

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (3)

DATE: March 28-30, 2017

SUBJECT: New Minor: SDSU Minor in Inclusion and Equity

South Dakota State University (SDSU) requests authorization to offer an undergraduate minor in Inclusion and Equity. The minor will provide draw from a variety of disciplines while exploring issues related to gender, racial, global, and economic equity. SDSU notes that the minor will provide skills and knowledge complementing a variety of majors, including benefitting students intending to work in fields such as education, social work and social services, and counseling. The minor consists of eighteen credit hours and includes the creation of two new courses. SDSU expects eight graduates per year after full implementation.

DRAFT MOTION 20170328_4-E(3): I move to approve SDSU’s Minor in Inclusion and Equity as described in Attachment I.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Baccalaureate Degree Minor

UNIVERSITY:	South Dakota State University
TITLE OF PROPOSED MINOR:	Inclusion and Equity
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	American Indian Studies (B.A. & Minor), Global Studies (B.A. & Minor), Peace & Conflict Studies (Minor), Women's & Gender Studies (Minor)
INTENDED DATE OF IMPLEMENTATION:	Fall 2017
PROPOSED CIP CODE:	30.2301
UNIVERSITY DEPARTMENT:	College of Arts & Sciences
UNIVERSITY DIVISION:	College of Arts & Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

01/12/17

President of the University

Date

- 1. Do you have a major in this field (place an "X" in the appropriate box)?**
Yes No
- 2. If you do not have a major in this field, explain how the proposed minor relates to your university mission.**

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Inclusion and Equity. This minor supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.* The proposed minor contributes to SDSU's undergraduate liberal arts curriculum.

The minor also directly supports SDSU's most recent strategic plan. IMPACT 2018 identifies as one of the University's core values the "acceptance and embracement of diverse cultures and

perspectives.” Strategic Goal 1 commits the University to cultivating “aware, engaged and active citizens well prepared to work in local, state, national and global communities,” which increasingly includes the ability to work with diverse populations.

SDSU does not intend to request new state resources.

3. What is the nature/purpose of the proposed minor?

The minor in Inclusion and Equity provides students with broad exposure to issues surrounding gender, racial, global, and economic equity. Inherently interdisciplinary, it draws upon critical theory from African American studies, American Indian studies, sociology, history, global studies, political science, and women’s and gender studies. Students pursuing this minor will begin with a common foundational course focused on the social experience of diversity. They will deepen their understanding of inclusion through coursework in multiple allied disciplines, and they will culminate their learning with an independent study project that meaningfully engages with social and economic equity.

4. How will the proposed minor benefit students?

The College of Arts and Sciences at South Dakota State University is committed to preparing graduates who are better prepared to enter the workforce by creating clear pathways to a T-Shaped Profile. The T-Shaped Profile was introduced by the Education Advisory Board as a result of research that demonstrated that students who possessed this profile found meaningful work more quickly after graduating, and were better prepared to advance more quickly up the organizational ladder. The T-Shaped Profile is characterized by the acquisition of knowledge, skills, and competencies that are aligned with the ability to collaborate (these “soft skills” include the ability to effectively lead and follow, work effectively as a team, take appropriate initiative, and exhibit cultural sensitivity). Collaborative skills form the top of the T. The T stem consists of innovative skills. Innovative skills include specialized knowledge, skills, and experiences that are in high demand by employers but in low or inadequate supply in newly minted graduates. Innovative skills include technical and quantitative skills, specialized communication skills and competencies, and experience with basic business processes. Students can achieve a T-Shaped Profile by intentionally and consciously selecting a minor that complements their major. This is particularly important for students who choose to major in the more traditional liberal arts disciplines.

The Inclusion and Equity minor helps students develop the top of their T-Shaped Profile. When they enter the workforce, practically all college graduates will be expected to work collaboratively with people of different races, nationalities, gender identities, disability statuses, social classes, etc. It is therefore essential that graduates demonstrate a high degree of cultural competence and sensitivity to different perspectives. This is especially true for students who pursue careers in teaching, counseling, student affairs, social services, management, and similar fields. SDSU expects this minor will better prepare students for those lines of work.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

Workers in nearly any career will benefit from cultural fluency. A few occupations demand an especially high level of skill in this area:

- Post-secondary education administrators, including student affairs and residential life professionals. Projected to grow 9% from 2014 to 2024, faster than average (7%) for all occupations.¹
- Social and community services managers. Projected to grow 10% from 2014 to 2024, faster than average.²
- Training and development managers. Projected to grow 7% from 2014 to 2024, as fast as average.³
- Social workers. Projected to grow 12% from 2014 to 2024, faster than average.⁴
- Mental health counselors and marriage and family therapists. Projected to grow 19% from 2014 to 2024, much faster than average.⁵

The proposed minor does not by itself qualify a student for employment in these fields. These occupations all require specialized undergraduate instruction and/or a professional graduate degree and/or state licensure. The Inclusion and Equity minor instead makes graduates more competitive for entry-level positions or graduate school spots for which they are otherwise qualified. It will also allow graduates to move up faster in their careers by developing career-relevant interpersonal skills (the top of the T-Shaped Profile).

