



General Education Council (GEC)

August 28, 2018

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)

Debra [redacted] (Graphic Design)

Edward [redacted] (Music)

Jeanne Bohannon

Jo [redacted]

Joy Brookshire (Biology - Molecular and Cellular)

Lisa Adams (History)

Matthew Laposata (Biology - Ecology, Evolution, and Organismal)

Meredith Ginn (Communication)

Monica Gerda (Health Promotion and Physical Education: Coordinator for WELL 1000)

Nancy [redacted]

Natalie [redacted]

Nirmal [redacted] (First-Year and Transition Studies, First-Year Seminar of Learning Communities)

Ryan [redacted] (History)

Susan Rouse (Philosophy)

Tanja Link (Criminal Justice)

Thomas Doleys (Political Science)

Timothy Mathews (Economics)

Trina Queen (Interdisciplinary)

**Non-voting Members:**

Kris Linkoener (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):**

[redacted]

Matt Waller (CHSS Advising)

Ruth Goldfine (FYTC)

Natasha Habers (FYTC)

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

I. Welcome

Kris DuRocher introduced herself and welcomed everyone to the meeting. She signed-in as this year's president. If anyone will be absent, they should send a proxy and notify Kris DuRocher or Debra Finn 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 to Core Curriculum

Over the summer, the prerequisite of CHEM 121I/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 that BIOL 1107 is geared toward pre-professional medical/math/science majors. Other majors are recommended.

IV. Proposed Curriculum Changes to Core Curriculum Discussion

a. Proposed changes in Areas A2 and D1

In spring 2019, the Board of Regents approved a new math pathway for non-stem majors. 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 selection, if a student is in a stem major, they will be able to view only stem-related courses. Non-stem students will see all courses.

b. Math

Chris Holtendorff briefed the Council on the non-stem new math pathway. The goal is to start students at the MATH 1112 level and then they can progress to MATH 1113/Calculus I. This is similar to the current pathway.

To better align with the new math pathway, Area A2 (this course is required by most USG students) already changed their course number to MATH 1112. Chris Holtendorff 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 to 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. *attached power point slides for detailed information on the above*

A new course, MATH 1114, is being developed to add to Area A2 in the future. Bruce Thomas will be presenting on this course in the future. The course is to gain student interest in math that is more life applicable.

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

#### c. Statistics Pathway

Linda had presented to the Council on the new statistics pathway. STAT 1401 is now STAT 1401 (Introduction to Statistics) and will be included in Area A2 and D1. Linda had received positive feedback from colleagues and received strong support for this change.

A corequisite course, STAT 1402, is being developed for Area D. It is a data science for business analysis and interpretation. The plan is to develop this course as a technology-based course using Excel to teach students 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 learning 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 is currently using a more traditional, content-based, but a more holistic model.

Addressing a USC goal – Workplace/Society/World – this course will help students make sense of the General Education program and its value, not just taking General Education courses to “get through”. Faculty from departments with diverse disciplines who will be able to help students use their education to develop skills and knowledge that they can apply in the workplace.

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 to be a three-year process. Trina Queen replied that it is unknown when the actual update to the Ed revision will occur and the need now is more important than to wait and see how the revision plays out.

Pam Cole commented that it could take years. When asked how long new courses can still be submitted, Pam replied "yes". She went on to say 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 students and that we need to make sure once a change is made.

Lee Jackson commented that intercultural communication is adding it.

Nirmal summarized that FYTS feels this course offers some benefits to 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, "Health Literacy" which fits with the critical thinking and learning outcome. Students will navigate information regarding health 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 the world (health) from a cultural perspective. Learning outcomes. Trina Queen commented that the course fits the three areas that are required: a cultural perspective, world health, and global society.

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, number of courses in Area B2 and asked how many sections would be planned 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 was the former WELL 1800.

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

Jefferson asked if HPE had spent any money on any subject experts, such as literacy or math, as the evaluation process, as the definition of the vision. The response replied that they always encourage students to use other resources such as the library or the writing center.

Tina Owen suggested adding as an objective to have students identify their own 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; if it is for implementation, it needs to be approved by 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 2018-2019 report. (The report is too large to attach or send electronically.)

### e. Professional Development Survey Results

- Kris DuRocher reported that the results of the professional development survey were positive. There is an upcoming webinar on assessment on September 25, 2019.
- 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

UPCC  
HPE Process  
GEC Reference Packet  
Professional Development Survey Results



General Education Council (GEC)

August 28, 2019

Pratt Hall, Room HS1002

3:30 – 5:00 p.m.

