General Education Council (GEC)
October 16, 2019
3:30 p.m.
Clendenin Building, Room 1009

Voting Members Present:
Alice Gooding (Anthropology)
Brad Suther (Geography)
Brendan Callahan (Bagwell College of Education)
Sam Robinson for Brian Etheridge (Honors College)
Brian Starks (Sociology)
Bruce Thomas (Mathematics)
Daniel Rogers (Psychology)
Dorian (Lee) Jackson (Foreign Languages)
Edward Eanes (Music)
Huggins Msimanga (Chemistry)
Jeanne Bohannon (Composition)
M. Severson for JoAnn Lo Verde-Dropp (Literature)
Joy Brookshire (Biology - Molecular and Cellular)
Matthew Laposata (Biology - Ecology, Evolution, and Organismal)
Meredith Ginn (Communication)
Nancy Burney (Statistics)
Nirmal Trivedi (First-Year and Transition Studies: First-Year Seminar or Learning Communities)
Nyasha Guramatunhu-Cooper (Leadership and Integrative Studies)
Ryan Ronnenberg (History)
Susan Rouse (Philosophy)
Tanja Link (Criminal Justice)
Thomas Doleys (Political Science)
Timothy Mathews (Economics)
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)
Kevin Gwaltney (Director, Policy)
Pam Cole (Associate Vice President for Curriculum)

Guest(s):
Raven Knudsen (Academic Affairs)
Lindsay Williams (Enrollment Services)
Valerie Whittlesey (University College)
LaJuan Simpson Wilkey (University College)
The meeting began at 3:35 p.m.

I. Old Business
   a. Approval of past minutes
      • The minutes of the September 18, 2019 meeting were approved as written. Trina Queen motioned for approval and Susan Rouse seconded the motion. None opposed.
      • Note: The September 18, 2019 minutes were amended after the fact to include Alice Pate as present.

II. New Business
   a. Curriculum Updates
      • The department of Health Promotion and Physical Education decided to hold their course proposal “Living Your Best Life”.
      • The Philosophy course is in the Curriculog process.
   b. Voting on Course Proposals
      • A quorum was present for voting with 24 of 32 members present.
      • Kris DuRocher asked if anyone wanted to discuss beforehand any of the proposals scheduled for a vote. No one did.
      • Ed Eanes motioned for the voting to begin and Tanja Link seconded the motion.
      • Voting proceeded on the following course proposals via anonymous paper ballot:
        - MATH 1001 Area A2 (Yes-23/Abstain-1)
        - MATH 1112 Area A2 (Yes-23/Abstain-1)
        - MATH 1113 Area D1 (Yes-23/Abstain-1)
        - PERS 2700 Area B2 (Yes-15/No-6/Abstain-3)
        - STAT 0996 Area A2 (Yes-23/Abstain-1)
        - STAT 1401 Area A2 (Yes-23/Abstain-1)

All of the above proposals were voted to move forward to their next approval step.

III. Director Updates
   a. University System of Georgia
      • A draft of the Design Principles is available (see attachments for additional information). These principles are to design the General Education Core not Learning Outcomes.
      • The task force has not yet been confirmed.
      • The General Education redesign implementation date was scheduled to be Fall 2020. However, at a USG meeting currently in progress, Dr. Tristan Denley, Executive Vice Chancellor and Chief Academic Officer, Board of Regents, commented that the date will be Fall 2021.
b. General Education Council
   - The Faculty Senate has recommended that the composition of the GEC be reviewed. A group will be convened to study and report back to the Faculty Senate with alternatives.
   - Tom Doleys inquired as to what was behind the need for a review. Were all university committees being reviewed or just GEC? Kris DuRocher responded that some of the university committees were being reviewed. KSU’s GEC is being reviewed due to its representation size. It is the largest in the USG and is it sustainable at its current size.
   - Huggins Msimanga asked what are the composition concerns? Kris stated that there is a concern of balance by the number of colleges and by the number of departments. For example, the College of Humanities and Social Sciences currently has 13 representatives from 8 departments. The next largest is the College of Science and Mathematics.
   - Tom Doleys inquired what was behind the use of “suppliers and users”?  
     - Users: The impact of any GenEd change affects everyone, but there are some who do not have a say in the change.
     - Suppliers: Should representation be by individual discipline or the General Education program as a whole?
   - Bylaws: As a sub-group of the Faculty Senate, the GEC follows their bylaws instead of having its own.
   - Tom Doleys commented that the size of the GEC and its sustainability should not be an issue. There should be an opportunity to have more voices at the table versus less.
   - Kris encouraged anyone with input on the subject to contact one of the representatives of the GEC composition committee.

c. UPCC
   - The UPCC has approximately 200 proposals for review. They have added extra Executive and General meetings.
   - Susan Rouse reported that there was nothing specific about General Education to report.

