General Education Council (GEC)
February 12, 2020
Kennesaw Campus – Clendenin Bldg., Rm. 1009
3:30 p.m.

Voting Members Present:
Alice Gooding (Anthropology)
Brad Suther (Geography)
Brendan Callahan (Bagwell College of Education)
Brian Etheridge (Honors College)
Brian Starks (Sociology)
Bruce Thomas (Mathematics)
Chao Mei (College of Computing and Software Engineering)
Dorian (Lee) Jackson (Foreign Languages)
Edward Eanes (Music)
Huggins Msimanga (Chemistry)
Jeanne Bohannon (Composition)
Jim Davis (Theatre and Performance Studies)
JoAnn LoVerde-Dropp (Literature)
Joy Brookshire (Biology - Molecular and Cellular)
Meredith Ginn (Communication)
Amy Howton for Monica Gerda (Health Promotion and Physical Education)
Nancy Burney (Statistics)
Natalie Berry (Dance)
Nirmal Trivedi (First-Year and Transition Studies: First-Year Seminar or Learning Communities)
Ryan Ronnenberg (History)
Susan Rouse (Philosophy)
Tanja Link (Criminal Justice)
Thomas Doleys (Political Science)
Timothy Mathews (Economics)
Tonya Jones (Leadership and Integrative Studies)
Trina Queen (Interdisciplinary Studies)

Non-voting Members Present:
Kris DuRocher (Faculty Director of General Education and Curriculum Development)
Alice Pate (Chairs Directors Assembly Representative)
Amy Jones (Curriculum Support Manager)
Raven Knudsen (Curriculum Support Specialist)
Monica Amey-Geter (Curriculum Support Specialist)
Jen Wells (Director, Assessment)
Anissa Vega (Assistant Vice President for Curriculum)

Guest(s):
Gabe Lindo (Registrar’s Office)
Christy Curley (Advising-CHSS)
The meeting began at 3:32 p.m.

I. Approval of past minutes
   - The minutes of the January 15, 2020 meeting were approved as written (which included the addition of Trina Queen as the representative for CHSS on the Faculty Senate GEC Task Force). Trina Queen made the first motion to approve and it was seconded by Alice Gooding. None opposed.

II. New Business
   a. The CHEM and ECON proposals have been sent to the BOR and are scheduled for the BOR General Education Council meeting on February 28, 2020.
   b. STAT 1402 did not pass UPCC. The proposal originators will take the input they received and submit a revision. A vote on the revised proposal may be done online if it needs to make the BOR GEC April 2020 meeting.
   c. Nirmal Trivedi inquired on the status of the Perspectives course proposal. Kris DuRocher stated that it and the Philosophy course proposal should be on the agenda for the BOR GEC meeting on February 28, 2020. These proposals are routed through the associated Regents’ Advisory Council and there is not a system to check for updates.
   d. The Faculty Senate GEC Task Force met on February 6th. Brendan Callahan and Trina Queen were elected as co-chairs. The task force will:
      1. Establish a purpose for the General Education Council;
      2. Determine whether representation by college should be based on the number of students enrolled or the number of majors;
      3. Develop three models.
   e. USG GenEd Revision
      At the BOR meeting on February 11, 2020, Dr. Tristan Denley presented the latest model for the GenEd Revision (presentation attached). Kris DuRocher presented to the Council the key components (attached). The latest model is to create opportunities for students to look at things through different perspectives. Discussion ensued and some of the comments and replies (italicized) are captured below:
      - 42 hours of the required core elements have been consolidated into a mandated 24 hours.
      - Are the core elements disciplined defined? There will be a list of courses that the USG requires and a list that KSU requires.
      - Will there be transferability between schools? Yes.
      - Will a course only be allowed in one box? Or, will some courses be housed in more than one box? It is unlikely that a course will be housed in more than one box.
      - Will the institutional options transfer? Yes.
      - There will be 18 hours for the institution to be creative in its offerings. The first time an institution has had some control.
      - The current policy for switching majors will probably stay in place.
      - What about the legislative requirement in Georgia regarding government and history?
         - KSU, along with some of the other USG institutions, made the decision to require students to take both courses (Political Science and History) versus either course. Therefore, it is KSU’s problem to make the necessary adjustment now.
– World History is a KSU requirement not a USG requirement. *It will not be part of the 24-hour core. Students will matriculate out or the course can be placed elsewhere.*
– During the consolidation between Southern Polytechnic and KSU, at that time, it was suggested that World History be part of the core.

