

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D
DATE: April 3-4, 2024

SUBJECT

General Education Course Approvals

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2.3.9](#) – Assessment

[AAC Guideline 2.3.7.B](#) – General Education Implementation Guidelines

[AAC Guideline 2.3.7.C](#) – Modifications to General Education Requirements

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

[AAC Guideline 2.3.7.D](#) – Cross-Curricular Skills

[AAC Guideline 2.3.9.A](#) – General Education Assessment Reporting

BACKGROUND / DISCUSSION

At its January 2024 meeting, the System General Education Committee discussed proposals from the South Dakota School of Mines & Technology (SDSMT), South Dakota State University (SDSU), and the University of South Dakota (USD) for General Education course revisions, and *recommended approval* of the following:

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY

Revision(s) to SGR #4:

- Add – STS 201: Introduction to Science, Technology, and Society

SOUTH DAKOTA STATE UNIVERSITY

Revision(s) to SGR #4:

- Delete – ARTH 120: Film as Art
- Delete – ENGL/GLST 125: Introduction to Peace and Conflict Studies

UNIVERSITY OF SOUTH DAKOTA

Revision(s) to SGR #4:

- Add – DCOM 101: American Sign Language I
- Add – DCOM 102: American Sign Language II

(Continued)

DRAFT MOTION 20240403_5-D:

I move to approve the revisions to system General Education course options from SDSMT, SDSU, and USD, as presented.

IMPACT AND RECOMMENDATION

The recommendation from the System General Education Committee was further supported by AAC. Approval would allow students to select one of these courses to meet the General Education goals beginning Fall 2024.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSMT Revisions to General Education Requirements Form, Request to Add STS 201 Introduction to Science, Technology, and Society

Attachment II – SDSU Revisions to General Education Requirements Forms, Request to Delete ARTH 120 Film as Art and ENGL/GLST 125 Introduction to Peace and Conflict Studies

Attachment III – USD Revisions to General Education Requirements Forms, Request to Add DCOM 101 ASL I and DCOM 102 ASL II



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

Revisions to General Education Requirements

Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements

<u>SDSMT</u>	<u>Humanities & Social Sciences</u>		<u>1/13/2023</u>
_____ Institution	_____ Division/Department	_____ Institutional Approval Signature	_____ Date
<u>SDSMT</u>	<u>Dr. Kyle Knight</u>		
_____ Institution	_____ Form Initiator	_____ Dean's Approval Signature	_____ Date
_____ Institution	_____ Division/Department	_____ Institutional Approval Signature	_____ Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- System General Education Requirements
- _____ Institutional Graduation Requirements
- _____ Globalization/Global Issues Requirement
- _____ Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- _____ Revision to an approved course
- Addition of a course to the set of approved courses
- Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Add STS 201 (Introduction to Science, Technology, and Society) to General Education Goal 4 and delete ARTH 211 (History of World Art I) from SDSMT's list of approved courses for General Education Goal 4.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024 (8/1/2024)

Section 3. Provide a Detailed Reason for the Proposed Change

According to [BOR Policy 2.7](#), general education is characterized as “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.” Consistent with this definition, the Introduction to Science, Technology, and Society (STS 201) course is relevant and beneficial for all majors at SDSMT, since it increases awareness and understanding of cultural and social contexts of scientific advances and technological development, offers multiple perspectives on technological change and its social consequences, and enhances knowledge of the “big issues” facing high-tech industries, governments, and citizens. This course also fosters critical thinking and communication skills which will further equip our students for successful leadership as STEM professionals. Lower-division STS courses, such as this one, are included as options in the general education requirements at similarly STEM-focused universities such as [Rensselaer Polytechnic Institute](#).

Additionally, our department already regularly offers this course because it is a requirement of the B.S. in Science, Technology, and Society degree. Thus, making it a general education course would not result in any additional need for instructors, but would improve enrollment in the course because it will be in greater demand by students who could take it to fulfill Goal 4.

It should be noted that STS 201 is significantly different than HUM 200 (Connections: Humanities and Technology), which is a thematic course that explores various issues around human values and technologies by delving into film and literature that address these topics. In contrast, STS 201 is an introduction to the interdisciplinary field of science, technology, and society (also known as science and technology studies), which has developed specific conceptual and theoretical frameworks for analyzing and explaining social and cultural dynamics around scientific practices and technological change.

