General Education Council (GEC)  
September 15, 2020, 12:30 p.m.  
Teams Meeting  

MINUTES  

I. Welcome  
- Attendance was documented based on those members and guests who typed their name in the chat box.  (*Attendance attached, quorum present.*)  

II. Approval of past minutes  
- Minutes of the August 18, 2020 meeting. Jeanne Bohannon motioned to approve, and Joy Brookshire and Brendan Callahan seconded. The minutes were approved as written, all who voted in favor.  

III. New Business (*Power Point presentation attached.*)  
- Math Pathway Update  
  - Kris DuRocher provided an update on the BOR Math pathway. Please see slide #7 of the attached power point presentation.  
- DATA 1501 Overview  
  - Linda Galloway gave an update on the work she and a team, made up from other universities, have done since last spring. She shared the syllabus for DATA 1501 which is attached to the proposal in Curriculog.  
- Curriculog Overview  
  - Amy Jones provided an overview on the use of Curriculog as well as the curriculum review process and available training for those who require it.  
- Assessment Thoughts  
  - It is likely that the requirement for a revised assessment model and the GedEd redesign will occur concurrently. Kris DuRocher created a timeline and a survey for the members share.  

IV. Director Updates  
- Professional Development is available through the Charles A. Dana Center FOCI Virtual Teaching and Learning Sessions; and, the AACU High-Impact Practices for Equity and Impact New Contexts. Please see slides #13 and 14 of the attached power point.  
- The university is still in a “holding pattern” for the GenEd redesign. We are waiting on the USG.  

V. Announcements  
- Next agenda deadline: October 6, 2020 by 5:00 p.m.  
- Next meeting: October 20, 2020 at 12:30 p.m.; via MS Teams. The current meeting link can be found on the [https://cia.kennesaw.edu](https://cia.kennesaw.edu) website under Curriculum Committees, GEC.  

VI. Adjournment  
- Carola Mattord motioned to adjourn and Tanja Link seconded. The meeting adjourned at 1:20 p.m.  

kd:djh  

Attachments: Attendance, Power Point
## General Education Council
### Attendance – September 15, 2020

