SUBJECT
Discipline Council Reports: 2016-17

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 1:7:8 – Discipline Council
AAC Guideline 6.4 – Discipline Council Guidelines

BACKGROUND / DISCUSSION
In 1997 the Board of Regents formed a set of discipline councils to allow for stronger coordination among faculty across common discipline areas within the Regental system. Operating as sub-committees of the Academic Affairs Council (AAC), the discipline councils engage each year to ensure common and consistent approaches in the delivery of higher education curriculum and services. Currently, six active discipline councils continue to meet routinely to discuss common system and institutional issues.

Each year, the Discipline Councils provide a report to the Board of Regents describing their activities for the year, as is required under Board Policy 1:7:8. Following a directive from the Board in 2015, a common template was developed for Discipline Council chairs to provide a brief update on activities during the previous year.

IMPACT AND RECOMMENDATIONS
During the 2016-17 academic year, the various discipline councils engaged in a number of discussions for furthering collaboration, common placement requirements, and revisions necessary for advancing the General Education redesign. Specific highlights include:

- Advanced proposed changes to the South Dakota Teacher Certification rules approved by the Board of Education & Standards (Education).
- Evaluated common resources for facilitating curriculum development and assessment practices on campus (Education).
- Participated in the PRAXIS exam cut score setting process managed by the Department of Education (Education).
- Coordinated discipline-oriented curriculum and prefix changes for common programs within the Regental system (HPER).

(Continued)
Developed a program fees request for consideration by the Board of Regents in courses with high cost equipment and supplies (HPER).

Evaluated the impact of the High School Dual Credit program on Arts and Science programs in the Regental system (Humanities, Math & English).

Assisted in the development of common General Education assessment guidelines to align with Board of Regents Policy 2:11 Assessment (Humanities, Math & English).

Evaluated current Student Learning Outcomes and created common rubrics for the new General Education assessment process (English & Math).

Finalized efforts to fully implement the Math Index score into the system placement structure and began work on an additional index for appropriate placement into Calculus (Math).

ATTACHMENTS
Attachment I – Education Discipline Council Report
Attachment II – Fine Arts Discipline Council Report
Attachment III – HPER Discipline Council Report
Attachment IV – Humanities Discipline Council Report
Attachment V – Mathematics Discipline Council Report
Attachment VI – English Discipline Council Report
Academic Year: 2016-2017

Discipline Council:

- Education
- English
- Fine Arts
- HPER

leadership:

Chair: Kelly Duncan (NSU)
Vice Chair: 

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Jill Thorngren (SDSU)
Vice Chair: 

Names of the remaining Campus Representatives on this Council:

1. Crystal Pauli
2. Sharman Adams
3. Donald Easton-Brooks
4. Kathleen Matthew
5. Alan Neville
6. Andrew Stremmel
7. Karen Kindle
8. Micheline Nelson
9. Kristine Harms
10. Carol Knecht
11. Marsha Klein
12. Robin Wiebers

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 21, 2016</td>
<td>Conference Call</td>
<td></td>
</tr>
<tr>
<td>December 21, 2016</td>
<td>Conference Call</td>
<td></td>
</tr>
<tr>
<td>April 6, 2017</td>
<td>Face-to-Face</td>
<td>Oacoma, SD</td>
</tr>
</tbody>
</table>

Overview of Council Activities this year:

+ Discussion and participation into proposed changes to SD Teacher Certification rules.
+ Continued discussion and review of assessments including PPAT, NOTE, and EdTPA.
+ Curriculum discussions including a decision to work as a discipline council to move EDFN 475 to a 200-level course for consideration as a SGR under Category #4.
+ Continued updates and discussion regarding CAEP Standards.
+ Teacher candidate background checks discussed but no system-wide action taken.
+ PRAXIS exam discussions and participation in cut score setting in conjunction with the SD Dept of Ed and ETS.
+ Discussion of P12 Impact Data and Assessment Instruments programs may consider for use.
Response to Initiatives for Council Consideration Suggested by the Executive Director:

+ EP’s responded to Executive Director’s request to plan Teacher of the Year visits to maximize travel and time.

Other Council Activities:

+ Several Council members assisted the SD Dept. of Education with the cut score setting for various PRAXIS/ETS assessments.

Recommendations for AAC Consideration:

EDFN 475 to a 200-level course for consideration as a SGR under Category #4.

