Voting Members Present:
Alice Gooding (Anthropology)
Brad Suther (Geography)
Brendan Callahan (Bagwell College of Education)
Brian Etheridge (Honors College)
Brian Starks (Sociology)
Daniel Rogers (Psychology)
Debbie Hutchinson (Art and Design)
Dorian (Lee) Jackson (Foreign Languages)
Huggins Msimanga (Chemistry)
Jeanne Bohannon (Composition)
JoAnn LoVerde-Dropp (Literature)
Matthew Laposata (Biology - Ecology, Evolution, and Organismal)
Meredith Ginn (Communication)
Monica Gerda (Health Promotion and Physical Education: Coordinator for WELL 1000)
Nancy Burney (Statistics)
Natalie Berry (Dance)
Susan Rouse (Philosophy)
Tanja Link (Criminal Justice)
Thomas Doleys (Political Science)
Timothy Mathews (Economies)
Tonya Jones (Leadership and Integrative Studies)
Trina Queen (Interdisciplinary Studies)

Non-voting Members Present:
Kris DuRocher (Faculty Director of General Education and Curriculum Development)
Anissa Vega (Interim Asst. Vice President for Curriculum and Academic Innovation)
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)

Guest(s):
Chien-pin Li (College of Humanities and Social Sciences)
The meeting began at 3:32 p.m.

I. Old Business
   Approval of past minutes
   • The minutes of the November 13, 2019 meeting were approved as written. Trina Queen motioned for approval and Susan Rouse seconded the motion. None opposed. (NOTE: The minutes have been updated to show that Alice Pate was in attendance. djh)

II. New Business
   a. The Raven Knudsen, Monica Amey-Geter, and Anissa Vega, new members of the Curriculum office, were introduced. Tonya Jones (replacing Nyasha Guramatunhu Cooper for LIS) and Jim Davis (replacing Margaret Baldwin for TPS) were introduced.

   b. Requirement of Two Readings for Curriculum Proposals
      • Discussion occurred. A motion to adopt the Roberts Rules of Order for two readings for new courses was made by Tom Doley and Tanja Link seconded the motion. The motion passed unanimously.

   c. Voting on Course Proposals
      • STAT 1402 (New Course) – Minimal discussion.
      • ECON 2106, CHEM 1211/1211L, CHEM 1212/1212L – Updates discussed.
      • Tanja Link motioned to approve all proposed course updates and the new course. Motion was seconded by Trina Queen. Motion was approved as follows:
        ECON 2106: Yes-22/No-0/Abstain-1
        CHEM 1211/1211L: Yes-23/No-0/Abstain-0
        CHEM 1212/1212L: Yes-23/No-0/Abstain-0
        STAT 1402: Yes-22/No-0/Abstain-1 (First Read)
      • A motion was made by Trina Queen to waive the second reading for STAT 1402 and seconded by Jeanne Bohannon. Motion was approved as follows: Yes-22/No-0/Abstain-1

   d. Faculty Senate GEC Task Force
      • The Faculty Senate has charged the General Education Council to develop a task force to examine the composition of the General Education membership. The GEC members in attendance discussed this proposed task force.
      • The members were divided into college delegations to discuss nominations for college representation on the task force and create a slate. A motion was made to approve the slate by Susan Rouse and seconded by Jeanne Bohannon. The slate was:
        i. COTA – TBD
        ii. CSM – Bruce Thomas
iii. WCHHS – Monica Gerda
iv. BCOE – Brendan Callahan
v. HONORS – Brian Etheridge
vi. COLES – Tim Mathews
vii. UC – Nirmal Trivedi
viii. CACM – TBD
ix. CSSE – TBD
x. CHSS – Trina Queen
xi. SPCEET – TBD

The slate of nominations was approved unanimously.

III. Director Updates
Kris DuRocher provided an update from the USG Implementation Committee for the General Education Core Curriculum Revision. The members discussed the learning outcomes and domains and the timeline being proposed by the USG.

IV. Upcoming Events/Announcements
a. The next meeting of the General Education Council will be on Wednesday, February 12, 2020, at 3:30 p.m. in Clendenin Bldg., Room 1009.

