x | x |
| GFA      | 101 | Introduction to Fine Arts            | 3   |   |   |   |   |   | x |
| GREE     | 101 | Elementary Greek                     | 4   |   |   |   |   |   | x |
| GREE     | 102 | Advanced Elementary Greek            | 4   |   |   |   |   |   | x |
| HIST     | 111 | World Civilization I                 | 3   |   |   |   |   | x | x |
| HIST     | 112 | World Civilization II                | 3   |   |   |   |   | x | x |
| HIST     | 121 | Western Civilization I               | 3   | x | x | x | x | x | x |
| HIST     | 122 | Western Civilization II              | 3   | x | x | x | x | x | x |
| HUM      | 100 | Intro to Humanities                  | 3   | x |   |   | x |   |   |
| HUM      | 200 | Connections                          | 3   |   |   |   | x |   |   |
| HUM      | 254 | World Civilizations                  | 3   |   | x |   |   |   |   |
| LAKL/AIS | 101 | Introductory Lakota I                | 4   | x | x |   | x | x | x |
| LAKL/AIS | 102 | Introductory Lakota II               | 4   | x | x |   | x | x | x |
| LATI     | 101 | Elementary Latin                     | 4   |   |   |   |   |   | x |
| LATI     | 102 | Advanced Elementary Latin            | 4   |   |   |   |   |   | x |
| MCOM     | 151 | Intro to Mass Communications         | 2-3 | x |   |   |   | x | x |
| MCOM     | 160 | Introduction to Film                 | 3   |   |   |   |   | x |   |
| MFL      | 101 | Intro to Foreign Lang & Culture I    | 4   |   |   | x |   | x |   |
| MFL      | 102 | Intro to Foreign Lang & Culture II   | 4   |   |   | x |   | x |   |
| MFL      | 134 | Foreign Cultures                     | 3   |   |   |   |   | x |   |
| MUS/ANTH | 240 | Music Cultures of the World          | 3   |   |   |   |   |   | x |
| MUS      | 100 | Music Appreciation                   | 3   | x | x | x | x | x | x |
| MUS      | 130 | Music Lit & History I                | 2   |   |   |   |   | x |   |
| MUS      | 131 | Music Lit & History II               | 3   |   |   |   |   | x |   |
| MUS      | 200 | American Music                       | 3   | x |   |   |   |   |   |
| MUS      | 201 | History of Country Music             | 3   |   |   |   |   | x |   |
| MUS      | 203 | Blues, Jazz and Rock                 | 3   |   |   |   |   | x |   |
| PHIL     | 100 | Intro to Philosophy                  | 3   | x | x | x | x | x | x |
| PHIL     | 200 | Introduction to Logic                | 3   | x | x | x | x | x | x |
| PHIL     | 215 | Intro to Social/Political Philosophy | 3   |   |   |   |   | x |   |
| PHIL     | 220 | Introduction to Ethics               | 3   | x |   |   | x | x | x |
| PHIL     | 233 | Philosophy and Literature            | 3   |   |   |   | x |   |   |
| PHIL     | 270 | Philosophy of Religion               | 3   |   |   | x |   |   |   |
| REL      | 213 | Introduction to Religion             | 3   |   |   |   |   | x |   |
| REL      | 224 | Old Testament                        | 3   |   |   |   |   | x | x |
| REL      | 225 | New Testament                        | 3   |   |   |   |   | x | x |
| REL      | 238 | Native American Religions            | 3   |   |   |   |   | x |   |
| REL      | 250 | World Religions                      | 3   |   |   |   | x | x | x |
| REL      | 270 | Middle East Survey                   | 3   |   |   |   |   | x |   |
| RUSS     | 101 | Introductory Russian I               | 4   |   |   | x |   | x | x |
| RUSS     | 102 | Introductory Russian II              | 4   |   |   | x |   | x | x |
| SPAN     | 101 | Introductory Spanish I               | 4   | x | x | x | x | x | x |
| SPAN     | 102 | Introductory Spanish II              | 4   | x | x | x | x | x | x |
| SPAN     | 201 | Intermediate Spanish I               | 3   | x | x | x |   | x | x |
| SPAN     | 202 | Intermediate Spanish II              | 3   | x | x | x |   | x | x |
| THEA     | 100 | Introduction to Theatre              | 3   | x | x | x |   | x | x |
| THEA     | 131 | Introduction to Acting               | 3   | x | x | x |   | x | x |

|      |     |                         |   |   |   |  |  |  |   |
|------|-----|-------------------------|---|---|---|--|--|--|---|
| THEA | 200 | Theatre History         | 3 |   | x |  |  |  |   |
| THEA | 201 | Film Appreciation       | 3 |   | x |  |  |  | x |
| THEA | 231 | Acting I                | 3 |   |   |  |  |  | x |
| THEA | 270 | History of World Cinema | 3 | x |   |  |  |  |   |

**GOAL #5: Students will understand and apply fundamental mathematical processes and reasoning.**

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Use mathematical symbols and mathematical structure to model and solve real world problems;
2. Demonstrate appropriate communication skills related to mathematical terms and concepts;
3. Demonstrate the correct use of quantifiable measurements of real world situations.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2 and #3

*Credit Hours:* 3 hours

| prefix    | number | title of course     | cred hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|-----------|--------|---------------------|----------|------|-----|-----|-------|------|-----|
| MATH      | 102    | College Algebra     | 3        | x    | x   | x   | x     | x    | x   |
| MATH      | 104    | Finite Math         | 4        | x    | x   | x   |       | x    | x   |
| MATH      | 115    | Pre-calculus        | 5        | x    |     | x   | x     | x    | x   |
| MATH      | 120    | Trigonometry        | 3        | x    | x   | x   | x     | x    | x   |
| MATH      | 121    | Survey of Calculus  | 4        | x    | x   | x   |       | x    | x   |
| MATH      | 123    | Calculus            | 4        | x    | x   | x   | x     | x    | x   |
| MATH      | 125    | Calculus II         | 4        | x    | x   | x   | x     | x    | x   |
| MATH      | 216    | Discrete Structures | 3        |      |     |     |       |      | x   |
| MATH      | 225    | Calculus III        | 4        | x    | x   | x   | x     | x    | x   |
| MATH/STAT | 281    | Statistics          | 3        | x    | x   |     | x     | x    | x   |

NOTE: Student enrollment in the initial Mathematics course is determined by the Board of Regents placement policy (2:7.6).

**GOAL #6: Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.**

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Demonstrate the scientific method in a laboratory experience;
2. Gather and critically evaluate data using the scientific method;
3. Identify and explain the basic concepts, terminology and theories of the selected natural sciences;
4. Apply selected natural science concepts and theories to contemporary issues.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3 and #4

*Credit Hours: 6 hours*

| prefix   | number   | title of course                                | cred hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|----------|----------|--|----------|------|-----|-----|-------|------|-----|
| A&S      | 121/121L | Science: Core of Discovery I                   | 4        |      |     |     |       |      | x   |
| A&S      | 123/123L | Science: Core of Discovery II                  | 4        |      |     |     |       |      | x   |
| BIOL     | 101/101L | Biology Survey I and Lab                       | 3-4      | x    | x   | x   |       | x    | x   |
| BIOL     | 103/103L | Biology Survey II and Lab                      | 3-4      | x    | x   |     |       | x    | x   |
| BIOL     | 151/151L | General Biology I and Lab                      | 4        | x    | x   | x   | x     | x    |     |
| BIOL     | 153/153L | General Biology II and Lab                     | 4        | x    |     | x   | x     | x    |     |
| BIOL     | 161/161L | Principles of Genetics & Evolution             | 4        |      |     |     |       |      | x   |
| BIOL     | 162/162L | Principles of Organismal Diversity and Ecology | 4        |      |     |     |       |      | x   |
| BIOL     | 163/163L | Principles of Cellular and Molecular Biology   | 4        |      |     |     |       |      | x   |
| BIOL     | 164/164L | Principles of Organismal Physiology            | 4        |      |     |     |       |      | x   |
| BIOL     | 165/165L | General Zoology/Lab                            | 4        |      | x   |     |       |      |     |
| BIOL     | 200/200L | Animal Diversity/Lab                           | 4        |      |     |     |       | x    |     |
| BIOL/BOT | 201/201L | General Botany/Lab                             | 3-4      |      | x   |     |       | x    |     |
| BIOL     | 211/211L | Environmental Biology                          | 3        |      |     | x   |       |      |     |
| CHEM     | 106/106L | Chemistry Survey and Lab                       | 4        | x    | x   | x   | x     | x    | x   |
| CHEM     | 107/107L | Organic and Biochemistry Survey/Lab            | 4        | x    |     |     |       |      | x   |
| CHEM     | 108/108L | Organic & Biochemistry/Lab                     | 5        |      | x   |     | x     | x    |     |
| CHEM     | 112/112L | General Chemistry I and Lab                    | 4        | x    | x   | x   | x     | x    | x   |
| CHEM     | 114/114L | General Chemistry II and Lab                   | 4        | x    | x   | x   | x     | x    | x   |
| CHEM     | 116/116L | Honors Principles of Chemistry                 | 4        |      |     |     |       |      | x   |
| CHEM     | 120/120L | Elementary Organic Chemistry                   | 4        |      |     |     |       | x    |     |
| ESCI     | 101/101L | Principles of Earth Science I                  | 4        |      |     |     |       |      | x   |
| ESCI     | 103/103L | Principles of Earth Science II                 | 4        |      |     |     |       |      | x   |
| GEOG     | 131/131L | Physical Geography I                           | 4        |      |     | x   |       | x    |     |
| GEOG     | 132/132L | Physical Geography II                          | 4        |      |     | x   |       | x    |     |
| GEOL     | 101/101L | General Geology                                | 3        |      |     | x   |       |      |     |
| GEOL     | 201/201L | Physical Geology and Lab                       | 4        | x    |     |     | x     |      |     |
| GEOL     | 203/203L | Historical Geology                             | 3        | x    |     |     |       |      |     |
| PHGY     | 220/220L | Human Anatomy/Physiology I                     | 4        |      |     |     |       |      | x   |
| PHGY     | 230/230L | Human Anatomy/Physiology II                    | 4        |      |     |     |       |      | x   |
| PHYS     | 101/101L | Survey of Physics/Lab                          | 3-4      | x    |     | x   |       | x    | x   |
| PHYS     | 111/111L | Intro to Physics I and Lab                     | 3-4      | x    | x   | x   | x     | x    | x   |
| PHYS     | 113/113L | Intro to Physics II and Lab                    | 3-4      | x    | x   | x   | x     | x    | x   |
| PHYS     | 185/185L | Intro to Astronomy I/Lab                       | 3        | x    |     |     |       | x    | x   |
| PHYS     | 187/187L | Intro to Astronomy II/Lab                      | 3        |      |     |     |       | x    | x   |
| PHYS     | 211/211L | University Physics I and Lab                   | 4-5      | x    | x   | x   | x     | x    | x   |
| PHYS     | 213/213L | University Physics II and Lab                  | 4-5      | x    | x   | x   | x     | x    | x   |
| PS       | 213/213L | Soils  | 3        |      |     |     |       | x    |     |
| PS       | 243/244  | Principals of Geology                          | 3        |      |     |     |       | x    |     |

**GOAL #7: Students will recognize when information is needed and have the ability to locate, organize, critically evaluate, and effectively use information from a variety of sources with intellectual integrity.**

*Student Learning Outcomes:* Students will:

1. Determine the extent of information needed;

2. Access the needed information effectively and efficiently;
3. Evaluate information and its sources critically;
4. Use information effectively to accomplish a specific purpose;
5. Use information in an ethical and legal manner.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3, #4, and #5

*Credit Hours:* 0 hours

| Prefix | number | Title of Course                  | Cred Hrs | BHSU | DSU | NSU | SDSMT | SDSU | USD |
|--------|--------|----------------------------------|----------|------|-----|-----|-------|------|-----|
| ENGL   | 101    | Composition I                    | 3        | x    | x   | x   | x     | x    | x   |
| SPCM   | 101    | Fundamentals of Speech           | 3        | x    | x   | x   | x     | x    | x   |
| ENGL   | 201    | Composition II                   | 3        | x    | x   |     | x     | x    | x   |
| ENGL   | 279    | Technical Communications         | 3        |      |     |     | x     |      |     |
| ENGL   | 289    | Technical Communications II      | 3        |      |     |     | x     |      |     |
| ENGL   | 277    | Technical Writing in Engineering | 3        |      |     |     |       | x    |     |

## 2. Institutional Graduation/Globalization/Global Issues/Writing Requirements

### Black Hills State University

#### Part I: Institutional Graduation Requirements

*IGR #1: Undergraduate Research/Creative Activity*

Boyer's scholarship of discovery comes closest to what academics mean when they speak of research. When we discover new empirical results or create novel artistic forms, we are engaging in this form of scholarship. At its best, it contributes not only to human knowledge but also to the intellectual climate. The process, the outcomes, and especially the passion of discovery enhance the meaning of the effort and the institution itself.