- Each box will have its own outcome plus Critical Thinking and Global Competencies or Critical Thinking and Information Literacy. Students will be encountering the same things through different lenses.

- **Learning Outcomes:**
  - Most likely the USG will hand down required outcomes versus letting institutions develop their own.
  - Outcomes will be created to be cohesive across the core.

- **How will courses be assessed?** *Course level assessment is not the same as SACSCOC outcomes assessment.*

- **Will the assessment method be included in a syllabus?** *Outcomes are designed to be assessed at the student’s introductory level and/or mastery level.*

- **Thematic Journeys** are an overlay (over the faculty-facing boxes) that is student/advising/pathways/learning communities facing.
  - Like meta-majors? *Not sure yet.*
  - Will this require a ton of courses? *Institutions will define the themes - similar to focus areas.*

- **Institutional Options** (9 hours)
  - Flexibility for the institution to create what aligns with KSU’s mission.
  - Transferability

- **Exploratory Courses** (9 hours)
  - Designed to allow students the flexibility to explore fields of study early on - similar to “free electives”.
  - Will learning outcomes for Exploratory courses be required for each course or for the box they reside in? *Unknown at this time.*

- Can the boxes be populated with as many or few courses as the institution wants? *KSU will have to be able to sustain all courses with current resources.*

- **Will math and science lab hours rollover to the program or Area F? They will rollover to the program as they do now.**

- **GEC Responsibility:**
  - How much burden will there be on the GEC?
  - Will the Council be constantly voting on what box a course will reside in?
  - Will there be extra meetings? Extra workload?

  *Once the model is confirmed in April, then in the summer, administrative faculty and staff will begin working on it. 1) Defining how an expedited process can be implemented. 2) Take load off faculty. 3) Crosswalk old with new. In the fall, the GEC will need to determine how they will handle it which may be by dividing into committees.*

- **Transferability** will only be guaranteed within USG institutions. Outside the USG and international, it will be up to the department and content experts – case by case.

- **Field of study (Area F)** is owned by the USG and KSU will follow USG’s process.

- **Written communication in the field of study** is a concern. Students cannot AP out. Students should receive one college level writing course.

- **Is English 1102 still in the core?** *No, may need to consolidate 1101 and 1102.*
KSU will teach out its current General Education curriculum. A catalog year is a KSU contract with a student as long as they are continuously enrolled.

What is the communication plan?
- It will be communicated with the deans and the deans to the chairs and on down. The GEC members can communicate to their colleges. Kris DuRocher has offered to speak of the plan to the colleges upon request.
- A task force that is faculty(senator) led is being created by the Provost. This task force will develop guidelines, as a measuring stick, on what criteria a course will need to meet to fit into either an Institutional Options or Exploratory Courses box. This is step one and the work will transpire over the next two months.
- How broad will the guidelines be? Faculty senators are not voted in for their experience with curriculum. The task force is supposed to develop the “measuring stick” for what types of courses can go into those boxes not a list of the actual courses.
- How are the faculty senators being chosen? Faculty Senate President, Doug Moodie, sent out an email asking for volunteers from each college. If you are not a senator but want to be considered, contact your senator and ask that your name be passed on to Doug Moodie.

How will feedback be used?
- There will be a BOR website where individuals can provide direct feedback.
- Individuals may send feedback to Kris DuRocher and she will submit them.
- Individuals can work directly through their Regents’ Advisory Council representative.

The defining of Data Literacy and Digital Literacy is still evolving.

The meeting adjourned at 4:55 p.m.

KD/djh

Attachments:  GEC PowerPoint
USG PowerPoint
I. Welcome
   • Please be sure you have signed in

II. Approval of past minutes
    • Minutes of the January 15, 2020 meeting (Please review the attached minutes prior to the meeting.)