IV. Upcoming Events/Announcements
a. The next meeting of the General Education Council will be on Wednesday, November 13, 2019, at 3:30 p.m. on the Marietta Campus in the Architecture Building, Room N176.

The meeting ended at 4:15 p.m.

kd/djh

Attachments:
- PowerPoint Presentation
- Draft of USG General Education Principles
General Education Council (GEC)  
October 16, 2019  
Clendenin Bldg., Room 1009  
3:30 p.m.  

AGENDA

I. Welcome  
   a. Please be sure you have signed in.

II. Approval of past minutes  
   a. Minutes of the September 18, 2019 meeting. (Please review these prior to the meeting.)

III. New Business  
   a. Curriculum Updates  
   b. Voting on course proposals on the Curriculog Agenda (Please make sure you have reviewed these in Curriculog prior to the meeting.)

IV. Director Updates  
   a. USG Update  
   b. UPCC Updates

V. Upcoming events  
   a. Deadline to submit items for the next meeting’s agenda: Wednesday, October 30, 2019  
   b. Next meeting: MARIETTA - Wednesday, November 13, 2019, at 3:30 p.m. in the Architecture Bldg., Rom N176.
General Education Council Meeting
October 16, 2019
3:30-5:00

AGENDA

- Welcome
  - Sign In
- Old Business
  - Approve September meeting minutes
- New Business
  - Curriculum Updates
  - Voting on courses on the Curriculog Agenda
- Updates
  - Director updates
  - UPCC updates
1. Welcome
   Please Sign In

2. Old Business
   September Meeting Minutes
3. New Business

Curriculum

Curriculum Updates

- “Living Your Best Life” course development on hold
- PHIL in the Curriculog system
- Upcoming new course
Voting Agenda

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>STAT 1401/0996</td>
<td>Voting will occur for all proposals by secret ballot.</td>
</tr>
<tr>
<td>MATH 1001</td>
<td>You can vote “Yes” to vote in favor of or “No” to vote against, or you can choose to abstain.</td>
</tr>
<tr>
<td>MATH 1112</td>
<td></td>
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<tr>
<td>MATH 1113</td>
<td>Results will be tallied and entered into the Curriculog record.</td>
</tr>
<tr>
<td>PERS 2700</td>
<td></td>
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3. Updates

Director and UPCC updates
Director Updates

USG Updates
Core Revision Update

General Education Redesign Structure

- Commitment to retaining 60 transferable hours
- Probably includes 18 hours preparation for major (current Area F)
- Probably includes 42 hours of General Education (current Areas A – E)
- May include some "free" electives for students within the 42 hours
- May include more opportunities for institutions to shape General Education consistent with their missions (within the 42 hours)

Draft Principles

Well-Rounded
General education should educate students in a body of knowledge in major academic disciplines and a set of core competencies that enables them to be well-informed learners and should develop the foundations for success.

Final Principles

Well-Rounded
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.

https://www.usg.edu/redesigned_general_education/general_educational_design_principles
Draft Principles

For All Settings
General education should expose students to diverse skill sets, ways of knowing and learning perspectives, preparing them for a lifetime of learning.

Final Principles

Foundational
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.

https://www.usg.edu/redesigned_general_education/general_educational_design_principles

Draft Principles

Connections/Coherence
General education should inspire students to learn by allowing students to explore their passion and purposes and to make connections between a coherent body of knowledge in the core, their chosen professions, and information they may not realize they need to know.

Final Principles

Connections/Coherence
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.

https://www.usg.edu/redesigned_general_education/general_educational_design_principles
Draft Principles

21st Century Skills
General education should encourage inquisitiveness, self-motivation and critical thinking, and should develop 21st century skills such as data and technology literacy, and working in diverse multi-disciplinary teams.

Final Principles

21st Century Skills
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.

https://www.usg.edu/redesigned_general_education/general_educational_design_principles

Draft Principles

Workplace/Society/World
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, while participating in a diverse and complex global economy.

General education should teach students to communicate their ideas in a manner that is respectful of civil discourse and diverse perspectives, and to demonstrate those skills in team settings through verbal, written, digital, and multi-modal communication channels.

