

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C

DATE: April 2-3, 2025

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

The System General Education Committee *recommended approval* of the following:

BHSU, DSU, NSU, SDSMT, SDSU, & USD

Revision to SGR #3:

- Add – CIV 100: American Civics

IMPACT AND RECOMMENDATION

The recommendation from the System General Education Committee was further supported by AAC. Approval will allow students to select CIV 100: American Civics to satisfy three credits of Goal 3 in the General Education program beginning Fall 2025.

Board staff recommend approval.

ATTACHMENTS

Attachment I – BHSU, DSU, NSU, SDSMT, SDSU, USD Revisions to General Education Requirements Form, Request to Add CIV 100 American Civics

DRAFT MOTION 20250402_6-C:

I move to approve the revision to the system General Education course options as presented.



**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 Requirements.

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

<i>Pamela Carriveau</i> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	BHSU	Date
<i>Rebecca Hoey</i> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	DSU	Date
<i>Erin Fouberg</i> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	NSU	Date
<i>Darcy Briggs</i> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	SDM	Date
<i>Teresa Seefeldt</i> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	SDSU	2/17/2025 Date
<i>Elizabeth M. Freeburg</i> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	USD	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).

Addition of a course to the set of approved courses

Section 1. Provide a Concise Description of the Proposed Change

The SDBOR statewide civics committee proposes that CIV 100: American Civics be added to the list of courses that meet SGR #3 Social Sciences General Education requirement for each university in the BOR system.

Section 2. Provide the Effective Date for the Proposed Change

Fall 2025

Section 3. Provide a Detailed Reason for the Proposed Change

The learning outcomes for CIV 100 satisfy the [Student Learning Outcomes for SGR #3](#). Specifically, through CIV 100, students will identify and explain concepts terminology, and systems of inquiry related to US Civics. Students will apply these concepts and theories to contemporary and historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts. Finally, students will use social science methods and concepts to analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

Due to the alignment of the course with the SGR#3 student learning outcomes, we request the CIV 100 be added to the approved course list for SGR#3 Social Sciences for each university in the BOR system.

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

CIV 100 is purposely designed to meet the student learning outcomes associated with the SGR #3: social science graduation requirement.

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, theories, and systems of inquiry of the selected social science disciplines,
2. Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts, and
3. Analyze the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.

SGR #3	CIV 100 students will develop Civic Knowledge: a comprehensive understanding of civic knowledge, values, and skills, enabling them to actively participate in civic life as informed and responsible citizens
Identify and explain basic concepts, terminology, theories, and systems of inquiry of the selected social science disciplines.	In CIV 100, students 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.
Apply selected social science concepts and theories to contemporary or historical issues from different behavioral, cultural, institutional, temporal, or spatial contexts.	In CIV 100, 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.
Analyze the extent and impact of diversity	In CIV 100, students will develop essential civic

among individuals, cultures, or societies in contemporary or historical contexts using social science methods and concepts.	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.
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Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

This course will be developed based on the following course description and student learning outcomes:

1. Description

In this course, 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.

2. Student Learning Objectives

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.