



ACADEMIC AFFAIRS GUIDELINES

Section 8: General Education	
Title:	General Education Implementation Guidelines
Number (Current Format)	Number (Prior Format)
8.1	III.A
Date Last Revised	05/2022
Reference:	BOR Policy 2:7 – Baccalaureate General Education Curriculum BOR Policy 2:26 – Associate Degree General Education AAC Guideline 8.3 – Associate Degree General Education Curriculum Requirements AAC Guideline 8.4 – Baccalaureate General Education Curriculum Requirements
Related Form(s):	

1. Purpose

General education provides students with a foundational knowledge base and a capacity for lifelong learning. The System General Education (SGR) requirements seek to prepare students with the skills to communicate effectively, problem solve, analyze, locate and gather information, and think critically and logically. The curriculum is designed to:

- 1.1. Empower students to be conscientious citizens;
- 1.2. Train students to understand how to think, not what to think;
- 1.3. Expose students to the breadth of ideas, cultures, and values that explain our world;
- 1.4. Equip students for working together and thinking critically in ways that contribute to solving problems;
- 1.5. Provide a foundation for, and the enhancement of, the knowledge and skills necessary for their chosen pathway after degree completion; and
- 1.6. Foster respect for the ideas, cultures and values of others.

2. General Education Committee

2.1. As outlined in BOR Policy 2:7, the System General Education Committee is responsible for making recommendations to the Academic Affairs Council (AAC) related to General Education student learning outcomes, curriculum, policy, guidelines and processes for ensuring faculty oversight of the General Education curriculum.

2.2. The committee will review institutional requests for new courses to be approved to meet the system General Education goals and make a recommendation to AAC prior to advancing to the Board of Regents for approval.

2.2.1. To ensure clearly defined educational pathways for students a “limited” set of General Education courses will be maintained in AAC guidelines, and the committee will make every attempt to maintain a “limited” set of courses to meet the six General Education goals outlined in BOR policy 2:7 and 2:26.

2.2.2. To meet the learning outcomes affiliated with each of the six General Education goals, courses should be designed to foster student intellectual development in the given content area.

2.2.2.1. Discipline specific courses designed to meet unique goals or learning outcomes will be excluded from the list of approved courses.

2.2.2.2. Specialized courses with a narrow lens in a given subject area should be limited, especially when additional foundational knowledge is necessary for a student to gain an understanding of the content area.

2.2.3. To accomplish the goal of maintaining a limited set of courses, a zero-sum approach will be used to manage the addition of new courses seeking final approval by the Board of Regents under the following framework:

2.2.3.1. Institutions must request the removal of an existing General Education course from the approved matrix to coincide with the addition of a new course for any given goal area.

2.2.3.2. When a common course is approved for inclusion by one Regental institution, the course will be included on the matrix for all institutions currently offering the course. In these instances, non-originating institutions will be waived from the requirement to remove a course under the zero-sum approach.

2.2.4. Institutions must advance General Education curriculum requests to the committee in December and make recommendations to AAC for consideration at their annual February meeting. AAC General Education curriculum recommendations will be forwarded to the Board for consideration during their March meeting.

2.3. Educational Pathways and Prerequisite Courses.

2.3.1. When clearly defined prerequisites impact upper division course requirements at the programmatic level for students, a limited set of courses shall be maintained. This will ensure that students are provided the necessary guidance for making decisions that will positively impact their course taking patterns and timeliness toward degree completion.

2.3.2. For goal areas where pre-requisites are not an issue, the committee shall carefully consider the addition of specialized courses that provide depth of knowledge that may require a general survey of the discipline for students to gain an appreciation of the discipline.