<table>
<thead>
<tr>
<th>Present (P)</th>
<th>Area</th>
<th>Name of Council Members</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P</td>
<td>Bagwell College of Education</td>
<td>Brendan Callahan</td>
</tr>
<tr>
<td>2</td>
<td>P</td>
<td>College of Architecture and Construction Management</td>
<td>Peter Pittman</td>
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<tr>
<td>3</td>
<td>P</td>
<td>College of Computing and Software Engineering</td>
<td>Hisham Haddad</td>
</tr>
<tr>
<td>4</td>
<td>P</td>
<td>Anthropology</td>
<td>Susan Smith</td>
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<tr>
<td>5</td>
<td>P</td>
<td>Communication</td>
<td>Meredith Ginn</td>
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<td>6</td>
<td>P</td>
<td>Composition</td>
<td>Jeanne Bohannon</td>
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<td>7</td>
<td>P</td>
<td>Criminal Justice</td>
<td>Tanja Link</td>
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<tr>
<td>8</td>
<td>P</td>
<td>Foreign Languages</td>
<td>Dorian (Lee) Jackson</td>
</tr>
<tr>
<td>9</td>
<td>P</td>
<td>Geography</td>
<td>Brad Suther</td>
</tr>
<tr>
<td>10</td>
<td>P</td>
<td>History</td>
<td>Ryan Ronnenberg</td>
</tr>
<tr>
<td>11</td>
<td>P</td>
<td>Interdisciplinary Studies (Heather Scott proxy for)</td>
<td>Trina Queen</td>
</tr>
<tr>
<td>12</td>
<td>P</td>
<td>Office of the Dean – Perspectives</td>
<td>Nirmal Trivedi</td>
</tr>
<tr>
<td>13</td>
<td>P</td>
<td>Office of the Dean – Leadership and Integrative Studies</td>
<td>Heather Scott</td>
</tr>
<tr>
<td>14</td>
<td>P</td>
<td>Literature</td>
<td>Carola Mattord</td>
</tr>
<tr>
<td>15</td>
<td>P</td>
<td>Philosophy</td>
<td>Susan Rouse</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>Political Science</td>
<td>Tom Doleys</td>
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<tr>
<td>17</td>
<td>A</td>
<td>Psychology</td>
<td>Lauren Tagliatela</td>
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<tr>
<td>18</td>
<td>A</td>
<td>Sociology</td>
<td>Brian Starks</td>
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<tr>
<td>19</td>
<td>P</td>
<td>Economics</td>
<td>Tim Mathews</td>
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<tr>
<td>20</td>
<td>P</td>
<td>Art and Design</td>
<td>Debbie Hutchinson</td>
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<tr>
<td>21</td>
<td>P</td>
<td>Dance</td>
<td>Natalie Berry</td>
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<tr>
<td>22</td>
<td>n/a</td>
<td>Music</td>
<td>Pending</td>
</tr>
<tr>
<td>23</td>
<td>n/a</td>
<td>Theatre and Performance Studies</td>
<td>Pending</td>
</tr>
<tr>
<td>24</td>
<td>P</td>
<td>Biology – Ecology, Evolution, and Organismal</td>
<td>Matthew Laposata</td>
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<tr>
<td>25</td>
<td>P</td>
<td>Biology – Molecular and Cellular</td>
<td>Joy Brookshire</td>
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<tr>
<td>26</td>
<td>P</td>
<td>Chemistry</td>
<td>Huggins Msimanga</td>
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<tr>
<td>27</td>
<td>P</td>
<td>Mathematics</td>
<td>Bruce Thomas</td>
</tr>
<tr>
<td>28</td>
<td>P</td>
<td>Physics</td>
<td>Ben Rybolt</td>
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<tr>
<td>29</td>
<td>P</td>
<td>Statistics</td>
<td>Holly Deal</td>
</tr>
<tr>
<td>30</td>
<td>P</td>
<td>Honors College</td>
<td>Brian Etheridge</td>
</tr>
<tr>
<td>31</td>
<td>P</td>
<td>Southern Polytechnic College of Engineering and Engineering Technology</td>
<td>Matthew Marshall</td>
</tr>
<tr>
<td>32</td>
<td>P</td>
<td>WellStar College of Health and Human Services</td>
<td>Mia Oberlton</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Faculty Director of General Education and Curriculum Development</td>
<td>Kris DuRocher</td>
</tr>
</tbody>
</table>

*All are voting members, unless otherwise indicated.*

### Other Attendees

| Curriculum | Raven Malliett |
| Registrar’s Office | Gabriel Lindo-Ardila |
| Mathematics | Ken Keating |
General Education Council
Attendance – September 15, 2020

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>Linda</th>
<th>Galloway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
<td>Amy</td>
<td>Jones</td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td>Pam</td>
<td>Cole</td>
</tr>
</tbody>
</table>

Attendance is documented based on those members and guests who typed their name in the MS Teams Chat Box.
AGENDA

I. Welcome and Reminders
   1. Attendance is recorded by members and guests typing their name in the Chat Box.
   2. We ask that microphones and cameras be turned off when you are not speaking.
      (This will assist with bandwidth issues.)

II. Approval of past minutes
   - Minutes of the August 18, 2020 meeting

III. New Business
   - Curriculog Overview
   - Assessment Thoughts
   - Math Pathway Update
   - DATA 1501 Overview

IV. Announcements
   - Next agenda deadline: October 6, 2020 by 5:00 p.m.
   - Next meeting: October 20, 2020 at 12:30 p.m.; Teams
Welcome!
The meeting will start shortly

Attendance is recorded by members and guests typing their name in the Chat Box.

We ask that everyone mute their mic when you are not speaking.

We ask that you please use the “Raise Your Hand” feature to request to speak. (You need to have the full screen shown to see the “raise your hand” icon.) Click the icon and wait for your name to be called. If you are not called upon in a timely manner, speak during the next pause in the discussion.

