General Education Council (GEC)
March 21, 2018
3:30 – 5:00 p.m.
Clendenin Bldg., Room 1009

Voting Members Present:
Brian Artese (Literature)
Natalie Berry (Dance)
Cathy Bradford (First-Year and Transition Studies)
Joy Brookshire (Biology Molecular and Cellular)
Beth Burmester (Composition)
Nancy Burney (Statistics)
Tom Doleys (Political Science)
Emily Holler (Communication)
Matt Laposata (Biology Ecology, Evolution, and Organismal)
Tanja Link (Criminal Justice)
Corinne McNamara (Psychology)
Huggins Msimanga (Chemistry)
David Parker (History)
Michael Patrono (Economics)
Trina Queen (Interdisciplinary Studies)
Andrea Scapolo (Foreign Languages)
Val Sooklal (Southern Polytechnic College of Engineering and Engineering Technology)
Lynn Stallings (Honors College)
Brad Suther (Geography)
Bruce Thomas (Mathematics)

Non-voting Members Present:
Sarah Holliday (Academic Affairs)
Chris Hutt (Academic Affairs)
Amy Jones (Academic Affairs)
Marilee McClure (Academic Affairs)
Val Whittlesey (Academic Affairs)

Guest(s):
Chien-Pin Li (College of Humanities and Social Sciences)

The meeting began at 3:35 p.m.

I. Sarah Holliday welcomed everyone and requested each to sign in.

II. Approval of past minutes
a. The minutes of the February 21, 2018 meeting were approved as written. Natalie Berry motioned for approval and Joy Brookshire seconded the motion. None opposed.

III. Faculty Director of General Education Search Update
   a. Tom Doleys, Search Committee Chair, reported that the search process was completed and a recommendation made to management. Each of the candidates met with both Dr. Val Whittlesey, Associate Vice President for Curriculum, and Dr. Linda Noble, Interim Provost and Vice President for Academic Affairs.
   b. Tom also stated that the interview schedules were designed to enable the candidates to meet with the General Education Council (GEC) at the same time (and day for two of the candidates) that the regular GEC meetings were held. However, in spite of this arrangement, the attendance was very low.
   c. Tom thanked the search committee members and those who had attended the candidate presentations.

IV. Proposal for Faculty Award Update
   a. No new information.

V. Curriculog
   a. New Proposals (A quorum was present for voting.)
      i. Area D Special Language. Sarah Holliday presented the proposed changes:
         • D1: MATH 1107 renamed STAT 1107 and listed with Calculus I and II
         • Notes for D2:
           Science Majors: Title renamed from “STEM Majors” and description revised.
           Nursing Majors: MATH 1107 changed to STAT 1107
         • Huggins Msimanga raised a concern about the revised description for the Science Majors. He stated that the length of the science labs vary and change depending on the course. After discussion among the members, it was requested that the language be changed as follows:
           “Science Majors: Must take (two) four CREDIT hour laboratory science courses”;
         • Nancy Burney made a motion to approve the proposed Area D changes, including the above revised language for the Science Majors. Natalie Berry seconded the motion. None opposed.
   b. Old Proposals
      i. The proposals for COM 1100, RELS 1102, and LDRS 2300 are back from the Board of Regents (BOR).
      ii. MATH 1112, MATH 1113, MATH 1160, MATH 1190 and CHEM 1211 proposals are at the BOR.
   c. Future Proposals
      i. No new proposals.

VI. Guest speakers
   a. Curriculog (Amy Jones, Academic Affairs).
      i. Amy Jones gave a demonstration and overview on use of the Curriculog system.
      She demonstrated how to get to the website, links to the various types of training available, and how to request a signature PIN the first time (email curriculog@kennesaw.edu).
ii. Amy also demonstrated other features such as setting up a watch list (a list of programs you want to follow their progress and/or be notified), how to search for a program, and how programs progress through the system.

b. Motivate Lab (Chris Hutt, Academic Advising)
   i. Chris Hutt announced that a team from Motivate Lab would visit KSU on April 9 and 13. The team wants to sit-in on classes as well as interact with first-year students, especially first-year seminar. Chris was requesting participation from faculty with these classes. (Additional information attached.)
   ii. The visit by Motivate Lab is in relation to one of the three Momentum Year goals – Successful Academic Mindset (which also connects to the Gateways to Completion initiative). How do students connect with a university (i.e. through Advising, Housing, and Student Affairs)? The other two goals are: Purposeful choice in the first year, and Student progression to a degree.

