



General Education Council (GEC)
September 19, 2018
3:30 p.m.
Clendenin Bldg, Room 1009

Voting Members Present:

Debbie Hutchinson (Art and Design)
Brendan Callahan (Bagwell College of Education)
Matt Laposata (Biology - Ecology, Evolution, and Organismal)
Joy Brookshire (Biology - Molecular and Cellular)
Huggins Msimanga (Chemistry)
Chao Mei (College of Computing and Software Engineering)
Meredith Ginn (Communication)
Beth Burmester (Composition)
Tanja Link (Criminal Justice)
Brett Katzman (for Tim Mathews, Economics)
Andrea Scapolo (Foreign Languages)
Brad Suther (Geography)
Mia Oberlton (Health Promotion and Physical Education (Coordinator for WELL 1000))
Ryan Ronnenberg (History)
Trina Queen (Interdisciplinary Studies)
Nyasha GuramatunhuCooper (Leadership and Integrative Studies)
JoAnn LoVerde-Dropp (Literature)
Bruce Thomas (Mathematics)
Edward Eanes (Music)
Susan Rouse (Philosophy)
Dorothy Marsil (for Corinne McNamara, Psychology)
Val Sooklal (Southern Polytechnic College of Engineering and Engineering Technology)
Holly Deal (for Nancy Burney, Statistics)
Margaret Baldwin Pendergrass (Theatre and Performance Studies)

Non-voting Members Present:

Kris DuRocher (Academic Affairs)
Amy Jones (Academic Affairs)
Val Whittlesey (Academic Affairs)

Guest(s):

Monica Gerda
Kandice Porter
Chien-pin Li
Donna DeGrendel

The meeting began at 3:34 p.m.

- I. Welcome
- II. Old Business
 - a. Approval of past minutes
 - The minutes of the August 9, 2018 meeting were approved as written. Trina Queen motioned for approval and Bruce Thomas seconded the motion. None opposed.
- III. New Business
 - a. Curriculum Pause
 - Kris DuRocher restated the information sent previously via emails from Dr. Linda Noble and Dr. Val Whittlesey regarding Kennesaw State taking a curriculum pause placing all proposals on hold. Exceptions to this pause are for issues affecting accreditation and/or student graduation.
 - b. General Education Assessment and the Discipline Assessment Coordinator Model
 - Kris stated that the university needs to take a holistic approach in assessing our assessment process and learning outcomes. Therefore, General Education will not be doing a core course assessment this academic year. It is not productive to continue with a process that is to be reviewed and revised.
 - c. Communication and Workspace
 - A General Education course has been created in D2L. Current GEC members can communicate directly with each other and share and store documents pertaining to working groups they are involved in as well as other council issues.
 - The ListServ for General Education will be used to communicate with current members and those individuals who have asked to be included on this list. Announcements (i.e. meetings and events) and other pertinent information will be shared this way.
 - Kris announced that the content on the General Education website has been updated. The website address: gened.kennesaw.edu. The current vision stated on the website aligns with the current strategic plan and the President's vision for the university.
- IV. Listening Tour and State of General Education at KSU
 - a. Kris stated that since she began at KSU in July 2018, she has met with 76 people across the campus community, 27 of the 32 GEC members, and individuals at the BOR about KSU's General Education. Kris stated that while she is not done with her tour, the with the information she has received, including the feedback from the GEC retreat, she has gained a rounded perspective and is seeing patterns. Today's presentation will provide information for context and used for the revision of the assessment process. Detailed information is in the attached power point presentation. Below are some of the key areas and points.
 - Expectations of a General Education Program
 1. GenEd should occupy a central place in the university.
 2. GenEd courses should be designed solely for GenEd.
 3. An institution should not dictate a student's path through GenEd.
 4. GenEd should introduce students to the skills necessary for their future course of study and to be lifelong learners.
 5. GenEd assessment should be purposeful, meaningful, and beneficial.
 - Strengths of KSU
 1. Institutional level commitment to high impact practices. KSU's has areas, but not across the board, using high impact practices.

2. Institutional commitment for student centered teaching and learning.
- Needs of KSU
 1. Kris also met with students and SGA members to gain their input.
 2. Students state that there is not timely access to needed courses.
 3. There is a need for skill-based assessment vs. knowledge-based. If students do not use the knowledge, they are losing it and are not as prepared in the future.
 4. KSU's General Education Credit Hours
 - It is taking students an average of 149 hours to complete a program. This is 30 credit hours more than the average. Currently six programs have 120 credit hours. Students are re-taking GenEd courses and spending more time in GenEd than in their discipline.
 - The President and Provost have requested data from Enrollment Services to review the number of hours it is taking students to complete their degree at KSU.
 - Focus Areas, especially for the undeclared, will get students into a broad area until they declare.
 - The science and health majors have specific course requirements in addition to or that overlap GenEd (not including the USG exceptions). Focus areas (for the undeclared) will move students quicker through the broad areas.
 - Students need consistent experience in GenEd. Skill-based might provide this. Skills require practice.
 5. A stronger connection between GenEd and the majors is needed.
 6. Assessment and Learning Outcomes need to work together.
 7. According to NSSE, only 9% of students understand what General Education is or its goal.
 - USG Policy 2.4.4
 1. Institutions or programs may grant one semester hour of credit for an Area D course to count in Area F or in the general degree requirements.
 2. No course in Area A-E may be a prerequisite for any course outside Areas A-E. (Some KSU programs began dictating, on their own, prerequisite courses to be taken through General Education. This has become problematic for students.)
 3. No program can prerequisite their own prefix.
 4. Exceptions – see the policy and exceptions require USG approval.
 - CPOS (Course Program of Study) Financial Aid Policy (2017-2018 FSA Handbook)
 1. Restrictions on federal Title IV assistance for credit hours/course work.
 - SACS Mandate
 1. In 2017, SACS changed the assessment policy.
 2. SACS will be at KSU in Spring 2019. This means there is an accelerated timeline to start developing a new assessment system. KSU must be able to demonstrate improvement. Changed does not always mean improved.
 3. In the short-term, tools already developed through LEAP can be used. We do not have to reinvent the wheel.

V. Short Term Goals

- a. Review Learning Goals
- b. Assess the General Education Assessment Model

- c. Revise Areas B/D
- VI. Long Term Goals
 - a. Continue conversations with stakeholders
 - b. Integrate revised goals
 - c. Implement best practices for student success and advising
 - d. Educate students about the purpose of GenEd
 - e. Create a review process of the GenEd Areas
 - f. Create partnerships and expand offerings for professional development
 - g. Identify ways to support student transition from GenEd to their discipline
- VII. Working Groups
 - a. Kris stated that she will develop working groups for evaluating the Learning Goals data
- VIII. Timeline
 - a. There is a short timeline to accomplish a large amount before the SACS visit in Spring 2019.

September	Review data, Identify skills
October	Workgroups identify and draft Learning Goals
November	Workgroups finalize Learning Goals
Spring 2019	Present to Shared Governance and BOR for feedback and pre-approval
- IX. Homework
 - a. Kris provided to the members several documents with data to assist them in the first step of the process. She asked that the members each send to her a list of 5 skills or Learning Goals students need to know. Kris will use these to develop the working groups for the next phase of the timeline.
- X. Upcoming Events/Announcements
 - a. Beth Burmester reminded everyone about the National Day on Writing on October 18.
 - b. Next General Education Council meeting on Wednesday, October 17, at 3:30 p.m. in Clendenin Building, Room 1009.

The meeting ended at 4:55 p.m.