Suggestions for Council Work Plan for Upcoming Year:

Suggest a conference call in August to finalize plans to move forward the requests on individual campuses to renumber EDFN 475 to a 200-level course for consideration as a SGR under Category #4.

Suggest a conference call in August to have EP's share curricular changes so that any common changes can move through the system in tandem.
SDBOR Discipline Council Annual Report

Academic Year: 2016-2017

Discipline Council:

- [ ] Education
- [ ] English
- [x] Fine Arts
- [ ] HPER
- [ ] Humanities
- [ ] Mathematics
- [ ] Libraries

Leadership: Chair: Jon Nero
Vice Chair: Alan Montgomery

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: ____________________________
Vice Chair: ________________________

Names of the remaining Campus Representatives on this Council:

1) Joe Ren
2) William Wieland
3) Sara Christensen-Blair
4) Deborah Mitchell
5) David Reynolds
6) Michael Steele
7) Darlene Fett
8) Michael Hook
9) ____________________________
10) ____________________________
11) ____________________________
12) ____________________________

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

None

Overview of Council Activities this year:

None
Response to Initiatives for Council Consideration Suggested by the Executive Director:

None

Other Council Activities:

None

Recommendations for AAC Consideration:

Perhaps appoint a fine arts administrator as chair rather that a faculty member.

Suggestions for Council Work Plan for Upcoming Year:

None
SDBOR Discipline Council Annual Report

Academic Year: 2016-2017

Discipline Council:

- [ ] Education
- [ ] English
- [ ] Fine Arts
- [ ] Humanities
- [ ] Mathematics
- [x] Libraries
- [ ] HPER

Leadership:

- Chair: Suzanne Williams (USD)
- Vice Chair: Scott Klungseth (DSU)

If you have recommendations to make for Council leadership next year, please list the names below.

- Chair: Betsy Silva (BHSU) - next in rotation
- Vice Chair: ________________________

Names of the remaining Campus Representatives on this Council:

1) Betsy Silva (BHSU)
2) Corey Selland (BHSU)
3) Scott Klungseth (DSU)
4) Scott Staiger (DSU)
5) Tom Orr (NSU)
6) Mario Fontana (NSU)
7) Jason Henry (SDSMT)
8) Matt Vukovich (SDSU)
9) Tracy Nelson (SDSU)
10) Robin Ammon (USD)
11) Nathan Lukkes (BOR)
12) ________________________

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

1. October 27, 2016, face-to-face in Deadwood in association with SHAPE SD conference.

Overview of Council Activities this year:

1. Prefix changes from PE to EXSC-related prefix (see Addendums A,B).
2. Nathan presented BOR relevant news, policy, agenda item updates.
3. Discussions:
   a. Discipline/program fees
   b. Name/program changes and adjustments
4. Miscellaneous discussions/exchanges:
   a. Common course approval requests among BOR institutions
   a. Wellness requirement
   b. Year-long residency
5. Betsy presented information on CAEP accreditation and ARSD revisions.
Response to Initiatives for Council Consideration Suggested by the Executive Director:

N/A

Other Council Activities:

1. USD added Kinesiology and Sport Management (KSM) Division Chair to HPER Discipline Council to ensure proper representation.

Recommendations for AAC Consideration:

HPER Discipline Council has had numerous discussions related to HPER-related prefix changes and discipline/program fee adjustments at various campuses. Council representatives will continue to work these issues through their provosts, which will come before AAC for consideration, if approved at the campus level.

Suggestions for Council Work Plan for Upcoming Year:

1. Continue to investigate institution of discipline/program fees.
2. Relevant ARSD-related changes [including governing organization name change to Society for Health and Physical Educators (SHAPE)].
<table>
<thead>
<tr>
<th>Current Type</th>
<th>Proposed Type</th>
<th>Course Prefix</th>
<th>New Prefix#</th>
<th>Course Title</th>
<th>Current Course Description</th>
<th>Notes</th>
<th>Credit Hours</th>
<th>Schools currently offering course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>UNQ</td>
<td>UNQ</td>
<td>PE 350</td>
<td>EXS 350</td>
<td>Applied Sport/Exercise Science</td>
<td>This course is an introduction to exercise, sport physiology and biomechanics, designed to give students an opportunity to explore the physiological and biomechanical foundations of exercise and sport.</td>
<td>BSUS will need to change number in conversion to EXS.</td>
<td>3.00</td>
<td>SDSU</td>
<td>Minor Course Modification: Section 2 - change course number</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>COM</td>
<td>PE 350</td>
<td>EXS 350</td>
<td>Exercise Physiology</td>
<td>Study of physiological responses and adaptations to exercise related to human performance limitations, training effects, and health-related benefits.</td>
<td>Change to COM</td>
<td>2.0-3.0</td>
<td>BHSU, DSU, NSU, SDSU, USD</td>
<td>In the case that PE xxx exists, and SDSU wants to teach it only under the EXS prefix: just submit an authority to offer existing course request and specify (put in it bold) that SDUSU (and XXX) intend(s) to offer the course with the EXS (and only with prefix). No course deletion request is necessary.</td>
<td></td>
</tr>
<tr>
<td>UNQ</td>
<td>COM</td>
<td>PE 350L</td>
<td>EXS 350L</td>
<td>EP/lab</td>
<td>Laboratory experience that accompanies PE 350.</td>
<td>Change to COM</td>
<td>1.00</td>
<td>DSU</td>
<td>In the case that PE xxx exists, and SDSU wants to teach it only under the EXS prefix: just submit an authority to offer existing course request and specify (put in it bold) that SDUSU (and XXX) intend(s) to offer the course with the EXS (and only with prefix). No course deletion request is necessary.</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>COM</td>
<td>PE 354</td>
<td>EXS 354</td>
<td>Prevention &amp; Care of Athletic Injuries</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>COM</td>
<td>COM</td>
<td>PE 354L</td>
<td>EXS 354L</td>
<td>Lab - prevention &amp; care</td>
<td>Required skills component for application of practical injury recognition, preventive, and rehabilitative exercises, and taping, bandaging, wrapping, and splinting.</td>
<td></td>
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<tr>
<td>UNQ</td>
<td>UNQ</td>
<td>PE 367</td>
<td>Health &amp; Human Performance</td>
<td>This course is designed to apply the concepts of exercise physiology for health, fitness, and athletic performance. The course will give special emphasis to principles specific to resistance training and program design using a variety of methods for various populations.</td>
<td>DROP Course In ExSci major will need to do substantial curriculum modification to replace PE 367 with EXS 462</td>
<td>3.00</td>
<td>SDSU</td>
<td>Minor Course Modification: course-list and equate. Each campus has to submit their own request. There is not a way to do this on the minor modification for everyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>COM</td>
<td>PE 400</td>
<td>EXS 400</td>
<td>Exercise Test and Prescription</td>
<td>This course is designed to provide the student with the knowledge, skills, and abilities to assess different areas of physical fitness and prescribe individual exercise programs based on these objective measures.</td>
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<tr>
<td>COM</td>
<td>COM</td>
<td>PE 400L</td>
<td>EXS 400L</td>
<td>LAB-Exercise Test and Prescription</td>
<td>This course will provide hands-on experience in the laboratory to supplement the theoretical classroom discussion in PE 400 and prepare the student to take entry-level certification such as the American College of Sports Medicine Health and Fitness Instructor Certification.</td>
<td>Change to COM</td>
<td>0.00</td>
<td>SDSU</td>
<td>In the case that PE xxx exists, and SDSU wants to teach it only under the EXS prefix: just submit an authority to offer existing course request and specify (put in it bold) that SDUSU (and XXX) intend(s) to offer the course with the EXS (and only with prefix). No course deletion request is necessary.</td>
<td></td>
</tr>
<tr>
<td>UNQ</td>
<td>COM</td>
<td>EXS 401</td>
<td>Fitness for Special Populations</td>