VII. Other
a. e-Core: Sarah Holliday announced that changes had been made for GEOL 1011K and BIOL 1011K in the eCore-KSU Course Equivalences for Summer 2018-Fall 2018 (see attachment). An announcement of the change was posted for the students when they log into eCore. eCore courses are non-credit general electives.

b. University Handbook GEC Description: Sarah Holliday asked everyone to review the updated description that will appear in the 2018 University Handbooks. The total task force (TF) number increased from 24 to 25 with the addition of Leadership and Integrative Studies. The subject of adding a representative from the library was risen. The members decided to research this option during the next academic year. Cathy Bradford motioned to approve the updated description and Beth Burmester seconded the motion. None opposed.

c. 2017-18 GEC Roster: The roster is up-to-date for the spring semester.

d. DAC Roster: Sarah Holliday announced that the Discipline Assessment Coordinator (DAC) roster needs updating. There will be a new coordinator for LDRS 2300 in the fall and all coordinators who will be performing the end-of-year assessment reports need to be verified for reporting and payroll.

e. Learning Support: Sarah Holliday reminded everyone of the notification made last fall that the program would be discontinued effective this spring (see attachment).

f. No Cost-Low Cost: Sarah Holliday informed the members that beginning in Fall 2018, USG institutions will be required to “identify” for students which course sections have course materials that are no-cost or low-cost. This information must be available to the student at the time of registration and coded in Banner. Guidelines are available on the Affordable Learning Georgia website, https://www.affordablelearninggeorgia.org, and/or see the attached.

VIII. Upcoming events:
   a. QEP Speaker: Dr. Jenny Shanahan on HIPs as a Vehicle for Transformative Learning, Monday, April 16, 2018, at 11:00 a.m. – 12:30 p.m., KSU Center, Rm. 400.
   b. Next proposal deadline: April 11, 2018
   c. Next meeting: April 18, 2018 (Kennesaw-Clendenin, Rm. 1009)

The meeting adjourned at 4:27 p.m.

SH/djh

Attachments:
- Minutes (February 21, 2018 GEC meeting)
- Area D Proposal Language
- Motivate Lab Visit
- eCore-KSU Equivalencies (Summer 2018-Fall 2018)
- University Handbook GEC Description
- Learning Support Program Changes
- Affordable Learning Georgia: Appendix A
- QEP Speaker, Dr. Jenny Shanahan, Announcement
General Education Council (GEC)
March 21, 2018
Clendenin Bldg., Rm. 1009
3:30 – 5:00 p.m.

AGENDA

I. Welcome
   a. Sign in

II. Approval of past minutes
   a. Minutes of February 21, 2018

III. Faculty Director of General Education Search Update

IV. Proposal for Faculty Award Update

V. Curriculog
   a. Current Proposals
      i. Area D Special Language
   b. Past Proposals
      i. RELS1102
      ii. COM 1100
      iii. LDRS 2300
     iv. MATH 1112, MATH 1113, MATH 1160, MATH 1190
      v. CHEM 1211
   c. Future Proposals
      i. None

VI. Guest speakers
   a. Today:
      i. Curriculog (Amy Jones, Academic Affairs)

VII. Other
   a. E-Core Changes
   b. Update of the GEC entry in the University Handbook
   c. Updates for the 2017-18 GEC roster
   d. Updates for the Discipline Assessment Coordinators (DAC) list
   e. Reminder: Be aware of Learning Support changes

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Natalie Berry (Dance)
Joy Brookshire (Biology (Molecular and Cellular))
Beth Burmester (Composition)
Tom Doleys (Political Science)
Michael Patrono (Economics)
Monica Gerda (Health Promotion and Physical Education)
Cristina Gheorghiu-Stephens (Sociology)
Emily Holler (Communication)
Debbie Hutchinson (Art)
Matt Laposata (Biology (Ecology, Evolution, and Organismal))
Corinne McNamara (Psychology)
Chao Mei (College of Computing and Software Engineering)
Huggins Msimanga (Chemistry)
David Parker (History)
Roxanne Donovan for Trina Queen (Interdisciplinary Studies)
Susan Rouse (Philosophy)
Andrea Scapolo (Foreign Languages)
Debarati Sen (Anthropology)
Lynn Stallings (Honors College)
Brad Suther (Geography)
Bruce Thomas (Mathematics)

