



General Education Council (GEC)  
August 28, 2019  
3:30 – 5:00 p.m.  
Prillaman Hall, Rm. 1002

**Voting Members Present:**

Alice Gooding (Anthropology)  
Brad Suther (Geography)  
Brendan Callahan (Bagwell College of Education)  
Brian Starks (Sociology)  
Bruce Thomas (Mathematics)  
Debbie Hutchinson (Art and Design)  
Dorian (Lee) Jackson (Foreign Languages)  
Edward Eanes (Music)  
Jeanne Bohannon (Composition)  
JoAnn LoVerde-Dropp (Literature)  
Joy Brookshire (Biology - Molecular and Cellular)  
Lisa Adams (Honors College)  
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)  
Nirmal Trivedi (First-Year and Transition Studies: First-Year Seminar or Learning Communities)  
Ryan Ronnenberg (History)  
Susan Rouse (Philosophy)  
Tanja Link (Criminal Justice)  
Thomas Doleys (Political Science)  
Timothy Mathews (Economics)  
Trina Queen (Interdisciplinary Studies)

**Non-voting Members Present:**

Kris DuRocher (Faculty Director of General Education and Curriculum Development)

Amy Jones (Curriculum Support Manager)  
Chris Hutt (Assistant Vice President, Advising)  
Pam Cole (Associate Vice President for Curriculum)  
Rachel Blasé (Bagwell College of Education - Education Student Services)

**Guest(s):**

Lindsay Williams (ESS)  
Matt Waller (CHSS Advising)  
Ruth Goldfine (FYTS)  
Natasha Habers (FYTS)

Christopher Hall (Fine Arts-Visual)  
Raven Knudsen (AAF)  
Nancy Tompkins (AAF)  
Chien-pin Li (CHSS)

- I. Welcome

Kris DuRocher introduced herself and welcomed everyone. Kris reminded everyone to sign-in as this year, there will be a record of attendance for the meetings. If a member cannot attend, they should send a proxy and/or notify Kris DuRocher or Debra Hill that they will be absent.
- II. Approval of past minutes

The minutes of March 20, 2019 and May 1, 2019 meetings were approved as written. Trina Queen made the first motion and Susan Rouse seconded it. No one opposed.
- III. New Business

Updates on Curriculum  
BIOL 1107 and Chemistry: Over the summer, the prerequisite of CHEM 12II/1211L was removed from BIOL 1107 effective fall 2019. Susan Rouse asked why it was necessary to remove the prerequisites. Pam Cole stated that the addition occurred during consolidation but it was against BOR policy. It was dictating a science for science major students and was creating a four hour credit bottleneck for non-science major students. Joy Brookshire commented BIOL 1107 is geared toward pre-professional medical/math/science majors. Other majors are recommended to take SCI 1101.
- IV. Proposed Curriculum Changes to Core Curriculum Discussion
  - a. Proposed changes in Areas A2 and D1

In spring 2019, the BOR updated the language on non-stem pathways for math. The updated language included additional math pathways for those students not requiring calculus for their major. The BOR directed 24 USG universities to create a statistics pathway initiative. The statistics pathway implementation is to begin in fall 2020.

In course selections, if a student is in a stem major, they will be able to view only stem-related courses. If a student is a non-stem major, they will be able to see all available courses and Advising will need to be aware.
  - b. Math

Chris Holtzendorff briefed the Council on the non-stem new math pathway. The goal is to start students at the right math level vs. starting them at a higher math level and then they fail. The student success rate is better when students take MATH 1112 (College Trigonometry) before MATH 1190 (Calculus) and similarly take MATH 1113 (Pre-calculus) before MATH 1190 (Calculus).

To better align with USG recommendations, MATH 1112 will be removed from Area A2 (this course is not offered by most USG universities as they have already changed their model). Jeanne Bohannon questioned the impact of removing MATH 1112 from Area A2 and Chris Holtzendorff responded that it will have minimal impact as students need more algebra. MATH 1112 will be

deactivated in fall 2020. Students who fail or have failed MATH 1112 will not be able to retake it and will need to work with Advising.

MATH 1113 will also be included in Area D1 to offer more options. *(See attached power point slides for detailed information on the above.)*

A new course, MATH 1001 is being developed to add to Area A2 in fall 2020. Bruce Thomas will be presenting on this course in the future. The goal of this course is to gain student interest by making it a friendlier math course and more life applicable.

These changes will allow students to move through the core more easily. The STAT proposal is in Curriculog and with the CSM college curriculum committee as of this date (August 28). The proposal should be ready for a vote at the next GEC meeting.

c. Statistics Pathway

Linda Galloway briefed the Council on the new statistics pathway. STAT 1107 is now STAT 1401 (Introduction to Statistics) and will be included in Area A2 and D1. Linda had met with other colleges and received strong support for this change.

A corequisite course, STAT 1402, is being developed for Area D. It is a data science focusing on analysis and interpretation. The plan is to develop the course as application-based in Excel and using Excel to teach students how to move through the various functions of Excel, from one set of data, and build reports, graphics, presentations, analytics – job applicable skills.

There was a general endorsement from members of the Council for this statistics pathway and STAT 1402.

V. New Course Discussions

a. First-Year and Transition Studies

Nirmal Trivedi presented to the Council, for their feedback, a pre-proposal on a new course FYTS is developing for Area B2: Perspectives on the World of Work. This new course focuses on creative and collaborative problem-solving – to think and work in groups. It contains a local global component (which makes it a fit for Area B2) and problem-solving, also a core component. Their department looked at a model offered by Valdosta State. It is not totally skills based, but a more holistic model.

Addressing a USG principle – Workplace/Society/World – this course will help students make sense of the General Education program and its value vs. just taking General Education courses to “get through”. FYTS is made up of faculty with diverse disciplines who will be able to help students use their education to develop skills and knowledge that they will use in the real world.

Trina Queen commented that there are quite a number of courses already in Area B2 and asked what would this course do over the others to add to student knowledge? The reply was the current interdisciplinary courses in Area B2, with the same learning outcomes, are more direct content focused. Ruth

Goldfine replied that this new course is broad/holistic for all disciplines content. Trina further commented that the other interdisciplinary courses in Area B2 still offer the same outcomes to transition students to use in the real world.

Susan Rouse questioned the timing of adding new courses now when it is planned that the General Education program will be revised. Nirmal Trivedi replied that it is unknown when the actual upcoming GenEd revision will occur and the need now is more important than to wait and see how the revision plays out.

Pam Cole commented that the BOR could do the GenEd revision very soon or it could take years. When asked if new courses can still be submitted, Pam replied "yes". She went on further to state that all courses will be subject to revising or eliminating, not just new ones, and we need to be asking ourselves "What do the programs need?" and "What is best for the students?"

Kris DuRocher commented that we must provide more options/pathways for students and that we will likely be teaching out the current core for several years once a change is made.

Lee Jackson commented that in FYTS's proposal, there was not a mention of intercultural communication in this course and perhaps they should considering adding it.

Nirmal summarized that FYTS feels this course offers something unique and benefits the student and student retention. FYTS does not feel it overlaps other courses. Ruth Goldfine commented that they would start out teaching only a few sections.

b. Health, Promotion, and Physical Education

Monica Gerda and Mia Oberlton presented a proposal for a new course, also intended for Area B2: Living Your Best Life. The goal of this course is "Health Literacy" which fits with the critical thinking and application learning outcome. Students will navigate information regarding health and how to use the information or apply it to make good decisions. Currently 75% of the country cannot navigate the amount of health information that is out there and make the right decisions to live their best healthy life.

Also embedded is a global society component – How health impacts the world (health costs)? Natalie Berry asked what percentage of course work meets the cultural perspective of Area B2 learning outcomes. Trina Queen commented that there are three areas that brought cultural perspective – World Health Organization, United Nations, and local Advocacy.

It was suggested that the language in the proposal be "cleaned-up" to be more academic.

Tom Doleys commented/questioned the overall impact on resources with the number of courses in Area B2 and asked how many sections was HPE planning to offer? The response was limited sections with full-time faculty to start,

perhaps 3-5. It is not intended to service thousands of students as with the former WELL 1000.

Matt Waller asked if Area B1 could be re-arranged and Kris DuRocher responded "yes". He likes having more options.