USG BOR (University System of Georgia Board of Regents)
 CPOS (Course Program of Study)
 GenEd (General Education)
 KSU (Kennesaw State University)
 LEAP (Liberal Education and America's Promise)
 NSSE (National Survey of Student Engagement)
 SACS (Southern Association of Colleges and Schools)

kd/djh

Attachments:

- Minutes of August 9, 2018
- Curriculum Pause Memos
- PowerPoint Presentation
- The Essential Learning Outcomes
- Areas to Consider for Learner Outcomes
- Overview of General Education Areas A-E and Total Credit Hours



General Education Council (GEC) Retreat
August 9, 2018
1:00 p.m.
Prillaman Hall, Rm. 1103

Voting Members Present:

Andrea Scapolo (Foreign Languages)
Beth Burmester (Composition)
Brad Suther (Geography)
Brendan Callahan (Bagwell College of Education)
Bruce Thomas (Mathematics)
Corinne McNamara (Psychology)
David Parker (History)
Debbie Hutchinson (Art and Design)
Edward Eanes (Music)
Huggins Msimanga (Chemistry)
JoAnn LoVerde-Dropp (Literature)
Luminda Kulasiri (Physics)
Lynn Stallings (Honors College)
Margaret Baldwin Pendergrass (Theatre and Performance Studies)
Matt Laposata (Biology - Ecology, Evolution, and Organismal)
Meredith Ginn (Communication)
Mia Oberlton (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))
Nyasha GuramatunhuCooper (Leadership and Integrative Studies)
Susan Rouse (Philosophy)
Tim Mathews (Economics)
Tom Doleys (Political Science)
Trina Queen (Interdisciplinary Studies)
Val Sooklal (Southern Polytechnic College of Engineering and Engineering Technology)

Non-voting Members Present:

Chris Hutt (Academic Affairs)
Kris DuRocher (Academic Affairs)
Val Whittlesey (Academic Affairs)

Guest(s):

Ashley Shelden (English)
Donna DeGrendel (Office of Institutional Effectiveness)
Jen Wells (Office of Institutional Effectiveness)
Laura Davis (Interdisciplinary Studies)

Michael Patrono (Economics)
Pinder Naidu (Mathematics/Leadership and Integrative Studies)
Prabha Padukka (Physics)
Ryan Ronnenberg (History)

The meeting began at 1:09 p.m.

- I. Kris DuRocher welcomed everyone, introduced herself, and gave a brief summary of her professional background.
- II. LEAP (Liberal Education and America's Promise)
 - a. Kris provided an overview of LEAP
 - Georgia became a LEAP state in 2016.
 - The LEAP campaign is organized by a set of "Essential Learning Outcomes"
 - i. Knowledge of Human Cultures and the Physical and Natural World
 - ii. Integrative and Applied Learning
 - iii. Intellectual and Practical Skills
 - iv. Personal and Social Responsibility
 - Essential Learning Outcomes are realized through engaging and challenging students and authentic assessments.
- III. Group Activity
 - a. Those attending the meeting were divided into groups and asked to provide thoughts or responses to the following questions:
 - How are we already meeting some of the LEAP Essential Learning Outcomes, practices, and goals at Kennesaw State University?
 - In what short-term ways could we achieve more of these LEAP outcomes in General Education? What can we build on?
 - In what long-term ways could we meet LEAP outcomes? What changes could improve our general education in the context of these Essential Learning Outcomes?
 - b. A review of the group responses to the above questions indicated that there was a consistent and common theme in the replies.
- IV. General Education Council "Fact Finding Fall"
 - a. Kris outlined a plan for the focus of the GEC during the fall semester.
 - Kris will continue her "listening tour" of meeting 1-1 with Council members, Discipline Assessment Coordinators (DACs) and other college/department constituents.
 - Gather data
 - Hold focus groups; engage in conversations, and review the data
 - Develop a draft of short and long-term goals and a strategic mission for General Education.
 - Council meetings will be half business and half action (conversations, group activity)
- V. Old Business
 - a. Approval of past minutes
 - The minutes of the April 18, 2018 meeting were approved as written. Susan Rouse motioned for approval and Trina Queen and Lynn Stallings seconded the motion. None opposed.
 - b. Curriculum Proposals

- CHEM 1211 was denied by the Board of Regents General Education Council (BOR) at the April 20 meeting.
 - MATH 1112 and MATH 1113 were approved by the BOR at the April 20 meeting.
 - MATH 1160 and MATH 1190 were approved by the BOR at the April 20 meeting.
 - There was not an update available on the CHIN 1102 proposal which was to be reviewed at the BOR July 20 meeting.
 - There were no new proposals.
- VI. New Business
- a. The Council will work this year to develop a set of by-laws.
 - b. Kris will meet with Discipline Assessment Coordinators regarding Student Learning Outcomes
 - c. At this time, General Education courses are not identified in the catalog. Kris will look into having this changed.
 - d. Gathering data through focus groups of students and faculty will begin this fall.
- VII. Upcoming Events/Announcements
- a. There will not be a general meeting of the GEC in August. The next meeting will be September 19, 2018 in Clendenin, Rm. 1009. Kris will continue her one-to-one meetings.
 - b. GEC meetings are open and attendance by other KSU constituents is encouraged. The November meeting will be at the Marietta campus and the January meeting will be at the KSU Center. The up-to-date schedule is posted on the website: <http://curriculum.kennesaw.edu/gened/council.php#schedule>.
 - c. GEC List Serv: Kris and Debra Hill are looking into updating the GEC ListServ. The ListServ will be used for general communication. The GEC resource email account will be used for direct communication to the Council members on specific items. Anyone who wants to be added to the ListServ should send an email to Debra or Kris.
 - d. Common Good Atlanta: Margaret Baldwin informed the group of the need for faculty volunteers to teach through the program at Phillips State Prison. They are in need of literature, writing, history and philosophy professors. (www.commongoodatlanta.com)
 - e. Theatre Performances: Margaret announced the upcoming performances of "Baltimore" in September and "Our Town" in November.
 - f. National Day on Writing: Beth Burmester announced there will be a campus-wide initiative to involve students in the National Day on Writing on October 20, 2018.
 - g. UPCC Representative: The GEC needs a representative to serve on the UPCC (Undergraduate Policies and Curriculum Committee) for 2018-2019. Kris called for volunteers but no one offered.

The meeting ended at 2:35 p.m.

kd/djh

Attachments:

- Minutes of the April 18, 2018 GEC Meeting
- Power Point Presentation
- LEAP ELOs

From: [Office of the Provost and VPAA](#)
To: [facultynotify](#); [staffnotify](#)
Subject: Campus Curriculum Review
Date: Monday, August 27, 2018 3:15:20 PM

Dear Colleagues:

Effective immediately, the institution is taking a strategic pause on the review of curriculum changes, placing all proposals currently in the review process on hold.

During the past year, I repeatedly heard from instructional faculty, professional staff, and academic administrators that our institutional curriculum process did not allow adequate time to prepare or review curriculum nor incorporate changes into our systems. We have now reached the point that delays in printing the University's catalogs have become routine. I have also been informed that our process creates unreasonable expectations of the University staff, who are required to incorporate curricular changes in processes extending from applications to graduation, and who are increasingly requested to make these changes on an unrealistic timeline.

KSU has an extensive review process for all curriculum changes, one involving multiple levels of review by faculty curriculum committees and academic administrators. We want to ensure that each proposal is given the appropriate level of attention, complying with both the spirit and letter of the review process. We currently have over 300 proposals in review for undergraduate and graduate curriculum revisions. Given this, a strategic pause in proposing curriculum changes is a necessary step to ensure that reviewers have the appropriate amount of time to thoroughly review each proposal and consider the alignment of proposals to the institution's workload expectations, resources, and mission.