SUMMARY

- I. **New Curriculum**
  - a. Curriculum Update
    - Effective fall 2019 CHEM 121Y and CHEM 121HL 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 as a 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 faculty 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 [redacted] if unable to attend or send a proxy.
  - b. **September Meeting**
    - Meeting: September 11, 2019
    - Meeting: September 18, 2019 (Kennesaw-Clendenin, Rm. 100) 3:30 p.m.

General Education  
Prillaman Hall, Room HS1  
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. Discussions
  - a. Business, Economics, and Physical Education (Mia Oberon and Monica Gerda)
  - b. First Year and Transition Studies (Arlene Peck)
- VI. Director Updates
  - a. USG Update
  - b. UPCC Update
  - c. Updated Strategic Plan
  - d. 2018-2019 Report
  - e. Professional Development Survey Results
- VII. Upcoming events
  - a. Next agenda deadline: October 31, 2019
  - b. Next meeting: September 8, 2019 (Kennesaw College, Prillaman Hall, Room HS1009) 3:30 – 5:00 p.m.



# General Education Council Meeting 8.28.19

## Agenda

I. Welcome

Please Sign in

II. Old Business

Approve

III. New Business

Updates

IV. Discussion of proposed curriculum changes to Core Curriculum

Proposed changes  
Statistics  
Math - Chris Holtzendorff

V. New course discussions:

Mia Oberlton & Monica Gerda  
Nirmal Trivedi

VI. Director Updates

Updated references  
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

III.

## New Business

Curriculum Updates



## BOR Update on Non-STEM Pathways

**Math Systems for non-STEM**  
 technology and engineering  
 Reas

**Institutions may not require students 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).**

**The purpose of this update is to clarify that it is not a requirement for students in non-STEM pathways 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.**

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

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

February 26, 2019 update [https://www.usg.edu/academic\\_affairs\\_handbook/section2/L738](https://www.usg.edu/academic_affairs_handbook/section2/L738)

## Current Areas A2/D1

A2	D1
MATH 1101: Introduction to Mathematics (3)	STAT 1401: Introduction to Statistics (3)
MATH 1111: College Algebra (4)	MATH 1190: Calculus I (4)
MATH 1112: College Trigonometry (3)	MATH 2202: Calculus II (4)
MATH 1190: Calculus I (4)	