Non-voting Members Present:
Rachel Blasé (Teacher Education Advisement Ctr.)
Sarah Holliday (Academic Affairs)
Chris Hutt (Academic Affairs)
Amy Jones (Academic Affairs)
Julie Newell (Academic Affairs)
Valerie Whittlesey (Academic Affairs)

Guest(s):
Susan Vande Ven (College of Computer and Software Engineering – Information Technology)
Chien-Pin Li (College of Humanities and Social Sciences)

The meeting was called to order at 3:31 p.m.
I. Welcome and Sign-in

II. Approval of Past Minutes
   a. The minutes of the November 15, 2017 meeting were approved as written. Natalie Berry motioned for approval and Debbie Hutchinson seconded the motion.

III. Faculty Director of General Education Search
   a. Tom Doleys provided an update from the Search Committee. The committee had identified four finalists; however, one withdrew. There will be three individuals brought to campus for visits and presentations on March 5, 7, and 12 (see agenda for schedule). The candidates’ information is on the Curriculum/General Education website and announcements will be made via the KSU Inform and GEC ListServ. Tom encouraged everyone to review the candidate information and attend a campus presentation and/or meeting with the General Education Council.

IV. Faculty Award Proposal
   a. No change.

V. Election and vote on new UPCC Representative from GEC
   a. Brian Starks, current representative, has stepped down from the GEC. Sarah Holliday called for nominations of a new representative to replace him for the rest of the semester and the new academic year. Lynn Stallings volunteered to serve for the spring 2018 semester. New nominations and an election will be in August for the 2019 academic year.

VI. Curriculum
   a. New Proposals
      i. Area D Special Language. The council reviewed and discussed the proposal for changing the language for Area D. In summary, Brad Suther (Geography) made a motion to delay the vote until the March 21 meeting. He would like the opportunity for the members to discuss the proposal and information with their constituents. Debbie Hutchinson seconded the motion. Sarah Holliday reminded everyone that the catalog deadline was near and a vote will need to take place no later than the March meeting. Below are some of the points and information discussed:
         o Post-consolidation, concerns about STEM in Areas D1 and D2 surfaced when the new core curriculum proposal for the new university was sent to the USG office. In order to get the proposal approved for 2015, the consolidated UPCC and GEC reviewed and voted on the changes recommended by the System Office. The USG GEC accepted the revised core proposal which was reviewed at the January 21, 2015 GEC meeting (see attached).
         o During the past six months (Sept. 2017-Feb. 2018), several groups at KSU have met to discuss, identify, and determine the list and definition of “STEM” that will guide KSU. (Marketing, Institutional Research, Institutional Effectiveness, Academic Advising, and Academic Affairs)
         o The identified best practice is to use a combination of the ICE and NSF list and to incorporate those CIP codes. This broader list,
however, includes majors that KSU originally did not include or thought of as STEM.

○ Within USG’s 2.4 Core Curriculum policy: Pre-Calculus is required in Area A2 and the “science programs” stated in Area A2 will require two 4-hour lab science courses in Area D. This also includes the Area D science requirements for the health profession majors.

○ Sarah Holliday reviewed KSU’s current language and the proposed new language (see attached) which comes directly from USG policy.

○ The Marketing Department will be building a special web page about KSU’s STEM programs for prospective students.

○ Every major that has specific course requirements must identify those specifics. This information needs to match in Degree Works, the catalog, websites, and program maps.

○ A proposal to change a preferred course sequence to a required course sequence in a degree major is to be submitted through Curriculog for review at the UPCC level.

○ Development of metamajors (approximately 8 clusters) may slow down the migration path of students and create a need to “relax” the requirements within Areas A2-F.

b. Old Proposals
   i. COM 1100, RELS 1102, and LDRS 2300 are with the BOR GEC
   ii. MATH 1112, 1113, 1160, and 1190 are out of the UPCC and require reformattting edits before forwarding to the BOR GEC for the April 15 meeting.
   iii. CHEM 1211 was approved (26 Yay responses) by an electronic vote due to the January GEC meeting cancellation because of school weather closing.

c. Future Proposals
   i. No new proposals are expected for the remainder of the spring semester.