Jeanne Bohannon asked if HPE had spoken with any subject experts, such as literacy librarians, as there could be a fit with Information Literacy and evaluating the value of online sources. Monica Gerda replied that the use and definition of the word "literacy" can differ between disciplines. Mia Oberlton replied that they always encourage students to use other resources such as the library or the writing center.

Trina Queen suggested adding as an objective to have students identify components of health literacy.

## VI. Director Updates

### a. USG Update

Kris DuRocher encouraged everyone to provide input on the planned USG revision to the Core through the feedback link that was sent out.

### b. UPCC Update

If you have an item that requires BOR approval, it should be submitted to the UPCC by the November 2019 meeting; and, if you have item that is for fall 2020 implementation, it needs to be approved by the UPCC by no later than the February 2020 meeting.

### c. Updated Reference Packet

A final version of the GEC Reference Packet was provided to the members present.

### d. 2018-2019 Report

A report is available on D2L that details the work and results over the past year. (The report is too large to attach or send electronically.)

### e. Professional Development Survey Results

- Kris DuRocher reported that "Assessment" was the number one priority from the results of the professional development survey.
- As an AAC&U institution, faculty can use their resources and take advantage of the webinars they offer. There is an upcoming webinar on assessment on September 25, 2019.

## VII. Upcoming events

a. Next agenda deadline: September 4, 2019

b. Next meeting: September 18, 2019 (Kennesaw-Clendenin, Rm. 1009); 3:30 – 5:00 p.m.

kd/djh

Attachments: Power Point  
USG STEM Excerpt  
Area A2 and D1 Math Changes  
FYTS Proposal  
HPE Proposal  
GEC Reference Packet  
Professional Development Survey Results





General Education Council (GEC)  
August 28, 2019  
Prillaman Hall, Room HS1002  
3:30 – 5:00 p.m.

SUMMARY

- I. New Business
  - a. Curriculum Update
    - Effective fall 2019 CHEM 1211 and CHEM 1211L are no longer a prerequisite for BIOL 1107
- II. Proposed Curriculum Changes to Core Curriculum Discussion
  - a. KSU is participating in a USG initiative to add a Statistics Pathway to the core
    - KSU will offer STAT 1401 in BOTH Areas A2 and D1 by Fall 2020 with a corequisite support course for Area A (STAT 0996)
    - KSU will develop and offer a STAT 1402 course in Area D2 by Spring 2021
  - b. Proposed changes in Areas A2 and D1
    - Remove MATH 1112 from Area A2 in Fall 2020
    - Add Math 1113 to Area D1 in Fall 2020
- III. New Course Discussions
  - a. Health, Promotion, and Physical Education: “Living Your Best Life” for inclusion in Area B2
  - b. First-Year and Transition Studies: “World of Work” for inclusion in Area B2
- IV. Director Updates
  - a. Please remember to submit feedback on the USG Core Revision draft guidelines. A reminder email was sent 8.26.19 to all deans, chairs, and council members. Please circulate.
    - Draft of these design principals, posted here:  
[https://www.usg.edu/redesigned\\_general\\_education/draft\\_general\\_educational\\_design\\_principles](https://www.usg.edu/redesigned_general_education/draft_general_educational_design_principles).
    - The feedback form is located at [https://www.usg.edu/redesigned\\_general\\_education](https://www.usg.edu/redesigned_general_education).
  - b. Reminder for those planning to submit curriculum proposals: Items requiring BOR approval should be submitted to UPCC by the November meeting; other items requesting Fall 2020 implementation should be approved by UPCC no later than the February 2020 meeting.
- V. Other
  - a. Reminder: A record of attendance is being kept this year. Please notify Kris DuRocher or Debra Hill if you are unable to attend or send a proxy.
  - b. September Meeting:
    - Agenda deadline - September 4, 2019
    - Meeting: September 18, 2019 (Kennesaw-Clendenin, Rm. 1009); 3:30 – 5:00 p.m.

General Education Council (GEC)  
August 28, 2019  
Prillaman Hall, Room HS1002  
3:30 – 5:00 p.m.

AGENDA

- I. Welcome
  - a. Sign in
- II. Approval of past minutes
  - a. Minutes of March 20, 2019 and May 1, 2019 meetings
- III. New Business
  - a. Updates on Curriculum
  - b. BIOL 1107 and Chemistry
- IV. Proposed Curriculum Changes to Core Curriculum Discussion
  - a. Proposed changes in Areas A2 and D1
  - b. Statistics Pathway (Linda Galloway)
  - c. Math (Chris Holtzendorff)
- V. New Course Discussions
  - a. Health, Promotion, and Physical Education (Mia Oberlton and Monica Gerda)
  - b. First-Year and Transition Studies (Nirmal Trivedi)
- VI. Director Updates
  - a. USG Update
  - b. UPCC Update
  - c. Updated Reference Packet
  - d. 2018-2019 Report
  - e. Professional Development Survey Results
- VII. Upcoming events
  - a. Next agenda deadline: September 4, 2019
  - b. Next meeting: September 18, 2019 (Kennesaw-Clendenin, Rm. 1009); 3:30 – 5:00 p.m.



# General Education Council Meeting 8.28.19

## Agenda

I. Welcome

Please Sign in

II. Old Business

Approve minutes

III. New Business

Updates on Curriculum- Biol 1107 and Chemistry 1211 and Lab

IV. Discussion of proposed curriculum changes to Core Curriculum

Proposed changes in Areas A/D1

Statistics Pathway - Linda Galloway

Math - Chris Holtzendorff

V. New course discussions:

Mia Oberlton & Monica Gerda

Nirmal Trivedi

VI. Director Updates

Updated reference GEC member guide

2018-2019 report

PD survey results

VII. Upcoming

Agenda Deadline Sept. 4, 2019

Next meeting Sept. 18, 2019, Clendenin Room 1009, 3:30-5pm

I.

## Welcome

Please sign in

II.

## Old Business

Approval of March 20, 2019 and  
May 1, 2019 minutes

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III.

## New Business




Curriculum Updates

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## Summer 2019

- Effective fall 2019
- Removal of CHEM 1211 and CHEM 1211L prerequisite from BIOL 1107

### 2018-2019 catalog




**BIOL 1107: Biological Principles I**   

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**  
**Concurrent:**  
 CHEM 1211 and CHEM 1211L

The course is an introduction to cell and molecular biology as well as molecular and population genetics. Students who successfully complete the class should be able to describe the fundamental biology of the cell, including cellular anatomy and cellular metabolic processes in both plants and animals. Students will also use molecular genetics to describe the basis for heredity and how this is expressed in populations as well as how it informs evolutionary principles.

**Notes:** For science majors.

### 2019-2020 catalog

**BIOL 1107: Biological Principles I**   

**3 Class Hours 0 Laboratory Hours 3 Credit Hours**

The course is an introduction to cell and molecular biology as well as molecular and population genetics. Students who successfully complete the class should be able to describe the fundamental biology of the cell, including cellular anatomy and cellular metabolic processes in both plants and animals. Students will also use molecular genetics to describe the basis for heredity and how this is expressed in populations as well as how it informs evolutionary principles.

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## IV.

# Proposed Changes to Areas A/D

BOR Math language  
 Overview of "What"  
 Discussions/ questions

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## BOR Update on Non-STEM Pathways

**Math Pathways for non-STEM students** - Students in programs other than the mathematics, science, technology, and engineering programs listed above may select from among MATH 1001 - Quantitative Reasoning, MATH 1101 - Introduction to Mathematical Modeling, or MATH 1111 - College Algebra.

**Institutions may not require students in non-STEM programs to take a particular mathematics course from among MATH 1001, 1101, and 1111** unless this course appeared as a prerequisite for a program-required course in the institution's 2008-2009 catalog, or the institution has applied for and received permission to specify that students in certain degree programs be required to take particular courses with on Areas A - E (see 2.4.7, Exceptions 3 & 4 below).

**The purpose of MATH 1111 - College Algebra is to prepare students for taking Pre-Calculus and Calculus. It is not an appropriate mathematics course for students whose programs of study will not require them to take a Calculus course.** Students whose programs of study will not require them to take a Calculus course should be advised to take MATH 1001 or MATH 1101.