The meeting ended at 4:56 p.m.

kd/aj/djh (Amy Jones for Debra Hill)

Attachments:
- PowerPoint Presentation
- Learning Domains
AGENDA

I. Welcome
   Please be sure you have signed in

II. Approval of past minutes
    Minutes of the Nov. 13, 2019 meeting

III. New Business
    a. Curriculum Voting Process – second reading requirement
    b. Faculty Senate GEC taskforce revision/voting of new members
    c. Voting on proposals
       1. CHEM - 1211 - Principles of Chemistry I – name and course description change
       2. CHEM - 1211L - Principles of Chemistry Laboratory I - name and course description change
       3. CHEM - 1212 - Principles of Chemistry II- name and course description change
       4. CHEM - 1212L - Principles of Chemistry Laboratory II- name and course description change
       5. ECON - 2106 - Principles of Microeconomics- number and course description change
       6. STAT - 1402 - Using Excel for Statistical Applications- new course for D1

IV. Director Updates
    a. USG Implementation Committee Update
       1. Learning Domain exercise
          a. Feedback on the learning domains themselves
             https://completega.org/gen_ed/domains
          b. How should these domains be classified or aligned
             https://completega.org/gen_ed/alignment
          c. Identifying which are critical to the core curriculum
             https://completega.org/gen_ed/shared_domains
          All of these links and the general feedback form can be found at:
             https://www.usg.edu/redesigned_general_education
    b. UPCC Updates

V. Upcoming events
Next agenda deadline: January 29, 2020
Next meeting: Wednesday, February 12, 2020; 3:30 p.m.; Clendenin Bldg., Room 1009
General Education Council Meeting
1.15.2020
3:30pm

Agenda
I. Welcome
II. Approval of past minutes
III. New Business
   - Curriculum Voting Process – second reading requirement
   - Voting on proposals
   - Faculty Senate GEC taskforce revision
IV. Director Updates
   - USG Implementation Committee
   - UPCC updates
V. Next Meeting
1. Approval of past minutes
   November 2019 meeting minutes

2. New Business
   Introduction of new members
   Curriculum Voting Process
   Voting on proposals
   Faculty Senate GEC taskforce
New members

- Tonya Jones, LDRS
- James Davis, TPS

New faces

- Anissa Vega, Interim Assistant Vice President of Curriculum and Innovation
- Monica Amey-Geter, Curriculum Support Specialist

Curriculum Voting Process

- New course require two readings
- Appears on General Education website in one location
- Context of why
- Agreement going forward
Curriculum Voting Agenda

- CHEM - 1211 - Principles of Chemistry I - name and course description change
- CHEM - 1211L - Principles of Chemistry Laboratory I - name and course description change
- CHEM - 1212 - Principles of Chemistry II - name and course description change
- CHEM - 1212L - Principles of Chemistry Laboratory II - name and course description change
- ECON - 2106 - Principles of Microeconomics - number and course description change
- STAT - 1402 - Using Excel for Statistical Applications - new course for D1

Faculty Senate charge

- The Faculty Senate charges the General Education Committee (GEC) to develop a Task Force to make recommendations to the Faculty Senate regarding the membership of the GEC. The Task Force should be comprised of one representative from each degree-granting college plus Kris DuRocher to represent the Provost.

- The GEC needs to be able to deal quickly but effectively with the new USG guidelines for the common General Education Core that are expected next year (maybe March 2020 for implementation in Fall 2021). The GEC may identify/elect representatives from within their own membership or they may go outside their membership to other teaching faculty in their college. If a college currently has only one representative, that individual may identify a proxy to serve on the Task Force. Concerns have been raised about the GEC weighing too heavily towards certain colleges and for being too large to work effectively. The deadline for submitting the list of members for the Task Force to the Senate Executive Committee is 18th January 2020.