From: *Teaching Matters*, January 1998 issue (vol. 1, no. 2).

*Goal #1:* Students will develop an understanding of the Research/Creative activities associated with their major.

*Student Learning Outcomes:*

Option 1: Research

Students will:

- 1) examine the elements of research such as methods of data collection, review of literature, evaluation of data and reporting of data.
- 2) examine the obligations to society relating to research in their field.

or

Option 2: Creative Activity

Students will

- 1) demonstrate the basic elements of creative activity.
- 2) critique the efforts of others with respect to both the creation of the product and the marketing of product.

*Students will meet this requirement by taking a course in their respective major. Each course meeting this requirement includes the following student learning outcomes.*

Required:     Option 1: #1, #2  
                   Option 2: #1, #2

Credit Hours: 0 Hours

List of courses:

| Research                                     |   |        |  |              |
|--|---|--------|--|--------------|
| Major & Option                               | Prefix  | Number | Course Description & Credit Hours<br>In Major          | IGR<br>Hours |
| American Indian Studies (Option 1)           | AIS/HIST  | 369    | Modern American Indian History and Culture (3)         | 0            |
| Art (Option 2)                               | Art show in conjunction with at least one of the following:         |        |  |              |
|  | ART   | 330    | Painting Techniques (3)                                | 0            |
|  | ART   | 340    | Sculpture Techniques (3)                               | 0            |
|  | ART   | 350    | Ceramic Techniques (3)                                 | 0            |
|  | ART   | 430    | Watercolor (3)   | 0            |
|  | ART   | 480    | Printmaking Techniques (3)                             | 0            |
| Applied Technical Science (Option 1)         | TECH  | 485    | Enterprise Systems (3)                                 | 0            |
| Biology (Option 1)                           | BIO   | 490    | Seminar: Senior Capstone (2)                           | 0            |
| Business (Option 1)                          | BADM  | 482    | Business Policy and Strategy (3)                       | 0            |
| Chemistry (Option 1)                         | CHEM  | 332    | Analytical Chemistry (2-4)                             | 0            |
| Communication Arts (Option 2)                | Creative project in conjunction with at least one of the following: |        |  |              |
|  | ART   | 330    | Painting Techniques (3)                                | 0            |
|  | ART   | 430    | Watercolor (3)   | 0            |
|  | ARTD  | 335    | Computer Illustration (3)                              | 0            |
|  | MCOM  | 365    | Advanced Photography (3)                               | 0            |
| Composite Science Education (Option 1)       | SEED  | 450    | 7-12 Teaching Reading in the Content Area (3)          | 0            |
| Composite Social Science (Option 1)          | Students will be required to take the following:                    |        |  |              |
|  | SS  | 350    | Introduction to Research Methods (3)                   | 0            |
|  | HIST  | 480    | Historical Methods and Historiography (3)              | 0            |
| Education (Option 1)                         | Students will be required to take one of the following:             |        |  |              |
|  | ELED  | 315    | Foundations & Theories of Reading (3)                  | 0            |
|  | SEED  | 450    | 7-12 Teaching Reading in the Content Area (3)          | 0            |
| English (Option 1)                           | ENGL  | 484    | Literary Criticism (3)                                 | 0            |
| Environmental Physical Science<br>(Option 1) | GEOL  | 490    | Seminar: Senior Capstone Environmental<br>Geology: (3) | 0            |
| History (Option 1)                           | HIST  | 480    | Historical Methods and Historiography (3)              | 0            |
| Human Services (Option 1)                    | SS  | 350    | Introduction to Research Methods (3)                   | 0            |
| Mass Communications (Option 2)               | Creative project in conjunction with at least one of the following: |        |  |              |
|  | MCOM  | 365    | Advanced Photography (3)                               | 0            |
|  | MCOM  | 361    | Advanced Desktop Publishing (3)                        | 0            |
|  | MCOM  | 265    | Basic Photography (3)                                  | 0            |
|  | MCOM  | 330    | Writing for Electronic Media (3)                       | 0            |

|  |   |          |  |   |
|--|---|----------|--|---|
| Mathematics (Option 1)                   | MATH  | 481      | Probability & Statistics (3)                       | 0 |
| Math & Science Education (Option 1)      | SEED  | 450      | 7-12 Teaching Reading in the Content Area (3)      | 0 |
|  | MATH  | 481      | Probability & Statistics (3)                       | 0 |
| Music (Option 2)                         | Senior recital in conjunction with at least one of the following: |          |  |   |
|  | MUAP  | 400      | Applied Music-Voice (1-4)                          | 0 |
|  | MUAP  | 410      | Applied Music-Voice (1-4)                          | 0 |
|  | MUAP  | 420      | Applied Music- Woodwinds (1-4)                     | 0 |
|  | MUAP  | 430      | Applied Music-Brass (1-4)                          | 0 |
|  | MUAP  | 440      | Applied Music – Percussion (1-4)                   | 0 |
| Outdoor Education (Option 2)             | OE  | 350      | Environmental Interpretation (3)                   | 0 |
| Physical Education (Option 1)            | PE  | 481      | PE Methods and Evaluation (5)                      | 0 |
| Physical Science (Option 1)              | GEOL  | 490      | Seminar: Senior Capstone Environmental Geology (3) | 0 |
| Political Science (Option 1)             | SS  | 350      | Introduction to Research Methods (3)               | 0 |
| Professional Accountancy (Option 1)      | BADM  | 482      | Business Policy and Strategy (3)                   | 0 |
| Psychology (Option 1)                    | PSYC  | 373/373L | Research Methods in Experimental Psychology (4)    | 0 |
| Social Science (Option 1)                | SS  | 350      | Introduction to Research Methods (3)               | 0 |
| Sociology (Option 1)                     | SS  | 350      | Introduction to Research Methods (3)               | 0 |
| Spanish (Option 1)                       | SPAN  | 343      | Survey of Latin American Literature (3)            | 0 |
| Speech Communication (Option 1)          | SPCM  | 405      | Theories of Communication (3)                      | 0 |
| Speech Communications-Theatre (Option 2) | Theatrical production in conjunction with one of the following:   |          |  |   |
|  | THEA  | 131      | Introduction to Acting (3)                         | 0 |
|  | THEA  | 455      | Advanced Acting (3)                                | 0 |
|  | THEA  | 241      | Stagecraft (3)                                     | 0 |
|  | THEA  | 345      | Scene Design & Stage Lighting (3)                  | 0 |
| Technology (Option 1)                    | TECH  | 485      | Enterprise Systems (3)                             | 0 |
| Wellness Management (Option 1)           | HLTH  | 425      | Wellness Evaluation (3)                            | 0 |

*IGR #2- Behavioral and Social Science*

*Goal #2:* Students will more fully understand the processes and perspectives of the human community through a broader study of the behavioral and social sciences.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, the student will

- 1) Demonstrate an understanding of the responsibilities of citizenship and how to implement those responsibilities;
- 2) Examine human behavior and mental processes in different multicultural, historical, biological, social, or environmental contexts;
- 3) Demonstrate a more global perspective when viewing social issues;
- 4) Explain how a value system of a person, or group, impacts decision-making.

Each course meeting this goal must include one of the following outcomes: #1, #2, #3, or #4.

*Credit Hours:* 3 hours

*List of courses*

| Prefix | Number | Course Title                            | Hours |
|--------|--------|---|-------|
| AIS    | 257*   | Early American Indian History & Culture | 3     |
| ANTH   | 210*   | Cultural Anthropology                   | 3     |

|      |      |   |   |
|------|------|---|---|
| ECON | 201* | Principles of Microeconomics            | 3 |
| ECON | 202* | Principles of Macroeconomics            | 3 |
| GEOG | 101* | Introduction to Geography               | 3 |
| GEOG | 210* | World Geography                         | 3 |
| HIST | 151* | US History I                            | 3 |
| HIST | 152* | US History II                           | 3 |
| HIST | 153* | American History Since 1945             | 3 |
| HIST | 257* | Early American Indian History & Culture | 3 |
| HIST | 313  | History of the Middle East              | 3 |
| POLS | 100* | American Government                     | 3 |
| POLS | 141* | Governments of the World                | 3 |
| POLS | 250* | World Politics                          | 3 |
| POLS | 349  | Politics of Nonwestern Nations          | 3 |
| PSYC | 101* | General Psychology                      | 3 |
| SOC  | 100* | Introduction to Sociology               | 3 |
| SOC  | 150* | Social Problems                         | 3 |
| SOC  | 350  | Race & Ethnic Relations                 | 3 |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

### *IGR #3: Fine Arts and Humanities*

*Goal #3:* Students will more fully understand and appreciate the varieties of human experience and creativity through a broader study of the fine arts and humanities.

*Student Learning Outcomes:* As a result of taking courses in Art, Foreign Languages, History, Humanities, Music, Philosophy and Theater, students will:

1. Demonstrate the ability to understand and interpret the formal and stylistic elements of the humanities and/or the arts;
2. Demonstrate knowledge of various forms of arts and the societal contexts in which they arise;
3. Demonstrate knowledge of the range of values, beliefs, and ideas that shape cultures and how they change over time.

Each course meeting this goal must include at least one of the following outcomes: #1, #2, #3, or #4.

*Credit Hours:* 6 hours

### *List of courses*

| Prefix | Number | Course Title                    | Hours |
|--------|--------|---------------------------------|-------|
| ART    | 111*   | Drawing I                       | 3     |
| ART    | 112*   | Drawing II                      | 3     |
| ART    | 121*   | Design I                        | 3     |
| ART    | 123*   | Three Dimensional Design        | 3     |
| ARTH   | 100*   | Art Appreciation                | 3     |
| ARTH   | 121*   | Introduction to the Visual Arts | 3     |
| ARTH   | 211*   | History of World Art I          | 3     |
| ARTH   | 212*   | History of World Art II         | 3     |
| ARTH   | 251*   | Indian Art History              | 3     |
| ENGL   | 115*   | American Indian Oral Literature | 3     |
| ENGL   | 210*   | Introduction to Literature      | 3     |
| ENGL   | 211*   | World Literature I              | 3     |
| ENGL   | 212*   | World Literature II             | 3     |

|      |      |                                    |   |
|------|------|------------------------------------|---|
| ENGL | 214* | American Indian Literature         | 3 |
| ENGL | 221* | British Literature I               | 3 |
| ENGL | 222* | British Literature II              | 3 |
| ENGL | 241* | American Literature I              | 3 |
| ENGL | 242* | American Literature II             | 3 |
| ENGL | 248* | Women In Literature                | 3 |
| ENGL | 256* | Literature of the American West    | 3 |
| ENGL | 320  | Non Western Novel                  | 3 |
| ENGL | 411  | Biblical Literature                | 3 |
| FREN | 101* | Introductory French I              | 3 |
| FREN | 102* | Introductory French II             | 3 |
| GER  | 101* | Introductory German I              | 3 |
| GER  | 102* | Introductory German II             | 3 |
| HIST | 121* | Western Civilization I             | 3 |
| HIST | 122* | Western Civilization II            | 3 |
| HUM  | 100* | Introduction to Humanities         | 3 |
| HUM  | 387  | Western Religions                  | 3 |
| HUM  | 388  | Readings in Nonwestern Religions   | 3 |
| LAKL | 101* | Introductory Lakota I              | 3 |
| LAKL | 102* | Introductory Lakota II             | 3 |
| MCOM | 151* | Historic & Contemporary Mass Media | 3 |
| MUS  | 100* | Music Appreciation                 | 3 |
| MUS  | 200* | American Music                     | 3 |
| PHIL | 100* | Introduction to Philosophy         | 3 |
| PHIL | 200* | Introduction to Logic              | 3 |
| PHIL | 220* | Introduction to Ethics             | 3 |
| SPAN | 101* | Introductory Spanish I             | 3 |
| SPAN | 102* | Introductory Spanish II            | 3 |
| THEA | 100* | Introduction to Theatre            | 3 |
| THEA | 131* | Introduction to Acting             | 3 |
| THEA | 270* | History of World Cinema            | 3 |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

#### *IGR #4: Wellness*

*Goal #4:* Students will attain the knowledge, assessment, and application skills necessary to develop and maintain physical and mental wellness.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will learn and understand facets of physical and mental wellness specifically addressing the following:

- 1) knowledge of wellness content;
- 2) assessment of wellness practices;
- 3) assessment of wellness practices;
- 4) application of knowledge and assessment.