MATH 1401/STAT 1401 Elementary Statistics is an appropriate first or second math course for students in non-STEM pathways as well as for students in some STEM pathways. Most students who plan to take MATH 1401/STAT 1401 as their second math course should select MATH 1001 or 1101 as their Area A2 math course.

Symbolic logic and math for liberal arts may not be used as substitutions for Quantitative Reasoning, or Introduction to Mathematical Modeling, or College Algebra in Area A2.

February 26, 2019 update [https://www.usg.edu/academic\\_affairs\\_handbook/section2/C738](https://www.usg.edu/academic_affairs_handbook/section2/C738)

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## Current Areas A2/D1

A2	D1
MATH 1101: Introduction to Mathematical Modeling (3)	STAT 1401: Introduction to Statistics (3)
MATH 1111: College Algebra (3)	MATH 1160: Elementary Applied Calculus (3)
MATH 1112: College Trigonometry (3)	MATH 1190: Calculus I (4)
MATH 1113: Precalculus (3)	MATH 2202: Calculus II (4)
MATH 1190: Calculus I (4)	

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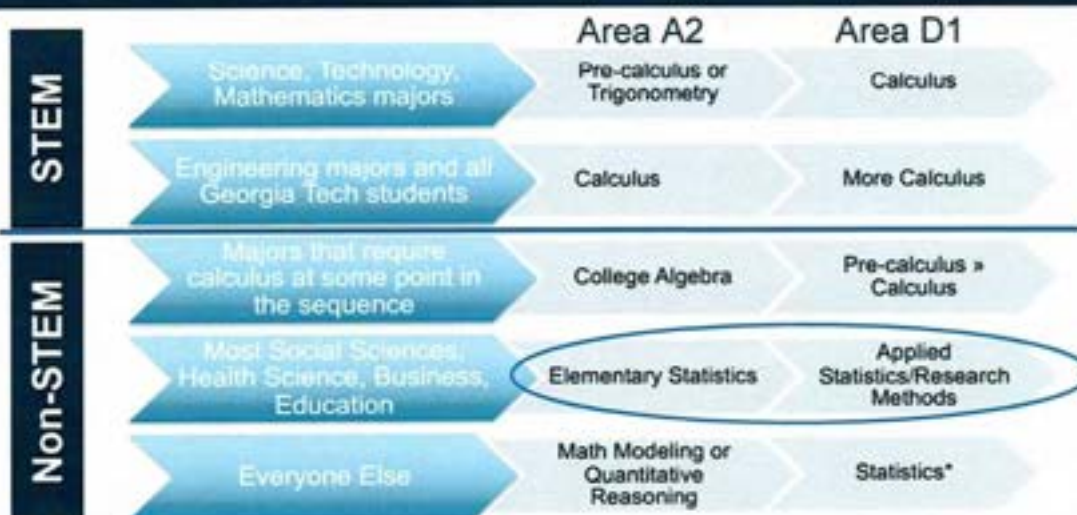
# Statistics Pathway



USG initiative: Add a Statistics Pathway to the core

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## New Math Pathways



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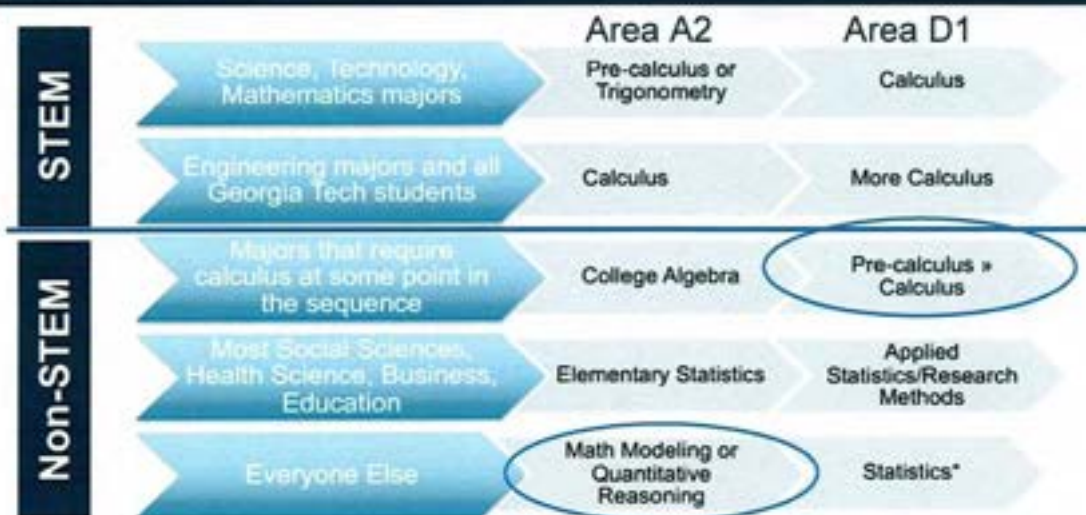
# Statistics Pathway Implementation



- KSU will create this pathway by:
  - Offering STAT 1401 in BOTH Areas A2 and D1 by Fall 2020 with corequisite support (STAT 0996)
  - Develop a STAT 1402 course in Area D2 for Spring 2021

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## New Math Pathways



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## Current Math Proposals

- Remove MATH 1112 from Area A2 in Fall 2020
- Add Math 1113 to Area D1 in Fall 2020

## Upcoming Math Proposals

- Add Math 1001 to Area A2 in Fall 2020

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### Visualization of Proposed STAT/MATH Core Changes

#### Proposed Changes for Implementation Fall 2020

- Remove MATH 1112 from A2
- Add STAT 1401 to A2. STAT 1401 will be in both A2 and D1
- Add MATH 1113 to D1. MATH 1113 will be in both A2 and D1
- Add MATH 1001 to Area A2

A2	D1
MATH 1001: Quantitative Reasoning	STAT 1401: Introduction to Statistics (3)
MATH 1101: Introduction to Mathematical Modeling (3)	MATH 1113: Precalculus (3)
MATH 1111: College Algebra (3)	MATH 1160: Elementary Applied Calculus (3)
<del>MATH 1112: College Trigonometry (3)</del>	MATH 1190: Calculus I (4)
MATH 1113: Precalculus (3)	MATH 2202: Calculus II (4)
MATH 1190: Calculus I (4)	
STAT 1401: Introduction to Statistics (3)	

#### Proposed Changes for Implementation Spring 2021

- Add STAT 1402 new course to D1

A2	D1
MATH 1001: Quantitative Reasoning	STAT 1401: Introduction to Statistics (3)
MATH 1101: Introduction to Mathematical Modeling (3)	STAT 1402: (Name TBD) (3)
MATH 1111: College Algebra (3)	MATH 1113: Precalculus (3)
MATH 1113: Precalculus (3)	MATH 1160: Elementary Applied Calculus (3)
MATH 1190: Calculus I (4)	MATH 1190: Calculus I (4)
STAT 1401: Introduction to Statistics (3)	MATH 2202: Calculus II (4)

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## Discussion and Questions:

**Statistics Pathway - Linda Galloway**  
**Math - Chris Holtzendorff (1112/1113)**

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V.

## **New Course Discussions**

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## New Course Discussions

- **Mia Oberlton & Monica Gerda**

- **Nirmal Trivedi**

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VI.

## Director Updates

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## General Education Director Updates

- USG Core Revision guidelines feedback- reminder email
- Curriculum timeline- items requiring BOR approval should be submitted to UPCC by the November meeting and items requesting Fall 2020 implementation should be approved by UPCC no later than the February 2020 meeting.
- Updated reference packet for GEC
- 2018-2019 report in D2L
- Professional development survey results handout
  - Understanding assessment a priority

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## PD Opportunity

[Adding VALUE: How AAC&U's Signature Approach to Assessment Can Improve Teaching, Learning, and Student Success](#)

- Free Webinar September 25, 2019
- Online, 2:00-3:00 p.m.
- <https://www.aacu.org/webinar/adding-value>
- Valid Assessment of Learning in Undergraduate Education (VALUE) empowers faculty and other higher education professionals to engage in the authentic assessment of student learning by providing the tools needed to mine students' work and to gauge and demonstrate their success. This webinar will present an overview of the VALUE approach and showcase the various options for employing it, from local assessments using the VALUE rubrics to the external validation available through the multinational, multi-institutional scoring initiative.