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

<i>Estimates</i>	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
	FY18	FY19	FY20	FY21
Students enrolled in the minor (fall)	5	10	15	20
Completions by graduates	0	2	5	8

*Do not include current fiscal year.

These estimates are based on input from faculty advisors, program coordinators, and academic leaders in the College of Arts and Sciences and selected units in the College of Education and Human Sciences at SDSU. The College of Arts and Sciences requires that students complete a minor (or second major or teaching specialization). This minor contributes to the college’s ongoing effort to provide meaningful minors that contribute to building a T-Shaped Profile.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The intent of this minor is to challenge students with issues related to diversity and social justice in their broadest forms. Students will confront these topics in a one-semester survey course that introduces theoretical methodology common across related disciplines. They will learn to apply

¹ <http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>

² <http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

³ <http://www.bls.gov/ooh/management/training-and-development-managers.htm>

⁴ <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

⁵ <http://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>

these methodologies in elective courses drawn from multiple disciplines, ensuring that students experience a variety of perspectives and develop a familiarity with several different marginalized groups. Finally, students will synthesize their learning through an independent study project.

This curriculum was developed by a group of faculty members drawn from allied disciplines at SDSU: African American studies, American Indian studies, global studies, peace and conflict studies, and women’s and gender studies. This group carefully examined a number of similar programs offered elsewhere:

- Framingham State University: minor in Diversity Studies
- Michigan Technological University: minor in Diversity Studies
- Minnesota State University – Moorhead: minor in American Multicultural Studies
- Rider University: minor in Multicultural Studies
- University of Colorado – Denver: minor in Ethnic Studies
- University of Washington: minor in American Ethnic Studies
- University of Wisconsin – Whitewater: minor in Race and Ethnic Studies
- Xavier University: minor in Gender and Diversity Studies

The proposed minor draws from the strengths of these programs in a manner that best fits the faculty resources at SDSU.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Minor in Inclusion and Equity	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
A&S	111	Introduction to Global Citizenship and Diversity	3	Yes
A&S	491	Independent Study (must be approved by program coordinator)	3	No
POLS	360	Politics of Inequality	3	Yes
Global Perspectives – Take one of the following courses:			3	
ENGL/GLST	125	Introduction to Peace and Conflict Studies	3	No
GLST	201	Global Studies I	3	No
Race and Ethnicity Studies – Take one of the following courses:			3	
ENGL	445	American Indian Literature	3	No
GLST	401	Global Cultures and Identities	3	No
HIST	492	Topics (must be approved by program coordinator)	3	No
SOC	350	Race and Ethnic Relations	3	No
Women’s and Gender Studies – Take one of the following courses:			3	
WMST	101	Introduction to Women’s Studies	3	No

WMST/ENGL	248	Women in Literature	3	No
WMST/PSYC	367	Psychological Gender Issues	3	No
WMST/SOC	483	Sociology of Gender Roles	3	No
Subtotal			18	

Note: With the approval of the program coordinator, courses other than those listed above may be used to satisfy the Global Perspectives, Race and Ethnicity Studies, or Women’s and Gender Studies requirements.

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Prefix	Number	Course Title	Credit Hours	New (yes, no)

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students who complete the requirements of the Inclusion and Equity minor will:

1. Identify cognitive biases that exclude historically marginalized groups.
2. Employ critical theory to describe social structures that encourage or inhibit inclusion.
3. Demonstrate the ability to work with people from different backgrounds.
4. Analyze current issues involving diversity, equity, and inclusion independently.

The first three student learning outcomes are developed in nearly every course in the curriculum (see the attached curriculum map, Appendix A). The fourth outcome will be addressed in A&S 491 Independent Study.

11. What instructional approaches and technologies will instructors use to teach courses in the minor? This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.

Standard instructional approaches will be used.

12. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire minor at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire minor through distance technology (e.g., as an on-line program)?⁶

	Yes	No	If Yes, list location(s)	Intended Start Date
Off-campus		X		

	Yes	No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery		X		

⁶ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. *If not requesting any exceptions, enter "None."*

None.

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Address off-campus or distance delivery separately.*

SDSU does not require any additional resources to offer this minor. The two new courses can be staffed through curriculum management/reassignment.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an "X" in the appropriate box*).

YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A
Minor in Inclusion and Equity – Student Learning Outcomes

Individual Student Outcome	Program Courses that Address the Outcomes												
	A&S 111	A&S 491	ENGL 445	GLST 125	GLST 201	GLST 401	HIST 492	POLS 360	SOC 350	WMST 101	WMST 248	WMST 367	WMST 483
Identify cognitive biases that exclude historically marginalized groups.	X	X	X	X		X				X	X	X	X
Employ critical theory to describe social structures that encourage or inhibit inclusion.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate the ability to work with people from different backgrounds.	X	X	X	X	X	X	X	X	X	X	X	X	X
Analyze current issues involving diversity, equity, and inclusion independently.		X											