

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – I

DATE: March 30 – April 1, 2016

SUBJECT: BOR Policy 2:7 Revision – BHSU IGR Elimination (Second Reading)

As part of the Board of Regent’s system-wide examination of general education, some considerable discussion has occurred across the campuses about the role of the Institutional Graduation Requirement (IGR). Historically, the requirement provided a mechanism through which the campuses could define an academic niche and align their curriculum with their distinctive academic cultures. While this mechanism may have served the campuses well during the early years of the current general education structure, several key factors have diminished the value of the IGRs. These include the growing continuity and commonality of general education courses among the campuses, the proliferation of distance education delivery across the system, and the growing tendency of students to select courses from multiple institutions.

To address these concerns, BHSU is seeking to eliminate IGRs on their campus to further encourage students to expand their academic options by pursuing an additional degree or minor. To facilitate this request, revisions to Board of Regents [Policy 2:7 Baccalaureate General Education Curriculum](#) are being brought forward for second reading for the Board which strikes Institutional Graduation Requirements from BHSU in the “*Institutional Graduation/Globalization/Global Issues/Writing Requirements*” section of the policy. BHSU is intending to retain the Globalization/Global Issues and the Writing Requirements as comprehensive outcomes for their respective degree programs.

The first reading of change to BOR Policy 2.7 discussed during the [December 2015](#) Board of Regents meeting, at which the Board voted in favor of approving the first reading of the proposed revisions. The revisions noted in Attachment I are consistent from the December 2015 meeting and the Board is asked to adopt the revisions as a result of the second reading.

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:7.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Baccalaureate General Education Curriculum

NUMBER: 2:7

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. Approved Courses

Courses permitted to meet System General Education and Institutional Graduation Requirements are approved by the Board of Regents each year during the December meeting. The list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and reviewed by the Committee on Academic and Student Affairs during the June meeting each year. For the courses approved to meet system or institutional graduation requirements, each institution may not exceed the course allocations depicted in section I.A and I.B of this policy without formal approval by the Board of Regents.

A. System General Education Course Allocations

1. Black Hills State University: 92
2. Dakota State University: 85
3. Northern State University: 87
4. South Dakota School of Mines & Technology: 73
5. South Dakota State University: 138
6. University of South Dakota: 140

B. Institutional Graduation/Globalization/Global Issues/Writing Requirement

1. Black Hills State University: ~~179~~82
2. Dakota State University: 89
3. Northern State University: 99
4. South Dakota School of Mines & Technology: 50
5. South Dakota State University: 227
6. University of South Dakota: 136

2. 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), and
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

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, and
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

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, and
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, and
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)

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, and
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, and
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)

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, and
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

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, and
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

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, and
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

1. Institutional Graduation/Globalization/Global Issues/Writing Requirements

Black Hills State University

Part I: Institutional Graduation Requirements

IGR #1: Experiential Learning

Experiential learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus that occurs as a result of integrative learning opportunities across the disciplines. Such integrative learning experiences include: undergraduate research, creative expression, academic service learning, internships, practical, study abroad, and student employment as undergraduate research assistantship or undergraduate learning assistantship.

Goal: Students will make connections among ideas and experiences to synthesize and transfer learning to new, complex situations within and beyond the academic classroom that occur as a result of experiential learning opportunities across the curriculum.

Student Learning Outcomes:

As a result of completing an experiential learning activity, the student will:

1. Synthesize connections among experiences outside of formal instruction to deepen understanding of fields of study and to broaden one's own point of view.
2. Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems, engage in creative expression, or explore complex issues in original ways.
3. Demonstrate a developing sense of self as a reflective learner, building on prior knowledge to respond to new and challenging contexts; evaluating changes in one's own learning over time recognizing complex contextual factors; and, articulating professional strengths and challenges to increase effectiveness in different contexts for professional development.
4. Choose a format and produce a poster presentation, a video, a multi-media presentation, a piece of art, a creative performance, a portfolio artifact, a faculty-mentored research project, or a culminating class project that clearly illustrates evidence of how experiential learning positively impacted degree achievement.

Credit Hours: 0-12 Hours

IGR #2 Behavioral and Social Science

~~Goal: 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, and~~
- ~~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~~

IGR #3: Fine Arts and Humanities

~~Goal: 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, and~~
- ~~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, or #3.~~

~~Credit Hours: 6 hours~~

IGR #4: Wellness

~~Goal: 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, and~~
3. ~~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, and #3.~~

~~*Credit Hours: 2 hours*~~

<u>IGR</u>	<u>Credits</u>
IGR 4: Wellness	2
IGR 2: Behavioral & Social Sciences	3
IGR 3: Fine Arts & Humanities	6
IGR 1: Experiential Learning	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, and
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

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, and
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

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, and
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

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, (for example, complete significant outside of class reading with corresponding writing assignments), and
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 (for example: 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.

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, and
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

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, and
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.

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 (for example, complete significant outside of class reading with corresponding writing assignments), and
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 (for example: 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.