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**Next Meeting:**  
**September 18, 2018**

Kennesaw Campus  
3:30-5:00pm  
Clendenin Room 1009

Agenda Items due September 4<sup>th</sup>

**Thanks!** Kris DuRocher  
kduroche@kennesaw.edu  
470-578-4526

[gened@kennesaw.edu](mailto:gened@kennesaw.edu)

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



### **Excerpt from USG Academic Affairs Handbook section 2.4.4**

**Math Pathways for STEM students** - For students majoring in mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education, pre-calculus must be the required mathematics course in Area A2 at all institutions. In this document, these majors are collectively referred to as "science programs."

Institutions may require pre-calculus in Area A2 for majors in agricultural science and environmental science. While students may fulfill this requirement with a math course higher than pre-calculus, institutions may not require them to do so.

A calculus course is required in Area A2 for all engineering majors and for all programs at Georgia Institute of Technology. While students may fulfill this requirement with a math course higher than a first course in calculus, institutions may not require them to do so.

**Math Pathways for non-STEM students** - Students in programs other than the mathematics, science, technology, and engineering programs listed above may select from among MATH 1001 – Quantitative Reasoning, MATH 1101 – Introduction to Mathematical Modeling, or MATH 1111 - College Algebra.

Institutions may not require students in non-STEM programs to take a particular mathematics course from among MATH 1001, 1101, and 1111 unless this course appeared as a prerequisite for a program-required course in the institution's 2008-2009 catalog, or the institution has applied for and received permission to specify that students in certain degree programs be required to take particular courses with on Areas A – E (see 2.4.7, Exceptions 3 & 4 below).

The purpose of MATH 1111 - College Algebra is to prepare students for taking Pre-Calculus and Calculus. It is not an appropriate mathematics course for students whose programs of study will not require them to take a Calculus course. Students whose programs of study will not require them to take a Calculus course should be advised to take MATH 1001 or MATH 1101.

MATH 1401/STAT 1401 Elementary Statistics is an appropriate first or second math course for students in non-STEM pathways as well as for students in some STEM pathways. Most students who plan to take MATH 1401/STAT 1401 as their second math course should select MATH 1001 or 1101 as their Area A2 math course.

Symbolic logic and math for liberal arts may not be used as substitutions for Quantitative Reasoning, or Introduction to Mathematical Modeling, or College Algebra in Area A2.



**Current A2 and D1 Math Offerings**

<b>A2</b>	MATH 1101: Introduction to Mathematical Modeling (3) MATH 1111: College Algebra (3) MATH 1112: College Trigonometry (3) MATH 1113: Precalculus (3) MATH 1190: Calculus I (4)
<b>D1</b>	STAT 1401: Introduction to Statistics (3) MATH 1160: Elementary Applied Calculus (3) MATH 1190: Calculus I (4) MATH 2202: Calculus II (4)

**Proposed Changes for Implementation Fall 2020**

Remove MATH 1112 from A2  
Add STAT 1401 to A2. STAT 1401 will be in both A2 and D1  
Add MATH 1113 to D1. MATH 1113 will be in both A2 and D1  
Add MATH 1001 to Area A2

<b>A2</b>	MATH 1001: Quantitative Reasoning MATH 1101: Introduction to Mathematical Modeling (3) MATH 1111: College Algebra (3) <del>MATH 1112: College Trigonometry (3)</del> MATH 1113: Precalculus (3) MATH 1190: Calculus I (4) STAT 1401: Introduction to Statistics (3)
<b>D1</b>	STAT 1401: Introduction to Statistics (3) MATH 1113: Precalculus (3) MATH 1160: Elementary Applied Calculus (3) MATH 1190: Calculus I (4) MATH 2202: Calculus II (4)

**Proposed Changes for Implementation Spring 2021**

Add STAT 1402 new course to D1

<b>A2</b>	MATH 1001: Quantitative Reasoning MATH 1101: Introduction to Mathematical Modeling (3) MATH 1111: College Algebra (3) MATH 1113: Precalculus (3) MATH 1190: Calculus I (4) STAT 1401: Introduction to Statistics (3)
<b>D1</b>	STAT 1401: Introduction to Statistics (3) STAT 1402: (Name TBD) (3) MATH 1113: Precalculus (3) MATH 1160: Elementary Applied Calculus (3) MATH 1190: Calculus I (4) MATH 2202: Calculus II (4)

DRAFT FOR REVIEW  
(email [nirmal.trivedi@kennesaw.edu](mailto:nirmal.trivedi@kennesaw.edu) for comments)

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General Education Council Meeting (August 28, 2019)  
Presenters: Nirmal Trivedi and Ruth Goldfine

**First-Year and Transition Studies (FYTS) is seeking feedback on an upcoming course proposal for KSU's General Education program focused on *creative and collaborative problem-solving*.** FYTS has a unique multidisciplinary identity that specializes in helping students transition through different stages in their college and post-graduate career—no matter their major and no matter their year in college. FYTS faculty have unique expertise in the area of student success wherein course development, teaching practices, and assessment are all guided by current research on student retention, persistence, and graduation.

### **Preliminary Course Details**

KSU 2700. Perspectives on the World of Work. 3 Hours

This course will examine local and global trends in the workplace as they pertain to today's undergraduates. Students will examine how "work" has evolved to become interdisciplinary, regionally and globally interconnected, technology-driven, and collaborative. They will explore how practices of strategic and critical thinking combined with innovative problem-solving skills provide a framework for academic success that is transferrable to the post-graduate workplace. Through a variety of case studies and collaborative problem-solving activities, students will identify the knowledge, dispositions, and skills that lead to successful academic and post-graduate work.

**Potential General Education Core Area:** Area B2: Critical Thinking: Cultural Perspectives

**Reading Load:** Each course will have at least one assigned textbook or a packet of course readings.

**Assignments:** Individual Papers; Team Oral Presentations; Problem-Solving Project

**Student Learning Outcomes:**

1. Identify the core creative and collaborative components of evidence-based problem-solving.
2. Collaborate as an interdependent team to propose solutions to a current local-global issue.
3. Identify the knowledge, dispositions, and skills that lead to successful academic and post-graduate work.
4. Create a personal strategy for innovative problem-solving pertaining to one's field(s) of study or areas of interest.

### Alignment with KSU General Education

*"The General Education core and the major degree program offer students the knowledge, skills, and perspectives to become informed and engaged citizens living in a diverse, global community" (KSU 2019-2020 Undergraduate Catalog)*

KSU Gen Ed Learning Outcomes	FYTS Course Assessment
<ul style="list-style-type: none"><li>• <b>Written Communication:</b> Students will write &amp; communicate at a college level in various modes, media, and/or rhetorical contexts.</li></ul>	Individual Essay Collaboratively Written Document
<ul style="list-style-type: none"><li>• <b>Reading Comprehension:</b> Students will demonstrate an ability to comprehend, analyze, &amp; interpret texts in various modes, genres, media, and/or contexts.</li></ul>	Readings will consist primarily of case studies and non-fiction texts about the history of work.
<ul style="list-style-type: none"><li>• <b>Critical Thinking:</b> Students will evaluate and synthesize information to support ideas and perspectives.</li></ul>	Oral presentations in teams of 3-4 that argue for an evidence-based solution to a local-global issue.
<ul style="list-style-type: none"><li>• <b>Global Perspectives:</b> Students will analyze creative works from multiple international cultures in relation to the historical, political, economic, sociocultural, aesthetic, or personal contexts in which those works emerged.</li></ul>	Case studies will include accounts of problem-solving in international contexts. Final student project must incorporate an analysis of solution in a global context.
<ul style="list-style-type: none"><li>• <b>Social Sciences:</b> Students analyze the complexity of how historical, economic, and political relationships develop, persist, or change.</li></ul>	Students will analyze trends in the workplace and changes over time.