Since the addition of new General Education courses is governed by a zero-sum approach, we propose deleting ARTH 211 (History of World Art I) from SDSMT's approved list of Goal 4 courses because we have no faculty with expertise in this subject and no plans to offer it again. The last time it was taught at SDSMT was Fall 2018.

Note that we are also submitting an accompanying request form (see below) to remove the prerequisites for STS 201 (ENGL 101 and sophomore standing) so it will be more accessible to first year students (to be effective for Fall 2023).

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

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

This course will meet Goal 4 by focusing on how science and technology affect society and vice versa. The field of STS takes a historical and cross-cultural approach to understanding the role of social context in scientific discoveries and technological advances. Students will learn and apply concepts from STS that will allow them to better understand the human elements of science and technology. Below, we detail how each student learning outcome for Goal 4 would be addressed.

SLO A: Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience.

Students will read texts that explore how science and technology are defined, how values and beliefs shape understandings of science and technology, the various ideas and practices that comprise science and technology, and the ideas and practices that are impacted by scientific advancement and technological change. Students will be required to complete assignments that challenge them to think deeply about these issues (e.g., class discussions, written case studies of scientific controversies, or an ethics guide for a possible future technology).

SLO B: Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities.

While STS as a field is interdisciplinary and spans the humanities, social sciences, and natural sciences, its core tends to be within the humanities with its interpretive approach to inquiry. Students will read texts that approach STS from the perspectives of various humanities disciplines, such as history, philosophy, ethics, and cultural studies, and be required to apply STS concepts from these readings in their assignments.

SLO E: Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.

Students will explore ways that different social and cultural contexts shape science and technology and vice versa. In particular, students will read assigned texts that will help them to understand how scientific advancements and technological change contribute to cultural and social change as well as how different cultures influence science and technology. Students will identify and explain these cultural contributions from an STS perspective in various assignments, such as those described in the example syllabus (attached).

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Attached as Supplemental Document.

- Course pre-requisites** ENGL 101 and to None
sophomore standing _____
- Course co-requisites** _____ to _____
- Registration restriction** _____ to _____
- Enrollment limitation** _____ to _____
- Repeatable for additional credit** _____ to _____
- Grading option** _____ to _____
- Course title change** _____

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in the student information system.

- Cross-listing and equating with** _____
- Dual-listing at 400/500 level**
- Course description (that does not change course content). Complete table below:**

Existing description:

New description:

Note: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as “we” and “you,” or rely on specialized jargon, vague phrases, or clichés.

- Add course in x9x series**
CIP Code: _____

New CIP Code for this university? Yes No

Will this university’s sections of the course be limited to S/U (pass/fail)?

Yes No

Delete Course (effective date):

[Click here to enter a date.](#)

Justification for changes indicated in Section 2:

The prerequisites are not necessary and were probably a vestige of a prior version of the course. We would like our STS majors, for whom this course is a requirement, to be able to take it in their first year. We have also submitted a request to add this course to the approved list of courses for General Education Goal 4 and relaxing the prerequisites will make this course more accessible to students seeking to fulfill their Goal 4 requirements.

Section 3. Common Courses: Requested Minor Modifications

Place an "X" in the appropriate boxes.

- | | <u>Current</u> | to | <u>New</u> |
|---|----------------|----|------------|
| <input type="checkbox"/> Credit hours (within variable limits) | _____ | to | _____ |
| <input type="checkbox"/> University specific co-requisites | _____ | to | _____ |
| <input type="checkbox"/> Cross-listing and equating with | _____ | | |
| <input type="checkbox"/> Dual-listing at 400/500 level | | | |
| <input type="checkbox"/> Add course in x9x series | | | |
| <i>CIP Code:</i> | _____ | | |

New CIP Code for this university? Yes No

Will this university's sections of the course be limited to S/U (pass/fail)?

Yes No

x9x grading method _____ to _____

Justification for changes indicated in Section 3:

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University department code: MHSS

4.2. Banner department code: MHSS

4.3. Change university department code to: _____



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Revisions to General Education Requirements

SDSU	Academic Affairs	Dennis D. Hedge	9/28/2023
Institution	Division/Department	Institutional Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

System General Education Requirements

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

Revision to an approved course

Addition of a course to the set of approved courses

Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Delete ARTH 120 Film as Art from the list of courses approved to meet SGR #4 Art and Humanities/Diversity.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024

Section 3. Provide a Detailed Reason for the Proposed Change

The School of Design requested to remove ARTH 120 Film as Art from SDSU's list of courses that fulfill SGR #4 requirements. This course is no longer offered at SDSU.