<td>A study of health and fitness programs and adapted physical activities for special populations including, but not limited to elderly, obese, diabetic, and cardiac rehabilitation patients.</td>
<td>Change title to Clinical Exercise Physiology and variable credit 2.0-3.0 make dual listed EXS 401. In ExSci major will need to do substantial curriculum modification to replace</td>
<td>3.00</td>
<td>DSU</td>
<td>BHSU, SDSU, NSU</td>
<td>Authority to Offer EXS 401. Revised Course Request - Common to change the credits, title, dual list 400-500.</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>EXS 401L</td>
<td>EXS 410</td>
<td>Personal Training</td>
<td>This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, elements of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming. This course is also designed to enhance student knowledge of anatomic and physiologic systems in order to translate this information into the design and implementation of effective programs for individuals.</td>
<td>Dual list with EXS 510, make COM</td>
<td>3.00</td>
<td>NSU</td>
<td>BHSU, SDSU, NSU</td>
<td>Authority to Offer PE 410 at SDSU and BHSU. Minor Course Modification to dual-list at the 400/500 level. Each campus has to submit their own request. There is not a way to do this on the minor modification for everyone.</td>
<td></td>
</tr>
<tr>
<td>UNQ</td>
<td>PE 450/550</td>
<td>Clinical Exercise Physiology</td>
<td>This course is designed to provide the clinical exercise physiology student with assessment and prescription techniques appropriate to special populations.</td>
<td>BSUS will change to Change to EXS 450/550.</td>
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<tr>
<td>UNQ</td>
<td>PE 455/555</td>
<td>ECG &amp; Clinical Exercise Physiology</td>
<td>This course is designed to fill the needs of students who desire the ability to interpret the normal and abnormal, resting and exercise ECG, as well as provide opportunities to learn and practice the basic components of maximal stress testing during a variety of exercise conditions. Since clinical stress testing and ECG interpretation is a vital component of the laboratory skills needed by today's exercise physiologist, emphasis in this course will be focused on understanding and interpreting ECG tracings and related pathophysiology, preparation of the exercise 12-lead ECG, and interpretation of maximal stress test results regarding exercise tolerance for various clinical populations and comparing them to normal individuals. In addition, an overview of other diagnostic procedures that involve the use of exercise will be given.</td>
<td>Make Common</td>
<td>3.00</td>
<td>SDSU</td>
<td>Minor Course Modification to change the Prefix if this will not be equated under both prefixes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>COM</td>
<td>PE 455/555</td>
<td>EXS 455/555</td>
<td>Theory Strength Training &amp; Conditioning</td>
<td>This course is designed to help students learn the specific scientific foundation knowledge and the practical/ applied knowledge necessary to be an effective strength and conditioning coach. The emphasis is on optimal human performance in sport. (Spring)</td>
<td>Make common</td>
<td>0.00</td>
<td>BHSU, SDSU</td>
<td>In the case that PE xxx exists, and SDSU wants to teach it only under the EXS prefix: just submit an authority to offer existing course request and specify (put in it bold) that SDUSU (and XXX) intend(s) to offer the course with the EXS (and only with prefix). No course deletion request is necessary.</td>
<td></td>
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<td>Curriculum Form to use.</td>
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</tr>
<tr>
<td>COM</td>
<td>PE 510</td>
<td>EXS 510</td>
<td></td>
<td>Personal Training</td>
<td>This course is designed to provide theoretical knowledge and practical skills in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming. This course is also designed to enhance student knowledge of anatomic and physiologic systems in order to translate this information into the design and implementation of effective programs for individuals.</td>
<td>Notes: Cross-list with EXS 410 - make COM.</td>
<td>3.00</td>
<td>NSU</td>
<td>SDSU</td>
<td>17 Duplicate line to row above. Just changed locations.</td>
</tr>
<tr>
<td>UNQ</td>
<td>PE 705</td>
<td>EXS 705</td>
<td></td>
<td>Sports Medicine</td>
<td>A review of the basic fundamentals of athletic training and exposure to recent developments in the sports medicine field. Undergraduate Prevention and Care of Athletic Injuries or consent.</td>