DRAFT FOR REVIEW  
(email [nirmal.trivedi@kennesaw.edu](mailto:nirmal.trivedi@kennesaw.edu) for comments)

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**Alignment with Emerging USG General Education Principles**

*"General education should expose students to diverse skill sets, ways of knowing and learning perspectives, preparing them for a lifetime of learning"* (Draft General Education Design Principles)

Draft USG General Education Design Principles	FYTS Course Principles
Connections/Coherence	Course provides students opportunities to explore areas of interest by showcasing a variety of perspectives on work in different disciplines and post-graduate life. The course also helps students understand how practicing critical thinking, innovative problem-solving, and lifelong learning is essential to their success in both their academic careers and in their post-graduate lives.
21 <sup>st</sup> Century Skills	Course encourages self-motivation and critical thinking by exposing students to success stories of those with these characteristics who solve problems in diverse multidisciplinary teams. Course unveils the "hidden curriculum" of success.
Workplace/Society/World	Course prepares students for the workplace and society by providing various perspectives on workplace trends and the value of working in diverse teams. Students will learn innovative problem-solving approaches that have been effective and examine those that have been unsuccessful.

**Alignment with AAC&U's "Liberal Education and America's Promise" (LEAP)**

## *Employer Priorities for Most Important College Learning Outcomes*



★ **Knowledge of Human Cultures and the Physical and Natural World**

• Knowledge and understanding of democratic institutions and values	87% ■
• Broad knowledge in the liberal arts and sciences	78% ■
• Intercultural skills and understanding of societies and cultures outside the US	78% ■

★ **Intellectual and Practical Skills**

• Oral communication	85% ◆
• Teamwork skills in diverse groups	83% ◆
• Written communication	82% ◆
• Critical thinking and analytic reasoning	81% ◆
• Complex problem solving	70% ◆
• Information literacy	68% ◆
• Innovation and creativity	65% ◆
• Technological skills	60% ◆
• Quantitative reasoning	56% ◆

★ **Personal and Social Responsibility**

• Problem solving in diverse settings	96% ■
• Civic knowledge, skills, and judgment essential for contributing to the community and to our democratic society	86% ■
• Ethical judgment and decision making	81% ◆

★ **Integrative and Applied Learning**

• Applied knowledge in real-world settings	80% ◆
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Note: These data are taken from *Falling Short? College Learning and Career Success*, a 2015 report on findings from a survey of employers and a survey of college students conducted for AAC&U by Hart Research Associates. For a full report on this survey and earlier reports on employer views, see [www.aacu.org/leap](http://www.aacu.org/leap).

■ indicates percentage of employers who "strongly agree" or "somewhat agree" that, "regardless of a student's chosen field of study," every student should attain this area of knowledge or skill.

◆ indicates percentage of employers who rate this outcome as very important (8-10 on a 10 point scale) for recent graduates entering the job market.

## Proposed new General Education Course: LIV 2000: Living Your Best Life

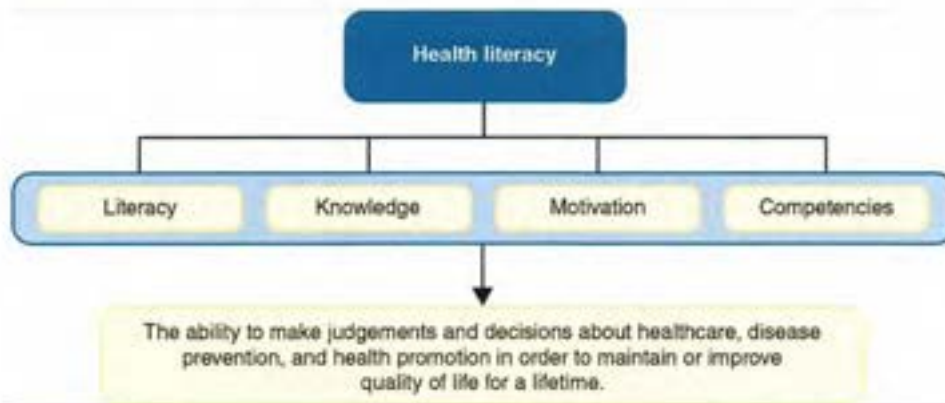
### General Education – Area B Learning Outcomes:

Critical Thinking: Students will evaluate and synthesize information to support ideas and perspectives.

### Rationale:

Health Literacy has been defined as the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health. By improving people's access to health information and their capacity to use it effectively, health literacy is critical to empowerment (World Health Organization, 2019).

Health Literacy is viewed as an asset, a valuable quality that can help people improve their health outcomes. This suggests that when students recognize that their choices directly influence their ability to stay healthy, and when they feel empowered with the knowledge and skills to live a healthy life, they are likely to experience improved health outcomes, make health-enhancing choices, and have an increase in positive opportunities in a range of "personal, social, and environmental determinants of health." Additionally, if students learn to view health literacy as an asset, they may be more invested in developing it and more motivated to engage with their health (Alperin and Benes, 2016).



Each component of Health Literacy is necessary for it to become an asset that has a positive impact on students' health outcomes (Alperin and Benes, 2016).

### LIV 2000: Living Your Best Life

#### **Course Description:**

This course is designed to introduce you to the concept of health literacy and guide you in the acquisition of knowledge and development of skills to help you live your best life!

Through a student-centered approach and participatory methods, you will focus on the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance your health and the health of others.



## Learning Outcomes:

1. Define health literacy.
2. Identify the components of health literacy.
3. Describe the characteristics of health literate people.
4. Analyze determinants of health.
5. Demonstrate functional knowledge of health concepts.
6. Apply health skills in various areas of your life.
7. Discuss potential ethical issues that may impact personal, societal and global health.
8. Explain how health skills are transferrable to all areas of life.

## Course Outline:

WEEK	TOPIC
Week #1	<b>Launch Pad:</b> Course Introduction
Week #2	<b>This is Me:</b> Self-Exploration
Week #3	<b>Dimensions of Wellness</b>
Week #4	<b>World Health Organization; Health Literacy</b>
Week #5	<b>Health Literacy</b>
Week #6	<b>Good Life Goals – United Nations Sustainable Development Goals</b>
Week #7	<b>My Health, My Impact:</b> Accessing Valid and Reliable Information, Products, and Services – Nutrition
Week #8	<b>My Health, My Impact:</b> Analyzing Influences – Social Media
Week #9	<b>Finding Your Voice:</b> Interpersonal Communication – Relationships
Week #10	<b>Finding Your Voice:</b> Decision Making – Alcohol, Tobacco & Other Drugs
Week #11	<b>My Time to Shine:</b> Goal Setting – Time Management, Stress Management
Week #12	<b>My Time to Shine:</b> Self-Management – Mental Health, Mindfulness
Week #13	<b>Taking it to the Streets:</b> Advocacy
Week #14	<b>Taking it to the Streets:</b> ROAR – Resources and Opportunities to Advance Real Change
Week #15	<b>Roadmap to Living Your Best Life</b>

## GOOD LIFE GOALS



## References:

Alperin, H. and Benes, S. (2016). *The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment*. Human Kinetics, Champaign, IL.

World Health Organization (2019). *Health Promotion: Health Literacy*. Retrieved from <https://www.who.int/healthpromotion/health-literacy/en/>



KENNESAW STATE  
UNIVERSITY

***General Education Council Member  
Reference Packet***

*2019-2020*

August 28, 2019



## ***General Education Council Structure***

The General Education Council meets monthly on the third Wednesday of each month during the academic year at 3:30 – 5:00 pm. A current schedule can be found at:

<https://curriculum.kennesaw.edu/gened/council.php#schedule>

The General Education Council, GEC (permanent) is assigned to the Faculty Senate and advisory to the Associate Vice President for Curriculum.

**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.

**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.

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 and integrative studies; literature; mathematics; music; philosophy; physics; political science; psychology; sociology; statistics; and theatre and performance studies.

The coordinator of WELL 1000.

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

One representative from the Bagwell College of Education.

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

One representative from the College of Architecture and Construction Management.

One representative from the College of Computing and Software Engineering.

One representative from the Honors College.

Term: 2 years

<http://catalog.kennesaw.edu/content.php?catoid=49&navoid=3527>

### ***Faculty Director of General Education Contact Information***

The Faculty Director of General Education leads the General Education Council.

**Dr. Kris DuRocher**

**phone:** 470-578-4526

**email:** [kduroche@kennesaw.edu](mailto:kduroche@kennesaw.edu)

**office:** Kennesaw Hall, Rm. 3440

### ***Mission and Vision of the General Education Council***

The General Education core at Kennesaw State University program offers a comprehensive series of interrelated courses in the liberal arts and sciences for all Kennesaw State University students. Whereas the major program contributes depth within a chosen specialization, the General Education core program provides breadth of understanding within a variety of disciplines. Together, the General Education core and the major degree programs offer students the knowledge, skills, and perspectives to become informed and engaged citizens living in a diverse, global community.

