

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B
DATE: December 11-12, 2024

SUBJECT

Revised BOR Policy 2.3.7 – Undergraduate General Education (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[SDBOR Strategic Plan](#)

[BOR Policy 2.3.7](#) – Undergraduate General Education

[AAC Guideline 2.3.7.A](#) – General Education Curriculum Requirements

[BOR Policy 2.2.2.2](#) – Internal (Regental System) Transfer of Credit Policy

BACKGROUND / DISCUSSION

During the 2024 legislative session¹, the joint committee on appropriations submitted to Executive Director Lukkes a letter of intent regarding a Center for Civic Engagement. Within that letter, the Joint Committee on Appropriations outlined that the Regents should provide and make available courses that incorporate civics proficiency.

To that end, the Board of Regents governs the undergraduate general education program for the Regental system. One of the critical aspects of the general education policy is to ensure seamless registration and enrollment of courses across the system for students; to have a dynamic and collaborative course catalog guarantees transfer is automatic between the six public universities.

General education is the programming block where civics proficiency should be retained. It is the vehicle where curriculum can focus on fostering civic engagement as well as incorporating...

a broad range of subjects, including communications, economics, history, philosophy, political science, and sociology, and enhancing the students' understanding of civic affairs and discourse.

¹ [SD Joint Committee on Appropriations Letter of Intent, Dated March 26, 2024](#)

(Continued)

DRAFT MOTION 20241211_6-B:

I move to approve first the incorporation of a civic proficiency requirement and approval of the goal and student learning outcomes as provided, and second, approve the first reading of the proposed revisions to BOR Policy 2.3.7 – Undergraduate General Education, as presented.

Dr. Pamela Carriveau, working with the universities and especially with Black Hills State University, has partnered to develop a goal and student learning outcomes to be integrated within the general education program. The faculty who facilitated in the designing of the goal and student learning outcomes (See Table 1) included:

- BHSU: Tom Weyant
- DSU: Kurt Kemper
- NSU: Jon Schaff
- SDM: Frank Van Nuys
- SDSU: Dave Wiltse
- USD: Eric Jepsen

Table 1: Goal and Student Learning Outcomes

Goal: Students will develop a comprehensive understanding of civic **knowledge, values, and skills**, enabling them to actively participate in civic life as informed and responsible citizens.

- **SLO 1: Civic Knowledge**

Students will exhibit comprehensive knowledge of the American political system by analyzing the foundational concepts of the Constitutional framework, participatory democracy, and the development of both formal and informal institutions.

- **SLO 2: Civic Values**

Students will demonstrate an understanding of civic values by *critically* analyzing primary sources, articulating the core principles of democracy, justice, and equality, and applying them to historic and contemporary challenges.

- **SLO 3: Civic Skills**

Students will develop essential civic skills by practicing various modes of *civic engagement*. Students will effectively communicate their viewpoints on political issues, engage in civil discourse, and critically analyze the impact of their participation on democratic processes.

The system process for modifying general education requires the faculty general education discipline council to review and provide feedback to the Academic Affairs Council (vice presidents of academic affairs for the campuses). The goal and the SLOs were provided to the discipline council, the Academic Affairs Council (AAC), and the Council of Presidents and Superintendents (COPS) in November. In addition, Drs. Carriveau and Minder have initiated discussions with several of the other faculty discipline councils thereby integrating additional faculty feedback.

To recognize a civics requirement will necessitate a BOR policy change. Attachment I will provide the Board with the necessary changes for the incorporation of civic proficiency. AAC guidelines will also follow this policy to ensure insertion of the civics requirement.

Policy changes before the Board include:

1. Definition of Civics Proficiency, and
2. Policy Statement requiring curriculum for civics for all new first-time students and new transfer students starting Fall 2025.

While this policy has been vetted by the council of presidents, the academic vice presidents, and the general education council, to ensure all relevant stakeholders are informed, Drs. Carriveau and Minder will continue to meet with the following groups (January – March) to:

- discuss academic coding needs for general education in the student information system with academic records stakeholders;
- enhance the AAC Guidelines with academic affairs council;
- continue discussions with faculty via the academic vice presidents and their internal campus processes; and
- communicate with the faculty discipline councils.