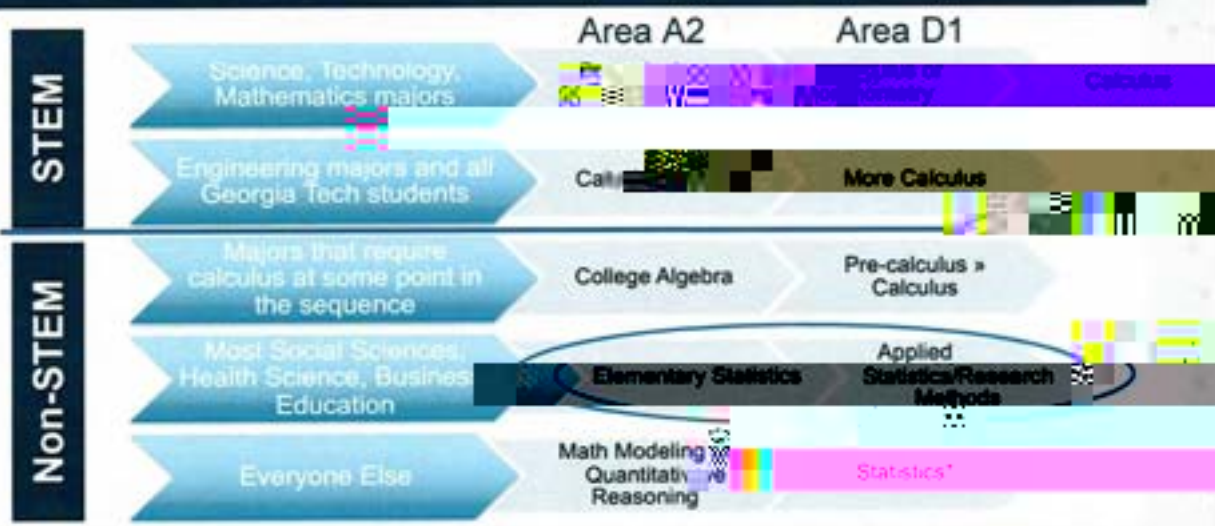


# Statistics Pathway



USG initiative: Add a Statistics Pathway to the core

## New Math Pathways

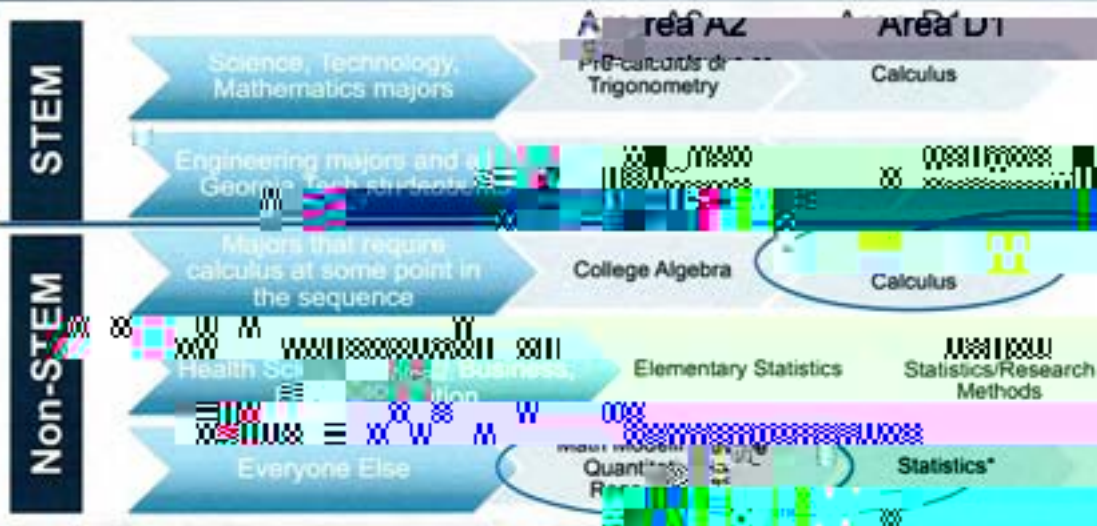


## Statistics Pathway Implementation

- KSU will create this pathway by:
  - Offering STAT 1401 in Area D1 in Spring 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 A2 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 a new course to D1

A2	D1
MATH 1001: Quantitative Reasoning	STAT 1402: 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)
MATH 1113: Precalculus (3)	MATH 1190: Calculus I (4)
MATH 1190: Calculus I (4)	MATH 1190: Calculus I (4)
STAT 1401: Introduction to Statistics (3)	MATH 2202: Calculus II (4)

# Discussion and Questions

Staff  
Math - Chris Holtzendorff (1112/1113)

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V.  
New Course  
Discussions



## 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 2019 meeting. 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 Student Learning Approach to Assessment Can Improve Teaching, Learning, and Student Success](#)

- Free Webinar September 25, 2019
- Online, 2:00 - 3:30 PM
- <https://www.aacu.org/webinars/adding-value>

Validating student learning is a challenge for all higher education institutions. 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 10, 2019

Kennesaw Campus

3:30-5:00pm

Clendenin Room 1005

Agenda items are September 4<sup>th</sup>

# Thanks!

Kris DuRocher

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

470-572-1526

[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. A 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. Institutions may require higher mathematics than pre-calculus, institutions may not require them to do so.

A calculus course is required in Area A2 for all majors and for all programs at Georgia Institute of Technology. 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 math pathway may choose from among MATH 1000 - Quantitative Reasoning, MATH 1100 - 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 those that have appeared as a prerequisite for a program in the catalog, or the institution has applied for and received approval to accept students in certain degree programs in Areas A - E (see 2.4.7, Exceptions 3 & 4 below).

The purpose of MATH 1111 - College Algebra is to prepare students for taking Multivariable 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 to fulfill the requirement for Quantitative Reasoning, or introduction to mathematical modeling, or College Algebra in Area A2.