Please note, if there is a proposed curriculum change that must be considered because failure to make the change will have a significant negative impact on students (e.g., delay graduation) or the degree program (e.g., harm institutional or disciplinary accreditation), those requests for extraordinary review should be transmitted to the dean of the college housing the academic program. The dean of the college and Dr. Valerie Whittlesey, Associate Vice President for Curriculum, will jointly decide if the proposal meets these criteria, and if so, will request the appropriate levels of review to consider these specific proposals.

At the same time, I am forming a working group to launch a review of the curriculum approval policies and procedures at KSU. I want to ensure that the University has policies and practices in place ensuring a thorough and rigorous review, with a streamlined timeline preventing the type of backlog of proposals we are currently experiencing. This working group also will make recommendations based on their review of policies at some of our peer/comparator institutions. The committee consists of the following individuals:

- Dr. Valerie Whittlesey, Professor and Associate Vice President for Curriculum
- Dr. Mike Dishman, Professor and Dean of The Graduate College
- Dr. Jennifer Wade-Berg, Associate Professor and UPCC Chair
- Dr. Scott Nowak, Associate Professor and GPCC Chair

Thank you for your patience as we work to ensure our review of curriculum supports the academic quality and rigor associated with the mission and standards of KSU.

Sincerely,

Linda Noble

Interim Provost and VPAA

From: [Office of the Provost and VPAA](#)
To: [staff; faculty](#)
Subject: Campus Curriculum Review - 2nd Email
Date: Tuesday, September 4, 2018 12:37:01 PM

Sent On behalf of Dr. Valerie Whittlesey

Dear Colleagues:

Interim Provost Linda Noble sent an email on Monday (8/27) indicating that KSU is taking a strategic pause on the review of curriculum changes, placing all proposals currently in the review process (except for proposals with significant negative impacts on students [e.g., delaying graduation] or that harm accreditation) on hold until a working group does a thorough review and provides her recommendations on a streamlined process.

A few questions have arisen that we would like to clarify:

1. What is the process for requesting one of the two exceptions listed above? The department making the exception request should send it to their College Dean, who should review the exception request. If the Dean is in agreement that the exception is warranted, the Dean should send the request to Val Whittlesey, AVP for Curriculum, for a decision to ensure that decisions are consistent across the campus. If there is a conflict of interest for Val Whittlesey, she will send the request to Mike Dishman for a decision.
2. What about Special Topics courses and Directed Study courses? Departments may request sections of Special Topics and Directed Study courses through Curriculog. Please note that topics may not be offered more than three times and Special Topics and Directed Study courses must already exist in the catalog.
3. What will happen to proposals already in Curriculog at various levels of review? To ensure that all curriculum bodies take a strategic pause, all proposals in Curriculog will be pushed back to the originator level, and there should be no submissions of new proposals in the system. As exceptions are approved, those proposals will be pushed to the initial level of review and will continue through KSU's current curriculum review process. After the strategic pause is lifted, we will determine the best path forward, working with the Provost.

We thank you for your patience during this process. If you have questions, please feel free to contact Val Whittlesey.

Sincerely,

Val Whittlesey

Valerie Whittlesey, Ph.D.
Associate Vice President for Curriculum
Professor of Psychology
Kennesaw State University
Phone Number 470-578-6603
Email vwhittle@kennesaw.edu

Sept. 19, 2018



General Education Council Meeting

Agenda

- Old Business
 - Approve August minutes
- Updates
 - Curriculum Pause
 - General Education Assessment
 - GEC Workspace
 - GE Website & Mission
- Listening Tour and the State of General Education Report
 - Process
 - Expectations
 - Strengths
 - Needs
 - Areas of Concern
 - Policies
- Short and Long Term Goals
- Student Learning Goals Data for Workgroups



1

Old Business and Updates

- Old Business
 - Approval of August minutes (emailed)
http://curriculum.kennesaw.edu/gened/files/gened2018/minutes/GEC-Minutes-Attach_8.9.18_djh.pdf
- Updates
 - Curriculum Pause
 - Shift in Assessment for the current year (Assess Assessment)
 - Defining Workspace
 - D2L General Education Course now only for GEC members
 - List serve – outward facing GE information
 - general-education-council@list.Kennesaw.edu



Website updates



Connecting the dots

Home

Why we have core requirements

What are the Gen Ed requirements?

How can I meet the Gen Ed requirements?

Get to know us

Additional Student Requirements

For Faculty

Alternate Pathways to Completing the Core

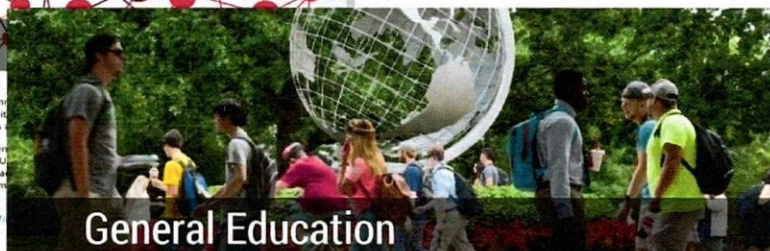
Frequently asked questions

KENNESAW, Ga. (Nov 10, 2017) — Kennesaw State University and universities that scored an "A" for its state of general education released this

This is the seventh consecutive year Kennesaw State earned an "A" in the annual "What Will They Learn?" report. In this year's study, KSU ranked in the top 2 percent among 1,100 major public and private four-year institutions surveyed, according to the Washington, D.C.-based ACTA, an independent, nonprofit organization committed to academic freedom, excellence and accountability at America's colleges and universities.

<http://news.kennesaw.edu/stories/2017/11/10/what-will-they-learn>

<http://whatwillytheylearn.com/hidden-gen-ed>



General Education

Home

The Purpose of General Education

General Education Learning Outcomes

General Education Requirements

University Requirements for Students

Information for Faculty

Alternate Pathways to Completing the Core

Contact Information

KENNESAW, Ga. (Nov 10, 2017) — Kennesaw State University is among a select group of 24 colleges and universities that scored an "A" for its high-quality core curriculum in a nationwide study on the state of general education released this week by the American Council of Trustees and Alumni (ACTA).

This is the seventh consecutive year Kennesaw State earned an "A" in the annual "What Will They Learn?" report. In this year's study, KSU ranked in the top 2 percent among 1,100 major public and private four-year institutions surveyed, according to the Washington, D.C.-based ACTA, an independent, nonprofit organization committed to academic freedom, excellence and accountability at America's colleges and universities.

<http://gened.kennesaw.edu/index.php>

Charge of GEC:

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.

• 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

The 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

KSU'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.

2

Listening Tour and the State of General Education at KSU

Process



- Since July 1:
- Met with 76 people across campus about General Education – Deans, Chairs, DACs, Registrar's Office, Institutional Effectiveness, Institutional Research, Advising, Enrollment Services, Fiscal Affairs, etc.
- 27/32 GEC members
- Met with Board of Regents at USG regarding future of General Education
- General Education retreat feedback

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Expectations of a General Education Program:



- General Education should occupy a central place in a university's identity.
- General Education courses should be designed solely for General Education.
- An institution should not dictate a student's path through General Education.
- General Education should support high impact practices, integrative and interdisciplinary learning, and other best practices.
- General Education should introduce students to the skills necessary for their future course of study and to be lifelong learners.
- The General Education program should be resourced.
- General Education should be a space for implementing student success initiatives.
- General Education leadership should offer faculty professional development.
- General Education programs should engage in a process of ongoing review.
- General Education assessment should be purposeful, meaningful, and beneficial.