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Indicate (X) the component of the General Education Curriculum that the proposal impacts.

System General Education Requirements

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Revision to an approved course

Addition of a course to the set of approved courses

Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

Delete ENGL/GLST 125 Introduction to Peace and Conflict Studies from the list of courses approved to meet SGR #4 Art and Humanities/Diversity.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024

Section 3. Provide a Detailed Reason for the Proposed Change

The Schools of American & Global Studies and English & Interdisciplinary Studies requested to remove ENGL/GLST 125 Introduction to Peace and Conflict Studies from SDSU's list of courses that fulfill SGR #4 requirements. This course is no longer offered at SDSU.

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USD	Communication Sciences and Disorders	<i>Elizabeth M. Freeburg</i>	11/20/2023
Institution	Division/Department	Institutional Approval Signature	Date
USD	Lindsey Jorgensen	<i>John Dudley</i>	
Institution	Form Initiator	Dean's Approval Signature	Date

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

System General Education Requirements
 Institutional Graduation Requirements
 Globalization/Global Issues Requirement
 Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

Revision to an approved course
 Addition of a course to the set of approved courses
 Deletion of an approved course from the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

The Department of Communication Sciences and Disorders proposes that DCOM 101: American Sign Language I (ASL1) and DCOM 102: American Sign Language II (ASL2) be added to the list of courses that meet SGR #4 at USD.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2024.

Section 3. Provide a Detailed Reason for the Proposed Change

DCOM 101 and 102 constitute a sequence of two language courses totaling 6 credits, as do the other 100-level language courses approved as meeting SGR#4 and offered at USD. ASL1 and ASL2 introduce students to fundamental grammar such as singular and plural forms of nouns and adjectives, grammar concept of manual communication, grammar cases, verb conjugations, present and past tense of verbs, personal and possessive pronouns, spelling rules, and basic vocabulary within a cultural context of the Deaf and Hard of Hearing (D/HOH) community. It leads to basic communication between groups of people who utilize different languages (ASL and spoke English), a greater understanding of Deaf culture, and an understanding of language and communication barriers between individuals who utilize ASL and those who use spoken communication. In addition, ASL1 and ASL2, in fulfillment of SGR4, would make a significant contribution to understanding the developments of language and disability from historical, cultural, and contemporary viewpoints in a culturally competent pedagogical environment.

There is a significant lack of ASL instruction across the state. There are 2 million Americans who use ASL as their primary means of communication. These are kids in our state's school and healthcare systems and adults who work within or own businesses within our communities. Providing the foundation of the cultural differences and similarities will have a significant impact on the people in the state of South Dakota.

Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes

ASL1 and ASL2 both meet all requirements of SGR #4 as stated below:

Student Learning Outcomes: As a result of taking courses meeting this goal, students will

- Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience,
- Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities

And at least one of the following:

- Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines.

- Demonstrate foundational competency in reading, writing, and speaking a non-English language.
- Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.

SGR #4	ASL1 and ASL2
Demonstrate knowledge of the diversity of values, beliefs, practices or ideas embodied in the human experience	In ASL1 and ASL2 students learn about the values, practices, beliefs and ideas consistent with the Deaf community.
Demonstrate basic understanding of concepts of the selected discipline within the arts and humanities	ASL1 and ASL2 teach the foundation of ASL as a method of communication and understanding of human cultures and societies.
Demonstrate ability to express creative, aesthetic, formal or stylistic elements of the disciplines	ASL1 and ASL2 teach the foundation (formal and stylistic) of ASL as well as how it differs from other forms of Sign Language. Additionally, it teaches how one who uses ASL for communication can communicate intent and expression. ASL is innately creative allowing for combinations of gestures to convey different meanings.
Demonstrate foundational competency in reading, writing, and speaking a non-English language.	ASL1 and ASL2 require competency in communicating in ASL as a means of communication. It has a unique language and word structure from English classifying it as a “non-English language”.
Identify and explain cultural contributions from the perspective of the selected disciplines within the arts and humanities.	ASL1 and ASL2 both include a cultural component to discuss the Deaf culture and community. They require that students interact and communicate with those who identify as Deaf.

Since people who are D/HOH reside in the State of South Dakota, understanding ASL language and culture is an inherent part of recognizing the diversity and complexity of human existence in the State. These courses clearly meet SGR Goal #4.

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

See below – Note that in both classes there is a “no talking” policy as this is the foundation of ASL and communication with persons who are D/HOH.