Current A2 and D1 Math Offerings

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

Proposed Changes for Implementation Fall 2020

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

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

Proposed Changes for Implementation Spring 2021

Add STAT 1402 new course to D1

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

General Education Council Meeting (August 28, 2019)

Presenters: Nirmal Trivedi

First-Year and Transition Studies (FYTS) is seeking feedback on an upcoming course proposal for KSU's General Education program for **Area B2: Creative and Collaborative Problem-Solving**. FYTS has a unique multidisciplinary identity that specializes in helping students transition through different college and post-graduate career—non-traditional paths—through their major field of study. 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

KSU 2700. Perspectives on the world of work. 3 credits

This course will examine local and global trends in the workplace as they pertain to today's undergraduate students. 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 Area: Area B2: Critical Thinking; Cultural Perspectives

Reading Load

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

### Student Learning Outcomes:

1. Identify the core creative and collaborative components of evidence.
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 post-graduate work in one's field(s) of study or areas of interest.



DRAFT FOR REVIEW

(email [nirmal.trivedi@nesaw.edu](mailto:nirmal.trivedi@nesaw.edu) for

**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 global community" (KSU 2019-2020 Undergraduate Catalog)*

KSU Gen Ed Learning Outcomes	EVTS 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, sociocultural, aesthetic, or personal context in which they emerged.</li> </ul>	Critical analysis of a project must include an
<ul style="list-style-type: none"> <li><b>Sociocultural:</b> Students will understand the complexity of how historical, economic, and political relationships develop and change over time.</li> </ul>	and changes over time.

## Alignment with Emerging USG General Education Principles

"General education preparing them for a lifetime of learning" (Draft General Education Design Principles)

Draft USG General Education Design Principles	FY15 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 learn innovative problem-solving approaches that have been effective and examine those that have been unsuccessful.



Alignment with AAC&U's

"America's Promise" (LEAP)

# Employer Priorities for Most Important College Learning Outcomes



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

- Broad knowledge in the liberal arts and sciences
- 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 79% ↓
- 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 interest 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% ↓

Note: These data are taken from *Falling Short? College Learning and Employment Outcomes*, a 2015 report on findings from a survey of employers and college students conducted for AAC&U by Hart Research Associates. For a full report on this survey and earlier 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," this area of knowledge/skill should attain this area of knowledge/skill.  
↓ indicates the percentage of employers who rate it as very important (8-10 on a 10 point scale) for recent graduates entering the workforce.

## Proposed new General Education Course:

LIV 2000: I

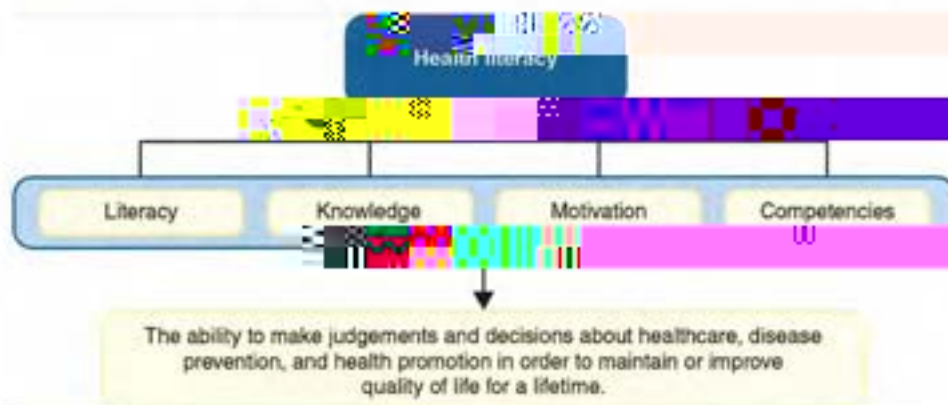
### General Education – Area B Learning Outcomes:

Critical Thinking: Students will evaluate information and synthesize information to

### 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 resource that leads to positive health outcomes. This suggests that when students recognize that their choices directly influence their health, they are more likely to experience improved health. Health literacy is a key determinant of health, and 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.



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.



## 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 skills.
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	Launch: Course Introduction
Week #2	Who is Me: Self-Exploration
Week #3	Dimensions of Wellness
Week #4	World Health Organization
Week #5	Health Literacy
Week #6	Good Life Goals – United Nations Sustainable Development Goals
Week #7	My Health, My Impact: Access to and Use of Reliable Information, Products, and Services
Week #8	My Health, My Impact: Analyzing Information
Week #9	My Health, My Impact: Analyzing Information
Week #10	Finding Your Voice: Decision Making – Alcohol, Tobacco & Other Drugs
Week #11	My Time to Shine: Goal Setting, Time Management, Stress Management
Week #12	My Time to Shine: Self-Management – Mental Health, Mindfulness
Week #13	My Time to Shine: Self-Management – Mental Health, Mindfulness
Week #14	Taking it to the Streets: ROAR – Resources and Opportunities to Advance
Week #15	Roadmap to Living Your Best Life

## GOOD LIFE GOALS



## References:

Alperin, H. and Benes, J. S. (2017). 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 each academic department speaks for its 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 of the following departments: anthropology; art; biology; business; 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 well-being.