<td>Notes: Minor Course Modification to change the Prefix if this will not be equated under both prefixes.</td>
<td>2.00</td>
<td>SDSU</td>
<td>SDSU</td>
<td></td>
</tr>
<tr>
<td>UNQ</td>
<td>PE 745</td>
<td>EXS 745</td>
<td></td>
<td>Applied Biomechanics</td>
<td>This course provides students with an advanced application of mechanical principles to human movement. Specific topics will include the force-motion relation, kinetics and kinematics of human motion, and neuromuscular adaptations. Emphasis within these topics will be placed on evaluating and developing rehabilitation and performance techniques using motion capture, force platforms, and electromyography. Current research literature in each of the areas will be discussed and critically reviewed.</td>
<td>Notes: Minor Course Modification to change the Prefix if this will not be equated under both prefixes.</td>
<td>3.00</td>
<td>SDSU</td>
<td>SDSU</td>
<td></td>
</tr>
<tr>
<td>UNQ</td>
<td>PE 750</td>
<td>EXS 750</td>
<td></td>
<td>Advanced Exercise Physiology</td>
<td>Physiological basis of factors which influence physical fitness and physical performance. Application of physiological measures to fitness programs, critical analysis of current literature; emphasis on bioenergetics, neuromuscular and circulatory function, body composition and physical training.</td>
<td>Notes: Minor Course Modification to change the Prefix if this will not be equated under both prefixes.</td>
<td>3.00</td>
<td>SDSU</td>
<td>SDSU</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>PE 751</td>
<td>EXS 751</td>
<td></td>
<td>Lab Techniques in Exercise Physiology</td>
<td>Laboratory experience using methods, measurements, and instruments for conducting research in the area of exercise physiology.</td>
<td>Notes: SDSU Will Eliminate this course</td>
<td>2.00</td>
<td>SDSU</td>
<td>Minor Course Modification to delete.</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>PE 751</td>
<td>EXS 751L</td>
<td></td>
<td>Lab Techniques in Exercise Physiology</td>
<td>A study of methods measuring the effects of physical exercise including tests, and statistical manipulation of the results of specific evaluation tools. These tools include the methods of determining surface area of humans; resting and exercise blood pressure in humans; vertical, horizontal and lateral center of gravity in humans; determination of adipose tissue via skinfold and hydrostatics in humans; measurement of dynamic flexibility; evaluation of static flexibility; evaluation of lung capacities; measurement of lung volumes; measurement of shuttle press strength at three angles of elbow flexion; determination of leg extension strength; determination of knee flexion; determination of generated horse power in humans; prediction of oxygen uptake via sub-maximal treadmill test in humans.</td>
<td>Notes: SDSU Will use this EXS 751 rather than the above course.</td>
<td>3.00</td>
<td>USD</td>
<td>SDSU</td>
<td>In the case that PE xxx exists, and SDSU wants to teach it only under the EXS prefix, (just submit an authority to offer existing course request and specify the only that SDSU [and XXX] intend(s) to offer the course with the EXS (and only with) prefix. No course deletion request is necessary.</td>
</tr>
<tr>
<td>COM</td>
<td>PE 751</td>
<td>EXS 751</td>
<td></td>
<td>Lab - lab techniques in Exercise Phys.</td>
<td>Focuses on the applied aspect of exercise physiology. Includes areas of environmental influences on performance, optimizing performance by developing and implementing training programs appropriate to the individual. In addition, training and performance characteristics of adolescent athletes and older adults as well as gender differences will be discussed.</td>
<td>Notes: SDSU Will use this EXS 751 rather than the above course.</td>
<td>3.00</td>
<td>SDSU</td>
<td>USD</td>
<td>Minor Course Modification to delete. I assume we only need the EXS 751 in line above and not a separate EXS 751L.</td>
</tr>
<tr>
<td>COM</td>
<td>PE 755</td>
<td>EXS 755</td>
<td></td>
<td>Applied Exercise Physiology</td>
<td>Focuses on the applied aspect of exercise physiology. Includes areas of environmental influences on performance, optimizing performance by developing and implementing training programs appropriate to the individual. In addition, training and performance characteristics of adolescent athletes and older adults as well as gender differences will be discussed.</td>
<td>Notes: This is actually a unique course (not at USD). Minor Course Modification to change prefix from PE to EXS prefix.</td>
<td>3.00</td>
<td>SDSU</td>
<td>USD</td>
<td></td>
</tr>
</tbody>
</table>
Addendum B