9

Strengths:



- General Education Council's vision, values, and mission statement are aligned with Kennesaw State University's current strategic plan.
- Kennesaw State University, in 2016, along with other USG institutions joined the LEAP initiative.
- Kennesaw State University's faculty are already employing several high impact practices.
- Kennesaw State University's faculty are committed to student-centered teaching and learning.
- Kennesaw State University is engaging with the community.
- Kennesaw State University's Faculty recognize students' desire to develop critical thinking skills.

10

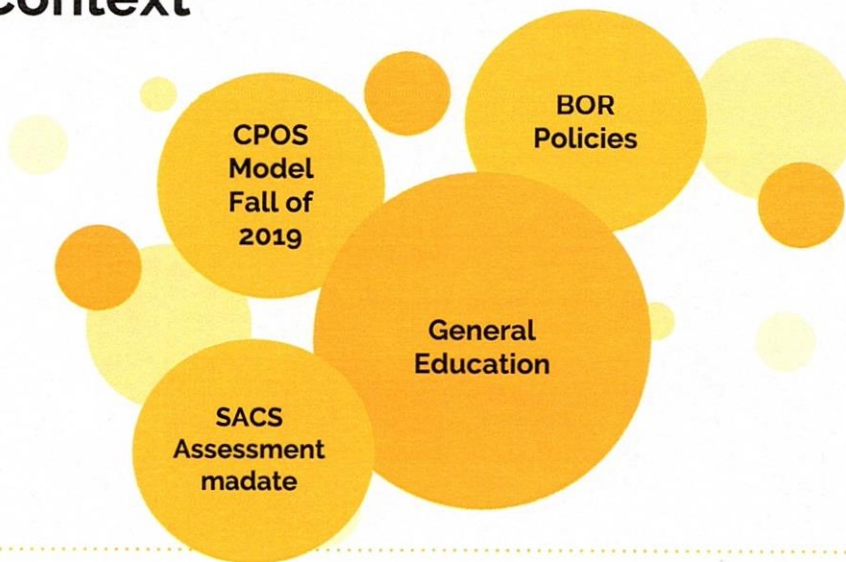
Needs:

- Ensure student access to General Education courses in a timely manner.
- Implementation of High Impact Practices.
- Shift to a skill-based assessment.
- Monitor the number of General Education credit hours.
- Focus on student success initiatives.
- Better resource management.
- A consistent experience that captures the strengths of Kennesaw State University.
- Stronger connections between General Education and majors.
- To educate all stakeholders, but students in particular, about General Education's role within the curriculum.
- A continual review process of the General Education curriculum.



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Context



USG Policy Information

USG Policy: 2.4.4 Details Regarding Areas A–F

- Institutions or programs may grant one semester hour of credit for an Area D course to count in Area F or in the general degree requirements.
- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No program can prerequisite their own prefix
- There are some exceptions.
- https://www.usg.edu/academic_affairs_handbook/section2/C738

13

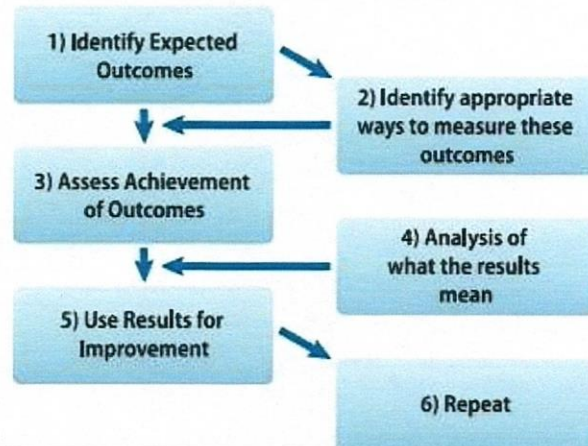
CPOS (Course Program of Study) Financial Aid Policy Information

- Students are not eligible to receive federal Title IV assistance for credit hours/course work which will not count towards the completion of that student's degree program requirements.
- If degree programs include "elective" courses students may receive Title IV aid only for those elective courses which are a required part of the program completion requirements.
- No more than a maximum of 30 attempted hours inclusive of remedial / developmental and prerequisite coursework from all post-secondary schools combined can count for federal financial aid purposes.
- From page 1-20 of the [2017-18 FSA Handbook](#)

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SACS Policy Information

- 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 each of its educational programs.**

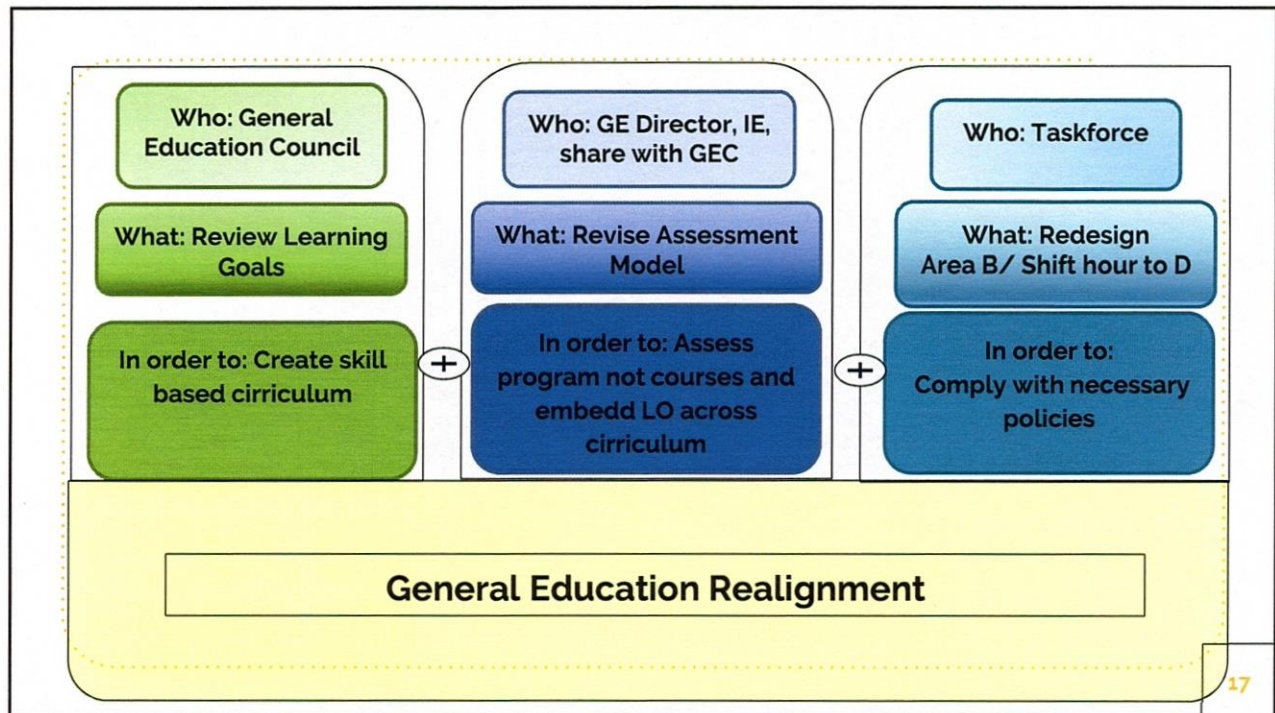


Assessment [http://www.sacscoc.org/pdf/2018%20POA%](http://www.sacscoc.org/pdf/2018%20POA%20)

15

3

Short and Long Term Goals



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Short Term Goals

- **Review Learning Goals for General Education**
 - Outcomes should be **precise, measurable, and not specific to any one discipline.**
 - Outcomes should be skill based when possible and focus on application (in alignment with LEAP).
- Example:
 - Students will clearly and effectively communicate knowledge orally, digitally, and in writing in a manner appropriate to the relevant audience.
- Course objectives will measure it in particular class.
 - Example:
 - Students will possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.
 - Students will construct effective written messages in various formats and styles, to a variety of audiences.