The coordinator of WELL 1000.

A director from the Department of Fine Arts Programs (currently 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 Business Administration.

One representative from the College of Health Services.

Term: 2 years

<https://curriculum.kennesaw.edu/content.php?id=1000&cid=3527>

## Faculty Director of General Education Contact Information

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

Dr. Kris DuRocher

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

phone: 404-578-4526

office: Kennesaw

## 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. Within each major program contribution to 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 responsible citizens living in a diverse, global community.

## General Education at Kennesaw State University Guiding Principles:

### Vision:

The General Education curriculum at Kennesaw State University should be the foundation of success in all majors, empowering students to thrive as engaged and responsible citizens.

### Values:

Kennesaw State University's General Education program guides students through a curriculum that is rooted in critical thinking, problem solving and collaboration, student-centered teaching and learning, mutual respect and appreciation for human diversity, and a commitment to service and global communities.

Kennesaw State University's multidisciplinary General Education curriculum is designed to facilitate student development by facilitating critical thinking and analysis, evaluating and interpreting information, communicating effectively through multiple modes and media, and understanding critical issues from a variety of perspectives. The curriculum also emphasizes engagement with local and global communities.

## General Education

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. It is a curriculum that is designed to be encountered throughout the student's college 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: Arts and Humanities

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 (3 credit hours)

#### Area E: Social Sciences

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

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

E3- World History (3 credit hours)

E4- Social Sciences (3 credit hours)



**Area A1: Communication - (6 Credit Hours)**

ENGL 1111: Composition I  
ENGL 1102: Composition II

**Area A2: Quantitative - (3 to 4 Credit Hours)**

MATH 1101: Introduction to Mathematics  
MATH 1111: College Algebra  
MATH 1112: College Trigonometry  
MATH 1113: Precalculus  
MATH 1190: Calculus I

**B1: Contemporary Economic Issues (2 Credit Hours)**

ECO 1000: Contemporary Economic Issues

**B2: Cultural Perspectives (3 Credit Hours)**

AADS 1102: Issues in Africa  
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  
LAL 1102: U.S. Latino Literature  
LDKS 2300: Leadership & Intercultural Competence  
PAX 1102: Understanding Peace and Conflict  
PHIL 2200: Ways of Knowing  
POLS 2401: Global Issues  
RELS 1102: Introduction to Religion

**C1: Literature of the World**

ENGL 2110: World Literature  
ENGL 2111: Early World Literature  
ENGL 2112: World Literature  
ENGL 2120: British Literature  
ENGL 2121: Early British Literature  
ENGL 2122: British Literature late  
ENGL 2130: American Literature  
ENGL 2131: Early American Literature  
ENGL 2132: American Literature mid-1800s to Present  
ENGL 2300: African-American Literature

**C2: Arts and Culture of the World**

ART 1107: Art in Society  
DANC 1107: Dance in Society  
MUSI 1107: Music in Society  
TPS 1107: Theatre in Society

**D1: Applied Math (3 to 4 Credit Hours)**

MATH 1160: Elementary Applied Calculus

**D2: Science Process (7 to 8 Credit Hours)**

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 1152: Survey of Chemistry II  
CHEM 1153: Survey of Chemistry III  
CHEM 1211L: General Chemistry I Laboratory  
PHYS 1111: Introductory Physics I  
PHYS 1112: Introductory Physics II  
PHYS 2211L: Principles of Physics Laboratory I  
BIOL 1107L: Biological Principles I Laboratory

**Group Two**

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 1153: Survey of Chemistry III  
CHEM 1212L: General Chemistry II Laboratory  
PHYS 1112: Introductory Physics II  
PHYS 1121L: 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

**Area E: Social Sciences - (12 Credit Hours)**

POLS 1101: American Government

**E1: United States History (3 Credit Hours)**

HIST 1111: Pre-Modern World History

HIST 1112: Modern World History

**E4: Social Sciences (3 Credit Hours)**

CRIM 1101: Fundamentals of Criminal Justice

PSYC 1101: Introduction to General Psychology

SOCI 1101: Introduction to Sociology

ECON 2100: Principles of Microeconomics

## General Education Learning Outcomes

The General Education program has ten learning outcomes for students to achieve over the course of their 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 expository, narrative, and/or rhetorical contexts.