Please turn on your camera when you are speaking for accessibility purposes. [For individuals with any hearing impairment, “Live Captions” is available. To turn on “Live Captions”, click on the ellipsis (…) and select the option.]
Old Business
- Approve August minutes

New Business
- Math Pathway Update
- DATA 1501 Overview
- Curriculog Overview
- Assessment Thoughts

Director Updates
- Professional Development Opportunities

Next Meeting:
- October 20, 2020 in Teams, 12:30-2:00 pm.
- Agenda deadline: October 6, 2020 at 5 pm.
1. Old Business
Approval of August Minutes

- Any discussion or changes?
- Please type motion to approve in the chat
- Please type second in the chat
- Vote:
  - Please type your last name and vote
2. New Business
Math Pathway Update

- Focus on Non-STEM pathways from A2 and D1

- During 2019-2020
  - Added Math 1113 to D1
  - Added STAT 1401 to A2

- 2020-2021
  - Applied Statistics in D1 (DATA 1501)
  - Quantitative Reasoning (MATH 1001) in A2
DATA 1501 Overview

- Linda Galloway
Curriculog Overview

Amy Jones
Curriculum Support Manager

Raven Malliett
Curriculum Support Specialist

Monica Amey - Geter
Curriculum Support Specialist
Curriculog Overview

Amy Jones
Curriculum Support Manager

Raven Malliett
Curriculum Support Specialist

Monica Amey - Geter
Curriculum Support Specialist
Assessment Thoughts

- Timeline for Assessment Model Implementations
- Survey
- [https://kennesaw.co1.qualtrics.com/jfe/form/SV_cN0O0wPKTInlIXj](https://kennesaw.co1.qualtrics.com/jfe/form/SV_cN0O0wPKTInlIXj)
3. Director Updates
Professional Development Opportunities

Charles A. Dana Center FOCI Virtual Teaching & Learning Series

● Are you interested in creating a high-impact, student-centered virtual teaching and learning environment that fosters student engagement and community to complement your discipline expertise? Would you like to explore evidence-based ways to support each student’s needs while maintaining consistency in the class?

● Free but with limited registration spots (PDF with full information in D2L)

● This FOCI series consists of six sessions that explore the principles and strategies that support student-centered learning in a virtual environment. Series sessions are highly interactive and take place online via Zoom in a secure virtual meeting room. There is no travel required to participate, and no charge!
Designing High-Impact Practices for Equity and Impact in New Contexts


Recorded and available on demand
4. Next Meeting
Next Meeting

- October 20, 2020 in Teams, 12:30-2:00 pm.
- Agenda deadline: October 6, 2020 at 5pm.
- [https://cia.kennesaw.edu/curriculum-committees/gec.php](https://cia.kennesaw.edu/curriculum-committees/gec.php)
Motion to Adjourn

Thank you,
Kris DuRocher
kduroche@kennesaw.edu
General Education Council Website
## General Education Assessment New Model Implementation Timeline

Color code:  
Blue – USG related  Green – assessment related  Orange – curriculum related  Yellow – SACSCOC related