IMPACT AND RECOMMENDATION

The Academic Affairs Council (AAC) recommends the following preliminary enhancements to BOR Policy 2.3.7. The second and final reading of this policy is scheduled for the April 2025 BOR meeting for formal approval with a Fall of 2025 implementation.

The work that must occur over the next several months to prepare for a September 2025 go-live include:

- enhancing BOR Policy 2.3.7,
- developing AAC Guidelines, and
- implementing system process changes for the student information system.

The Board academic staff supports the recommendation for the initial draft of the revised BOR Policy 2.3.7. The system academic staff and the academic vice presidents will continue to work through the change management of this policy and the impacts to the student information system.

The timeline associated with this policy revision will be as follows:

- First Reading – December 2024 BOR Meeting
- Second and Final Reading – April 2025 BOR Meeting
- Go-Live – Start of Fall 2025

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2.3.7 – Undergraduate General Education

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Undergraduate General Education Requirements

NUMBER: 2.3.7

A. PURPOSE

To provide for the requisite oversight that the general education component of all baccalaureate and associate programs shall consist of the appropriate System General Education Requirements. Students may only select general education courses from an approved list to meet the System General Education Requirements.

B. DEFINITIONS

1. **Academic Program:** Academic program is defined as the degree program approved and offered at each of the Regental institutions.
2. **Accredited Institution:** Holding accreditation from one of the following institutional accrediting bodies, unless otherwise specified: Middle States Commission on Higher Education (MSCHE), New England Association of Schools and Colleges (NEASC), Higher Learning Commission (HLC), Northwest Commission on Colleges and Universities (NWCCU), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), WASC Senior College and University Commission (WSCUC).
- ~~3. **University Accreditation Institution:** Higher Learning Commission is the accrediting institution for each of the Regental institutions.~~
4. **Civics Proficiency:** A comprehensive understanding of civic knowledge, values, and skills, enabling active participation in civic life as informed and responsible citizens.
5. **General Education:** Curriculum defined to develop learners' general knowledge, literacy, skills, and competencies which equip students for success with advanced curriculum, program and major completion, and career competencies.
6. **General Education Committee:** A committee representing the institutions and the system on General Education curriculum and advising the Academic Affairs Council on policy, practices, curriculum, and other needs for general education.
7. **Learning Outcomes:** Defined as the gaining of knowledge in cognitive and content competencies, skills, and social-emotional competencies associated with academic learning.
8. **Receiving Institution:** The Regental university to which the student is transferring.
9. **Regental Internal Transfer:** Process where an undergraduate course is used to meet a plan of study requirement at any Regental universities or when graduate credit is used on

a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program (refer to BOR Policy 2.4.2).

10. Seamless Transfer: A framework based on the principles of serving student needs, using state resources efficiently, and expanding opportunities for post-secondary attainment in South Dakota in the process of students transferring into South Dakota.

11. Sending Institution: The institution from which a student is transferring.

12. University Accreditation Institution: Higher Learning Commission is the accrediting institution for each of the Regental institutions.

C. POLICY STATEMENTS

1. Governance

- 1.1. Board of Regents Policy 1.1.1, 1.1.2 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.
- 1.2. Each of the institutions must comply with the accrediting organization and will be evaluated by that organization.
- 1.3. The System General Education Requirements shall incorporate civics proficiency, effective with the summer 2025 academic catalog, for all new and transfer students.

2. General Education Goals

There are six (6) System General Education Goals for which general education has been designed for meeting student outcomes. The General Education Committee and Academic Affairs Council will review all general education requests in reference to these goals.

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

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

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

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

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

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

3. Seamless Transfer

- 3.1. All internal Regental general education courses will be accepted regardless of the receiving institution's course offering (all undergraduate) as well as if the student fulfilled or partially fulfilled the general education requirements.