VII. Guest Speakers
   a. Syllabus Website (Dr. Valerie Whittlesey, Academic Affairs): Development of a course syllabus template was a recommendation from a consolidation OWG (Operational Working Group). The language in Section 2.4 of the faculty handbook has been clarified (see attached) and use of the template will be piloted in summer 2018. Its use will not be required; however, it is hoped that most faculty will use it. The template is user friendly, provides consistency, integrates with D2L, and can be customized by departments.

b. Future: Curriculog (Amy Jones, Academic Affairs). Anyone who has any questions they would like included in this upcoming presentation should contact Amy Jones prior to the March meeting.

VIII. Other/Announcements
   a. The Year of Morocco proposal deadline is February 26, 2018.
   b. The General Education entry in the University Handbook requires updating (see attached).
   c. The rosters for the 2017-18 GEC members and the Discipline Assessment Coordinators require updating.
d. The development of by-laws for the GEC is on hold until a permanent Faculty Director of General Education is in place.

e. Sarah Holliday reminded everyone that the as of spring 2018, the Learning Support program was discontinued. There may be a few courses offered in the spring, but none after that time (see attached).

f. A list of the General Education core requirements is available (see attached).

g. A review of the number of courses, seats, and enrollment for Area B is on hold until a permanent Faculty Director of General Education is in place.

h. Sarah Holliday submitted an annual report on the GEC to the Faculty Senate (see attached).

i. K Credit: The council will revisit the topic. Some points that were made:
   o K Credit for a General Education course allows the student to check off a GenEd requirement.
   o K Credit allows for degree completion in a shorter amount of time.
   o K Grade allows the student to place in a higher-level course.
   o K Credit – Is not a grade, does not earn credit hours, and does not affect the students GPA.
   o Is a placement test acceptable as K Credit?
   o Are there any other courses, such as Foreign Languages, that could include K Credit?

IX. Upcoming Events
   a. Dr. John Dirks, “Setting the Stage for Transformative Learning”, Friday, March 2, 2018 at 11:00 a.m. – 12:30 p.m., Carmichael Student Center, University Rooms AB.
   b. Next proposal deadline: March 14, 2018
   c. Next meeting: March 21, 2018 (Kennesaw-Clendenin, Rm. 1009)

The meeting adjourned at 4:52 p.m.

Attachments:
Agenda – February 21, 2018
Minutes – November 15, 2017
Area D Language Proposal
Course Syllabus Template
Year of Morocco Application Form
General Education University Handbook
Learning Support Program
General Education Core Requirements
General Education Annual Report
Dr. John Dirks Event

SH/djh
Current

- **D1: STEM Majors:** Take MATH 1190 or 2202. Students completing MATH 1190 with a grade of "C" or better as their first math credits receive MATH 1113 K-credit.

- **D2: STEM Majors:** Take CHEM 1211/L & 1212/L, PHYS 1111/L & 1112/L, PHYS 2211/L & 2212/L, or BIOL 1107/L & 1108/L.

**Pre-Health Majors:** Take CHEM 1151/L & 1152/L, CHEM 1211/L & 1212/L, PHYS 1111/L & PHYS 1112/L or BIOL 1107/L & 1108/L. It is recommended that students select a sequence appropriate to the major.

**Nursing majors:** Take CHEM 1151/1151L, CHEM 1152/1152L & MATH 1107.

**All other majors:** Take one laboratory science course and one additional science course. STEM majors: carry over extra 1-2 hours to area F.
Proposal

• **D2: Science majors:** must take two four-hour laboratory sciences; see the individual degree program requirement section for majors with these requirements.

**Pre-Health Majors:** Take CHEM 1151/L & 1152/L, CHEM 1211/L & 1212/L, PHYS 1111/L & PHYS 1112/L or BIOL 1107/L & 1108/L. It is recommended that students select a sequence appropriate to the major.

**Nursing majors:** Take CHEM 1151/1151L, CHEM 1152/1152L & MATH 1107.

**All other majors:** Take one laboratory science course and one additional science course. Science majors: carry over extra 1-2 hours to area F.
Motivate Lab visit: April 9 & 13

Our ultimate goal of these site visits is to gain a clearer understanding of learning mindsets at Kennesaw State University. To help provide a little more clarity on the site visit and planning process, we've included more details below about regarding the site visit activities and attached a sample agenda.