## General Education at Kennesaw State University Guiding Principles:

### **Vision**

The General Education curriculum at Kennesaw State University, through methods of humane inquiry, empowers students to thrive as engaged and informed citizens in a diverse world.

### **Values**

Kennesaw State University's General Education program values thoughtful exploration that draws on creative problem solving and collaboration, student-centered teaching and learning, mutual respect and appreciation for human and cultural diversity, and lifelong innovation and sustainability.

### **Mission**

Kennesaw State University's multidisciplinary General Education curriculum enriches students' intellectual development by facilitating critical thinking and analysis, evaluating and interpreting information, communicating across multiple modes and media, and understanding critical issues from a variety of perspectives. As reflected in the core learning outcomes of the program, these goals support student engagement in local and global communities.

## ***General Education and the Core Curriculum***

**General Education** is the foundation of skills, knowledge, and values that prepares students for success in their majors and in their personal and professional lives after graduation. General Education outcomes should be encountered throughout the undergraduate experience.

The **Core Curriculum** is a part of General Education, Core Curriculum Areas A-E, is where skills and ideas are introduced.

### **The Current Core Curriculum at Kennesaw State University:**

#### **Area A: Essential Skills**

A1- Communication (6 credit hours)

A2- Quantitative Reasoning (3 to 4 credit hours)

#### **Area B: Institutional Options**

B1- Contemporary Economic Issues (2 credit hours)

B2- Cultural Perspectives (3 credit hours)

#### **Area C: Humanities, Fine Arts, and Ethics**

C1- Literature of the World (3 credit hours)

C2- Arts and Culture of the World (3 credit hours)

#### **Area D: Science, Mathematics, & Technology**

D1- Applied Math (3 to 4 credit hours)

D2- Science Process (7 to 8 credit hours)

#### **Area E: Social Sciences**

E1- U.S. Government (3 credit hours)

E2- U.S. History (3 credit hours)

E3- World History (3 credit hours)

E4- Social Sciences (3 credit hours)



## Current Course Offerings in Kennesaw State University's Core Curriculum for 2019-2020:

<b>Area A1: Communication - (6 Credit Hours)</b>	<b>D1: Applied Math (3 to 4 Credit Hours)</b>	<b>Area E: Social Sciences – (12 Credit Hours)</b>
ENGL 1101: Composition I ENGL 1102: Composition II	STAT 1401: Elementary Statistics MATH 1160: Elementary Applied Calculus MATH 1190: Calculus I MATH 2202: Calculus II	<b>E1: U.S. Government (3 Credit Hours)</b> POLS 1101: American Government
<b>Area A2: Quantitative - (3 to 4 Credit Hours)</b>	<b>D2: Science Process (7 to 8 Credit Hours)</b>	<b>E2: U.S. History (3 Credit Hours)</b> HIST 2111: United States History to 1877 HIST 2112: United States History Since 1877
MATH 1101: Introduction to Mathematical Modeling MATH 1111: College Algebra MATH 1112: College Trigonometry MATH 1113: Precalculus MATH 1190: Calculus I	<b>Group One</b>	<b>E3: World History (3 Credit Hours)</b> HIST 1100: Introduction to World History HIST 1111: Pre-Modern World History HIST 1112: Modern World History
<b>B1: Contemporary Economic Issues (2 Credit Hours)</b>	SCI 1101: Science, Society, and the Environment I GEOG 1112: Weather and Climate GEOG 1113: Introduction to Landforms CHEM 1151: Survey of Chemistry I CHEM 1151L: Survey of Chemistry I Laboratory CHEM 1211: General Chemistry I CHEM 1211L: General Chemistry I Laboratory PHYS 1111: Introductory Physics I PHYS 1111L: Introductory Physics Laboratory I PHYS 2211: Principles of Physics I PHYS 2211L: Principles of Physics Laboratory I BIOL 1107: Biological Principles I BIOL 1107L: Biological Principles I Laboratory	<b>E4: Social Sciences (3 Credit Hours)</b> CRJU 1101: Foundations of Criminal Justice GEOG 1101: Introduction to Human Geography PSYC 1101: Introduction to General Psychology SOCI 1101: Introduction to Sociology STS 1101: Science, Technology, and Society ANTH 1102: Introduction to Anthropology ECON 2100: Principles of Microeconomics
<b>B2: Cultural Perspectives (3 Credit Hours)</b>	<b>Group Two</b>	
AADS 1102: Issues in African and African Diaspora Studies AMST 1102: American Identities ASIA 1102: Introduction to Asian Cultures COM 1100: Human Communication FL 1002: Introduction to Foreign Language and Culture II GWST 1102: Love and Sex LALS 1102: Understanding Latin America LDRS 2300: Leadership & Intercultural Competence PAX 1102: Understanding Peace and Conflict PHIL 2200: Ways of Knowing POLS 2401: Global Issues RELS 1102: Introduction to Religion	SCI 1102: Science, Society and the Environment II GEOG 1112: Weather and Climate GEOG 1113: Introduction to Landforms CHEM 1152: Survey of Chemistry II CHEM 1152L: Survey of Chemistry II Laboratory CHEM 1212: General Chemistry II CHEM 1212L: General Chemistry II Laboratory PHYS 1112: Introductory Physics II PHYS 1112L: Introductory Physics Laboratory II PHYS 2212: Principles of Physics II PHYS 2212L: Principles of Physics Laboratory II BIOL 1108: Biological Principles II BIOL 1108L: Biological Principles II Laboratory	
<b>C1: Literature of the World</b>		
ENGL 2110: World Literature ENGL 2111: Early World Literature ENGL 2112: World Literature mid-1600s to Present ENGL 2120: British Literature ENGL 2121: Early British Literature ENGL 2122: British Literature late 1700s to Present ENGL 2130: American Literature ENGL 2131: Early American Literature ENGL 2132: American Literature mid-1800s to Present ENGL 2300: African-American Literature		
<b>C2: Arts and Culture of the World</b>		
ART 1107: Art in Society DANC 1107: Dance in Society MUSI 1107: Music in Society TPS 1107: Theatre in Society		

## ***General Education Learning Outcomes***

The General Education program has ten learning outcomes for students to achieve over the course of their core curriculum. These learning outcomes are assessed in designated courses throughout the General Education program. They can also be found at: <https://gened.kennesaw.edu/genedsuper.php>.

**Written Communication:** Students will write and communicate at a college level in various modes, media, and/or rhetorical contexts.

**Reading Comprehension:** Students will demonstrate an ability to comprehend, analyze, and interpret texts in various modes, genres, media, and/or contexts.

**Quantitative Learning:** Students will demonstrate the ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables) and/or convert information into mathematical forms at a level appropriate for the complexity of problems in a college-level course.

**Critical Thinking:** Students will evaluate and synthesize information to support ideas and perspectives.

**Literature:** Students will include multicultural, social, or historical contexts in their interpretation of literary work.

**Global Perspectives:** Students will analyze creative works from multiple international cultures in relation to the historical, political, economic, sociocultural, aesthetic, or personal contexts in which those works emerged.

**Applied Math:** Students will demonstrate an ability to effectively apply symbolic representations to model and solve problems.

**Natural Sciences:** Students will demonstrate an understanding of college-level scientific principles, theories, and laws, and apply them to solve problems and explore natural phenomena.

**U.S. Perspectives:** Students will demonstrate a broad understanding of history, political systems, or culture of the U.S.

**Social Sciences:** Students analyze the complexity of how historical, economic, and political relationships develop, persist, or change.

### ***KSU General Education Course Syllabus Common Language***

The KSU Faculty Senate has approved the following language for inclusion in all syllabi for courses satisfying the KSU General Education requirement. Faculty teaching General Education courses are asked to copy and paste the below paragraph and insert it into their syllabi.

"Syllabus Language for General Education program courses: [Enter course prefix & number] satisfies one of Kennesaw State University's General Education program requirements. It addresses the [insert learning outcome title] General Education learning outcome(s). The learning outcome states: [insert appropriate learning outcome]. For more information about KSU's General Education program requirements and associated learning outcomes, please visit <https://gened.kennesaw.edu/genedsuper.php>."