- The Task Force is charged with bringing forth 3 viable options to the Senate for discussion. These models should be presented to Faculty Executive Committee no later than the March 16 Faculty Executive agenda
Faculty Senate Taskforce

- COTA:
- ACM:
- CSSE:
- COLES:
- BAGWELL:
- WELLSTAR:
- CHSS:
- CSM:
- SPEET:
- UC:
- HONORS:

3. Director Updates
USG Implementation Committee
UPCC updates
USG Implementation Committee Update

- Learning Domain exercise
  - [https://completega.org/gen_ed/domains](https://completega.org/gen_ed/domains)
- How should these domains be classified or aligned
  - [https://completega.org/gen_ed/alignment](https://completega.org/gen_ed/alignment)
- Identifying which are critical to the core curriculum
  - [https://completega.org/gen_ed/shared_domains](https://completega.org/gen_ed/shared_domains)

All of these links and the general feedback form can be found at: [https://www.usg.edu/redesigned_general_education](https://www.usg.edu/redesigned_general_education)

Other updates

- USG Implementation Committee next meeting: Jan 16, 2020
- UPCC updates
4. Next Meeting
February 12, 2020*
Location: Clendenin Bldg. Rm 1009
3:30 pm

*meeting does not occur on 3rd Wednesday of the month

Thank you!

gened@Kennesaw.edu
https://gened.kennesaw.edu/
https://curriculum.kennesaw.edu/gened/council.php

Kris DuRocher
kduroche@kennesaw.edu
General Education Redesign Domains

Scientific Reasoning
Scientific Reasoning- understanding data & evidence (data literacy)
Scientific thinking process
Understand the Scientific Method and other ways of knowing
Understanding of the scientific method

Clear Communication
Articulation of ideas with clarity and evidence
Communicate effectively & persuasively with a variety of audiences
Communication Skills in different medias
Effective Communication
Multi-modal communication

Knowing Through Science
Ability to process the scientific method (critical thinking)
Ability to understand the basics of scientific methods
Understand how to apply scientific method to solve problems
Use the Scientific Method to test a Hypothesis
Knowledge of Science & Philosophy
Mature Knowledge of Science (Physics, Chemistry) & Scientific Methods
Physical world and the rules that govern it

Problem solving
Ability to apply all of the core competencies in a general correlation to solve a problem
Ability to apply knowledge skills in variety of settings
Create solutions for environmental problems
Logic and Reasoning --> quantitative and qualitative
Problem Solving (individually, Collaboratively, synthetically)
Reasoning (Linguistic, Quantitative, Qualitative, Scientific)
Reasoning/ Strategy
Solve vague & complicated real-world problems
Work and Decision Making
Problem Solving
Representing and Analyzing ideas quantitatively

Technology Skills
Computer Literacy
Digital Citizenship
Knowledge of technological impacts on society
Technology
Basic technology usage skills
Knowledge and use of technology (current) adaptability, flexibility
Technological comfort & competence
Technology practical uses
Technology literacy
Utilize technology & other sources to access relevant information

Effective Oral Communication
Mature Ability in Communication (Reading, writing, skills in oral presentations)
Communication (verbal)
Communication Skills/ Ability to Verbally Speak in various settings/ Write Well
Express a coherent argument orally
Language/Communication
Ability to speak persuasively

Creative Thinking
Arts- creativity
Creative Thinking
Creating artistically, practically, intellectually
Researching, finding, evaluating, using info

**Arts as an expression of the human condition**
An appreciation for the arts as an expression of the human condition
Visual & Performing Arts
Understanding the Human Perspective/ Humanities (Visual & Performing Arts)
Understanding the role of the Fine Arts in society

**Global Perspective**
Global Perspective/ Study Abroad/ International Perspectives
Understand global culture products
Understanding / Appreciation of Global Culture and History
Ability to engage in a global and technological economy
Global Citizenship
Global Cultural Awareness
Understand global history
Understanding of global affairs: engagement with culture, globalization
Elemental to Understanding the World and the Human Condition

**Culture and Diversity**
Ability to listen and understand feedback from various alternative perspectives and cultures
Acceptance of Diverse cultures/Awareness and Appreciation of culture
Address perspectives other than one's own while discussing difficult questions
Appreciate diversity in all of its forms (global perspective)
Appreciation Cultural Competencies
Cultural Awareness, Competency Appreciation
Develop an attitude of perspective taking (see multiple perspectives)
Dialogue with diverse viewpoints
Diversity
Diversity Cultural
Evaluate/Apply Diverse Perspectives
Understand local culture products
Value, Respect, and learn from diverse cultures, races, areas, genders, sexual orientations, religions