- 3.2. All internally transferred general education coursework will continue to count toward the designated goal areas from the sending institution even if the receiving institution has different approved course lists for those goals.
- 3.3. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's academic degree plan. See BOR Policy 2.2.2 series for additional guidance on transfer of credits.

D. SYSTEM GENERAL EDUCATION REQUIREMENTS

1. Baccalaureate Degree Course/Credit Distribution

System General Education Requirements shall include 30 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section three (3) below. Each institution shall identify 12 credit hours of additional course work from the six (6) goals. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

| <i>System Goal</i> | <i>BHSU</i> | <i>DSU</i> | <i>NSU</i> | <i>SDSM&T</i> | <i>SDSU</i> | <i>USD</i> |
|---------------------------------------|-------------|------------|------------|-------------------|-------------|------------|
| <i>Goal #1: Written Communication</i> | 6 | 6 | 6 | 6 | 6 | 6 |
| <i>Goal #2: Oral Communication</i> | 3 | 3 | 3 | 3 | 3 | 3 |
| <i>Goal #3: Social Sciences</i> | 6 | 6 | 6 | 6 | 6 | 6 |
| <i>Goal #4: Arts and Humanities</i> | 6 | 6 | 6 | 6 | 6 | 6 |
| <i>Goal #5: Mathematics</i> | 3 | 3 | 3 | 3 | 3 | 3 |
| <i>Goal #6: Natural Sciences</i> | 6 | 6 | 6 | 6 | 6 | 6 |
| | 30 | 30 | 30 | 30 | 30 | 30 |

2. Associate Degree Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least three (3) credit hours shall be earned from each of six (6) goals (total of 18 credits) set out in section 3 below. Each institution shall identify six (6) credit hours of additional course work from the six goals. For those institutions that allow it, students have the flexibility to select an additional three (3) credit hours from Goals three (3), four (4) or six (6) with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed and approved by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

| <i>System Goal</i> | <i>BHSU</i> | <i>DSU</i> | <i>NSU</i> | <i>SDSM&T</i> | <i>SDSU</i> | <i>USD</i> |
|---------------------------------------|-------------|------------|------------|-------------------|-------------|------------|
| <i>Goal #1: Written Communication</i> | 6 | 6 | 6 | 6 | 6 | 6 |
| <i>Goal #2: Oral Communication</i> | 3 | 3 | 3 | 3 | 3 | 3 |
| <i>Goal #3: Social Sciences</i> | 3 | 3 | 3 | 3 | 3 | 3 |
| <i>Goal #4: Arts and Humanities</i> | 3 | 3 | 3 | 3 | 3 | 3 |
| <i>Goal #5: Mathematics</i> | 3 | 3 | 3 | 3 | 3 | 3 |
| <i>Goal #6: Natural Sciences</i> | 3 | 3 | 3 | 6 | 3 | 3 |

| | | | | | | |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| <i>Goal #3, #4, #6 Flexibility</i> | 3 | 3 | 3 | 0 | 3 | 3 |
| | 24 | 24 | 24 | 24 | 24 | 24 |

3. Approved Courses Meeting System General Education Requirements

The finite list of courses approved to meet each of the established system goals will be maintained in the Academic Affair Guidelines. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the March meeting impacting the next academic year. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

4. System General Education Committee

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed. Two members of the System Assessment Committee will also serve on the System General Education Committee. A system academic affairs staff member and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

- 4.1. Review the AAC Guidelines related to the project charter as new members are added to this committee.
- 4.2. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum.
- 4.3. Specify student learning outcomes with faculty input for each of the general education goals identified in section C.
- 4.4. Partner on best practices and working together to understand the needs of each institution and the system.
- 4.5. Report as applicable according to BOR Policy 2.3.9.

FORMS / APPENDICES:

- [BOR Policy 2.2.2.1](#) – Seamless Transfer of Credit
- [BOR Policy 2.3.9](#) – Assessment
- [AAC Guidelines Section 2.3.7](#) – General Education

SOURCE:

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017; BOR May 2019; BOR August 2022; August 2022 (Clerical); October 2023 (Clerical); March 2023 (Clerical); [BOR April 2025](#).