Student focus groups
We are envisioning the focus groups to be a representation of all student voices on campus and we welcome your input regarding the best way to facilitate this. Ideally, we would like to hear from both first year students and more senior students (in separate focus groups) of all academic majors and foci. We’re also particularly interested in working with students that may face additional barriers to academic success and those traditionally underrepresented in higher education (e.g., first-generation students). If there are groups of students whose perspective you think is particularly important for us to hear, please let us know! We’re planning to run 4 student focus groups with 10-20 students in each group (we’ll run 2 groups concurrently).

Faculty focus groups
We also want the faculty focus groups to be representative of the college campus. In particular, it would be great to hear from faculty and staff who teach First Year Experience courses, as well as professors teaching required first-year courses. Which other faculty or staff on campus do you think we would benefit from hearing from? We’re looking to run 4 faculty focus groups with 6-8 faculty/staff (we’ll run 2 groups concurrently).

Lunch and 1:1 conversations:
We are hoping to speak with the staff who are most likely to influence the day-to-day lives of your students. On some campuses, that may be folks in residence life, academic advisors, career coaches, deans, etc., but we have found that these people vary from campus to campus. Who on your campus works most closely with students and has an influence – either directly or indirectly – on student life?

Classroom/program observations
If possible, we would like to observe First Year Experience courses, learning support courses and the credit-bearing courses attached to the learning support courses, as well as any course that might have a particularly high fail rate. Again, we’d very much appreciate your input: where do you think we’d glean the most information to better understand your campus?

Scheduling Logistics
We are still working out the logistics for each day, but we thought we’d generally hold focus groups in the morning (students on Day 1, faculty/staff on Day 2) and have 1:1 meetings and classroom/program observations in the afternoon (see attachment for a more detailed sample agenda). For the focus groups, we’d prefer to have food-friendly rooms (we’re hoping to provide snacks!) that have projectors, screens, and the cord that allows us to connect our computers to the projector. We’d also like to be able to move the chairs/tables around to help facilitate conversation. Additionally, because you are more familiar with campus and the surrounding area, we would appreciate your willingness to help us arrange lunches and 1:1 meetings. We’re also working with USG to determine the best way of offering incentives to participants and will pass that information along as soon as we have it.
Day 1: Monday, April 9

9:30 – 11:00  Faculty Focus Groups
Will run 2 groups concurrently
1. Location and participants
2. Location and participants

11:00 – 12:30  Student Focus Groups
Will run 2 groups concurrently
1. Location and participants
2. Location and participants

12:30 – 2:00  Lunch
1:1 lunch meetings with people supporting students from both the instructional and community-based levels (e.g., student affairs, financial aid, academic advisors, etc.)
1.
2.
3.
4.
5.

2:00 – 5:00  Observations and Meetings
It’s likely that we’ll have 4-5 Motivate Lab staff on campus, so we’d like to have some staff sit in on classes while others continue to have meetings
Class 1
Class 2
Class 3
Class 4

2-3:30 or 3:30-5 1:1 with Dr. Noble (tentative)
Motivate Lab

Day 2: Friday, April 13

9:30 – 11:00  Faculty Focus Groups
   Will run 2 groups concurrently
   1. Location and participants
   2. Location and participants

11:00 – 12:30 Student Focus Groups
   Will run 2 groups concurrently
   1. Location and participants
   2. Location and participants

12:30 – 2:00  Lunch
   1:1 lunch meetings with people supporting students from both the instructional and community-based levels (e.g. student affairs, financial aid, academic advisors, etc.)
   1. KC White, VPSA
   2. Val Whittlesey, AVP Curriculum
   3.
   4.
   5.

2:00 – 5:00  Observations and Meetings
   It’s likely that we’ll have 4-5 Motivate Lab staff on campus, so we’d like to have some staff sit in on classes while others continue to have meetings
   Class 1
   Class 2
   Class 3
   Class 4
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<th>Title</th>
<th>Hours</th>
<th>KSU Equivalent</th>
<th>KSU Core Area</th>
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<td>Art Appreciation</td>
<td>3</td>
<td>ART 1107 – Art in Society</td>
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<td>Principles of Chemistry I and Lab</td>
<td>4</td>
<td>CHEM 1211 - General Chemistry I &amp; CHEM 1211L - Lab</td>
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<td>English Composition I</td>
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<td>ENGL 1101 – Composition I</td>
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<td>American Literature I</td>
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<td>World History II</td>
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<td>SPAN 2001 – Intermediate Spanish Language and Culture I</td>
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<td>SPAN 2002 – Intermediate Spanish Language and Culture II</td>
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General Education Council, GEC (permanent) – assigned to the Faculty Senate and advisory to the Associate Vice President for Curriculum

a. Purpose: The General Education Council serves as an advocate for and facilitator of the general education program on the KSU campus. It is the voice that speaks for the general education program, much as the academic departments speak for their majors. Its goal is to develop and maintain a unified, integrated, and effective general education program. The council is advisory and submits proposals to the UPCC.