**Multi Language Communications**
Knowledge of and Fluency in another language
Basic Communication Skills, including foreign language
Communication, written, oral, Digital (Reading)
Language Acquisition

**Work in a team**
Necessary to productive engagements and successful endeavors
Ability to work & contribute to teams and group partnerships
Ability to work in a team (as lead a participant)
Ability to work in groups
Build Collaborative Relationships
Collaboration Skills, Leadership Skills and Awareness
Interpersonal Relationship Skills

**Knowing through History**
Knowledge of history, government, culture, global cultures
Ability to understand and learn from the past (history)
Be conversant with history of civilization
General Historical Information
Historical Perspectives and awareness
History -sourcing - understanding primary and secondary sources -distinguishing
Interpreting events in historical and current content
Knowledge of World History & Literature
Understand local history

**Appreciate your world**
- Appreciation of the Arts and Literature
- Recognizing and appreciating beauty in Art and various other forms of artistic expression
- Understanding of Creative Arts
- Contemplating the humanities through beauty
- Appreciation of Arts & Literature (Foreign Language)
- Approach of Arts

**Professionalism**
- Professionalism (timeliness, disagreeing professionally)
- Real World Experience
- Soft Skills - appropriate behavior in class and work place

**Citizenship**
- Citizenship
- Serviced and Engagement (citizenship)
- Social Responsibility
- Civic Awareness
- Civic Knowledge
- Civil Literacy
- Necessary to engage and transact in a social political discourse
- Key to expression and participation in society

**Creative Thinking**
- Arts- creativity
- Creative Thinking
- Creating artistically, practically, intellectually
- Researching, finding, evaluating, using info

**Lifelong Learning**
- Ability to learn and relearn (lifelong learners)
- Appreciation for learning and growth
- Developing an attitude of lifelong learning
- Access various loads of resources to acquire new knowledge & skills
- Philosophy Self-Reflection
- Purpose of their education

**Mathematical Literacy**
- Basic Math concepts, Computational Skills, Proof (basic) idea
- Empirical & Quantitative Skills
- Foundational Math Skills (enough to succeed in courses and life)
- General Math Skills
- Math/Logic
- Math/Science Literacy
- Mathematically Quantitative literacy appropriate to one's goals
- Number and Math Relationships
- Computational Skills (Numbers)

**Data Fluency**
- Quantitative Literacy
- Ability to compare and Analyze data and information
- Ability to determine accuracy of information/data and Ability to use info effectively
- Computer/ Digital Data Literacy
- Data and Computing
- Gather, Analyze and Interpret Data
- Understand/Interpret Data
- Understanding of Computer Science Data Analysis
- Computational Thinking -data analysis -tools – Competency
Effective Written Communication
Communicate in writing with effective organization and grammatical corrections
Effective Communication - Writing
Express thoughts clearly in writing
"Professional" writing specific to your field
Ability to read and write in clear coherent sentences
Ability to write persuasively
Basic writing skills
Write concisely, correctly in ways that are coherent

Arts as an expression of the human condition
An appreciation for the arts as an expression of the human condition
Visual & Performing Arts
Understanding the Human Perspective/ Humanities (Visual & Performing Arts)
Understanding the role of the Fine Arts in society

Social Science Knowledge
Consumer Economics
Economics
Understanding of business & economics
Social Science Human Experience
Sociology- Understanding classes and distinction in society
Understanding aspects of human behavior

Synthesis
Ability to see and create connections between coursework and personal interests
Ability to synthesize information from a variety of sources into a cohesive summary
Draw knowledge experience from disparate subject areas to solve problems
Synthesis info and ideas

Read and Comprehend
Literature- Enjoying a corpus and reading a whole book
Read & able to synthesize what is read
Read & comprehend others’ ideas
Reading/Writing/Comprehension