**Reading:**

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

**Critical Thinking:** Students will evaluate

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

**Global Perspectives:** Students will demonstrate an understanding of multiple cultural contexts and the historical, political, economic, sociocultural, aesthetic, or personal contexts in which those works emerged.

**Applied Math:** Students will demonstrate an ability to effectively apply symbols to 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 Development:** Students will demonstrate the ability to develop, persist, or change

### KSU General Education Course Syllabi

The KSU Faculty Senate has approved the following language to be included 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: This course meets the requirements of the Kennesaw State University's General Education program requirements. It addresses the following learning outcome(s): [title] General Education learning outcome(s). The learning outcome statement is: [learning outcome]. For more information about KSU's General Education program requirements and associated learning outcomes, please visit <https://gened.kennesaw.edu/genedsuper.php>.





**Prerequisite Exceptions** **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 require pre-calculus (MATH 111)</b></p> <p>Must require two four-hour laboratory science courses in Area D.</p> <p><b>Must require a higher math course than MATH 111</b></p> <p><b>No science program may require that students take a particular science in Area D.</b></p>
<p>Agricultural science</p>	
<p><b>Engineering Programs:</b></p>	<p><b>Must require a Calculus I (MATH 201) and require MATH 202 in Area D.</b></p>
<p>Health professions including nursing</p>	<p>...semester laboratory course in either physics or biology.</p> <p>The only biology courses that are required are Introductory Biology and Principles of Biology (BIOL 1108/L).</p> <p>The Survey of Chemistry (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 or the sequence for science majors. The Survey of Chemistry sequence may not fulfill their Area D requirements with chemistry courses.</p>

- Other exceptions in the Core Curriculum may be found in the Core Curriculum document. 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/academics/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 Process
- 2.4.7 Prerequisites and Exemptions
- 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**

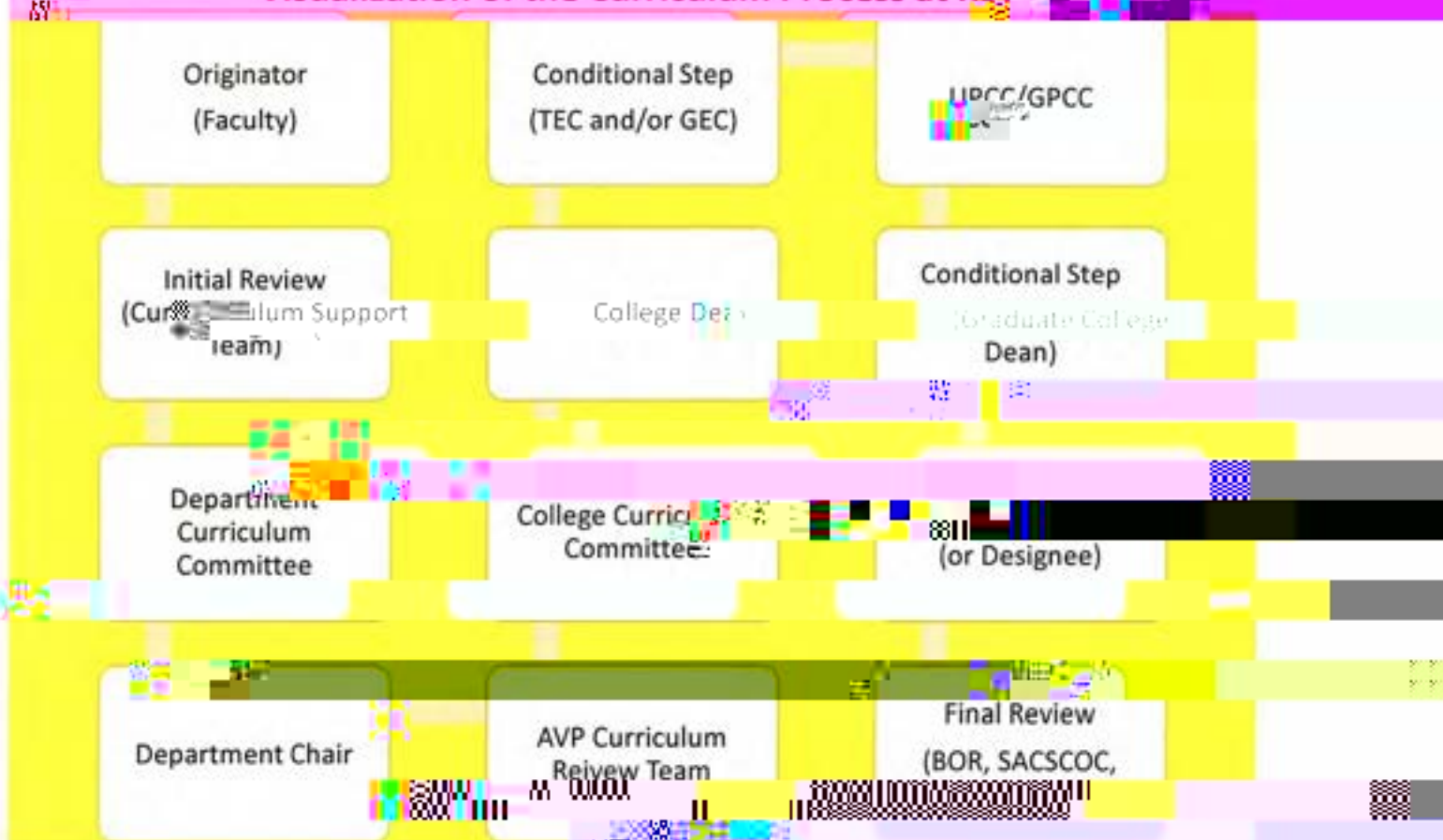
Any change to a course in the Core Curriculum must go through the complete curriculum process at Kennesaw State University. The process begins with a proposal to the Department Curriculum Committee and if approved is then submitted for consideration by the USG's General Education Council. Kennesaw State 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 is a web-based system for managing curriculum proposals.