Students will meet this requirement by taking a course in their respective major. Each course meeting this goal must include the following student learning outcomes:

Required: #1, #2, #3, & #4

*Credit Hours:* 2 hours

#### *List of courses*

| Prefix | Number | Course Title          | Hours |
|--------|--------|-----------------------|-------|
| WEL    | 100    | Wellness for Life     | 1     |
| WEL    | 100L   | Wellness for Life Lab | 1     |

| <u>IGR</u>                          | <u>Credits</u> |
|-------------------------------------|----------------|
| IGR 4: Wellness                     | 2              |
| IGR 2: Behavioral & Social Sciences | 3              |
| IGR 3: Fine Arts & Humanities       | 6              |
| IGR 1: Research & Creative Activity | 0              |
| Total Hours                         | 11             |

## **Part II: Globalization/Global Issues**

*Goal:* Students will understand the interconnectedness of the human experience by investigating diverse international and cultural issues.

*Student Learning Outcomes:* As a result of taking courses meeting the global issues requirement, students will:

- 1) Demonstrate their awareness of international connections in issues such as ecology, business, aesthetics, politics, immigration, literature, technology, economics, etc.
- 2) Relate non-western perspectives and experiences to those of the west so that both the awareness of their interrelatedness and the breaking down of barriers between them is evident.
- 3) Identify and compare western knowledge with non-western paradigms to clarify the cultural constructs inherent in intellectual and aesthetic expressions.

Courses meeting this requirement must meet two of the three student learning outcomes listed above.

Students will meet this requirement by taking an existing System General Education Course or a course that is already required in their major.

*Credit Hours:* 0 hours

*List of courses*

| Major  | Prefix   | Number | Course Description & Credit Hours             | Required Hours |
|--|--|--------|---|----------------|
| Majors utilizing System General Education Courses            | For all majors, listed to the left, utilizing a System General Education course, students will be required to take one of the following: |        |   |                |
| Applied Technical Science                                    | AIS/<br>ARTH   | 251    | American Indian Art History (3)               | 0              |
| Biology  | AIS  | 257    | Early American Indian History and Culture (3) | 0              |
| Chemistry  | ANTH   | 210    | Cultural Anthropology (3)                     | 0              |
| Composite Science Education                                  | ARTH   | 211    | History of World Art I (3)                    | 0              |
| Environmental Physical Science                               | ARTH   | 212    | History of World Art II (3)                   | 0              |
| Human Services   | ENG  | 211    | World Literature I(3)                         | 0              |
| Mathematics  | ENGL   | 212    | World Literature II (3)                       | 0              |
| Math & Science Education                                     | GEOG   | 210    | World Regional Geography (3)                  | 0              |
| Outdoor Education  | HIST   | 121    | Western Civilization I (3)                    | 0              |
| Physical Education   | HIST   | 122    | Western Civilization II (3)                   | 0              |
| Physical Science   | HIST   | 153    | American History since 1945(3)                | 0              |
| Psychology   | HUM  | 100    | Introduction to Humanities (3)                | 0              |
| Spanish  | MCOM   | 151    | Introduction to Mass Communication (3)        | 0              |
| Speech Communication   | MUS  | 130    | Music Literature (3)                          | 0              |
| Speech Communication-Theatre                                 | POLS   | 141    | Governments of the World (3)                  | 0              |
| Technology   | POLS   | 250    | World Politics (3)                            | 0              |
| Wellness Management  |  |        |   |                |
| Majors that utilize a course currently required in the major |  |        |   |                |
| American Indian Studies                                      | AIS  | 251    | American Indian Art History(3)                | 0              |
|  | AIS  | 257    | Early American Indian History & Culture (3)   | 0              |
| Art  | Students will be required to take the following:   |        |   |                |
|  | ARTH   | 211    | History of World Art I (3)                    | 0              |
|  | ARTH   | 212    | History of World Art II (3)                   | 0              |
| Business Majors  | BADM   | 407    | International Business (3)                    | 0              |
| Communication Arts   | Students will be required to take one of the following:  |        |   |                |
|  | ARTH   | 211    | History of World Art I (3)                    | 0              |
|  | ARTH   | 212    | History of World Art II (3)                   | 0              |
| Composite Social Science                                     | GEOG   | 210    | World Regional Geography (3)                  | 0              |
|  | HIST   | 121    | Western Civilization I (3)                    | 0              |
|  | POLS   | 250    | World Politics (3)                            | 0              |
| Education  | GEOG   | 210    | World Regional Geography (3)                  | 0              |
| English  | Students will be required to take one of the following:  |        |   |                |
|  | ENGL   | 211    | World Literature I                            | 0              |
|  | ENGL   | 212    | World Literature II                           | 0              |
| History  | AIS  | 257    | Early American Indian History & Culture (3)   | 0              |
|  | HIST   | 121    | Western Civilization I (3)                    | 0              |
| Mass Communications  | MCOM   | 151    | Introduction to Mass Communications (3)       | 0              |
| Music  | MUS  | 130    | Music Literature (3)                          | 0              |
| Political Science  | Students will be required to take one of the following:  |        |   |                |

|                          |      |     |                                    |   |
|--------------------------|------|-----|------------------------------------|---|
|                          | POLS | 141 | Governments of the World (3)       | 0 |
|                          | POLS | 250 | World Politics (3)                 | 0 |
|                          | POLS | 349 | Politics of Nonwestern Nations (3) | 0 |
| Professional Accountancy | BADM | 407 | International Business (3)         | 0 |
| Social Science           | POLS | 250 | World Politics (3)                 | 0 |
| Sociology                | SOC  | 350 | Race and Ethnic Relations(3)       | 0 |

### Part III: Writing Intensive Requirement

*Goal:* Students will learn and utilize the language of the discipline, use writing-to-learn techniques to develop ideas and learn content, and understand the audience for, and parameters of, writing done within the student's specific major; departments which decide their students need a writing intensive course specific to the major should be allowed to develop such a course.

*Student Learning Outcomes:* As a result of taking courses identified as writing intensive, students will:

- 1) Use writing to learn course content, understand the ideas and the language of a discipline, and discover their own ideas relative to the content of the course.
- 2) Compose texts within the discipline/area of study of the course, through drafting, revising, and completing a finished product (applying appropriate style manuals), in order to comprehend more fully the unique nature of the knowledge within that discipline as well as potentially contribute to it.
- 3) Develop critical thinking skills unique to the discipline and the subject matter of the course.

Students will meet this requirement by taking a course in their respective major which meets the criteria for a writing intensive course. Each writing intensive course must have in place a methodology by which students can draft and revise papers with the help and advice of both the professor and classmates.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3

*Credit Hours:* 0 hours

#### List of Courses

| Major                     | Prefix  | Number | Course Title & Credit Hours            | Credits |
|---------------------------|---|--------|--|---------|
| American Indian Studies   | Students will be required to take one of the following: |        |  |         |
|                           | AIS   | 417    | Tribal Government & Politics (3)       | 0       |
|                           | POLS  | 332    | Tribal Law and Politics (3)            |         |
|                           | AIS/SOC   | 422    | Issues in Contemporary Indian Life (3) | 0       |
| Applied Technical Science |   |        |  |         |
|                           | BADM  | 344    | Managerial Communications (3)          | 0       |
|                           | SPCM  | 410    | Organizational Communication (3)       | 0       |
| Art                       | ARTH  | 456    | Recent Developments in Visual Arts (3) | 0       |
| Biology                   | BIO   | 490    | Seminar: Senior Capstone (2)           | 0       |
| Business                  | BADM  | 344    | Managerial Communications (3)          | 0       |
| Chemistry                 | CHEM  | 332    | Analytical Chemistry (2-4)             | 0       |

|                                |  |     |  |   |
|--------------------------------|--|-----|--|---|
| Communication Arts             | Students will be required to take one of the following:  |     |  | 0 |
|                                | MCOM   | 210 | Basic Newswriting (3)                              | 0 |
|                                | ARTH   | 456 | Recent Developments in Visual Arts (3)             | 0 |
| Composite in Science Education | SEED   | 450 | 7-12 Teaching Reading in the Content Area (3)      | 0 |
| Composite Social Science       | Students will be required to take both of the following: |     |  |   |
|                                | HIST   | 327 | European History 1500-1815 (3)                     | 0 |
|                                | SS   | 350 | Introduction to Research Methods (3)               | 0 |
| Education                      | Students will be required to take one of the following:  |     |  |   |
|                                | ELED   | 315 | Foundations & Theories of Reading (2)              | 0 |
|                                | SEED   | 450 | 7-12 Teaching Reading in the Content Area (3)      | 0 |
| English                        | ENGL   | 484 | Literary Criticism (3)                             | 0 |
| Environmental Physical Science | GEOL   | 490 | Seminar: Senior Capstone Environmental Geology (3) | 0 |
| History                        | HIST   | 327 | European History 1500-1815 (3)                     | 0 |
| Human Services                 | HMS  | 400 | Program Planning & Evaluation (3)                  | 0 |
| Mass Communications            | MCOM   | 210 | Basic Newswriting (3)                              | 0 |
| Mathematics                    | Students will be required to take both of the following: |     |  |   |
|                                | MATH   | 413 | Abstract Algebra I (3)                             | 0 |
|                                | MATH   | 425 | Real Analysis I (3)                                | 0 |
| Math and Science Education     | SEED   | 450 | 7-12 Teaching Reading in the Content Area (3)      | 0 |
| Music                          | Students will be required to take both of the following: |     |  |   |
|                                | MUS  | 330 | Music History I (3)                                | 0 |
|                                | MUS  | 331 | Music History II (3)                               | 0 |
| Outdoor Education              | OE   | 350 | Environmental Interpretation (3)                   | 0 |
| Physical Education             | PE   | 481 | PE Methods and Evaluation (5)                      | 0 |
| Physical Science               | GEOL   | 490 | Seminar: Senior Capstone Environmental Geology (3) | 0 |
| Political Science              | SS   | 350 | Introduction to Research Methods (3)               | 0 |
| Professional Accountancy       | BADM   | 344 | Managerial Communications (3)                      | 0 |
| Psychology                     | PSYC   | 490 | Seminar in Psychology (3)                          | 0 |
| Social Science                 | SS   | 350 | Introduction to Research Methods (3)               | 0 |
| Sociology                      | SS   | 350 | Introduction to Research Methods (3)               | 0 |
| Spanish                        | SPAN   | 302 | Spanish Conversation & Composition II (3)          | 0 |
| Speech Communication           | SPCM   | 410 | Organizational Communication (3)                   | 0 |
| Speech Communication- Theatre  | Students will be required to take the following          |     |  |   |
|                                | THEA   | 361 | Theater History (3)                                | 0 |
|                                | THEA   | 364 | Theater Literature (3)                             | 0 |
| Technology                     | TECH   | 185 | Technology and Our Lives (3)                       | 0 |
| Wellness Management            | HLTH   | 422 | Nutrition (3)                                      | 0 |

## **Dakota State University**

### **Part I: Institutional Graduation Requirements (IGR)**

*Goal #1: Information Systems and Computer Technology:* Students will demonstrate competence in information systems and computer technology through software and programming courses.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Demonstrate competence in use of computer application software;

2. Demonstrate competence in programming concepts;
3. Demonstrate knowledge of computer technology.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and #3

*Credit Hours: 6*

*List of Courses:*

| Prefix           | Number         | Course Title                                       | Hours |
|------------------|----------------|--|-------|
| CSC              | 105            | Introduction to Computers                          | 3     |
| CSC<br>OR<br>CIS | 150<br><br>130 | Computer Science I<br><br>Visual Basic Programming | 3     |

*Goal #2: Written Communications:* Students will refine their understanding and practice of reading and writing as integral parts of researching, learning, discussing, and presenting academic materials.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Read extensively and respond critically in written discourse, e.g. do significant outside reading with corresponding writing assignments;
2. Use writing to learn course content by practicing writing as an integral, on-going part of the course and applying writing conventions of appropriate style manuals (MLA, APA, Chicago).

Each course meeting this goal includes the following student learning outcomes:

Required: #1 and #2

*Credit Hours: 3 credit hours*

The courses which meet this IGR goal and student learning outcomes are also part of the system general education requirements. Students may not use the same course to meet both an SGR requirement and a written communications requirement.

*List of Courses:*

| Prefix   | Number | Course Title               | Hours |
|--|--------|----------------------------|-------|
| ENGL   | 210    | Introduction to Literature | 3     |
| HIST   | 151    | US History I               | 3     |
| HIST   | 152    | US History II              | 3     |
| HIST   | 256    | World History              | 3     |
| SOC  | 100    | Introduction to Sociology  | 3     |
| SOC  | 150    | Social Problems            | 3     |
| SOC  | 285    | The Information Society    | 3     |
| THEA   | 201    | Film Appreciation          | 3     |
| All courses listed above also meet the System General Education Requirements (SGR). Students may not use the same course to meet both an SGR requirement and a written communications requirement. All students majoring in elementary education or elementary education/special education must complete ENGL 210, HIST 151 or HIST 152. |        |                            |       |

*Goal #3: Personal Wellness and Fitness:* Students will understand the holistic nature of wellness and the benefits derived from a physically active lifestyle.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Identify and explain the principles of wellness and the health-related components;
2. Apply these health-related components to fitness/wellness labs.