Ethics
Appreciation of the role ethics in society
Ethical Competency
Ethical Reasoning
Make Ethical reasonable judgement/ decisions
Moral Development, Moral reassuring ethics
Essential to demonstrate personal accountability and make sound decisions

Effective Oral Communication
Mature Ability in Communication (Reading, writing, skills in oral presentations)
Communication (verbal)
Communication Skills/ Ability to Verbally Speak in various settings/ Write Well
Express a coherent argument orally
Language/Communication
Ability to speak persuasively

Financial Literacy
Financial Literacy
Personal Finance

Critical Thinking
Analytical skills/ Critical Thinking
Analyze issues to make decisions about issues
Analyzing theories, ideas, propositions, arguments
Be a critical consumer of information (skeptic)
Critical Thinking - problem solving - Math - Economics - Sciences
Critical Thinking & Communication
Critical Thinking Analysis & Evaluation
Critical thinking, reasoning, writing
Reflecting about learning about self drawing applicable conclusions from reflection
Utilize multiple methods of inquiry

Leadership
Leadership Skills
Leading & Teaming
Leverage the strengths of others to achieve common goals
Project Management

Information Literacy
Information Literacy

Character Development
Ability to accept same level of ambiguity
Ability to give form to one's individual passions
Ability to prioritize actions and next steps
Ability to react in an agile manner to new information
Ability to reflect on and learn from one's own mistakes
Be nice to everyone - Soft Skill Piece
Demonstrate emotional intelligence
Environmental and Sustainability Awareness
Personal Well Being, Social skills
Resilience/ Willingness to Fail Perseverance
Demonstrate personal accountability

Politics and Government
Core Knowledge of American Political process
Government/policy/laws
Knowledge base - civics, history, literature
Knowledge of our system of govt. and how it works
Understand political process
Understand the American Democratic Process and Be prepared to participate
General Education Redesign Shared Domains

In the space below, please select from the drop down lists the domains that you view as those that are most broadly integral to a shared curricular experience for all students are part of a General Education Experience. Include as many (or as few) as you feel are the most critical to be embedded in the academic experience of all students as a foundation for their success.

https://completega.org/gen Ed/shared domains

1.

2.

3.

4.

5.

6.

7.

8.
General Education Redesign Domain Alignment

The list below includes the 30 domains from the first Implementation Group meeting. For each, please indicate whether that competency is best embedded within a course (or courses) in a specific discipline, if it is a cross-cutting aspect of the educational experience that could be embedded across a range of disciplines or courses in different disciplines (or outside of courses entirely), or if you don't concur that it should be a part of the expectations of a general education curriculum at all.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Course- or Discipline-based</th>
<th>Cross-cutting or embedded across the curriculum</th>
<th>Neither/not a part of a General Education Curriculum</th>
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<td>Politics and Government</td>
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Spring 2020 General Education Council Meetings

- **January 15, 2020**
  Location: Clendenin Bldg. Rm 1009

- **February 12, 2020**
  Location: Clendenin Bldg. Rm 1009

- **March 18, 2020**
  Location: Clendenin Bldg. Rm 1009

- **April 15, 2020**
  Location: Architecture Bldg. Rm N176 (Marietta Campus)

All meetings are 3:30-5pm

Minutes can be found at:

[https://curriculum.kennesaw.edu/gened/council.php](https://curriculum.kennesaw.edu/gened/council.php)
# General Education Council
January 15, 2020

<table>
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<th>FIRST NAME</th>
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<th>TERM EXPIRES</th>
<th>DISCIPLINE</th>
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<td><strong>Voting Members</strong></td>
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<td>Alice</td>
<td>Gooding</td>
<td>2020</td>
<td>Anthropology</td>
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<td>Andrew</td>
<td>Hummel</td>
<td>2021</td>
<td>Southern Polytechnic College of Engineering and Engineering Technology</td>
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<td>Brad</td>
<td>Suther</td>
<td>2021</td>
<td>Geography</td>
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<td>Chao</td>
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<td>College of Computing and Software Engineering</td>
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<td>Foreign Languages</td>
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<td>Music</td>
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