3. Committee Review of General Education Assessment Outcomes.

3.1. Following the assessment of student sample work against the approved rubrics in General Education Assessment guidelines, the committee will engage discipline councils to evaluate the outcome of the assessment process and make recommendations to:

3.1.1. Further refine the criteria across the three common standards for exemplary, proficient, below proficient for the approved rubrics;

3.1.2. Modify or add additional learning outcomes for their respective goal areas;

3.1.3. Evaluate course alignment against the system learning outcomes;

3.1.4. Provide guidance for assignments submitted as a result of the course random selection process;

3.1.5. Propose revisions to the General Education assessment process.

3.2. The General Education committee will consider recommendations from the discipline councils and propose revisions to either AAC guidelines or BOR policy 2:7 or 2:26.

4. Course Restrictions and Transfer

4.1. The System General Education Requirements outlined in BOR Policy 2:7 and 2:26 will be effective for students entering in Fall 2017.

4.1.1. Only 100/200 level courses shall be included on the approved course list outline in AAC Administrative Guidelines.

4.1.2. For transfer equivalency purposes, exceptions based on student background may be made utilizing the established individual university academic appeal process.

4.1.3. Honors courses equivalent to identified System general education courses may be approved but must meet the System requirements and align with the established learning outcomes.

4.1.4. Performance courses shall not be used to meet Goal #4.

4.2. University catalogs will print the System requirements in the approved format.

4.3. General Education Transfer

4.3.1. System General Education Requirements successfully completed at the sending South Dakota Regental institution will be accepted towards meeting these requirements at the receiving South Dakota Regental institution.

4.3.2. Transfer credit from an institution external to the Regental system that has been transcribed by one institution, will be accepted towards meeting requirements at all campuses.

5. Bachelors and Associate Degree Benchmarks

5.1. Bachelor's Degree Seeking Students

5.1.1. The 12 hours of Foundational General Education Requirements specified below shall be completed within the first 30 hours or pre-registration holds will be applied to students:

<i>Course Requirements</i>	<i>Credit Hours</i>
<i>Written Communication (Goal #1)</i>	3
<i>Oral Communication (Goal #2)</i>	3
<i>Mathematics (Goal #5)</i>	3
<i>Natural Science (Goal #6)</i>	3
<i>Total</i>	<i>12</i>

5.1.2. All System General Education Requirements shall be completed within the first 90¹ hours or pre-registration holds will be applied to students.

5.2. Associates Degree Seeking Students

5.2.1. The 12 hours of Foundational General Education Requirements specified below shall be completed within the first 30 hour or pre-registration holds will be applied to students:

<i>Course Requirements</i>	<i>Credit Hours</i>
<i>Written Communication (Goal #1)</i>	3
<i>Oral Communication (Goal #2)</i>	3
<i>Mathematics (Goal #5)</i>	3
<i>Natural Science (Goal #6)</i>	3
<i>Total</i>	<i>12</i>

5.3. Pre-General Education Courses in English and Mathematics

5.3.1. Pre-general education courses include remedial mathematics and English courses. Students who are placed into remedial courses must successfully complete the remedial course(s) prior to enrolling in initial General Education courses in English composition and mathematics.

5.3.2. Students placed in pre-general education courses must enroll in and successfully complete the courses within the first 30 credit hours attempted.

5.3.3. If a student does not complete the pre-general education course(s) within the first 30 credit hours attempted, during the next 15 credit hours attempted, the student must enroll in and complete the pre-general and foundational general education course(s). If not completed student course registrations for future terms will be blocked until the student meets with an advisor. Even after advising, self-service registration will not be allowed (staff-enabled registrations will include only required pre-general education coursework in all subsequent terms until completed).

5.3.4. The Vice President for Academic Affairs may grant an exception.

5.4. Transfer Student Pre-General Education Courses in English & Mathematics

5.4.1. 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.

5.4.2. If the student does not complete the pre-general education courses during the first 30 Regental credit hours attempted, during the next 15 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 45 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.

¹ Blocks registration until student meets with advisor; this advisor is expected to assure registration in remaining general education coursework.

5.4.3. The Vice President for Academic Affairs may grant an exception.

SOURCE:

AAC November 2005; August 2017 (Clerical); AAC May 2018; October 2018 (Clerical); AAC May 2022.