Each course meeting this goal includes the following student learning outcomes:

Required: #1 and #2

*Credit Hours:* 2

*List of Courses:*

| Prefix | Number | Course Title          | Hours |
|--------|--------|-----------------------|-------|
| WEL    | 100    | Wellness for Life     | 1     |
| WEL    | 100L   | Wellness for Life Lab | 1     |

| IGR  | Credit Hours |
|--|--------------|
| Information Systems and Computer Technology Core | 6 cr.        |
| Written Communications                           | 3 cr.        |
| Personal Wellness & Fitness                      | 2 cr.        |
| Total Hours                                      | 11 cr.       |

## **Part II: Globalization/Global Issues**

*Goal:* Students will understand global issues and how they affect the human community.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Demonstrate a basic understanding of global issues;
2. Identify and analyze global issues including how multiple perspectives impact such issues.
3. Identify the benefit and cost implications of global issues;
4. Interpret global issues and data utilizing discipline specific analytical and/or philosophical tools.
5. Reference knowledge from international sources, including sources that that may be fragmented, conflicting, and multidisciplinary.
6. Identify issues related to family and national origin as they relate to global issues.
7. Directly and constructively address cultural differences and similarities;
8. Demonstrate an understanding of the historical development of global issues.

Each course meeting this goal includes the following student learning outcomes:

Required: #1

At least two of the following: #2, #3, #4, #5, #6, #7 or #8

*Credit Hours:* 0 (to be met within degree program requirements)

Faculty may designate courses within their own disciplines or choose a global issues course from another discipline or designate a course from the system general education list.

*List of Courses:*

| Majors Utilizing System General Education Courses  | Prefix | Number | Course Title and Credit Hours    | Req'd Hours |
|--|--------|--------|----------------------------------|-------------|
|  | ARTH   | 211    | History of World Art I (3)       | 0           |
|  | ARTH   | 212    | History of World Art II (3)      | 0           |
| Biology for Information Systems  | ECON   | 201    | Principles of Microeconomics (3) | 0           |
| Computer Science   | ECON   | 202    | Principles of Macroeconomics (3) | 0           |
| Digital Arts & Design  | ENGL   | 211    | World Literature I (3)           | 0           |
| English for Information Systems  | ENGL   | 212    | World Literature II (3)          | 0           |
| Exercise Science   | GEOG   | 101    | Introduction to Geography (3)    | 0           |
| Health Information Administration  | HIST   | 121    | Western Civilization I (3)       | 0           |
| Math for Information Systems   | HIST   | 122    | Western Civilization II (3)      | 0           |
| Physical Science   | HIST   | 256    | World History (3)                | 0           |
| Respiratory Care   | HUM    | 254    | World Civilizations (3)          | 0           |
| Biology Education  | MUS    | 100    | Music Appreciation (3)           | 0           |
| Computer Education   | SOC    | 285    | The Information Society (3)      | 0           |
| English Education  | SPAN   | 101    | Introduction to Spanish I (3)    | 0           |
| Mathematics Education  | SPAN   | 102    | Introduction to Spanish II (3)   | 0           |
| Physical Education   | THEA   | 100    | Introduction to Theatre (3)      | 0           |
| Physical Science Education   | THEA   | 200    | Theatre History (3)              | 0           |
| All courses listed above also meet the System General Education Requirements (SGR). These courses may be used to meet both an SGR and the global issues requirement. |        |        |                                  |             |

| Majors that Utilize a Course Currently Required in the Major |        |        |                               |             |
|--|--------|--------|-------------------------------|-------------|
| Major  | Prefix | Number | Course Title and Credit Hours | Req'd Hours |
| <b>Bachelor of Business Administration Majors:</b>           |        |        |                               |             |
| Accounting   | BADM   | 405    | International Trade & Finance | 0           |
| Finance  | BADM   | 405    | International Trade & Finance | 0           |
| Management   | BADM   | 405    | International Trade & Finance | 0           |
| Management Info Systems                                      | BADM   | 405    | International Trade & Finance | 0           |
| Marketing  | BADM   | 405    | International Trade & Finance | 0           |
| <b>Bachelor of Science Majors:</b>                           |        |        |                               |             |
| Computer Information Systems                                 | ECON   | 201    | Principles of Microeconomics  | 0           |
| Computer and Network Security                                | ECON   | 201    | Principles of Microeconomics  | 0           |
| Professional Accountancy                                     | BADM   | 405    | International Trade & Finance | 0           |
| Scientific Forensic Technology                               | SOC    | 285    | Information Society           | 0           |
| <b>Bachelor of Science in Education Majors:</b>              |        |        |                               |             |
| Business Education   | BADM   | 405    | International Trade & Finance | 0           |
| Elementary Education   | ENGL   | 211    | World Literature I            | 0           |
|  | ENGL   | 212    | World Literature II           | 0           |
|  | HIST   | 121    | Western Civilization I        | 0           |
|  | HIST   | 122    | Western Civilization II       | 0           |
|  | MUS    | 100    | Music Appreciation            | 0           |
|  | THEA   | 100    | Introduction to Theatre       | 0           |
| Elementary Education/Special Ed                              | ENGL   | 211    | World Literature I            | 0           |
|  | ENGL   | 212    | World Literature II           | 0           |
|  | HIST   | 121    | Western Civilization I        | 0           |
|  | HIST   | 122    | Western Civilization II       | 0           |
|  | MUS    | 100    | Music Appreciation            | 0           |
|  | THEA   | 100    | Introduction to Theatre       | 0           |

### Part III: Writing Intensive Requirement

*Goal:* Students will refine their understanding and practice of reading and writing as integral parts of researching, learning, discussing, and presenting academic materials.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Read extensively and respond critically in written discourse, e.g. do significant outside reading with corresponding writing assignments;
2. Use writing to learn course content by practicing writing as an integral, on-going part of the course and applying writing conventions of appropriate style manuals (MLA, APA, Chicago).

Each course meeting this goal includes the following student learning outcomes:

Required: #1 and #2

*Credit Hours:* 0 (to be met within degree program requirements)

Faculty may designate courses within their own disciplines or choose a writing-intensive course from another discipline or designate a course from the system general education list below.

*List of Courses:*

| Major  | Prefix    | Number | Course Title and Credit Hours             | Req'd Hours |
|--|-----------|--------|---|-------------|
| <i>Bachelor of Business Administration Majors:</i> |           |        |   |             |
| Accounting   | BADM      | 344    | Managerial Communications                 | 0           |
| Finance  | BADM      | 344    | Managerial Communications                 | 0           |
| Management   | BADM      | 344    | Managerial Communications                 | 0           |
| Management Information Systems                     | BADM      | 344    | Managerial Communications                 | 0           |
| Marketing  | BADM      | 344    | Managerial Communications                 | 0           |
| <i>Bachelor of Science Majors:</i>                 |           |        |   |             |
| Biology for Information Systems                    | SCTC      | 303    | Computer Applications in the NS           | 0           |
| Computer Information Systems                       | CIS       | 332    | Structured Systems Analysis & Design      | 0           |
| Computer & Network Security                        | CIS       | 332    | Structured Systems Analysis & Design      | 0           |
| Computer Science                                   | CIS       | 332    | Structured Systems Analysis & Design      | 0           |
| Digital Arts & Design                              | ENGL      | 480    | Contemporary Rhetoric                     | 0           |
| English for Information Systems                    | ENGL      | 480    | Contemporary Rhetoric                     | 0           |
| Exercise Science                                   | EXS       | 300    | Introduction to Research                  | 0           |
| Health Information Administration                  | HIM       | 450    | Research in HIA                           | 0           |
| Mathematics for Information Systems                | CIS       | 332    | Structured Systems Analysis & Design      | 0           |
| Physical Science                                   | SCTC      | 303    | Computer Applications in the NS           | 0           |
| Professional Accountancy                           | BADM      | 344    | Managerial Communications                 | 0           |
| Respiratory Care                                   | RESP      | 460    | Current Issues in Respiratory Care        | 0           |
| Scientific Forensic Technology                     | ENGL      | 379    | Technical Communication                   | 0           |
| <i>Bachelor of Science in Education Majors:</i>    |           |        |   |             |
| Biology Education                                  | ENGL/SEED | 450    | 7-12 Teaching Reading in the Content Area | 0           |
| Business Education                                 | BADM      | 344    | Managerial Communications                 | 0           |
| Computer Education                                 | CIS       | 332    | Structured Systems Analysis & Design      | 0           |
| English Education                                  | ENGL/SEED | 450    | 7-12 Teaching Reading in the Content Area | 0           |
| Elementary Education                               | EPSY      | 302    | Educational Psychology                    | 0           |
| Elementary Education/Special Ed                    | EPSY      | 302    | Educational Psychology                    | 0           |
| Mathematics Education                              | ENGL/SEED | 450    | 7-12 Teaching Reading in the Content Area | 0           |
| Physical Education                                 | PE        | 341    | Curriculum Development & Evaluation       | 0           |
| Physical Science Education                         | ENGL/SEED | 450    | 7-12 Teaching Reading in the Content Area | 0           |

**Northern State University**

**Part I: Institutional Graduation Requirements**

*Goal #1:* Students will explore in greater depth the range of subjects meeting BOR System Goal #3, understanding the structures and possibilities of the human community through

study of the social sciences. (3 credits in disciplines and courses different from those selected under General Education System Goal 3)

*Student Learning Outcomes:* Students will:

1. Identify and explain basic concepts, terminology and theories of the selected social science disciplines from different spatial, temporal, cultural and/or institutional contexts;
2. Apply selected social science concepts and theories to contemporary issues;
3. Identify and explain the social or aesthetic values of different cultures.

In addition, students will be able to demonstrate a basic understanding of at least one of the following:

4. The origin and evolution of human institutions;
5. The allocation of human or natural resources within societies;
6. The impact of diverse philosophical, ethical or religious views.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, and #3

At least one of the following: #4, #5, or #6

*Credit Hours:* 3 hours

*List of Courses*

| Prefix | Number   | Course Title                  | Hours |
|--------|----------|-------------------------------|-------|
| ANTH   | 210      | Cultural Anthropology*        | 3     |
| ECON   | 201      | Principles of Microeconomics* | 3     |
| ECON   | 202      | Principles of Macroeconomics* | 3     |
| GEOG   | 210      | World Regional Geography*     | 3     |
| HIST   | 151      | U.S. History I*               | 3     |
| HIST   | 152      | U.S. History II*              | 3     |
| POLS   | 100      | American Government*          | 3     |
| POLS   | 250      | World Politics*               | 3     |
| PSYC   | 101/101A | General Psychology*           | 3     |
| SOC    | 100      | Introduction to Sociology*    | 3     |
| SOC    | 150      | Social Problems*              | 3     |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

**Goal #2:** Students will explore in greater depth the range of subjects meeting BOR System Goal #4, understanding and appreciating the human experience through arts and humanities. (6 credits in disciplines and courses different from those selected under General Education System Goal 4)

*Student Learning Outcomes:* Students will:

1. Demonstrate knowledge of the diversity of values, beliefs, and ideas embodied in the human experience;
2. Identify and explain basic concepts of the selected disciplines within the arts and humanities.

In addition, students will be able to do at least one of the following:

1. Identify and explain the contributions of other cultures from the perspective of the selected disciplines within the arts and humanities;
2. Demonstrate creative and aesthetic understanding;
3. Explain and interpret formal and stylistics elements of the literary or fine arts;
4. Demonstrate foundational competency in reading, writing, and speaking a non-English language.