III. New Business
    a. UPCC update on STAT 1402
    b. USG GenEd Revision
       • New USG General Education Curriculum model is slated to be shared to the BOR on February 11, 2020
    c. Faculty Senate GEC Task Force

IV. Upcoming events
    a. Next agenda deadline: March 3, 2020
    b. Next meeting: Wednesday, March 18, 2020; 3:30 p.m.; Clendenin Bldg., Room 1009
Proposed Redesigned General Education Curriculum

**CORE ELEMENTS**

Arts & Humanities
Mathematics
Science
History & Government
Institutional Options
Institutional Options
Written Communication
Oral Communication
Data/Digital Fluency
Social Sciences
Institutional Options

33 Credit Hours

**FIELD OF STUDY COURSES**

Written Communication in the field

18 Credit Hours

**EXPLORATORY COURSES**

9 Credit Hours
General Education Council meeting 2.12.20

Agenda
- Welcome
- Old Business
  - Approval of past minutes
- New Business
  - UPCC update on STAT 1402
  - Faculty Senate GEC Task Force
- USG General Education Revision
- Next agenda deadline: March 3, 2020
- Next meeting: Wednesday, March 18, 2020; 3:30 p.m.; Clendenin Bldg., Room 1009
1. Old Business
   Approval of January minutes

2. New Business
   Director updates
   General Education Revision update
Director Updates

- Curriculum:
  - CHEM and ECON
    - Feb. 24, 2020 USG GEC agenda
  - STAT 1402
  - GEC taskforce
    - Update

General Education Redesign Update
Overview

1. Redesign Timeline
2. Design principles
3. Revised model
4. Significance of changes
5. Next steps

1. Timeline
Gen Ed Redesign Timeline

2019
May  Chancellor announced redesign
June  Chancellor’s Charge; Design Committee began work
September  Board Approved Design Principles
November  Implementation Committee Established
Winter  General Education Implementation Meetings

2020
February  Draft Curriculum outline released for review
April   General Education Curriculum submitted for Board Approval
         Institutional review and approval processes

2021
Fall  Target for Redesigned General Education Curriculum

2. Design Principles
<table>
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<th>Well-Rounded</th>
<th>Foundational</th>
<th>Success in all Settings</th>
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<td>General education should give students foundational knowledge in major academic disciplines and a set of core competencies that enables them to be well-informed learners ready for success.</td>
<td>General education should expose students to skills, diverse learning perspectives and ways of knowing in the Sciences, Social Sciences, Arts, and Humanities, to prepare them for a lifetime of learning.</td>
<td>General education should prepare students to thrive in the workplace, society, and the world. General education should prepare students for future employability by providing a broad base of knowledge and the skills to succeed in the workforce. General education should prepare students to be intellectually-engaged productive citizens, strongly grounded in American history and government, and prepared to participate in a diverse and complex global economy. General education should teach students to clearly communicate their ideas in a manner that is respectful of civil discourse and perspectives, and to demonstrate those skills through verbal, written, digital, and multimodal communication channels.</td>
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<td>21st Century Skills</td>
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<td>General education should inspire students to learn by allowing them to explore their passions and purposes and to make connections between a coherent body of knowledge, their chosen professions, and information they may not realize they need to know.</td>
<td>General education should encourage inquisitiveness, creativity, self-motivation and critical thinking in students, enabling them to develop 21st century skills such as data and technology literacy, and work in multi-disciplinary teams.</td>
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<td>General education should provide a clear, flexible platform for student success by providing engaging, high-quality courses that maintain consistent rigor and facilitate seamless institutional transfer.</td>
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3. Redesigned Model
**Proposed Redesigned General Education Curriculum**

- **Overview:**
  - 33 hours of Core Courses
    - 24 mandated hours
    - 9 hours of institutional options
  - Exploratory courses
    - 9 hours
  - Field of Study
    - 18 hours
    - 60 total hours

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**CORE ELEMENTS**

- Cross Cutting Outcomes
Cross cutting learning outcomes detailed

- All courses engage in critical thinking+

Global Perspectives
1. Arts & Humanities
2. History & Government
3. Written Communication
4. Oral Communication

Global Competencies
- Culture & Diversity
- Ethics
- Global Perspectives
- Citizenship

Information Literacy+
1. Mathematics
2. Social Sciences
3. Science
4. Data/Digital Fluency