b. Membership: The council is chaired by the Faculty Director of General Education. General education coordinators are those faculty/administrators who coordinate general education activities in their respective departments and function as liaisons between those departments and the council.

i. TF 25: one general education coordinator from each discipline represented in the core: anthropology; art and design; molecular and cellular biology; ecology, evolution, and organismal biology; chemistry; communication; composition; criminal justice; dance; economics; foreign languages; geography; history; interdisciplinary studies; leadership & integrative studies; literature; mathematics; music; philosophy; physics; political science; psychology; sociology; statistics; and theatre and performance studies.

ii. The coordinator of WELL 1000.

iii. A director from the Department of First-Year Programs (either the Director of the First-Year Seminar or the Director for Learning Communities).

iv. One representative from the Bagwell College of Education.

v. One representative from the Southern Polytechnic College of Engineering and Engineering Technology.

vi. One representative from the College of Architecture and Construction Management.

vii. One representative from the College of Computing and Software Engineering.

viii. One representative from the Honors College.

c. Term: 2 years
Dear Student,

Kennesaw State University is discontinuing its Learning Support program. Beginning spring semester 2018, KSU will no longer accept students placed into Learning Support for admissions to the university. Some Learning Support classes will be offered spring semester 2018, after which no Learning Support classes will be available at KSU.

The impact of this change for students currently in Support for English Composition (ENGL 0999) is as follows:

- Students who pass ENGL 1101 will have satisfied their Learning Support requirements and may continue their education at KSU.

- Students who do not pass ENGL 1101 or withdraw from the course will no longer be able to attend KSU. If they so choose, they may attend another institution until their Learning Support requirement is satisfied, then reapply for admissions to KSU. The Office of Transfer and Adult Admissions Services will help facilitate admission to Georgia Highlands College or Chattahoochee Technical College at the student’s request.

Questions concerning learning support requirements may be directed to:

- Rob Birrell 470-578-6502 rbirrell@kennesaw.edu
- Pinder Naidu 470-578-3456 pnaidu@kennesaw.edu

Questions concerning transition to Georgia Highlands College, Chattahoochee Technical College, or back to Kennesaw State University may be directed to:

- Will Miranda 470-578-3002 wmirdand@kennesaw.edu

Sincerely,

Rob Birrell
Coordinator of Learning Support Programs.
Dear Student,

Kennesaw State University is discontinuing its Learning Support program. Beginning spring semester 2018, KSU will no longer accept students placed into Learning Support for admissions to the University. Some Learning Support classes will be offered spring semester 2018, after which no Learning Support classes will be available at KSU.

The impact of this change for students currently at Kennesaw State University is as follows:

**Students currently in their first attempt in Math 0989 and Pass with a C or better:**

1) May take either MATH 1101 with MATH 0988, or MATH 1111 with MATH 0999 spring semester 2018 at KSU.
2) Students who pass MATH 1101 or MATH 1111 spring semester 2018 will have satisfied their Learning Support requirements and may continue their education at KSU.
3) Students who fail or withdraw from MATH 1101 or MATH 1111 spring semester 2018 will no longer be able to attend KSU.

If you so choose, you may attend another institution until their Learning Support requirement is satisfied, then reapply for admission to KSU. The KSU Office of Transfer and Adult Admissions Services will facilitate admissions to Georgia Highlands College or Chattahoochee Technical College at the student’s request.

**Students currently in their first attempt in Math 0989 and withdraw from or do not pass the class with a C or better, will no longer be able to attend KSU:**

If you so choose, you may attend another institution until their Learning Support requirement is satisfied, then reapply for admission to KSU. The KSU Office of Transfer and Adult Admissions Services will facilitate admissions to Georgia Highlands College or Chattahoochee Technical College at the student’s request.