## **SACSCOC Accreditation**

Kennesaw State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. There are two standards that relate to the Core Curriculum. The full list of all Principles of Accreditation can be found here: <http://www.sacscoc.org/pdf/2018PrinciplesOfAcrcditation.pdf>

Section 8, Standards 8.1 and 8.2.b state:

- 8.1 "The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success."
- 8.2.b "The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs."

Section 9, Standard 9.3 states:

"The institution requires the successful completion of a general education component at the undergraduate level that:

- a) is based on a coherent rationale.
- b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
- c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession."

## **USG Initiatives within the Core Curriculum**

Currently there are several USG initiative's that interact with the Core Curriculum. These include:  
Complete College Georgia <https://completega.org/>  
Momentum Year, which includes focus areas, <https://completega.org/momentum-year>  
Gateways to Completion (G2C) [https://www.usg.edu/strategic\\_academic\\_initiatives/gateways](https://www.usg.edu/strategic_academic_initiatives/gateways)

## **The USG and the Core Curriculum**

The USG dictates the structure of Areas A-E, including the following rules:

- The USG outlines General Education learning goals but the institution must develop their own learning outcomes for Areas A–E, which must be approved by the USG Council on General Education.
- Every institution in the USG is required to have a core curriculum of precisely 42 semester hours.
- All courses in Areas A–E must be taught at the collegiate level and be broadly focused. They must clearly address the General Education learning outcomes of the institution. They must be consistent with the USG's mission and strategic plan.
- Every institution must offer a path to completing all Area A–E requirements composed exclusively of 1000 and 2000 level courses.
- A requirement for all USG institutions to use common course prefixes, numbers, and descriptions for certain courses and programs.
- No course in Areas A–E may be a prerequisite for any course outside Areas A–E. See the chart for program level exceptions allowed to the core:

## Program Requirement Exceptions Allowed for the Core Curriculum (Areas A-E)

Program	Exemption Type
<p><b>Science Programs:</b> For students majoring in mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education...in this document, these majors are collectively referred to as "science programs."</p>	<p><b>Must</b> require pre-calculus (MATH 1113) in A2</p> <p><b>Must</b> require two four-hour laboratory science courses in Area D.</p> <p><b>Must</b> require a higher math course than MATH 1113 in Area D</p> <p><b>No</b> science program may require that students take a particular science in Area D</p>
<p>Agricultural science and Environmental science</p>	<p><b>May</b> require pre-calculus (MATH 1113) in Area A2</p>
<p>Engineering Programs:</p>	<p><b>Must</b> require a Calculus I (MATH 1190) in A2 and require Calculus II (MATH 2202) in Area D1.</p>
<p>Health professions (including nursing):</p>	<p><b>Must</b> fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology.</p> <p>The only biology courses that may be used to fulfill this requirement are Introductory Biology (BIOL 1107/L)...and Principles of Biology (BIOL 1108/L).</p> <p>The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track.</p> <p>Health professions majors have the option of taking the Survey of Chemistry sequence <b>or</b> the sequence appropriate for science majors, but they may not fulfill their Area D requirements with chemistry courses designed for non-science majors.</p>

- Other exceptions include: If one particular course is required in order to complete an Area, that course may be a prerequisite for a course in another Area or for a course outside of Area A–E. Degree programs may add courses in Areas A–E to their Area Fs. Institutions may require their students to complete their A2 requirements before taking math courses in Areas D and F. They may do so by making their A2 courses prerequisites for their math courses in Areas D and F.



The USG Handbook Section 2.4 in the General Education Core Curriculum can be found at this website: [https://www.usg.edu/academic\\_affairs\\_handbook/section2/C738](https://www.usg.edu/academic_affairs_handbook/section2/C738) with the following topics covered:

2.4.1 General Education Learning Goals

2.4.2 Areas A–F

2.4.3 Omitted

2.4.4 Details Regarding Areas A–F

2.4.5 Rules Regarding Inclusion in Areas A–F

2.4.6 Approval Procedures

2.4.7 Prerequisites and Exceptions

2.4.8 Rules for Change of Major

2.4.9 Transfer Rules

2.4.10 Common Course Prefixes, Numbers, and Descriptions

### ***Changes to the Core Curriculum***

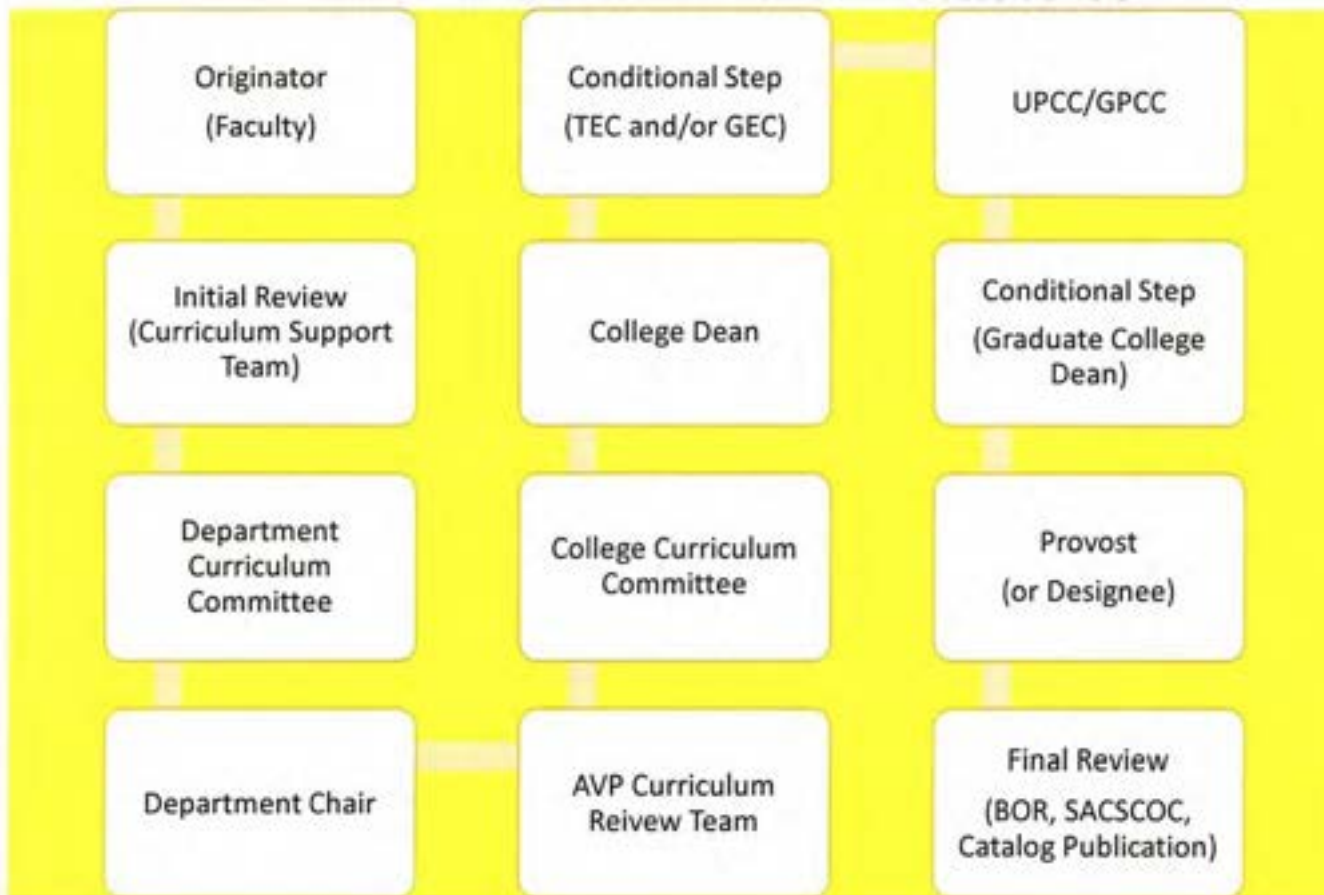
Any change to a course in the Core Curriculum must go through the complete curriculum process at Kennesaw State University. Then depending on the type of change, it will be sent to the respective Academic Advisory Committee and if approved is then submitted for consideration by the USG's General Education Council. Kennesaw State University's curriculum process is done through the Curriculog system.