<table>
<thead>
<tr>
<th>Semester</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Ongoing USG Redesign of Core Curriculum at the system level.</td>
</tr>
<tr>
<td>Fall 2020</td>
<td>Preliminary research into a General Education Assessment Model that meet the requirements of SACSCOC, utilizing experts in the system, consultants, and the GEC for their expertise and/or input as needed.</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Finalization of USG Redesign of Core Curriculum by the system office.</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Review and finalize new model of assessment for General Education (may continue into summer).</td>
</tr>
<tr>
<td>Summer 2021</td>
<td>Itemize needs and resources necessary for the implementation of the new General Education Assessment model.</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Start of the creation and submission of Redesigned Core Curriculum coursework through KSU Curriculum process and USG approval process.</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>Faculty workgroups develop materials for assessment.</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>Ongoing creation and submission of Redesigned Core Curriculum coursework through KSU Curriculum process and USG approval process.</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>Faculty workgroups finalize materials for assessment.</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>Latest submission date for Redesigned Core Curriculum coursework through KSU Curriculum process and BOR process. Based on the current calendar December 2022 is the last month for February 2023 USG GEC approval for fall 2023.</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>Pilot of assignments and rubrics for new assessment model.</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>All coursework for Redesigned General Education for fall 2023 implementation is finalized and updated in catalog and course offerings.</td>
</tr>
<tr>
<td>Spring 2023</td>
<td>Pilot of assignments and rubrics for new assessment model.</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>Current projected implementation of Redesigned Core Curriculum</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>Latest date to implement new assessment of Core Curriculum in order to have 5 years of data for the reaffirmation report.</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>GEC reviews data from pilot and makes recommendations. Faculty taskforce maybe be necessary to modify tools based on feedback and GEC recommendations.</td>
</tr>
<tr>
<td>Fall 2023</td>
<td>Implement new General Education Assessment model fully. Collect fall data</td>
</tr>
<tr>
<td>Year</td>
<td>Action</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>Spring 2024</td>
<td>Deadline to implement any fall recommendations from the pilot.</td>
</tr>
<tr>
<td>Spring 2024</td>
<td>Collect spring General Education Assessment data.</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>5th year report due to SACSCOC. General Education assessment not required for inclusion.</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>GEC reviews data from previous academic year assessment. Changes implemented. Develops a plan for sustaining positive areas and improving areas of concern.</td>
</tr>
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</table>

**Fall 2023-Spring 2028 ongoing cycle:**

- Fall/Spring: Assessment implementation and collection
- Summer: Data graded and organized
- Fall: GEC review of data from previous year, updates plan for improvement

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
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<tbody>
<tr>
<td>Fall 2028</td>
<td>Reaffirmation year with SACSCOC. Five years of General Education Assessment data must be included, along with outcome level reports, and GEC’s feedback and efforts towards continuous improvement.</td>
</tr>
</tbody>
</table>
FOCI Professional Learning Series
Virtual Teaching & Learning – Georgia Fall 2020

Offered at no charge to state of Georgia faculty, Fall 2020!

As Georgia responds to the evolving needs of faculty professional development to deploy evidence-based pedagogical strategies in a variety of learning settings, we are pleased to offer at NO COST the Charles A. Dana Center FOCI Virtual Teaching & Learning Series. This Series will empower instructors to build and implement virtual, blended, and in-person learning consistent with current Georgia Momentum efforts to support the implementation of inclusive and interactive pedagogical strategies.

Are you interested in creating a high-impact, student-centered virtual teaching and learning environment that fosters student engagement and community to complement your discipline expertise? Would you like to explore evidence-based ways to support each student’s needs while maintaining consistency in the class?

Are you looking for a support group of peers? Are you open to examining your own beliefs about and implementing new effective teaching and assessment strategies in a virtual or blended environment?

**State of Georgia faculty from ALL disciplines/departments are encouraged to participate!**

If you answered “yes” to any of these questions, join our Charles A. Dana Center professional learning opportunity.

Series 4: Creating Effective Learning Experiences at a Distance:
Fostering a community of engaged learners in a virtual environment

This FOCI series consists of six sessions that explore the principles and strategies that support student-centered learning in a virtual environment. Series sessions are highly interactive and take place online via Zoom in a secure virtual meeting room. There is no travel required to participate, and no charge!

You’ll work with a cohort of peers in large and small groups to learn together. Facilitators from the Charles A. Dana Center will guide each session and ensure that you have all of the tools and support you need to apply your knowledge effectively in the classroom.
Fall 2020 Cohorts (two):

**Wednesdays, 3:00 – 5:00pm Eastern**
09/30/20  10/07/20  10/14/20  10/21/20  10/28/20  11/04/20

Register here: [https://forms.gle/PTib45keG4kGDr2z5](https://forms.gle/PTib45keG4kGDr2z5)

**Saturdays, 10:00am to 12:00pm Eastern**
09/30/20  10/07/20  10/14/20  10/21/20  10/28/20  11/04/20

Register here: [https://forms.gle/xr6EHcQcU5mB2A9EA](https://forms.gle/xr6EHcQcU5mB2A9EA)

See the previous page for session descriptions. Attendance in all six is highly recommended.