Cohesion through Thematic Journeys

CORE ELEMENTS
Non-Core Elements

- 9 Hours of Institutional Options
- 9 Hours of Exploratory Courses
- 18 hours in the Field of Study
  - Must have a writing in the discipline component
  - Transferability remains required

What is new

- New for KSU:
  - Combination of several Areas
  - Two New Core Elements:
    - Data/Digital Literacy
    - Oral Communication

- New for Everyone:
  - Embedded outcomes across courses
  - Writing in the field in Area F
  - Exploratory Options
  - Institutional Options
5. Significance of changes

Significance

- Student centered model
- Showcase KSU and our faculty
- Increased institutional flexibility
6. Next Steps

- Communication with campus
- Guidelines Taskforce
Next meeting

- Agenda deadline:
  - March 3, 2020

- Next meeting:
  - Wednesday, March 18, 2020
  - 3:30 p.m
  - Clendenin Bldg., Room 1009

Thank you!

Kris DuRocher
Faculty Executive Director of General Education and Curriculum Development

p: 470-578-4526
e: kduroche@kennesaw.edu
Redesigning the Gen Ed Curriculum
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<td>Target for Redesigned General Education Curriculum</td>
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Current General Education Curriculum

CORE CURRICULUM

Area A1
Communication Skills

Area A2
Quantitative Skills

Area C
Arts & Humanities

Area D
Science

Area E
Social Sciences

Institutional Area Variability

Institutional Area Variability

Area A1
Communication Skills

Area B
Institutional Options

Area C
Arts & Humanities

Area D
Science, Math and Technology

Area E
Social Sciences

Institutional Area Variability

Institutional Area Variability

42 Credit Hours

Area F Courses

18 Credit Hours
Current General Education Curriculum

**CORE CURRICULUM**

- **Area A1** Communication Skills
- **Area A2** Quantitative Skills
- **Area C** Arts & Humanities
- **Area D** Science
- **Area E** Social Sciences
- **Institutional Area Variability**

- **Area A1** Communication Skills
- **Area B** Institutional Options
- **Area C** Arts & Humanities
- **Area D** Science, Math and Technology
- **Area E** Social Sciences
- **Institutional Area Variability**

**42 Credit Hours**

**Area F Courses**

**18 Credit Hours**
Current General Education Curriculum

Core Curriculum

Area A1 Communication Skills
Area A2 Quantitative Skills
Area C Arts & Humanities
Area D Science
Area E Social Sciences
Institutional Area Variability

Area A1 Communication Skills
Area B Institutional Options
Area C Arts & Humanities
Area D Science, Math and Technology
Area E Social Sciences
Institutional Area Variability

42 Credit Hours

Area F Courses

18 Credit Hours
Gen Ed Redesign Principles

Well-Rounded

Foundational

Connections/Coherece

21st Century Skills

Success in all Settings

Process
A clear, flexible platform for student success and seamless institutional transfer of 60 transferrable credits
Current General Education Curriculum

CORE CURRICULUM

Area A1 Communication Skills
Area A2 Quantitative Skills
Area C Arts & Humanities
Area D Science
Area E Social Sciences
Institutional Area Variability

Area A1 Communication Skills
Area B Institutional Options
Area C Arts & Humanities
Area D Science, Math and Technology
Area E Social Sciences
Institutional Area Variability

42 Credit Hours

Area F Courses

18 Credit Hours
Proposed Redesigned General Education Curriculum

33 Credit Hours

18 Credit Hours

9 Credit Hours
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Proposed Redesigned General Education Curriculum

CORE ELEMENTS

Arts & Humanities
Mathematics
Science
History & Government
Institutional Options
Institutional Options

21st Century Skills
Thematic Journeys

Written Communication
Oral Communication
Data/Digital Fluency
Social Sciences
Institutional Options
Institutional Options

21st Century Skills
Thematic Journeys

FIELD OF STUDY COURSES

EXPLORATORY COURSES

Written Communication in the field

18 Credit Hours

9 Credit Hours
Dr. Tristan Denley
Executive Vice Chancellor for Academic Affairs
and Chief Academic Officer
University System of Georgia
Tristan.Denley@usg.edu
Twitter: @TDenley
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