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, and
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, and
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

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, and
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:

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 stylistics elements of the literary or fine arts, and
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 and #2

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

Credit Hours: 6 hours

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, and
2. Knowledge and assessment of wellness practices.

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

Required: #1 and #2

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, and
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.

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, and
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.

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:

1. Identify and analyze global issues including how multiple perspectives impact such issues, and
2. 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., and
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.

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, and
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:

1. The syllabus clearly articulates the goals, learning outcomes, and assessments related to writing,
2. The student's writing is evaluated as part of the course,
3. Students have the opportunity to improve their writing skills during the course, and
4. 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.

South Dakota State University

Part I: Institutional Graduation Requirements

Goal #1: First Year Seminar

Students will understand their emerging role and responsibilities as educated persons through a common intellectual experience.

Student Learning Outcomes: As a result of taking the course(s) meeting this goal, students will:

1. Identify areas of self-responsibility that contribute to personal and professional goals and success,
2. Design a plan and identify appropriate strategies that will guide engagement in their education, community, and world,
3. Explain how to achieve and maintain personal and professional wellness.

4. Articulate how knowledge of contemporary issues and exposure to diversity impacts personal and professional life, and
5. Explain how South Dakota State University is defined by the Land Grant Mission (Morrill Act).

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

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

Credit Hours: 2

Goal #2: Cultural Awareness and Social and Environmental Responsibility

Students will acquire knowledge about the world's peoples - their cultures, arts, and environments - that prepares them for further study, deepens their understanding of the human condition, and strengthens their commitment to social and environmental responsibility.

Student Learning Outcomes: As a result of taking the course(s) meeting this goal, students will:

1. Articulate the ways in which different peoples express an understanding of the human condition and respond to environmental opportunities and constraints,
2. Describe how personal choices derive from and affect social, cultural, and environmental contexts,
3. Engage in aesthetic experience in order to understand artistic expression and to learn how meaning emerges from the cultural contexts of both artist and audience, and
4. Explain the ethical consequences of decisions and actions concerning the environment to strengthen commitment to local, national, and global citizenship.

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

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

Credits Hours: 3

Part II: Globalization/Global Issues

Globalization is defined as a process of interaction and integration among different people, organizations, and governments that takes place outside of and above the level of national boundaries. The primary result of this process is the interdependence of capital, technology, information, and people across national borders. This interdependence of economic and cultural activities has implications for a variety of issues around the world, including, but not limited to, political systems, economic systems, the environment, agriculture, public health, health care, information technology, social networking, communications, transportation,

education, governance, and prosperity. Through the process of globalization, people and organizations communicate, conduct business, and address challenges, across and irrespective of national borders.

Goal: Students will be able to identify global issues and how they impact their lives and discipline.

Student Learning Outcomes:

The primary objective of this requirement is to offer courses that present meaningful global content of contemporary relevance (i.e., content based on trends, events or interactions from the post-WWII era to the present). Each course that fulfills this requirement must include ONE of the following two student learning outcomes.

Students will:

1. Demonstrate a basic understanding of modern-day globalization, including outlining the benefits and cost implications of globalization, and interpret consequences of global issues through various forms of analysis.

OR

2. Express knowledge of the customs and cultures of a particular country or a specific region outside of one's own national borders. (The emphasis in this SLO is the more in-depth study of one particular country or region.)

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. Selected courses do not add to the total number of credit 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, and
4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research conference 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, and
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.

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.

II. Aesthetic Experience

3 credits

Goal 1: 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, and
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

<u>IGR</u>	<u>Credit Hours</u>
Aesthetic Experience	3 credit hours
ENGL 210 **	0-3 credit hours
Total Hours	3-6 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

Goal: Students will understand how global issues, developments, and ideas affect their lives and those of others.

Student Learning Outcomes:

1. Students will demonstrate awareness of multiple perspectives within the global community.
2. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved.

This goal and associated outcomes will be satisfied by designated courses among those meeting Goal 3 and Goal 4 of the System-wide General Education Requirements and by specified courses required for the majors and/or minors.

Part III: Writing Intensive Requirement

Goal: Students will demonstrate advanced research-based critical writing skills.

Student Learning Outcomes:

1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.,
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field,
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 write using standard American English, including correct punctuation, grammar, and sentence structure.

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.

Credit Hours	Course Requirement
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)
18 (21 Recommended)	Required General Education Credit Hours

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

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 or the College Board Accuplacer 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 or the College Board Accuplacer examination in the areas of writing skills and mathematics.

In addition to scores on these assessments, other information such as high school GPA and curriculum completed may also be considered as placement decisions are made.

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, MATH 095, 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.

1. 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; June 1992; March 1995; May 1996; December 1997; August 1999; January 2000; January 2001; June 2001; October 2001; March 2003; June 2003; March 2005; December 2005; March 2006; October 2006; December 2006; June 2007; December 2007; March 2008; December 2008; August 2009; December 2009; June 2010; December 2010; December 2011; March 2012; June 2012; December 2012; May 2013; December 2013; April 2014; October 2014; December 2014; [December 2015](#).