Don’t wait – the cohort is filling up and the first session is approaching. Register now!
### What am I committing to?

| Actively participating in the full series of 6 sessions (12 total hours) | Each session is 2 hours long. In each session, we use authentic situations to explore, struggle with, and make sense of pedagogical and content challenges.  
Sessions use the video and audio features of Zoom. This technology enables us to converse “face-to-face” in real time in large and small groups, without the expense and hassle of traveling to a central location. |
|---|---|
| Preparing for each session and trying new ideas in your own classroom after each session | **Prior to each session**, you are expected to do a limited amount of preparation work, often a short reading, video viewing, document analysis, and/or personal reflection.  
**After each session**, you commit to trying a technique or approach we discussed during the session. |
| Contributing to the large and small group discussions; supporting your peers on this learning journey | Contribute in the large and small group discussions, bringing your own perspectives and prior experiences into the conversations.  
Collegially engage in conversations and activities focused on combining your discipline expertise with proven virtual strategies to deepen student engagement with the content. |

### What support will I get from the Dana Center?

| FOCI materials | You will receive high-quality, well-researched, and thoughtful materials for the entire series. All session materials – readings, reflections, handouts, and PowerPoints – will be provided electronically.  
You will also have access to recordings and chat transcripts of the sessions so that you can review the content on your own throughout the series and thereafter. |
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<tbody>
<tr>
<td>Support from trained facilitators</td>
<td>Dana Center curriculum and professional learning specialists will lead the sessions. These individuals are available to answer questions and provide support during and between the sessions. They can address content and application questions as well as technology issues (e.g., the Zoom platform).</td>
</tr>
<tr>
<td>Certificate of completion</td>
<td>You will receive a certificate of completion at the end of the series that may be submitted with tenure or promotional materials for your department. The topics and number of hours of professional learning you completed will be listed on the certificate.</td>
</tr>
</tbody>
</table>

### Do I need any previous knowledge of virtual teaching and learning to participate?

No previous knowledge is required! This series will provide an introduction to research and practice of student-centered teaching and learning in a virtual environment, including creating community and fostering engagement.
Series 4: Creating Effective Learning Experiences at a Distance:
*Fostering a community of engaged learners in a virtual environment*

- **Session 1: Creating Community in a Virtual Environment**
  Participants will:
  - Establish a safe, supportive, participant-centered learning environment for the cohort.
  - Set goals for participation and growth during this professional learning series.
  - Analyze the literature on the characteristics of a safe, guided, and effective virtual classroom culture.

- **Session 2: Promoting Active Learning and Student Engagement**
  Participants will:
  - Examine innovative assessment techniques that support academic integrity.
  - Create activities and assessments that map to student learning outcomes.
  - Explore culturally responsive teaching strategies that motivate learning.

- **Session 3: Increasing Inclusivity and Access for All Students**
  Participants will:
  - Discuss and build an equitable syllabus.
  - Explore considerations for inclusive interactivity among students, instructors, and content.
  - Consider aspects of the principles of universal design for learning.

- **Session 4: Transitioning to a Community of Engaged Learners in an Asynchronous Environment**
  Participants will:
  - Examine evidence-based pedagogy for virtual teaching and learning.
  - Apply instructional design models to the virtual space.
  - Choose and adapt methods for co-constructing the course with students.

- **Session 5: Addressing Student Needs**
  Participants will:
  - Identify additional considerations for supporting student success in a virtual environment.
  - Consider aspects of the digital divide and how to support students in effective asynchronous learning.
  - Explore the concept of a student hub for campus supports.

- **Session 6: Establishing Pedagogy First, Choosing Tools Second**
  Participants will:
  - Reflect on pedagogical decisions implemented throughout the semester.
  - Evaluate tools for appropriateness and effectiveness.
  - Design and apply an evaluation process for continuous improvement of pedagogy and tools.