Each course meeting this goal includes the following student learning outcomes:

Required: #1 and #2

At least one of the following: #3, #4, #5, or #6

*Credit Hours:* 6 hours

*List of Courses:*

**Group A: Artistic Expression**

| Prefix | Number | Course Title             | Hours |
|--------|--------|--------------------------|-------|
| ART    | 111    | Drawing I*               | 3     |
| ARTH   | 100    | Art Appreciation*        | 3     |
| MUEN   | 100    | Concert Choir            | 1     |
| MUEN   | 104    | Chamber Singers          | 1     |
| MUEN   | 110    | Orchestra                | 1     |
| MUEN   | 120    | Marching Band            | 1     |
| MUEN   | 121    | Symphonic Band           | 1     |
| MUEN   | 122    | Concert Band             | 1     |
| MUEN   | 180    | Jazz Ensemble            | 1     |
| MUS    | 100    | Music Appreciation*      | 3     |
| THEA   | 100    | Introduction to Theatre* | 3     |
| THEA   | 131    | Introduction to Acting*  | 3     |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

**Group B: Language and Literature**

| Prefix | Number        | Course Title  | Hours |
|--------|---------------|---|-------|
| ENGL   | 210           | Introduction to Literature*   | 3     |
| ENGL   | 213           | Backgrounds to Literature   | 3     |
| ENGL   | 215           | Literature in a Global Context                                      | 3     |
| ENGL   | 230           | Literature for Younger Readers*                                     | 3     |
| ENGL   | 258           | Literature and Culture*   | 3     |
| ENGL   | 431           | Shakespeare I   | 3     |
| ENGL   | 432           | Shakespeare II  | 3     |
|        |               | Any Level English Literature Course (except ENGL 301, 302, and 305) | 3     |
|        |               | Any Foreign Language Literature Course                              | 3     |
| FREN   | 100-200 level | French language course  | 3-4   |
| GER    | 100-200 level | German language course  | 3-4   |
| SPAN   | 100-200 level | Spanish language course   | 3-4   |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

**Group C: Social Connections**

| Prefix | Number | Course Title                | Hours |
|--------|--------|-----------------------------|-------|
| HIST   | 121    | Western Civilization I*     | 3     |
| HIST   | 122    | Western Civilization II*    | 3     |
| PHIL   | 100    | Introduction to Philosophy* | 3     |

|      |     |                         |   |
|------|-----|-------------------------|---|
| PHIL | 270 | Philosophy of Religion* | 3 |
|------|-----|-------------------------|---|

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

*Goal #3:* Students will develop an understanding of personal wellness. 2 credits

*Student Learning Outcomes:* Students will gain an understanding of mental and physical wellness through:

1. Knowledge and assessment of wellness content
2. Knowledge and assessment of wellness practices

Each course meeting this goal includes the following student learning outcomes:

Required: #1 and #2

*Credit Hours:* 2 hours

*List of courses*

| Prefix | Number | Course Title          | Hours |
|--------|--------|-----------------------|-------|
| WEL    | 100    | Wellness for Life     | 1     |
| WEL    | 100    | Wellness for Life Lab | 1     |

IGR Credit Hours

Goal #1: Social Sciences (3 credits)

Goal #2: Arts and Humanities (6 credits)

Goal #3: Personal Wellness (2 credits)

Total Hours – 11 credits

**Part II: Globalization/Global Issues**

*Goal:* Students will understand and be sensitive to cultural diversity so that they are prepared to live and work in an international and multicultural environment.

*Student Learning Outcomes:*

As a result of completing courses related to this goal students will:

1. Analyze the impact of global issues on society
2. Gain a broad perspective on cultural diversity
3. Apply multiple global perspectives to contemporary issues

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, and #3

*Credit Hours:* 0

Students select a course to meet the globalization requirement that also meets one of the SGR or IGR requirements.

*List of Courses:*

| Prefix | Number | Course Title and Credit Hours    | Hours |
|--------|--------|----------------------------------|-------|
| ANTH   | 210    | Cultural Anthropology (3)        | 0     |
| ECON   | 201    | Principles of Microeconomics (3) | 0     |
| ECON   | 202    | Principles of Macroeconomics (3) | 0     |
| FREN   | 101    | Introductory French I (4)        | 0     |
| FREN   | 102    | Introductory French II (4)       | 0     |
| FREN   | 201    | Intermediate French I (4)        | 0     |
| FREN   | 202    | Intermediate French II (4)       | 0     |
| GEOG   | 210    | World Regional Geography (3)     | 0     |
| GER    | 101    | Introductory German I (4)        | 0     |
| GER    | 102    | Introductory German II (4)       | 0     |
| GER    | 201    | Intermediate German I (3)        | 0     |
| GER    | 202    | Intermediate German II (3)       | 0     |
| HIST   | 121    | Western Civilization I (3)       | 0     |
| HIST   | 122    | Western Civilization II (3)      | 0     |
| POLS   | 250    | World Politics (3)               | 0     |
| SPAN   | 101    | Introductory Spanish I (4)       | 0     |
| SPAN   | 102    | Introductory Spanish II (4)      | 0     |
| SPAN   | 201    | Intermediate Spanish I (3)       | 0     |
| SPAN   | 202    | Intermediate Spanish II (3)      | 0     |

**Part III: Writing Intensive Requirement**

*Goal:* Students will develop critical writing skills in accordance with the discipline.

*Student Learning Outcomes:*

As a result of completing courses related to this goal students will:

1. Identify and evaluate sources of information within the discipline.
2. Complete writing intensive projects within the major.

*Credit Hours:* To be completed within major. Selected courses do not add to the total number of credits required for the major.

*List of Courses:*

| Major   | Prefix | Number | Course Title and Credit Hours               | Required Hours |
|---|--------|--------|---|----------------|
| Accounting  | BADM   | 244    | Business Communications (3)                 | 0              |
| Administrative Systems  | BADM   | 244    | Business Communications (3)                 | 0              |
| Art   | ARTH   | 312    | History of World Art IV (3)                 | 0              |
| Art Education   | ARTH   | 312    | History of World Art IV (3)                 | 0              |
| Banking & Financial Services  | BADM   | 244    | Business Communications (3)                 | 0              |
| Biology   | BIOL   | 490    | Senior Seminar (1)                          | 0              |
| Business  | BADM   | 244    | Business Communications (3)                 | 0              |
| Chemistry   | CHEM   | 490    | Senior Seminar (1)                          | 0              |
| Community Development   | ENGL   | 305    | Professional, Technical & Grant Writing (3) | 0              |
| E-Business Education  | BADM   | 244    | Business Communications (3)                 | 0              |
| Economics   | BADM   | 244    | Business Communications (3)                 | 0              |
| Elementary Education  | ELED   | 360    | K-8 Social Science Methods (2)              | 0              |
| English   | ENGL   | 284    | Introduction to Criticism (3)               | 0              |
| Environmental Science<br>Bioremediation Specialization<br>and Wildlife Specialization | BIOL   | 311    | Principles of Ecology (4)                   | 0              |

|                                  |      |           |   |   |
|----------------------------------|------|-----------|---|---|
| Rural Planning Specialization    | ENGL | 305       | Professional, Technical & Grant Writing (3)                               |   |
| Finance                          | BADM | 244       | Business Communications (3)   | 0 |
| Fitness Management               | BADM | 244       | Business Communications (3)   | 0 |
| French Studies                   | FREN | 310       | French Language Skills (3)  | 0 |
| General Business                 | BADM | 244       | Business Communications (3)   | 0 |
| German                           | GER  | 311 & 312 | Composition and Conversation I (2)<br>Composition and Conversation II (2) | 0 |
| History                          | HIST | 480       | Historical Methods & Historiography (3)                                   | 0 |
| International Business Studies   | BADM | 244       | Business Communications (3)   | 0 |
| Management                       | BADM | 244       | Business Communications (3)   | 0 |
| Marketing                        | BADM | 244       | Business Communications (3)   | 0 |
| Mathematics                      | MATH | 450       | History of Mathematics (3)  | 0 |
| Medical Technology               | BIOL | 371       | Genetics (4)  | 0 |
| Music                            | MUS  | 432       | Music History III   | 0 |
| Physical Education               | PE   | 440       | Organization & Administration of HPER/A (2-3)                             | 0 |
| Political Science                | POLS | 320       | Public Administration (3)   | 0 |
| Professional Accountancy         | BADM | 244       | Business Communications (3)   | 0 |
| Psychology                       | PSYC | 300       | Introduction to Scientific Psychology (3)                                 | 0 |
| Social Science                   | HIST | 480       | Historical Methods & Historiography (3)                                   | 0 |
| Sociology                        | SOC  | 403       | Sociological Theory (3)   | 0 |
| Spanish                          | SPAN | 333       | Spanish Civilization & Culture (3)  | 0 |
| Special Education                | SPED | 485       | Special Education Law (3)   | 0 |
| Speech                           | SPCM | 416       | Rhetorical Criticism (3)  | 0 |
| Sport Marketing & Administration | PE   | 440       | Organization & Administration of HPER/A (2-3)                             | 0 |

## **South Dakota School of Mines and Technology**

### **Part I: Institutional Graduation Requirements**

None.

### **Part II: Globalization/Global Issues**

*Goal Statement:* Students will understand the implications of global issues for the human community and for the practice of their disciplines.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

- Identify and analyze global issues including how multiple perspectives impact such issues;
- Demonstrate a basic understanding of the impact of global issues on the practice of their discipline.

In order to meet ABET accreditation requirements each program currently addresses global issues in a distributed fashion throughout the curriculum. The adequacy of current efforts to address global issues in this manner was recently confirmed by the ABET accreditation review team that visited SDSM&T in October 2004. To meet the South Dakota Board of Regents (SDBOR) Globalization/Global Issues Requirement, each program has identified one or two courses within the major which meet the following guidelines:

1. The syllabus clearly articulates the goals, learning outcomes, and assessments related to global issues.

2. The student's understanding of the issues addressed in the course is evaluated through graded assignments, reports, papers, tests, etc.
3. Performance on such assignments contributes to the student's grade for the course.

The global issues component in the identified courses will, in total, be equivalent to a minimum of 1 credit hour of study. Global issues will also continue to be addressed in other courses within the major as needed in accordance with ABET accreditation requirements.

Programs may recast the goal and student learning outcomes above to reflect the particular needs of the program so long as these remain consistent with the above formulations.

| Prefix | Number | Course Title  | Hours |
|--------|--------|---|-------|
| CEE    | 463    | Engineering Professions                                   | 1     |
| CENG   | 464    | Computer Engineering Design I                             | 2     |
| CENG   | 465    | Computer Engineering Design II                            | 2     |
| ChE    | 487    | Global and Contemporary Issues in Chemical Engineering    | 1     |
| CHEM   | 482    | Environmental Chemistry                                   | 3     |
| CSC    | 465    | Senior Design Project                                     | 3     |
| EE     | 464    | Electrical Engineering Design I                           | 2     |
| EE     | 465    | Electrical Engineering Design II                          | 2     |
| GEOE   | 461    | Petroleum Production                                      | 3     |
| GEOE   | 466    | Engineering and Environmental Geology                     | 3     |
| GEOL   | 201    | Physical Geology  | 3     |
| GEOL   | 403    | Regional Field Geology                                    | 1     |
| IENG   | 366    | Engineering Management                                    | 3     |
| IS     | 110    | Explorations  | 3     |
| IS     | 201    | Introduction to Science, Technology & Society             | 3     |
| MATH   | 451    | Mathematical Modeling                                     | 3     |
| ME     | 481L   | Adv. Product Development Lab I                            | 1     |
| ME     | 482L   | Adv. Product Development Lab II                           | 1     |
| MEM    | 120    | Introduction to Mining and Sustainable Development        | 2     |
| MEM    | 466    | Mine Management   | 2     |
| MET    | 310    | Aqueous Extraction, Concentration, and Recycling          | 3     |
| MET    | 321    | High Temperature Extraction, Concentration, and Recycling | 4     |
| PHYS   | 471    | Quantum Mechanics   | 4     |

### Part III: Writing Intensive Requirement

*Goal Statement:* Students will write effectively and responsibly in accordance with the needs of their own disciplines.

*Student Learning Outcomes:* As a result of taking courses meeting this goal, students will:

1. Produce documents written for technical, professional, and general audiences within the context of their disciplines.
2. Identify, evaluate, and use potential sources of information from within their disciplines for writing assignments that require research and study.
3. Use instructor feedback throughout the semester to improve the quality of their writing.

In order to meet accreditation requirements, each program currently addresses further development of written and oral communication skills within the major in a distributed fashion. The adequacy of current efforts to improve communication skills in this manner

was recently confirmed by the ABET accreditation review team that visited SDSM&T in October 2004. To meet the SDBOR Writing Intensive Requirement, each program has identified one or two courses within the major which meet the following guidelines:

4. The syllabus clearly articulates the goals, learning outcomes, and assessments related to writing.
5. The student's writing is evaluated as part of the course.
6. Students have the opportunity to improve their writing skills during the course.
7. Performance on writing assignments contributes to the student's grade for the course.

The writing component in the identified courses will, in total, be equivalent to a minimum of 1 credit hour of study.