Final Principles

Success in all Settings
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 multi-modal communication channels.

https://www.usg.edu/redesigned_general_education/general_educational_design_principles
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Process</strong></td>
<td><strong>Process</strong></td>
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<tr>
<td>General education should provide a flexible platform for student success by providing engaging, high-quality courses that maintain consistent rigor and facilitate seamless institutional transfer.</td>
<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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</table>

[https://www.usg.edu/redesigned_general_education/general_educational_design_principles](https://www.usg.edu/redesigned_general_education/general_educational_design_principles)
Director Updates

GEC composition being reviewed by Faculty Senate

The Faculty Senate recommends that the following study group be set up to come up with proposals for:

- What should be the composition of the GEC membership?
- Who should these members represent? Suppliers or users?

This study group will report back to the Faculty Senate before the end of November.
- The study group will consist of:
  1) 3 voting senators or faculty.
  2) Director of General Education - non-voting.
  3) AVP for curriculum - non-voting.

Next Meeting:
November 13, 2019
Architecture Building (Marietta)
Bldg N, Rm N176
3:30-5pm
Thank you!

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

Remember - D2L is our archive. All materials are uploaded and stored there.
Now you can use any emoji as an icon!
And of course it resizes without losing quality and you can change the color.

How? Follow Google instructions
https://twitter.com/googledocs/status/730087240156643328

and many more...
Well-Rounded

General education should **educate** students in a body of **foundational** knowledge in major academic disciplines and a set of core competencies that enables them to be well-informed learners and should develop the foundations ready for success.

For All Settings

**Foundational**

General education should expose students to **skills**, diverse skill sets, ways of knowing and learning perspectives, preparing and ways of knowing in the Sciences, Social Sciences, Arts, and Humanities, to prepare them for a lifetime of learning.

Connections/Coherence

General education should inspire students to learn by allowing students to explore their passions and purposes and to make connections between a coherent body of knowledge in the core, their chosen professions, and information they may not realize they need to know.

21st Century Skills

General education should encourage inquisitiveness, creativity, self-motivation and critical thinking, and should in students, enabling them to develop 21st-century skills such as data and technology literacy, and working in diverse multi-disciplinary teams.

Workplace/Society/World

**Success in all Settings**

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.

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General education should teach students to clearly communicate their ideas in a manner that is respectful of civil discourse and diverse perspectives, and to demonstrate those skills in team settings through verbal, written, digital, and multi-modal communication channels.

Process

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.
<table>
<thead>
<tr>
<th>PROPOSAL NAME (N-New/C-Change/D-Discontinue)</th>
<th>YES</th>
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<td>MATH - 1112 - College Trigonometry (D)</td>
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<td>MATH - 1113 - Precalculus (C)</td>
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<td>PERS - 2700 - Perspectives on the World of Work (N)</td>
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<td>STAT - 0996 - Support for Elementary Statistics (N)</td>
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<td>STAT - 1401 - Elementary Statistics (C)</td>
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All,
Attached and below is the summary of our meeting.
Have a good weekend,
Kris

General Education Council Oct. 16, 2019 Meeting Summary

The GEC approved the following course changes and additions to the core curriculum:
STAT 1401/0996 – addition to Area A2
MATH 10001 – new course for Area A2
MATH 1112 – removal of course from Area A2
MATH 1113 – addition of course to Area D1
PERS 2700 – new course for Area B2

The USG has finalized the guiding principles for the core curriculum revision. They can be found at https://www.usg.edu/redesigned_general_education/general_educational_design_principles

The Faculty Senate has convened a committee to examine the composition and representation of the GEC.

The Powerpoint, handout, and associated materials have all been uploaded to D2L for your reference.
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| Non-Voting Members |                      |                          | Faculty Director of General Education and Curriculum Development |
|---------------------|-----------------------|---------------------------|
| Kris DuRocher       |                       |                           |                                                                 |

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<th>Alice</th>
<th>Pate</th>
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<tr>
<td>Amy</td>
<td>Jones</td>
<td>Curriculum Support Manager</td>
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<tr>
<td>Chris</td>
<td>Hutt</td>
<td>Assistant Vice President, Advising</td>
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<tr>
<td>Jen</td>
<td>Wells</td>
<td>Director, Assessment</td>
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<td>Kevin</td>
<td>Gwaltney</td>
<td>Director, Policy</td>
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<td>Pam</td>
<td>Cole</td>
<td>Associate Vice President for Curriculum</td>
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<td>Li</td>
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