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Short Term Goals, continued

- **Assess the General Education Assessment model**
 - We are currently doing an assessment of General Education Courses, not the General Education Program.
 - In the 2017 revision, SACS required General Education programs show the "use of results for improvement" as a systematic and ongoing process. The current model does not allow for that type of evaluation.

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Current General Education Learning Outcome Model

Students will write and communicate at a college level in various modes, media, and/or rhetorical contexts. Students will demonstrate an ability to comprehend, analyze, and interpret texts in various modes, genres, media, and/or contexts.

A1

Students will demonstrate the ability to explain information presented in mathematical forms and convert information into mathematical forms at a level appropriate for the complexity of problems in a college-level course.

A2

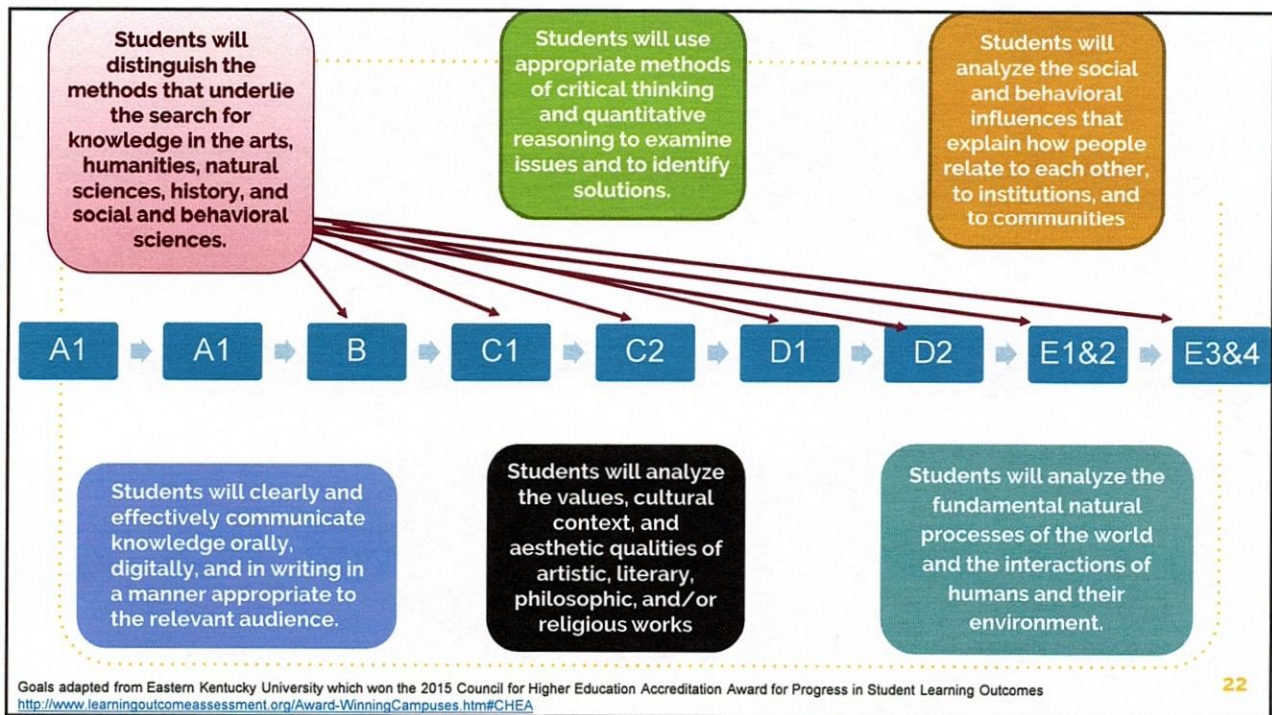
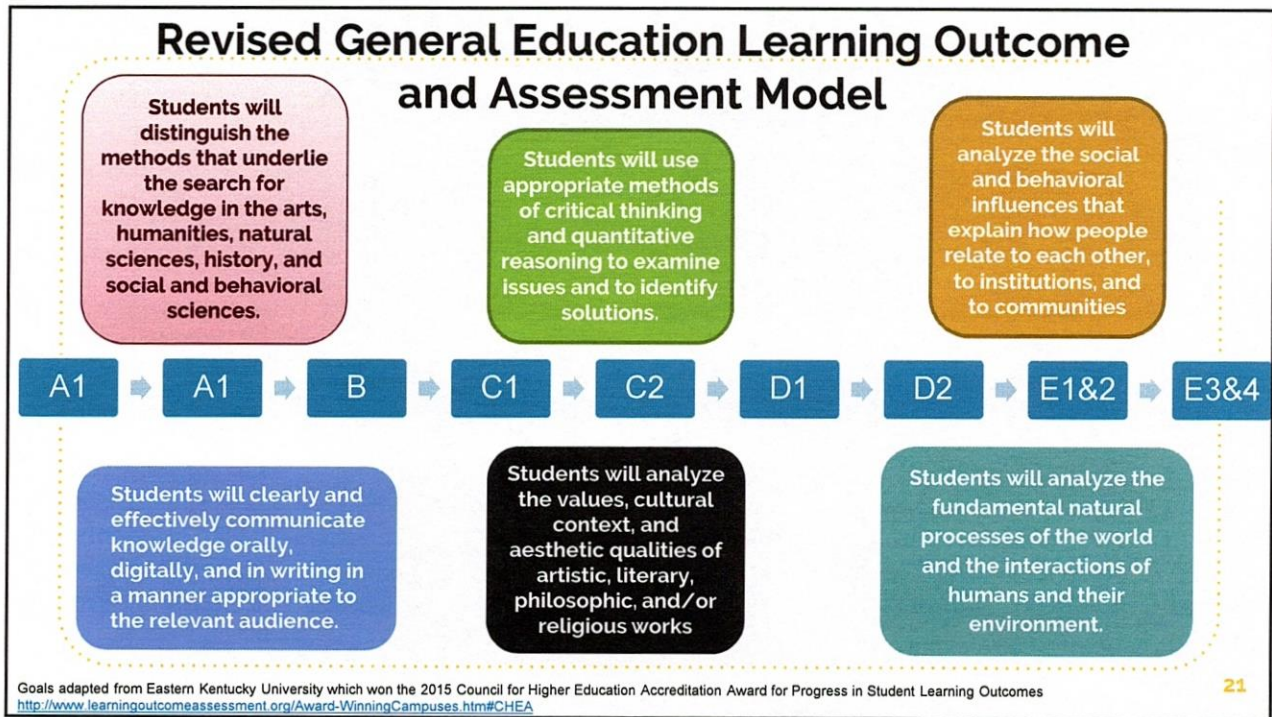
Students will evaluate and synthesize information to support ideas and perspectives.