USD Curricular Changes

Approved curricular changes (bold, italicized):

**PE – KSS**

- **PE 350 Exercise Physiology**
- **PE 453 Sport Psychology**
- **PE 454 Biomechanics**
- **PE 749 Psychological Aspects of Sport**
- **PE 750 Applied Physiology of Exercise**
- **PE 751 Lab Techniques/Biomechanics**
- **PE 752 Mechanics of Motor Learning**
- **PE 765 Evaluation of Research in KSS**
- **PE 798 Thesis in PE**

**KSS – KSM**

- **KSS 353 Kinesiology**
- **KSS 395 Practicum**
- **KSS 400 Exercise Test & Prescription**
- **KSS 490 Seminar**
- **KSS 491 Independent Study**
- **KSS 492 Topics**
- **KSS 494 Internship**
- **KSS 790 Seminar**
- **KSS 792 Topics**
- **KSS 794 Internship**
- **KSM 353 Kinesiology**
- **KSM 395 Practicum**
- **KSM 400 Exercise Test & Prescription**
- **KSM 490 Seminar**
- **KSM 491 Independent Study**
- **KSM 492 Topics**
- **KSM 494 Internship**
- **KSM 790 Seminar**
- **KSM 792 Topics**
- **KSM 794 Internship**
SDBOR Discipline Council Annual Report

Academic Year: 2016-17

Discipline Council:
- Education
- English
- Fine Arts
- HPER
- Humanities
- Mathematics
- Libraries

Leadership:
Chair: Robert Turner (USD)
Vice Chair: 

If you have recommendations to make for Council leadership next year, please list the names below.
Chair: Robert Turner
Vice Chair: Jason Daniels

Names of the remaining Campus Representatives on this Council:
1) Fashbaugh, Martin [BHSU]
2) Daniels, Jason [BHSU]
3) Kemper, Kurt [DSU]
4) Conover, Susan [DSU]
5) Lewis, Ginny [Northern]
6) Adkins, M. King [SDSMT]
7) Baggett, Marie-Pierre [SDSU]
8) Rozum, Molly [USD]
9) Turner, Robert [USD]
10) Marmorstein, Art [NSU]
11) 
12) 

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):
April 26: conference call

Overview of Council Activities this year:

In April meeting:
Election of Vice Chair: Jason Daniels by unanimous vote. There had been no Vice Chair for the 2016-17 year.
Kurt Kemper brought the idea of putting history courses in the Humanities/Fine Arts. We discussed the problem with the split of Social science for US history, and Humanities for other history courses. Concerns about how it effects enrolments as students fill their requirements. No action was suggested.

Dual Enrollment: Multiple members expressed concern with the maturity level of high school students taking some courses, as well as the funding model. There is concern that the continued changes to how and when students take introductory courses may require changes to how the university is funded.

Gen Ed changes and assessment: Discussion of the way it will function and how we are involved. We expect to be involved in rubric formation etc. in future years.
Response to Initiatives for Council Consideration Suggested by the Executive Director:

na

Other Council Activities:

na

Recommendations for AAC Consideration:

Nope currently

Suggestions for Council Work Plan for Upcoming Year:

Participate in rubric creation for the humanities portion of general education assessment
SDBOR Discipline Council Annual Report

Academic Year: 2016-2017

Discipline Council:

[ ] Education  [ ] Humanities
[ ] English  [ ] Mathematics
[ ] Fine Arts  [ ] Libraries
[ ] HPER

Leadership:

Chair: Dan Van Peursem
Vice Chair: Rich Avery

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: Rich Avery
Vice Chair: Kurt Cogswell

Names of the remaining Campus Representatives on this Council:

1) Dan Van Peursem (USD)
2) Catalin Georgescu (USD)
3) Kurt Cogswell (SDSU)
4) Dan Kemp (SDSU)
5) Kyle Riley (SDSMT)
6) Don Teets (SDSMT)
7) Rich Avery (DSU)
8) Jeff Palmer (DSU)
9) Daluss Siewert (BHSU)
10) Dan Swenson (BHSU)
11) Ricardo Rojas (NSU)
12) Need replacement for Abid at (NSU)

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

October 25; face to face in Chamberlain
March 10; conference call

Overview of Council Activities this year:

Agenda items from f2f meeting
1) Confirmed rotation schedule of leadership for MDC (house keeping item)
2) Discussed new BOR policy and guidelines (informational)
3) Discussed SLO for new Goal #5 (action item)
4) Discussed WICHE Passport (review/action item)
5) Discussed dual credit review (informational)
6) Discussed new interactive dashboards (informational)
7) Discussion on Math 103 enrollments and progress (action item)
8) Discussion on AMS mismatch in College America (action item)
9) Discussion on transfer courses and substitutions (action item)

Agenda items from conference call
a) General Education Learning Outcomes (action item)
b) Placement guidelines (action item)
c) Math Pathways (review item)
Response to Initiatives for Council Consideration Suggested by the Executive Director:

- Specific action items from agenda items above
- 3) MDC discussed our current SLO's and if we wanted to incorporate any other format ie LEAP or WCHE. MDC members decided to stick with 2 of the 3 current SLO's (5.1 and 5.2) and eliminate 5.3 as there was a feeling that it was difficult to measure/demonstrate this learning objective in any meaningful way.
- 4) Held a discussion on the WCHE passport and there was nothing further for us to do at this time as we did most of this work last year.
- 7,8) Items 7 and 8 were both tied to developing meaningful general education courses. All institutions dealing with general education math courses implemented Math 103 several years ago. Feelings of the members was that this course was developed exactly for these reasons and the course was starting to gain traction on campuses with enrollments so nobody wanted to make any name changes or other changes at this time.
- 9) There were discussions that brought up real concerns about some for profit institutions transcript courses without any concern for the integrity of the content being delivered. Specific examples were Straightline, Omega 3, etc.
  a) Discussions were held on the achievement level descriptors for our two SLO's. Dr. Turman approached English and they agreed to work within our framework of the 3 indicators (inadequate, proficient, and exemplary) that math put forward.
  b) Discussion was held on what to do with placement for some students that didn't have GPA or ACT to get a MI and wanted to place into Math 123. MDC decided to use the Accuplacer starting at the College Level for for these students to see if they could get the required score to go to the calculus readiness exam for calculus placement. This also brought up the question for those students that wished to challenge the math placement for calculus that didn't have the 1300 or greater MI score. Dr. Cogswell and his SDSU colleagues were going to run data to make recommendations to the group for these students.
  c) Math 103 is being reviewed by Dr. Turman to see how the system might be able to handle the various pre-req options for a common course in colleague.

Other Council Activities:

Recommendations for AAC Consideration:

In lieu of 9) above, the MDC asked AAC to consider a list of places that the system would not allow transfer courses to come from. Also, it was asked that departments would not receive transfer courses to review from institutions on this list if at all possible. Dr. Turman was going to take this to the AAC meeting in January.

Suggestions for Council Work Plan for Upcoming Year:

- Continue looking into common courses and the various pre-requisites the different campuses have on the courses.
- After Dr. Cogswell and his colleagues run the data for students wishing to challenge their math placement to get into Math 123 without a 1300 or higher MI, the group will need to make recommendations.
SDBOR Discipline Council Annual Report

Academic Year: 2016-17

Discipline Council:

- Education
- English
- Fine Arts
- HPER
- Humanities
- Mathematics
- Libraries

Leadership:

Chair: Michael Keller (SDSU)
Vice Chair: Sally Palmer (SDSMT)

If you have recommendations to make for Council leadership next year, please list the names below.

Chair: David Cremeanc (BHSU)
Vice Chair: TBD

Names of the remaining Campus Representatives on this Council:

1) Paul Formisano (USD)
2) Darlene Farabee (USD)
3) Michael Keller (SDSU)
4) Paul Baggett (SDSU)
5) John Nelson (DSU)
6) Stacey Berry (DSU)
7) Lysbeth Benkert-Rasmussen (NSU)
8) Peter Ramey (NSU)
9) Christy Tidwell (SDSMT)
10) David Cremean (BHSU)
11) Courtney Huse-Wike (BHSU)
12) 

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

Conference call on December 7, 2016
Face-to-face meeting in Chamberlain on February 6, 2017

Overview of Council Activities this year:

At the meeting in February, the EDC discussed several issues. First the High School Dual Credit program was discussed, and EDC reviewed the BOR Analysis of the program. Two primary concerns were brought up, which included grade inflation and monetary impact. The other major topic was the General Education Assessment redesign, which gets rid of the CAAP exam. The group discussed the Student Learning Outcomes, and possible models for assessment rubrics.
Response to Initiatives for Council Consideration Suggested by the Executive Director:

NA

Other Council Activities:

NA

Recommendations for AAC Consideration:

The EDC recommends that minimum qualifications for high school students taking dual-credit English 101 be raised, and we would like to see data tracking such students' performance in English 201. Limited data—though troubling nonetheless—suggest that those dual-credit classes offered in the high schools do not assess student performance as rigorously as those classes offered on the college campus or online.

Suggestions for Council Work Plan for Upcoming Year:

Monitor general education review for English.
Revise Student Learning Outcomes for English 101 and 201.
Continue monitoring the impact of dual-credit general education classes on college budgets (a serious issue on several campuses) and on the integrity of these classes.