**Students who are currently on their second attempt of MATH 0989 in fall semester 2017 and withdraw from the class with a grade of W will no longer be able to attend KSU.**

If you so choose, you may attend another institution until their Learning Support requirement is satisfied, then reapply for admission to KSU. The KSU Office of Transfer and Adult Admissions Services will facilitate admissions to Georgia Highlands College or Chattahoochee Technical College at the student’s request.

**Students who are currently on their second attempt of MATH 0989 in fall semester 2017 and withdraw from the class with a grade of WF or do not pass with a C or better, will no longer be able to attend KSU.**

You are also excluded from any University System of Georgia (USG) institution for one year. If they so choose, they may attend another non-USG institution to complete their Learning Support requirements. The KSU Office of Transfer and Adult Admissions Services will facilitate admissions to Georgia Highlands College or Chattahoochee Technical College at the student’s request.

The Office of the Registrar will remove schedules for students that have a spring 2018 schedule and are not eligible to continue at KSU.

Questions concerning **learning support** requirements may be directed to:

<table>
<thead>
<tr>
<th>Rob Birrell</th>
<th>470-578-6502</th>
<th><a href="mailto:rbirrell@kennesaw.edu">rbirrell@kennesaw.edu</a></th>
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<tbody>
<tr>
<td>Pinder Naidu</td>
<td>470-578-3456</td>
<td><a href="mailto:pnaidu@kennesaw.edu">pnaidu@kennesaw.edu</a></td>
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</table>

Questions concerning **transition** to Georgia Highlands College, Chattahoochee Technical College, or back to Kennesaw State University may be directed to:

| Will Mirandy      | 470-578-3002 | wmirandy@kennesaw.edu |

Sincerely,

Rob Birrell
Coordinator of Learning Support Programs.
Appendix A: Cost Designators for Required Materials in USG Course Schedules:

The following document is posted on the Affordable Learning Georgia website: https://www.affordablelearninggeorgia.org/

Cost Designators for Required Materials in USG Course Schedules

In Fall 2018, University System of Georgia (USG) institutions will be required to prominently designate sections of courses whose course materials exclusively consist of no-cost (open or free textbooks) or low-cost course materials at the point of registration. In Banner, USG institutions will use 2 designations for courses with:

- No-cost: $0 required costs
- Low-cost: $40 or under required costs

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<th>Banner Code</th>
<th>Descriptive Text</th>
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<tr>
<td>ZNCM</td>
<td>No-cost: $0 required costs</td>
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<tr>
<td>ZLCM</td>
<td>Low-cost: $40 or under required costs</td>
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Included in the cost caps are textbooks and other text-based materials, workbooks, lab manuals, online homework platforms, and codes or publisher-provided curricular materials for students.

Excluded from the cost caps are equipment (such as art supplies, calculators, or physical lab materials) and fees for test proctoring.

No-cost Designator

The No-cost designator is for use with courses that exclusively use course materials that are free of charge to students. These materials may include open educational resources (OER), institutionally licensed campus library materials that all students enrolled in the course have access to use, and other materials that require no additional cost to students.

Open educational resources (OER) are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits their free use and repurposing by others, and may include other resources that are legally available and free of cost to students.
OER include, but are not limited to: full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

**Low-cost Designator**

The Low-cost designator is for use with courses that require course materials which cost students a total of $40 or less per course.

**Optional costs should not be included in your calculation.**

For example: you provide students with a link to a free, online version of your materials but give them the option to purchase materials in print or point them to an optional homework help platform. The cost of the optional materials should not be included in your calculation. However, if the print version or homework platform is required in your class, you should include that cost in your calculation.

**Only identify courses that meet these cost-cap requirements ($0 or $40 or under).**

By default, classes that do not meet one of these two cost caps will not be designated. Students will have the ability to search for courses that meet one of these two material cost caps in the schedule.

If a resource is used across multiple courses in a sequence, **DO NOT base your calculation on the cost divided by those courses.**

For example, a text that costs $120 that is required for three sequenced courses **DOES NOT** meet the $40 or under label requirement. Not all students take all courses in a series, students may take courses over time and may have to pay for edition changes, and students would have to pay the full cost up-front and could not budget for three even payments.

**What cost should I use? What if materials are less expensive on Amazon, etc.?**

To calculate your text-related costs for these designations, use the cost of new materials in your campus bookstore. While materials may be less expensive elsewhere, students using financial aid often must purchase materials from the bookstore, and while used prices might be lower, used purchasing can be complicated by limited supplies and edition changes. Contact your campus bookstore for help with bookstore pricing.