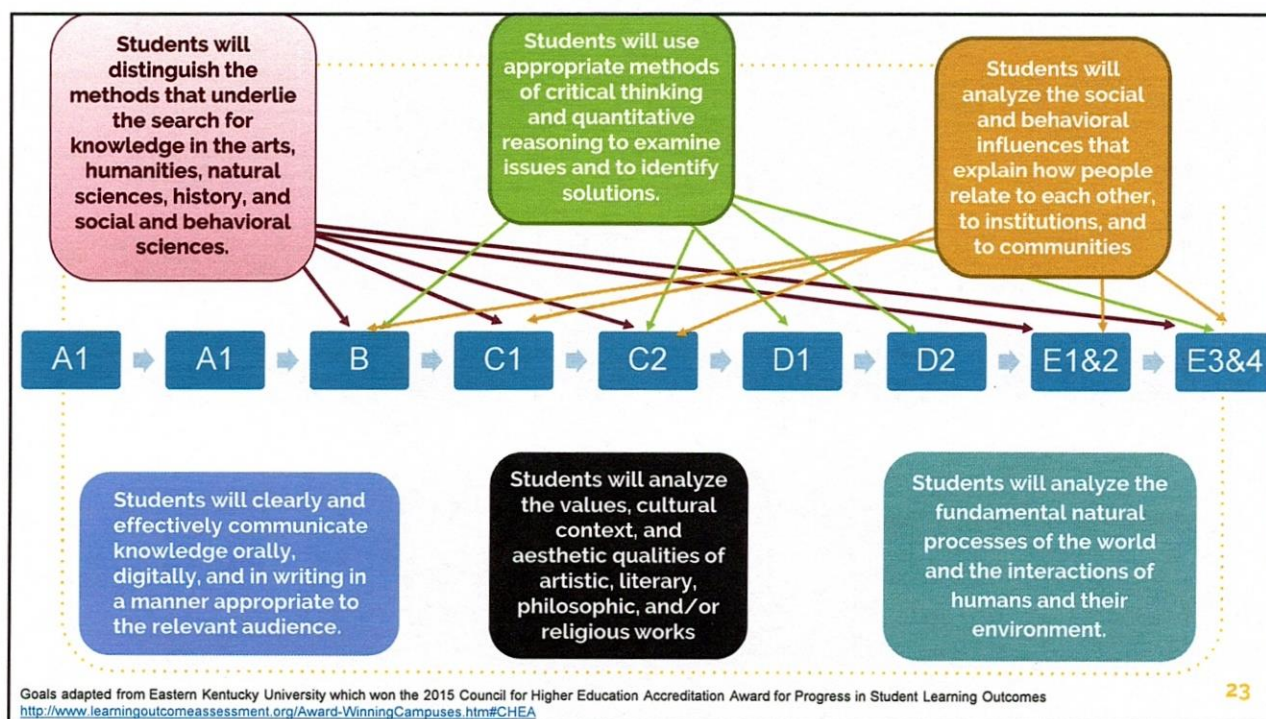
B

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

C1

20





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Short Term Goals, continued

- Revise Area B/D
 - The General Education Council previously discussed a revision of Area B but tabled it until a permanent director was hired.
 - A revision is necessary to address many of the issues outlined previously.
- Revise D
 - Put additional hour. Total of 11 hours – 8 hour lab set and 3 hour Math/Science/Tech (with some 4 hour Math)
- Revise B
 - The suggested starting point for revision in Area B would be to create a thematic perspectives model of 6-8 thematic areas, with one focused on engagement. This model aligns this area with national best practices and Kennesaw State University's strategic mission.
 - While the specifics of the model will be open to discussion, the model should be open to any program or discipline, on any topic, as long as they align with the theme, demonstrate the implementing of the appropriate learning outcomes and embed the required student assessment.
 - These courses would be reviewed and the Area open to new course proposals every three years.

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Goals of Realignment Plan

- Comply with BOR policies; Alignment with KSU Strategic Plan; Connection with LEAP
- Removes many bottlenecks currently in B/D
- Remove prerequisite requirements in B
- Facilitate the implementation of focus groups in General Education (USG mandate)
- Allow better prediction of students and ability balance/advocate for resources
- Allow any program or discipline a place in General Education Area B
- Create opportunities for interdisciplinary teaching, learning communities, community engagement
- Design a space in General Education for current and future innovation
- Pilot embedded assessment

25

Long Term Goals

- Continue to engage in conversations with stakeholders across campus and establish a cycle of continual improvement.
- Integrate revised General Education Learning Goals into programs and program assessment. This will assist with aligning program review with General Education review and allow students to be measured across the curriculum.
- Implement best practices for student success and advising within General Education to increase persistence and timely degree completion.
- Undertake a purposeful promotional campaign to educate students about purpose of General Education.
- Create a review process of the General Education Areas on a rotating basis to ensure alignment with original proposals and program consistency.
- Create partnerships across campus and continue to expand offerings for professional development for faculty.
- Identify implementable ways to support student's transition from General Education to their program.

26

4

Learning Goals Data for Workgroups

Proposed Timeline



Data!

Packet:

1. Spreadsheet of 8 largest USG institutions General Education in Areas A-E
2. AAC&U Essential Learning Outcomes and AAC&U Report on Employer Research
3. Examples of General Education Learning Goals and Outcomes that measure LEAP initiatives



29

Identify no more than 5 skills or Learning Goals students need to know.



Send results to Kris:

kduroche@kennesaw.edu

or Post in D2L

I will use the results to make thematic Learner Goals groups

Groups will be assigned and ready for Oct. Meeting

30

Next Meeting!

October 17, 2018
Clendenin Hall 1009
3:30-5:00



The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.



[Home](#) > [VALUE Rubrics](#)

VALUE Rubrics

Below is a list of the VALUE Rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

Follow the instructions to download all VALUE rubrics at **no cost**. All rubrics are offered via AAC&U's Shopping Cart:

- [Download Instructions \(pdf\)](#).
- [Obtain All 16 Rubrics \(pdf\)](#).

If you experience any difficulty downloading the rubrics, please contact support@aacu.org

Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)
- [Written communication](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

Personal and Social Responsibility

- [Civic engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)

Integrative and Applied Learning

- [Integrative learning](#)

Below is a link to the **Japanese Translation** of the VALUE Rubrics, organized by learning outcome:

[Japanese Translation of all VALUE Rubrics](#).

AAC&U Member Institutions' Learning Outcomes for All Students



★ Knowledge of Human Cultures and the Physical and Natural World

	<u>2009</u>	<u>2015</u>
• Humanities	92%	92%
• Sciences	91%	92%
• Social Sciences	90%	89%
• Global/World Cultures	87%	89%
• Mathematics	87%	92%
• Diversity in the United States	73%	73%
• United States History	49%	47%
• Languages Other Than English	42%	48%
• Sustainability	24%	27%

★ Intellectual and Practical Skills

• Writing skills	99%	99%
• Critical Thinking	95%	98%
• Quantitative Reasoning	91%	94%
• Oral Communication	88%	82%
• Intercultural Skills	79%*	79%*
• Information Literacy	76%	76%
• Research skills	65%	75%

★ Personal and Social Responsibility

• Intercultural Skills	79%*	79%*
• Ethical Reasoning	75%	75%
• Civic Engagement	68%	63%

★ Integrative Learning

• Application of Learning	66%	65%
• Integration of Learning	63%	68%

Note: In 2015, 85% of AAC&U member institutions surveyed reported that they had a common set of learning outcomes for all students. This percentage was up from 78% who reported this in the earlier 2009 study. Percentages cited above are the percentage of those with campus-wide goals reporting that this outcome is one of the learning goals they have for all students. The four categories of learning outcomes correspond to a set of "Essential Learning Outcomes" developed as part of AAC&U's LEAP initiative. See www.aacu.org/leap. For 2009 findings, see *Learning and Assessment: Trends in Undergraduate Education—A Survey Among Members of the Association of American Colleges and Universities* (AAC&U and Hart Research Associates, 2009). For 2015 findings, see *National Trends in General Education Design, Learning Outcomes, and Teaching Approaches* (AAC&U and Hart Research Associates, forthcoming January 2016).

* The starred items are shown in two learning outcome categories because they apply to both.