Written and oral communication will also continue to be addressed in other courses within the major as needed in order to meet accreditation requirements.

| Prefix | Number | Course Title  | Hours |
|--------|--------|---|-------|
| CEE    | 464    | Civil Engineering Capstone Design I                         | 1     |
| CEE    | 465    | Civil Engineering Capstone Design II                        | 1     |
| CENG   | 464    | Computer Engineering Design II                              | 2     |
| CENG   | 465    | Computer Engineering Design II                              | 2     |
| ChE    | 464    | Chemical Engineering Design I                               | 3     |
| ChE    | 487    | Global and Contemporary Issues in Chemical Engineering      | 1     |
| CHEM   | 328L   | Organic Chemistry II Lab                                    | 1     |
| CHEM   | 434L   | Instrumental Analysis Lab                                   | 1     |
| CSC    | 465    | Senior Design Project                                       | 3     |
| EE     | 464    | Electrical Engineering Design I                             | 2     |
| EE     | 465    | Electrical Engineering Design II                            | 2     |
| ENVE   | 464    | Environmental Engineering Design I                          | 2     |
| ENVE   | 465    | Environmental Engineering Design II                         | 2     |
| GEOE   | 464    | Geological Engineering Design Project I                     | 3     |
| GEOE   | 465    | Geological Engineering Design Project II                    | 3     |
| GEOL   | 464    | Senior Research I   | 1     |
| GEOL   | 465    | Senior Research II  | 3     |
| IENG   | 464    | Senior Design Project I                                     | 3     |
| IS     | 301    | Writing and Research in the Interdisciplinary Sciences      | 3     |
| Math   | 402    | Communicating Mathematics                                   | 1     |
| ME     | 477    | Mechanical Engineering Design I                             | 3     |
| ME     | 479    | Mechanical Engineering Design II                            | 3     |
| MEM    | 464    | Mine Design and Feasibility Study                           | 4     |
| MET    | 310L   | Aqueous Extraction, Concentration, and Recycling Laboratory | 1     |
| MET    | 465    | Engineering Design IV                                       | 1     |
| PHYS   | 275    | Relativity  | 3     |

## **South Dakota State University**

### **Part I: Institutional Graduation Requirements**

#### *Goal #1 Land and Natural Resources*

Students will learn to be responsible for the land and other natural resources.

### *Student Learning Outcomes*

As a result of taking courses meeting this goal, students will:

1. Learn the fundamental importance of land and other natural resources.
2. Understand scientific principles as they pertain to responsible use of land and other natural resources.
3. Develop an ethic for responsible use of land and other natural resources.
4. Gather and critically evaluate data to address basic and applied principles related to land and other natural resources.
5. Develop knowledge or skills related to the sustainable use of land and other natural resources.
6. Obtain knowledge and skills to scientifically analyze the influence of individuals and groups of people on land and other natural resources.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3

At least one of the following: #4, #5, #6

### *Credit Hours*

3 credits

### *List of courses*

| Prefix               | Number   | Course Title  | Hours |
|----------------------|----------|---|-------|
| ABE/AST/<br>CEE/ENVM | 225      | Principles of Environmental Science and Engineering | 3     |
| ABE                  | 353/353L | Physical Climatology and Meteorology & Lab          | 3     |
| ABS                  | 203      | Global Food Systems                                 | 3     |
| ABS                  | 482      | International Experience                            | 2-4   |
| AGEC                 | 421      | Farming and Food Systems Economics                  | 3     |
| AST                  | 333/333L | Soil and Water Mechanics & Lab                      | 3     |
| AST                  | 463      | Agricultural Waste Management                       | 3     |
| BIOL                 | 101/101L | Biology Survey I and Lab *                          | 3     |
| BIOL                 | 311      | Principles of Ecology                               | 3     |
| BIOL/PHIL            | 383      | Bioethics   | 4     |
| DS                   | 452      | Environmental Management of Dairy Systems           | 3     |
| ECON                 | 472      | Resource and Environmental Economics                | 3     |
| ENGL                 | 256      | Literature of the American West *                   | 3     |
| ENVM                 | 275      | Introduction to Environmental Science               | 3     |
| HIST                 | 368      | History and Culture of the American Indian          | 3     |
| NFS                  | 111      | Food, People and the Environment                    | 3     |
| PHIL/REL             | 454/332  | Environmental Ethics                                | 3     |
| PS                   | 213/213L | Soils and Lab *                                     | 3     |
| PS                   | 243      | Geology *   | 3     |
| PS/GEOG              | 310/310L | Soil Geography and Land Use Interpretation/Studio   | 3     |
| PS                   | 362/362L | Environmental Soil Management & Lab                 | 3     |
| PSYC                 | 244      | Environmental Psychology                            | 3     |
| RANG                 | 105      | Introduction to Range Management                    | 3     |
| RANG                 | 215      | Introduction to Integrated Range Management         | 3     |
| SOC                  | 240      | The Sociology of Rural America *                    | 3     |
| WL                   | 110      | Environmental Conservation                          | 3     |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

### *Goal #2 Personal Wellness*

Students will demonstrate a holistic approach to personal wellness.

### *Student Learning Outcomes*

As a result of taking courses meeting this goal, students will:

1. Identify areas of self-responsibility and wellness principles.
2. Demonstrate concepts fostering wellness of the mind, body, and spirit.
3. Present a personal wellness plan as a guide for maintaining lifelong wellness.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3

### *Credit Hours*

2-3 credits

### *List of courses*

| Prefix | Number   | Course Title                       | Hours |
|--------|----------|------------------------------------|-------|
| BIOL   | 105      | Human Biology                      | 3     |
| GS     | 143      | Mastering Lifetime Learning Skills | 2     |
| HSC    | 212      | Contemporary Health Problems       | 2     |
| PHA    | 201      | Medications and Wellness           | 2     |
| PSYC   | 267      | Psychology of Personal Adjustment  | 3     |
| WEL    | 100/100L | Wellness for Life & Lab            | 2     |

### *Goal #3 Social Responsibility / Cultural and Aesthetic Awareness*

Students will demonstrate social responsibility or cultural/aesthetic awareness to foster individual responsibility and creativity.

### *Credit Hours*

3 credits total from Option 1 and/or Option 2

### *Student Learning Outcomes*

#### *Option 1: Social Responsibility*

As a result of taking courses meeting this goal, students will:

1. Demonstrate an appreciation of the different ways in which people express their understanding of the human condition.
2. Understand their responsibilities and choices as related to behavioral, cultural, and/or institutional contexts.
3. Demonstrate their knowledge of the structures and possibilities of the human community.
4. Foster individual responsibility by use of service learning, leadership or experiential learning activities.

Each course meeting this goal includes the following student learning outcomes:

Required: #1

At least one of the following: #2, #3, #4

### *List of courses:*

*Please note: If a student selects a 1 or 2 credit course, the student will need to combine course credit hours to meet the 3 credit requirement.*

| Prefix         | Number  | Course Title   | Hours |
|----------------|---------|--|-------|
| ABS            | 482     | International Experience                             | 2-4   |
| ABS/FCS        | 310     | Leadership for Families and the Food System          | 3     |
| AIR            | 101     | Foundations of US Air Force                          | 1     |
| AIR            | 102     | Foundations of US Air Force                          | 1     |
| AIR            | 201     | Evolution USAF Air & Space Power                     | 1     |
| AIR            | 202     | Evolution USAF Air Space & Power                     | 1     |
| AIS            | 100     | Introduction to American Indian Studies              | 3     |
| AIS-ANTH/ INED | 421/411 | Indians of North America/South Dakota Indian Studies | 3     |
| AM/CA          | 381     | Professional Behavior at Work                        | 3     |
| ANTH           | 210     | Cultural Anthropology *                              | 3     |
| ANTH           | 220     | Physical Anthropology *                              | 3     |
| ARAB           | 101     | Introductory Arabic I *                              | 4     |
| ARAB           | 102     | Introductory Arabic II *                             | 4     |
| CJUS           | 201     | Introduction to Criminal Justice *                   | 3     |
| ECON           | 460     | Economic Development                                 | 3     |
| ENGL           | 249     | Literature of Diverse Cultures *                     | 3     |
| ENGL           | 268     | Literature *   | 3     |
| FREN           | 101     | Introductory French I *                              | 4     |
| FREN           | 102     | Introductory French II *                             | 4     |
| GEOG           | 200     | Introduction to Human Geography *                    | 3     |
| GEOG           | 210     | World Regional Geography *                           | 3     |
| GEOG           | 219     | Geography of South Dakota *                          | 3     |
| GER            | 101     | Introductory German I *                              | 4     |
| GER            | 102     | Introductory German II *                             | 4     |
| GERO           | 201     | Introduction to Gerontology                          | 3     |
| GLST           | 201     | Global Studies I *                                   | 3     |
| HIST           | 121     | Western Civilization I *                             | 3     |
| HIST           | 122     | Western Civilization II *                            | 3     |
| HIST           | 151     | U.S. History I *                                     | 3     |
| HIST           | 152     | U.S. History II *                                    | 3     |
| HIST           | 368     | History and Culture of the American Indian           | 3     |
| HLTH/HSC       | 443     | Public Health Science                                | 3     |
| LAS            | 301     | Latin American Cultures                              | 3     |
| LAS            | 302     | Latin American Societies                             | 3     |
| LAKL/AIS       | 101     | Introductory Lakota I *                              | 4     |
| LAKL/AIS       | 102     | Introductory Lakota II *                             | 4     |
| MATH           | 450     | History of Mathematics                               | 3     |
| MCOM           | 145     | Media Literacy and Ethics                            | 3     |
| MFL            | 101     | Introduction to Foreign Language and Culture I *     | 4     |
| MFL            | 102     | Introduction to Foreign Language and Culture II *    | 4     |
| MFL            | 134     | Foreign Cultures *                                   | 3     |
| MSL            | 101     | Foundations of Leadership                            | 1     |
| MSL            | 102     | Basic Leadership                                     | 1     |
| MSL            | 201     | Individual Leadership Skills                         | 2     |
| MSL            | 202     | Leadership and Teamwork                              | 2     |
| PHIL           | 100     | Introduction to Philosophy *                         | 3     |
| PHIL           | 215     | Introduction to Social/Political Philosophy *        | 3     |
| PHIL           | 220     | Introduction to Ethics *                             | 3     |
| PHIL           | 313     | Great Philosophers                                   | 2-3   |
| PHIL           | 331     | Philosophy of Science                                | 3     |
| PHIL/REL       | 470/370 | Philosophy of Religion                               | 3     |
| POLS           | 100     | American Government *                                | 3     |
| POLS           | 102     | American Political Issues *                          | 3     |
| POLS           | 165     | Political Ideologies *                               | 3     |
| POLS           | 210     | State and Local Government *                         | 3     |
| POLS           | 253     | Current World Problems *                             | 3     |
| PSYC           | 101     | General Psychology *                                 | 3     |
| PSYC           | 102     | Introduction to Psychology *                         | 4     |
| PSYC           | 324     | Psychology of Aging                                  | 3     |

|           |          |  |   |
|-----------|----------|--|---|
| PSYC      | 327      | Child Psychology                                 | 3 |
| PSYC/WMST | 367      | Psychological Gender Issues                      | 3 |
| PSYC      | 406      | Cognitive Psychology                             | 3 |
| PSYC      | 441      | Social Psychology                                | 3 |
| PSYC      | 451      | Psychology of Abnormal Behavior                  | 3 |
| PSYC      | 461      | Theories of Personality                          | 3 |
| REL       | 213      | Introduction to Religion *                       | 3 |
| REL       | 224      | Old Testament *                                  | 3 |
| REL       | 225      | New Testament *                                  | 3 |
| REL       | 237      | Religion in American Culture *                   | 3 |
| REL       | 238      | Native American Religions *                      | 3 |
| REL       | 250      | World Religions *                                | 3 |
| REL       | 270      | Middle East Survey *                             | 3 |
| REL       | 401      | History of Western Religious Thought I           | 3 |
| REL       | 402      | History of Western Religious Thought II          | 3 |
| SOC       | 150      | Social Problems *                                | 3 |
| SOC       | 240      | The Sociology of Rural America *                 | 3 |
| SOC       | 250      | Courtship and Marriage *                         | 3 |
| SOC       | 350      | Race and Ethnic Relations                        | 3 |
| SOC       | 440      | Urban Sociology                                  | 3 |
| SPAN      | 101      | Introductory Spanish I *                         | 4 |
| SPAN      | 102      | Introductory Spanish II *                        | 4 |
| WL        | 430/430L | Human Dimensions in Wildlife and Fisheries & Lab | 4 |
| WmSt      | 101      | Introduction to Women's Studies*                 | 3 |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

### *Option 2: Cultural and Aesthetic Awareness*

As a result of taking courses meeting this goal, students will:

1. Demonstrate an appreciation of the different ways in which people express their understanding of the human condition.
2. Understand their responsibilities and choices as related to spatial and temporal contexts.
3. Foster individual creativity.