**What if my text is available as an e-book through the library?**

If your required text is available as a free-to-students e-book through the library, as long as you do not require the printed text in your class, your course can qualify for the $0 cost designation. Students may assume they must purchase the printed text if you mark a library-provided textbook as required. Consider listing the text as “optional” on the
campus bookstore's site and messaging students about their choices before the term begins.

**What if I do not require any texts or commercial materials for my class?**

Your course CAN qualify for the $0 designation if no commercial materials or texts are required. For the purposes of these cost designations, it does not matter if you are using instructor-created materials, open educational resources, activities, slides, websites, or library materials. Apply the question: does my course have any textbook or publisher-related costs? If the answer is no, the course meets the no-cost designation. If the answer is yes, but $40 or less, the course meets the low-cost designation.

**What if I am unsure about the cost of my materials?**

Consult your bookstore for guidance. If you are still unsure about whether your course meets one of the two designations at the registration deadline, DO NOT ask your schedule-builder to designate your course as no-cost or low-cost materials.

**When is this happening?**

Our current target is to collect as much information about courses as possible to publish in the online schedule for Fall 2018. However, departments should begin working to develop processes to collect and track this information now. Changes to these designations CAN NOT be made after registration goes live.

**What should I be doing?**

**Administration**

Raise awareness regarding this change within your institution, both for faculty reporting designations and for students registering for Fall 2018 courses through effective outreach channels.

**Faculty**

If your course meets one of the 2 designations, either contact the person who enters scheduling information for your department into Banner to notify them, or wait for your department chair to ask for this information. If your course does not meet one of these designations, you do not need to change anything.

**Department Chairs and Deans**

Work with your faculty and staff to develop processes to collect this information from faculty each term. Designate roles and responsibilities in this information collection process. Suggestions include using a shared form or spreadsheet to allow faculty to input their own information, therefore reducing the workload for all involved.
Schedule Entry Assistants and Staff:
Work with your faculty and chairs to develop processes to collect this information from faculty each term. Designate roles and responsibilities in this information collection process. Suggestions include using a shared form or spreadsheet to allow faculty to input their own information, therefore reducing the workload for all involved.

While we ask that you help to facilitate these processes to collect this information, it is the responsibility of the faculty to communicate these designations by the time the classes are to be built in Banner (or when registration begins, at the latest).

We hope you find this information helpful for your planning and implementation of required course material no-cost and low-cost designation codes.

“Cost Designators for Required Materials in USG Course Schedules” is provided under a CC-BY 4.0 License: https://creativecommons.org/licenses/by/4.0/

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KSU's New QEP ENGAGING IN TRANSFORMATIVE LEARNING

HIGH IMPACT PRACTICES

High Impact Practices (HIPs) are "teaching and learning experiences that have been widely tested and have shown to be beneficial for college students from many backgrounds."

- How can HIPs deepen the learning experience?
- How can faculty integrate HIPs into the curriculum?
- How are HIPs linked to transformative learning?

HIPs as a Vehicle for Transformative Learning

Monday, April 16, 2018
11 a.m. to 12:30 p.m.
KSU Center, Room 400

Presented by
Dr. Jenny Shanahan
Bridgewater State University

Assistant Provost for High Impact Practices,
Jenny Olin Shanahan, PhD, leads
Undergraduate Research, the Honors Program,
National and International Fellowships, and SOAR
(Student Opportunities as Apprentice Researchers)
at Bridgewater State University. Dr. Shanahan has
been a Council on Undergraduate Research (CUR)
Councilor since 2008 and has served on the Executive
Board of the organization (2014-2016). She has co-
edited three books and has authored 13 articles
and book chapters on undergraduate research,
and presented dozens of keynote addresses and
faculty workshops at institutions across the United
States and Canada. She speaks most often about
providing equitable access to undergraduate research
and other high-impact practices for all students;
embedding research and inquiry into the curriculum;
and supporting excellent faculty mentorship,
especially for underrepresented students.
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<td>Bruce</td>
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Guest(s)/Visitor(s):

- Chien-pin
- Li
- CHSS

Non-voting Members:

- Rachel Blasé, Teacher Education Advisement Ctr.
- Jamie Mai, Academic Affairs
- Sarah Holliday, Academic Affairs
- Chris Hutt, Academic Affairs
- Amy Jones, Academic Affairs
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