Fulfilling the American Dream: Liberal Education and the Future of Work

*Selected Findings from Online Surveys
of Business Executives and Hiring Managers*

Conducted on Behalf of



with support from



July 2018

HART **RESEARCH**
ASSOCIATES

1724 Connecticut Avenue, NW
Washington, DC 20009

Priorities for College Learning and Sense of Graduates' Preparedness

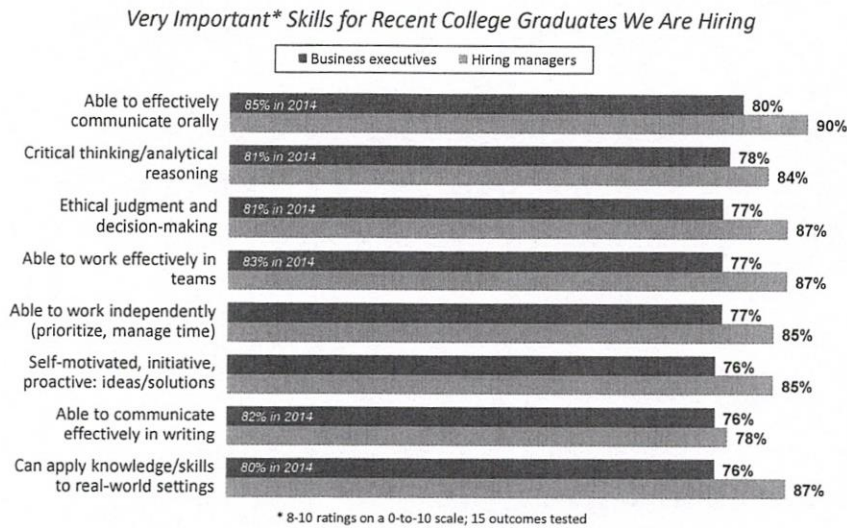
- 4. When hiring recent graduates, business executives and hiring managers place a high priority on demonstrated proficiency in a variety of skills and knowledge areas that cut across majors.**

Respondents were asked to rate how important it is for recent college graduates they are hiring to demonstrate proficiency in a list of 15 skills and knowledge areas. Most of these are broad skills that apply across disciplines, and many rank as high priorities.

Top-tier college learning outcomes: The skill and knowledge areas of greatest importance to both business executives and hiring managers when hiring include oral communication, critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, written communication, and real-world application of skills and knowledge (each ranked by large majorities as very important, with a rating of eight, nine, or 10 on a zero-to-10 scale).

- Executives and hiring managers largely align in their rankings of learning outcomes, although hiring managers rate each skill or knowledge area as more important across the board. The areas on which hiring managers are notably more focused than executives are oral communication, ethical judgment, working effectively in teams, and applying knowledge and skills in real world settings.

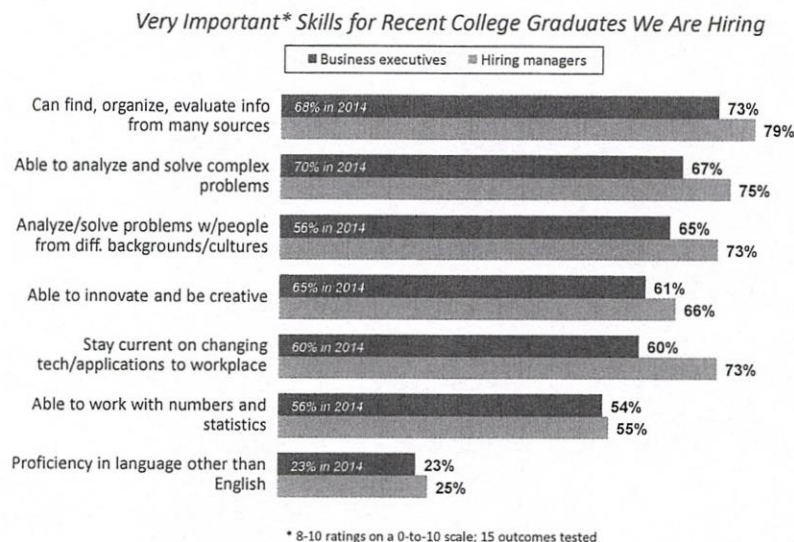
The learning priorities that executives and hiring managers value most highly cut across majors.



Second-tier college learning outcomes: Slightly less important outcomes, while still rated highly, include locating, organizing, and evaluating information from multiple sources, analyzing complex problems, working with people from different backgrounds, being innovative and creative, and staying current on changing technologies. Only slightly more than half of executives and hiring managers deem the ability to work with numbers and statistics as very important, and only about one in four prioritize proficiency in languages other than English.

- Hiring managers (73%) place a notably higher level of importance on staying current on changing technology and its applications in the workplace than do executives (60%).

Executives and hiring managers rank several other learning outcomes as only slightly less important.



Business executives have shown a slight decline in the high importance they assign to most outcomes since 2014³, and their rankings of outcomes remain largely the same. However, notable increases have occurred in the level of importance that they place on recent graduates' ability to analyze and solve problems with people from different backgrounds and cultures (a nine-point increase since 2014) and their ability to locate, organize, and evaluate information from multiple sources (a five-point increase).

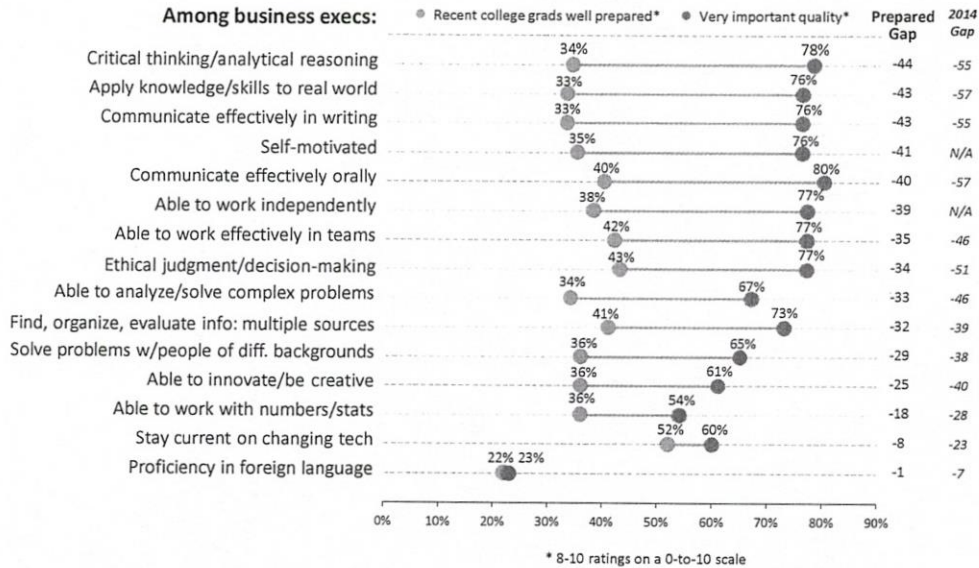
5. Notable gaps emerge between the importance that both business executives and hiring managers place on key learning outcomes and their sense that recent graduates are prepared in these areas.

Respondents were asked to rate how prepared recent college graduates are across the same list of 15 college learning outcomes. Executives and hiring managers generally agree in their sense of college graduates' preparedness across outcomes.