Each course meeting this goal includes the following student learning outcomes:

Required: #1

At least one of the following: #2, #3

#### *List of courses:*

*Please note: If a student selects a 1 or 2 credit course, the student will need to combine course credit hours to meet the 3 credit requirement.*

| Prefix | Number | Course Title               | Hours |
|--------|--------|----------------------------|-------|
| ANTH   | 210    | Cultural Anthropology *    | 3     |
| ART    | 111    | Drawing I *                | 3     |
| ART    | 112    | Drawing II *               | 3     |
| ART    | 121    | Design I 2D *              | 3     |
| ART    | 123    | Three-Dimensional Design * | 3     |
| ART    | 211    | Drawing III – Figurative   | 3     |
| ART    | 231    | Painting I                 | 3     |
| ART    | 241    | Sculpture I                | 3     |
| ART    | 251    | Ceramics I                 | 3     |
| ART    | 281    | Printmaking I              | 3     |
| ARTH   | 100    | Art Appreciation *         | 3     |

|      |                    |                                   |                                  |
|------|--------------------|-----------------------------------|----------------------------------|
| ARTH | 211                | History of World Art I *          | 3                                |
| ARTH | 212                | History of World Art II *         | 3                                |
| DANC | 130                | Dance Fundamentals                | 1                                |
| DANC | 240                | Multicultural Dance Activities    | 1                                |
| ENGL | 210                | Introduction to Literature *      | 3                                |
| ENGL | 211                | World Literature I *              | 3                                |
| ENGL | 212                | World Literature II *             | 3                                |
| ENGL | 221                | British Literature I *            | 3                                |
| ENGL | 222                | British Literature II *           | 3                                |
| ENGL | 240                | Juvenile Literature *             | 3                                |
| ENGL | 241                | American Literature I *           | 3                                |
| ENGL | 242                | American Literature II *          | 3                                |
| ENGL | 248                | Women in Literature *             | 3                                |
| ENGL | 249                | Literature of Diverse Cultures *  | 3                                |
| ENGL | 250                | Science Fiction *                 | 3                                |
| ENGL | 256                | Literature of the American West * | 3                                |
| ENGL | 268                | Literature: *                     | 3                                |
| ENGL | 283                | Creative Writing I                | 3                                |
| MUAP | 100, 200, 300, 400 | Applied Music Lessons             | 1 (for each level of the course) |
| MUEN | 100, 200, 300      | Music Ensembles                   | 1 (for each level of the course) |
| MUS  | 100                | Music Appreciation *              | 3                                |
| MUS  | 130                | Music Literature and History I *  | 2                                |
| MUS  | 131                | Music Literature and History II * | 3                                |
| MUS  | 201                | History of Country Music *        | 3                                |
| MUS  | 203                | Blues, Jazz and Rock *            | 3                                |
| PHIL | 100                | Introduction to Philosophy *      | 3                                |

\*Indicates courses that also meet the System General Education Requirements (SGR). If students use a course to meet the SGR, students must select a different course to meet the IGR.

| IGR  | Credit Hours        |
|--|---------------------|
| Goal #1: Land and Natural Resources                                  | (3 credits)         |
| Goal #2: Personal Wellness   | (2-3 credits)       |
| Goal #3: Social Responsibility /<br>Cultural and Aesthetic Awareness | (3 credits)         |
| <br>Total Hours  | <br>= 8 – 9 credits |

## Part II: Globalization/Global Issues

*Goal:* Students will understand globalization and how it affects the human community.

### *Student Learning Outcomes:*

Students will:

1. Demonstrate a basic understanding of globalization.
2. Identify the benefits and cost implications of globalization.
3. Identify and analyze global issues including how multiple perspectives impact such issues.
4. Interpret global issues and data utilizing discipline specific analytical and/or philosophical tools.

Each course meeting this goal includes the following student learning outcomes:

Required: #1, #2, #3, #4

*Credit Hours:* Students can select a course to meet the globalization requirement which also meets one of the SGR/IGR requirements or meets a major requirement with the following exceptions: ABS 482, International Experience (2-4 cr.), FREN 385, Travel & Study Abroad Francophone (1-4 cr.), and MFL 396/496, Field Experience (1-4 cr.). If a student selects one of these three courses, required credits would increase from 1-4 credits. Otherwise, selected courses do not add to the total number of credits required for the major. In no instance are the 128 credits required for graduation increased.

Each program area/major determined how to best address the globalization goal and student learning outcomes. The following options were available for departments to consider:

1. Select any course or series of courses which address the globalization goal and student learning outcomes.
2. Study abroad for credit which addresses the globalization goal and student learning outcomes.
3. Language study course for credit which addresses the globalization goal and student learning outcomes.

All course syllabi were required to include the globalization goal statement, student learning outcomes and linkages to assessment tools/strategies. Syllabi were reviewed to assess whether the course met the intent of the goal and student learning outcomes. Approved courses are included on the list below.

*List of courses*

| Prefix    | Number   | Course Title and Credit Hours                   | Required Hours |
|-----------|----------|---|----------------|
| ABS       | 203      | Global Food Systems * (3)                       | 0              |
| ABS       | 482      | International Experience *                      | 2-4            |
| AGEC      | 479      | Agricultural Policy * (3)                       | 0              |
| ARAB      | 101      | Introductory Arabic I * (4)                     | 0              |
| ARAB      | 102      | Introductory Arabic II * (4)                    | 0              |
| ARTH      | 100      | Art Appreciation * (3)                          | 0              |
| ARTH      | 211      | History of World Art I * (3)                    | 0              |
| ARTH      | 212      | History of World Art II * (3)                   | 0              |
| BIOL/PHIL | 383      | Bioethics * (4)                                 | 0              |
| BOT       | 419/419L | Plant Ecology & Lab ** (3)                      | 0              |
| CSC       | 303      | Ethical and Security Issues in Computing ** (3) | 0              |
| ECON      | 101      | Global Economy * (3)                            | 0              |
| ECON      | 202      | Principles of Macroeconomics * (3)              | 0              |
| ECON      | 460      | Economic Development * (3)                      | 0              |
| ENGL      | 211      | World Literature I * (3)                        | 0              |
| ENGL      | 212      | World Literature II * (3)                       | 0              |
| ENGL      | 221      | British Literature I * (3)                      | 0              |
| ENGL      | 222      | British Literature II * (3)                     | 0              |
| ENVM      | 275      | Introduction to Environmental Science ** (3)    | 0              |
| FREN      | 101      | Introductory French I * (4)                     | 0              |
| FREN      | 102      | Introductory French II * (4)                    | 0              |
| FREN      | 385      | Travel & Study Abroad Francophone (1-4)         | 1-4            |
| GEOG      | 200      | Introduction to Human Geography * (3)           | 0              |
| GEOG      | 210      | World Regional Geography * (3)                  | 0              |
| GEOG      | 219      | Geography of South Dakota * (3)                 | 0              |

|          |          |  |     |
|----------|----------|--|-----|
| GER      | 101      | Introductory German I * (4)  | 0   |
| GER      | 102      | Introductory German II * (4)   | 0   |
| GLST     | 201      | Global Studies I * (3)   | 0   |
| GLST     | 401      | Global Studies II ** (1)   | 0   |
| HIST     | 112      | World Civilizations II * (3)   | 0   |
| HIST     | 122      | Western Civilization II * (3)  | 0   |
| HIST     | 410      | World Since 1945 * (3)   | 0   |
| HLTH/HSC | 443      | Public Health Science * (3)  | 0   |
| MCOM     | 416      | Mass Media in Society ** (3)   | 0   |
| MCOM     | 417      | History of Journalism ** (3)   | 0   |
| MFL      | 396/496  | Field Experience (1-4) <i>Note: Every section of this course will meet the globalization goal and student learning outcomes.</i> | 1-4 |
| MFL      | 101      | Introduction to Foreign Language and Culture I * (4)   | 0   |
| MFL      | 102      | Introduction to Foreign Language and Culture II * (4)  | 0   |
| NURS     | 480      | Advanced Population Based Nursing (4)  | 0   |
| POLS     | 253      | Current World Problems * (3)   | 0   |
| PS/GEOG  | 310/310L | Soil Geography and Land Use Interpretation/Studio * (3)  | 0   |
| PS       | 446      | Agroecology ** (3)   | 0   |
| PSYC     | 409      | History and Systems of Psychology ** (3)   | 0   |
| PSYC     | 482      | Travel Studies ** (1-4)  | 0   |
| REL      | 250      | World Religions * (3)  | 0   |
| SE       | 330      | Human Factors and User Interface ** (3)  | 0   |
| SOC      | 100      | Introduction to Sociology * (3)  | 0   |
| SOC      | 150      | Social Problems * (3)  | 0   |
| SOC      | 240      | Sociology of Rural America * (3)   | 0   |
| SOC      | 350      | Race and Ethnic Relations * (3)  | 0   |
| SOC      | 440      | Urban Sociology * (3)  | 0   |
| SOC      | 483      | Sociology of Gender Roles ** (3)   | 0   |
| SPAN     | 101      | Introductory Spanish I * (4)   | 0   |
| SPAN     | 102      | Introductory Spanish II * (4)  | 0   |
| SPCM     | 470      | Intercultural Communication ** (3)   | 0   |
| WL       | 110      | Environmental Conservation * (3)   | 0   |
| WL       | 430/430L | Human Dimensions in Wildlife and Fisheries and Lab ** (4)  | 0   |

\* Indicates courses that also meet the System General Education Requirements (SGR) and/or Institutional Graduation Requirements (IGR).

\*\*Indicates course required for the major.

### Part III: Writing Intensive/Advanced Writing Requirement

*Goal:* Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

*Student Learning Outcomes:* Students will:

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.
2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources.
3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

*Credit Hours:* Integrated in the major or may select a specific advanced course (i.e., ENGL 379, Technical Communication) which addresses the advanced writing goal and student learning outcomes. Selected course(s) do not add to the total number of credits required for the major.

Each program area/major determined how to best address the advanced writing goal and student learning outcomes. The following options were available to departments to consider:

1. Select any course or series of courses approved by the major (major prefix) that address the goal and student learning outcomes, including capstone experiences/courses. The course must build on the two courses (ENGL 101, 201 or 277) which fulfill SGR Goal #1.
2. Designated higher level English course which addresses the goal and student learning outcomes. The course must build on the two courses (ENGL 101 and 201 or 277) which fulfill SGR Goal #1.

All course syllabi were required to include the advanced writing goal, student learning outcomes and linkages to assessment tools/strategies. Syllabi were reviewed to assess whether the course met the intent of the goal and student learning outcomes. Only courses at the 300-400 level and beyond the system general education goal were accepted for inclusion on the proposed list.

*List of courses*

| Prefix  | Number   | Course Title and Credit Hours                       | Required Hours |
|---------|----------|---|----------------|
| ABE     | 422      | Design Project IV (2)                               | 0              |
| ABE     | 490      | Seminar: Capstone and Advanced Writing (1)          | 0              |
| ABS     | 475/475L | Integrated Natural Resource Management and Lab (3)  | 0              |
| AGEC    | 479      | Agricultural Policy (3)                             | 0              |
| AGED    | 404      | Program Planning in Agricultural Education (4)      | 0              |
| AM      | 482      | Trends Analysis (3)                                 | 0              |
| ARTH    | 310      | History of U.S. Art and Architecture (3)            | 0              |
| ARTH    | 320      | Modern Art and Architecture Survey (3)              | 0              |
| ARTH    | 490      | Seminar (1)   | 0              |
| AS/RANG | 489      | Current Issues in Animal and Range Science          | 0              |
| AST     | 463      | Agricultural Waste Management (3)                   | 0              |
| AT      | 474      | Rehabilitation of Athletic Injuries (2)             | 0              |
| BIOL    | 490      | Seminar: Capstone and Advanced Writing (1)          | 0              |
| CA      | 340      | Work, Time and Energy Decisions (3)                 | 0              |
| CEE     | 465      | Civil Engineering Capstone Design II (2)            | 0              |
| CHEM    | 342/342L | Physical Chemistry I and Lab (3)                    | 0              |
| CHEM    | 383      | Techniques in Clinical Laboratory Technology II (3) | 0              |
| CHEM    | 494      | Clinical & Lab Science Internship (1-4)             | 0              |
| CHEM    | 498      | Undergraduate Research/Scholarship (3)              | 0              |
| CM      | 473      | Construction Law and Accounting (3)                 | 0              |
| CSC     | 485      | Software Engineering II                             | 0              |