### **Visualization of the Curriculum Process at Kennesaw State University**







# GLOSSARY

TEC	Teacher Education Council
GEC	General Education Council
UPCC	Undergraduate Policies and Curriculum Committee
GPI	Graduate Policies and Curriculum Committee
SACSCOC	Southern Association of Colleges and Schools Commission
BOR	Board of Regents
MCC	Midwest System of University System of Illinois
Gened	General Education
TF	Teaching Faculty
KSU	Kent State University

Results of GEC Professional Development Survey

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

1	Learning assessment strategies for large general education courses
2	Learn how to use value rubrics and/or create signature assignments
3	Identify general education courses that are interdisciplinary and offer
4	Pedagogy tools for large general education courses
5	Learn more about how to assess critical thinking skills
6	Learn more about how to integrate general education into the curriculum
7	How to work with general education students who might not be college ready
8	How to design assignments that are challenging and engaging
9	Understand how to integrate general education into the curriculum
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 during a GenEd meeting or just after
1	During a GenEd meeting or just after
3	Funded Summer opportunity
4	Lunch and Learn
5	Bring in outside speakers

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

**From:** Kristina Durocher <kduroche@kennesaw.edu>  
**Sent:** Thursday, April 11, 2013 9:40 AM  
**Subject:** RE: General Education Council

Hello General Educat


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

1. What would be the 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 to offer such development opportunities?

In order to collect these in a timely manner, I have created a survey to collect your responses. This survey will remain open until the end of the semester. To access the survey: <https://www.surveymonkey.com/s/123456789>

Thank you all for your hard work on GE

Kris

 Kristina Durocher, PhD

Faculty Director for General Education and Professor of History  
Office of the Provost

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Kennesaw, GA 30144

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

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

General Education Council  
(August 2019)

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

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

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



General Education Council  
(August 28, 2019)

FIR #	NAME	LAST NAME	TERM	DISCIPLINE	SIGNATURE
	LAUREL	BEASE		ESS BCDE	Laurel Bease
	WINSAY	WILLIAMS		ESS	W
	MA	WALKER		HSS Advising	M Walker
	PHILIP	GOLDING		FYTS	Philip Golding
	CHRISTOPHER	HARRIS		FYTS	N.T Harris
	CHRISTOPHER	HARRIS		Fine Arts (visual)	Chris Harris
	BRADLEY	KNOWLES		A Affair	Bradley Knowles
	CHRISTOPHER	KNOWLES		A Affairs	Chris Knowles
	CHRISTOPHER	KNOWLES	8 st	CHSS	Chris Knowles