Curriculog:

- Provides the correct routing for curriculum proposals
- Ensures all required fields for course and program proposals are completed
- Provides a repository for curriculum changes
- Allows for curriculum meetings and committee voting online

Curriculog can be accessed at: <https://kennesaw.curriculog.com/>

### **Visualization of the Curriculum Process at KSU**







## ***GLOSSARY***

TEC	Teacher Education Council
GEC	General Education Council
UPCC	Undergraduate Policies and Curriculum Committee
GPCC	Graduate Policies and Curriculum Committee
SACSCOC	Southern Association of Colleges and Schools Commission
BOR	Board of Regents
USG	University System of Georgia
Gened	General Education
TF	Teaching Faculty
KSU	Kennesaw State University

## Results of GEC Professional Development Survey

### What would be most useful topics for professional development around General Education?

1	Learning assessment strategies for large courses
2	Learn how to use value rubrics and/or create signature assignments
3	How to create assignments that are interdisciplinary and offer connections to multiple majors
4	Pedagogy tools for large general education courses
5	Learn more about how to assess critical thinking
6	Learn more what other faculty at KSU are doing and what is working for faculty in general education courses
7	How to work with general education students who might not be college ready
8	How to design assignments that encourage critical thinking and not just reciting facts
9	Understand how to integrate undergraduate research as HIP in general education courses
10	Understand the KSU curriculum process – for example - how do you propose a course?

### What would be the preferred format for such development?

1	Online modules that can be taken anytime
1	During a GenEd meeting or just after
3	Funded Summer opportunity
4	Lunch and Learn
5	Bring in outside speakers

Results of GEC Professional Development Survey

When would be the best time of the semester/year to have these opportunities?

1	Early in the semester
2	Summer if funded
3	Right after grades submitted
4	Late spring
5	Year round

## Debra Hill

---

**From:** Kristina Durocher <kduroche@kennesaw.view.usg.edu>  
**Sent:** Thursday, April 11, 2019 9:40 AM  
**Subject:** KSU General Education Council

Hello General Education Council,

At our March meeting I asked you to consider the following questions and take them back to your departments and colleagues as well:

1. What would be most useful topics for professional development around General Education?
2. What would be the preferred format for such development?
3. When would be the best time of the semester/year to have these opportunities?

In order to collect these in an organized manner, I have created a survey, linked below, where you can record your responses. This survey will remain open until April 24<sup>th</sup>, as I know this is a busy time of the semester. Here is the link to the survey: <https://www.surveymonkey.com/r/SSRZCLG>

Thank you all for your hard work on GEC,

Kris

### **Kristina DuRocher, PhD**

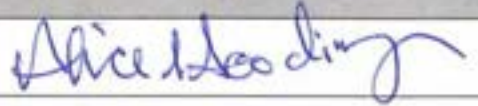



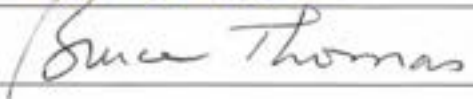





*Faculty Director of General Education and Professor of History*  
Office of the Provost and Vice President of Academic Affairs

585 Cobb Ave NW  
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Kennesaw, GA 30144


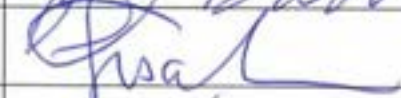


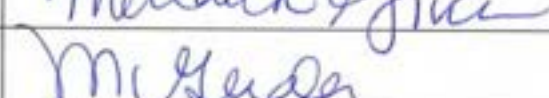
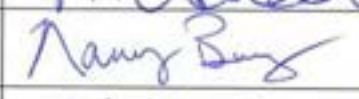

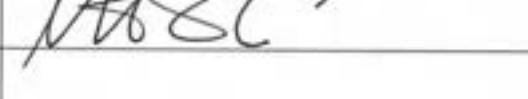

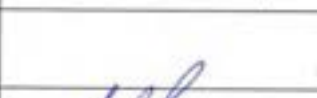


p: [470-578-4526](tel:470-578-4526)  
e: [kduroche@kennesaw.edu](mailto:kduroche@kennesaw.edu)





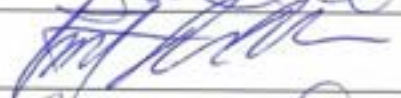
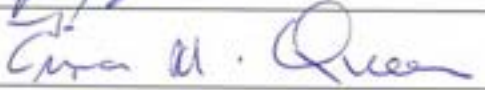
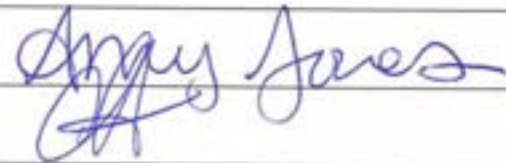
**General Education Council  
(August 28, 2019)**

FIRST NAME	LAST NAME	TERM EXPIRES	DISCIPLINE	SIGNATURE
<b><u>Voting Members</u></b>				
Alice	Gooding	2020	Anthropology	
Andrew	Hummel	2021	Southern Polytechnic College of Engineering and Engineering Technology	
Brad	Suther	2021	Geography	
Brendan	Callahan	2021	Bagwell College of Education	
Brian	Starks	2021	Sociology	
Bruce	Thomas	2020	Mathematics	
Chao	Mei	2021	College of Computing and Software Engineering	
Daniel	Rogers	2020	Psychology	
Debbie	Hutchinson	2020	Art and Design	
Dorian (Lee)	Jackson	2021	Foreign Languages	
Edward	Eanes	2020	Music	
Huggins	Msimanga	2020	Chemistry	
Jeanne	Bohannon	2021	Composition	
JoAnn	LoVerde-Dropp	2020	Literature	

**General Education Council  
(August 28, 2019)**

FIRST NAME	LAST NAME	TERM EXPIRES	DISCIPLINE	SIGNATURE
Joy	Brookshire	2020	Biology - Molecular and Cellular	
Lisa	Adams	Interim	Honors College	
Margaret	Baldwin Pendergrass	2020	Theatre and Performance Studies	
Matthew	Laposata	2021	Biology - Ecology, Evolution, and Organismal	
Meredith	Ginn	2020	Communication	
Monica	Gerda	2020	Health Promotion and Physical Education: Coordinator for WELL 1000	
Nancy	Burney	2021	Statistics	
Natalie	Berry	2020	Dance	
Nirmal	Trivedi	2021	First-Year and Transition Studies: First-Year Seminar or Learning Communities	
Nyasha	GuramatunhuCooper	2020	Leadership and Integrative Studies	
Peter	Pittman	2021	College of Architecture and Construction Management	
Prabha	Padukka	2020	Physics	
Ryan	Ronnenberg	2020	History	
Susan	Rouse	2020	Philosophy	

**General Education Council  
(August 28, 2019)**

FIRST NAME	LAST NAME	TERM EXPIRES	DISCIPLINE	SIGNATURE
Tanja	Link	2021	Criminal Justice	
Thomas	Doleys	2020	Political Science	
Timothy	Mathews	2020	Economics	
Trina	Queen	2021	Interdisciplinary Studies	
<b><u>Non-Voting Members</u></b>				
Kris	DuRocher		Faculty Director of General Education and Curriculum Development	
Alice	Pate		Chairs Directors Assembly Representative	
Amy	Jones		Curriculum Support Manager	
Chris	Hutt		Assistant Vice President, Advising	
Jen	Wells		Director, Assessment	
Kevin	Gwaltney		Director, Policy	
Pam	Cole		Associate Vice President for Curriculum	✓
Rachel	Blasé		Bagwell College of Education - Education Student Services	✓

General Education Council  
(August 28, 2019)

FIRST NAME	LAST NAME	TERM EXPIRES	DISCIPLINE	SIGNATURE
<u>Guests</u>				
RACHEL	BLASE		ESS BCDE	Rachel Blase
Lindsay	Williams	N/A	ESS	LAW
Math	Waller		HSS Advising	Math Waller
Ruth	Goldfine		FYTS	Ruth Goldfine
Natasha	Habers		FYTS	N. Habers
Christopher	Hall		Fine Arts Council	Christopher Hall
Ravn	Knudsen		A Affair	Ravn Knudsen
Nancy	Tompkins		A Affairs	Nancy Tompkins
Chien-pin	Li	guest	CHSS	Chien-pin Li