|           |          |  |   |
|-----------|----------|--|---|
| CTE       | 440      | Curriculum Design in Career/Technical Education (3)  | 0 |
| DS        | 490      | Seminar: Capstone and Advanced Writing (1)   | 0 |
| ECE       | 361/361L | Methods and Materials in ECE & Lab (5)   | 0 |
| ECON      | 433      | Public Finance (3)   | 0 |
| EE        | 465      | Senior Design II (2)   | 0 |
| EET/MNET  | 470/470L | Project Management and Lab (2)   | 0 |
| EET/MNET  | 471/471L | Capstone Experience and Lab (1)  | 0 |
| ENGL      | 379      | Technical Communication (3)  | 0 |
| ENGL      | 410      | Mythology and Literature   | 0 |
| ENGL      | 424      | 7-12 Language Arts Methods (3)   | 0 |
| ENGL      | 479      | Capstone Course and Writing in the Discipline  | 0 |
| FCSE      | 411      | Philosophy and Methods in FCSE (4)   | 0 |
| FREN      | 310      | French Language Skills (3)   | 0 |
| GEOG      | 382      | Geographic Research Methods (3)  | 0 |
| GER       | 433      | German Civilization I (3)  | 0 |
| GER       | 434      | German Civilization II (3)   | 0 |
| GS        | 479      | Interdisciplinary Studies Capstone   | 0 |
| HIST      | 480      | Historical Methods and Historiography (3)  | 0 |
| HO        | 464      | Senior Project I (1)   | 0 |
| HO        | 465      | Senior Project II (2)  | 0 |
| HSC       | 490      | Seminar: Capstone and Advanced Writing (2)   | 0 |
| ID        | 322      | Interior Design Studio III (4)   | 0 |
| MATH      | 401      | Senior Capstone and Advanced Writing   | 0 |
| MCOM      | 371/371L | Advertising Copy and Layout & Studio (3)   | 0 |
| MCOM      | 433/433L | Advanced TV News Reporting & Studio (3)  | 0 |
| MCOM      | 438/438L | Public Affairs Reporting & Studio (3)  | 0 |
| ME        | 479/479L | Mechanical Systems Design II and Lab (2)   | 0 |
| MEDT      | 461      | Introduction to Management and Education (1)   | 0 |
| MICR      | 490      | Microbiology – Senior Seminar (1)  | 0 |
| MNET      | 494      | Internship (3) <i>Note: Although the specific sites vary, the specific course requirements do not.</i> | 0 |
| MUS       | 433      | Music Literature and History III (3)   | 0 |
| NFS       | 490      | Seminar: Capstone and Advanced Writing (1)   | 0 |
| NURS      | 416      | Community Health Nursing (5)   | 0 |
| NURS      | 495      | Practicum (6) <i>Note: Although the specific sites vary, the specific course requirements do not.</i>  | 0 |
| PE        | 490      | Seminar: Capstone and Advanced Writing (2)   | 0 |
| PHA       | 467/467L | Pharmacy Practice III (4)  | 0 |
| PHA       | 468/468L | Pharmacy Practice IV (4)   | 0 |
| PHYS      | 316/316L | Measurement Theory and Experiment Design & Lab (2)   | 0 |
| POLS      | 461      | Early Political Philosophy (3)   | 0 |
| POLS/PHIL | 462/424  | Modern Political Philosophy (3)  | 0 |
| PS        | 383/383L | Principles of Crop Improvement and Lab (3)   | 0 |
| PS        | 390      | Seminar: Capstone and Advanced Writing (1)   | 0 |
| PSYC      | 409      | History and Systems of Psychology (3)  | 0 |
| RECR      | 410      | Current Issues in Recreation (3)   | 0 |
| SE        | 320      | Software Requirements and Formal Specifications (3)  | 0 |
| SPAN      | 433      | Spanish Civilization and Culture (2)   | 0 |
| SPAN      | 435      | Spanish American Culture and Civilization (1)  | 0 |
| SPCM      | 305      | Communication Research (3)   | 0 |
| THEA      | 410      | Dramatic Literature (3)  | 0 |

## **University of South Dakota**

### **Part I: Institutional Graduation Requirements**

#### *I. Additional First-Year Composition Course*

*3 credits*

*Goal 1:* Students will write effective and responsible critical prose and will understand and interpret the written literary and critical expression of others.

*Student Learning Outcomes:*

1. Students will write using standard, formal American English, including correct punctuation, grammar, and sentence structure;
2. Students will write well-reasoned, critical essays on topics in literature, demonstrating competence in critical reading of texts;
3. Students will write persuasively, employing appropriate evidence and a variety of rhetorical strategies so as to produce effective arguments; and,
4. Students will incorporate into their writing formal research and documentation using MLA style, including research obtained through modern, technology-based research tools.

Each course meeting this goal meets the following required student learning outcomes: 1, 2, 3, and 4.

*Credit Hours:* 0-3\*

\* Students choosing ENGL 210 to satisfy Goal 4 of the Systemwide General Education Requirements (SGR) will simultaneously satisfy this part of the IGR.

*List of Courses:*

| Prefix | Number | Course Title               | Hours |
|--------|--------|----------------------------|-------|
| ENGL   | 210    | Introduction to Literature | 3     |

*II. Interdisciplinary Education and Action Program (IdEA)*

*6 credits*

*Goal 2:* Students will be successful working in, living in, and contributing to an increasingly diverse, interdependent world.

*Student Learning Outcomes:*

1. Students will be able to read about, research, analyze, and discuss complex issues from an interdisciplinary perspective;
2. Students will gain concrete experience in problem-solving and addressing contemporary issues through hands-on service, research, or creative activity and through working within a group of individuals having diverse viewpoints and academic backgrounds;
3. Students will actively participate in an array of service and/or co-curricular activities and events, integrating their experiences into their education; and
4. Students will recognize and demonstrate their individual and collective civic and community responsibilities as educated citizens and leaders.

Each course meeting this goal meets the following required student learning outcomes: 1, 2, 3, and 4.

*Goal 3:* Students will understand how multiple perspectives affect global issues and ideas.

*Student Learning Outcomes:*

1. Students will understand and discuss how multiple perspectives impact the global community; and
2. Students will analyze and evaluate issues and ideas with global impact, considering their effect on the communities involved.

Each course meeting this goal meets the following required student learning outcomes:  
1 and 2.

*Goal 4:* Students will be able to develop and write a substantial, well-argued research paper, and to analyze and critique the arguments presented by others.

*Student Learning Outcomes:*

1. Students will write using standard, formal American English, including correct punctuation, grammar, and sentence structure;
2. Students will complete a project that will entail research drawing from multi-disciplinary sources that are documented using a recognized style (MLA, APA, Chicago, etc.);
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback; and
4. Students will be able to critique the validity and effectiveness of the arguments presented by others.

Each course meeting this goal meets the following required student learning outcomes:  
1, 2, 3, and 4.

*Credit Hours:* 6

*List of Courses:*

| Prefix | Number | Course Title                                     | Hours |
|--------|--------|--|-------|
| IdEA   | 310    | Liberal Learning: Students in a Global Community | 3     |
| IdEA   | 410    | Liberal Learning: Students in a Global Community | 3     |

*II. Aesthetic Experience*

*3 credits*

*Goal 5:* Students will have a greater understanding of the fine arts as an expression of human imagination and creativity, and will understand the contribution of the arts to self understanding and a more enriched life experience.

*Student Learning Outcomes:*

1. Students will be able to demonstrate creative and aesthetic understanding.
2. Students will be able to explain and interpret formal and stylistic elements of the fine arts.

Each course meeting this goal meets the following required student learning outcomes:  
1 and 2.

*Credit Hours:* 3

*List of Courses:*

| Prefix | Number | Course Title | Hours |
|--------|--------|--------------|-------|
| ART    | 111    | Drawing I    | 3     |

|      |         |                                |   |
|------|---------|--------------------------------|---|
| ART  | 112     | Drawing II                     | 3 |
| ART  | 121     | Design – 2D                    | 3 |
| ARTH | 100     | Art Appreciation               | 3 |
| ARTH | 211     | History of World Art I         | 3 |
| ARTH | 212     | History of World Art II        | 3 |
| GFA  | 101     | Introduction to the Fine Arts  | 3 |
| MUAP | 100-451 | Applied Music                  | 3 |
| MUEN | 100-380 | Ensembles                      | 3 |
| MUS  | 100     | Music Appreciation             | 3 |
| MUS  | 110     | Basic Music Theory I           | 3 |
| MUS  | 240     | Music Cultures of the World    | 3 |
| MUS  | 353     | K-8 Music Methods              | 3 |
| THEA | 100     | Introduction to Theatre        | 3 |
| THEA | 131     | Introduction to Acting         | 3 |
| THEA | 181     | Fundamentals of Voice/Movement | 3 |
| THEA | 201     | Film Appreciation              | 3 |
| THEA | 231     | Acting I                       | 3 |

|                      |                     |
|----------------------|---------------------|
| <u>IGR</u>           | <u>Credit Hours</u> |
| IdEA Program         | 6 credit hours      |
| Aesthetic Experience | 3 credit hours      |
| ENGL 210 * *         | 0-3 credit hours    |
| Total Hours          | 9-12 credit hours   |

\*\* Students choosing ENGL 210 to satisfy Goal 4 of the Systemwide General Education Requirements (SGR) will also satisfy this part of the IGR.

**Part II: Globalization/Global Issues**

Included in the IGR.

**Part III: Writing Intensive Requirement**

Included in the IGR.

**3. Lower Division Credit Hour and Course Requirements/Student Proficiencies**

Effective Fall 1999, incoming freshmen must complete 30 credit hours of System General Education Requirements in their first 64 credit hours. The following 18 credit hours of the System General Education Requirements must be completed in the first 48 hours.

| <u>Credit Hours</u>        | <u>Course Requirement</u>                      |
|----------------------------|--|
| 3                          | Written Communication (Goal #1)                |
| 3                          | Oral Communication (Goal #2)                   |
| 3                          | Social Science (Goal #3)                       |
| 3                          | Humanities and Fine Arts (Goal #4)             |
| 3                          | Mathematics (Goal #5)                          |
| 3 (6 Recommended)          | Natural Science (Goal #6)                      |
| <b>18 (21 Recommended)</b> | <b>Required General Education Credit Hours</b> |

Transfer students with more than 18 credit hours entering from outside the Regental system must complete the above specified 18 credit hours of general education within the first 30 credit hours taken at a Regental institution.

#### **4. Placement into Initial Math and English Courses**

Effective Spring 2000, entering students must show evidence of their level of academic preparation prior to their enrollment into their initial mathematics and English courses. All entering students seeking an associate or baccalaureate degree must provide valid Enhanced ACT scores (within the last five years) or must take the ACT COMPASS examination in the areas of writing skills, mathematics, and reading. All non-degree seeking students enrolling in English and mathematics courses must provide Enhanced ACT scores or must take the ACT COMPASS examination in the areas of writing skills and mathematics.

Students enrolled prior to spring 2000 who have already been placed into their initial mathematics and English coursework, and transfer students who have completed equivalent general education coursework in English and mathematics are exempt from this requirement.

Students transferring will be allowed to transfer their placement test scores and/or relevant course credits and continue their sequence of courses in English and/or mathematics.

Each institution shall give students prior notice that it will provide reasonable accommodations for test takers in keeping with institutional practices implementing the South Dakota Human Relations Act of 1972, the Rehabilitation Act of 1973 and the Americans with Disabilities Act (refer to Board Policy 1:19).

#### **5. Pre-General Education Courses in English and Mathematics**

Pre-general education courses include ENGL 031, ENGL 032, ENGL 033, MATH 021 and MATH 101.

##### **A. Completion of Pre-General Education Courses**

1. Students placed in pre-general education courses must enroll in and complete the courses within the first 30 credit hours attempted.
2. If a student does not complete the pre-general education course(s) within the first 30 credit hours attempted, during the next 12 credit hours attempted, the student must enroll in and complete the pre-general education course(s).
3. If the pre-general education course(s) is not completed within the first 42 credit hours attempted, the only course(s) in which a student may enroll is the pre-

general education course(s); and the student's status is changed from degree seeking to non-degree seeking.

4. Students transferring from non-Regental institutions must enroll in pre-general education courses during the first 30 attempted Regental credit hours. These students may enroll in other courses concurrently with the pre-general education courses. If the student does not complete the pre-general education courses during the first 30 Regental credit hours attempted, during the next 12 credit hours attempted, the student must enroll in and complete the pre-general education course(s). If the student does not successfully complete the pre-general education course(s) within 42 attempted Regental credit hours, the only course(s) in which a student may enroll is the pre-general education course(s); and the student's status is changed from degree seeking to non-degree seeking. The Vice President for Academic Affairs may grant an exception.

## **B. Credit Hours and Grades**

1. Credit hours for the pre general education courses are included in the total number of credit hours attempted.
2. The grades assigned for courses numbered less than 100 will be RI, RS and RU.

**SOURCE: BOR, January 1985; BOR, June 1992; BOR, March 1995; BOR, May 1996; BOR, December 1997; BOR, August 1999; BOR, January 2000; BOR, January 2001; June 2001; October 2001; March 2003; June 2003; BOR, March 2005; BOR December 2005; BOR, March 2006; BOR, October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009.**