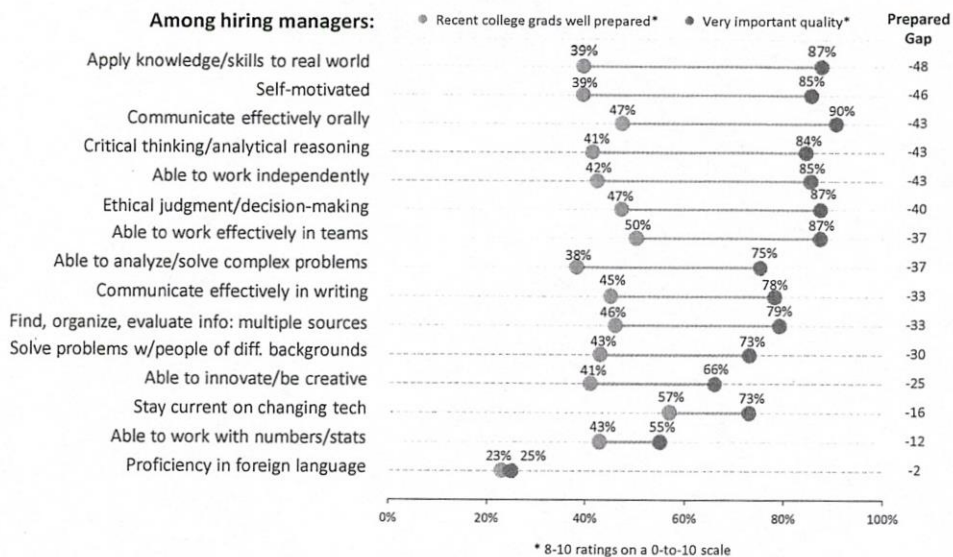
³ Results from the 2015 report "[Falling Short? College Learning and Career Success](#)"

While encouraging improvement has occurred in executives' sense of college graduates' preparedness since 2014, there still is notable room for improvement across learning outcomes, particularly in many of the very skills employers deem most important for workplace success.

Notable gaps emerge between the importance of key learning outcomes and executives' sense that recent graduates are prepared in these areas, even with some improvements.



Hiring managers also identify gaps in recent graduates' preparedness on key learning outcomes.



KEY FINDINGS FROM 2018 EMPLOYER RESEARCH

• **A College Degree Is Important.** 82% of executives and 75% of hiring managers believe that it is very important or essential to complete a college education. 88% of executives and 85% of hiring managers consider the money and time involved in getting a college degree to be worthwhile.

• **Employers Have More Confidence in Colleges and Universities than Does the American Public.** Among executives and hiring managers, 63% express confidence in colleges and universities, a notably higher proportion than among the American public. In a 2018 Gallup poll, 45% of adults nationwide express confidence in colleges and universities.*



Employer Priorities on Select College Learning Outcomes

Intellectual and Practical Skills

- Oral communication
- Teamwork skills with diverse groups
- Written communication
- Critical thinking and analytic reasoning
- Complex problem solving
- Information literacy
- Innovation and creativity
- Technological skills
- Quantitative reasoning

Very important for recent grads

Executives Hiring Managers

80%	90%
77%	87%
79%	78%
78%	84%
67%	75%
73%	79%
61%	66%
60%	73%
54%	55%

Personal and Social Responsibility

- Ethical judgment and decision making
- Work independently—set priorities, manage time/deadlines
- Self-motivated—ability to take initiative and be proactive

77%	87%
77%	85%
76%	85%

Integrative and Applied Learning

- Applied knowledge in real-world settings

73%	79%
------------	------------



Association
of American
Colleges and
Universities

Source: Hart Research Associates. *Fulfilling the American Dream: Liberal Education and the Future of Work* (Washington, DC: AAC&U, 2018)
www.aacu.org/leap/public-opinion-research.

* Gallup. *Words Used to Describe 'Higher Ed' Make a Difference*. 2018.
<https://news.gallup.com/poll/228182/words-used-describe-higher-difference.aspx>.

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Areas to consider for General Education Learner Outcomes

Overview:

We now know what is in our General Education. What is missing? Suggestions that align with LEAP could be:

- ✓ Engagement
- ✓ Problem Solving/ Application
- ✓ Diversity/ Intercultural Knowledge
- ✓ Oral Communication
- ✓ Digital Learning / Information Literacy
- ✓ Ethical Reasoning

AAC&U has developed rubrics to measure the LEAP skills. This can be a starting point for discussion as well.

There are currently rubrics that align with the following skills:

Intellectual and Practical Skills

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

Personal and Social Responsibility

- Civic engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global learning

Integrative and Applied Learning

- Integrative learning

Rubrics can be accessed: <https://secure.aacu.org/imis/ItemDetail?iProductCode=E-VRall>

Engagement:

Missouri State University, MO

Community Engagement: Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.

1. Identify the rights and responsibilities they have in their own communities and the broader society.
2. Recognize the ways in which they can exercise their rights and responsibilities.
3. Utilize knowledge from academic fields, making relevant connections to civic and political participation.
4. Recognize the needs of the communities to which they belong and understand how to address those needs.

Wayne State University, MI

Goals of Engagement Courses. These courses should incorporate one or more of the following goals:

1. Offer students the opportunity to examine, in depth, a public problem or civic issue that concerns them.
2. Explore the nature of social, cultural, political, and/or environmental forces, institutions, and ideas that influence public problems and their resolution.
3. Prepare students for lives of civic engagement and good citizenship, local and global, and to promote key elements of the common good, by encouraging students to consider their own role in a larger community and their responsibilities within that community
4. Connect students and the university with a broader community in a mutually beneficial manner.

University of Kentucky, KY

IV. Community, Culture and Citizenship in the USA

Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

Outcomes and Assessment Framework:

1. Students will recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class
2. Students will demonstrate a basic understanding of how these differences influence issues of social justice, both within the U.S. and globally
3. Students will recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making

Thomas Edison State University, NJ

Civic and Global Leadership:

Knowledge required for responsible global citizenship and effective engagement in a dynamic environment.

- Ethical Leadership:
Assess their own ethical values and the social context of a given situation, recognize ethical issues in a variety of settings, apply ethical principles to ethical dilemmas and consider the ramification of alternative actions.
- Civic Engagement:
Demonstrate effective, responsible, and meaningful skills while engaged in the political life of a community

Western Texas University, TX

- Social Responsibility (SR) - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR) - to include the ability to connect choices, actions and consequences to ethical decision-making

University of Illinois at Springfield, IL

Engaged Citizenship: UIS graduates should be able to engage in questioning and critical thinking that leads them to explore peoples, systems, values, and perspectives that are beyond their usual boundaries. Students should engage in active and integrative learning to become ethical, responsible, and engaged citizens in a democracy.

Competencies include:

- a. Recognizing the social responsibility of the individual within a larger community.
- b. Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.
- c. Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
- d. Identifying how economic, political, and social systems operate now and have operated in the past.
- e. Engaging in informed, rational, and ethical decision-making and action.
- f. Distinguishing the possibilities and limitations of social change.

Chapman University, CA

- Citizenship Learning Outcome: Student demonstrates through analysis and/or personal engagement an understanding of the emergence, development, operations, and/or consequences of political systems in the US and other countries. Student can identify the rights and responsibilities of citizens and/or leaders as embodied in political, civic, or service organizations.
- Community Learning Outcome: Student demonstrates through analysis and/or personal engagement an understanding of the emergence, development, changes and challenges to and, in some cases, destruction of diverse social groups who are marginalized within the context of larger societal environments. Student demonstrates through written, oral, media or other communication process a critical perspective on issues of civil rights, self-representation, participatory politics, and/or similar issues of inclusiveness.
- Service Learning Outcome: Student examines the theoretical and/or applied aspects of community service through coursework and/or through active engagement in a service -earning experience and demonstrates:
 - the ability to apply discipline-specific and/or interdisciplinary knowledge and critical thinking skills to community issues.
 - critical self-reflection of the student's own assumptions and values as applied to community issues.
 - knowledge and sensitivity to issues of culture, diversity, and social justice as applied to community engagement.

Problem Solving/ Application Examples

Missouri State University, MO

Students will be able to develop new ideas, products, or solutions and explore novel perspectives and approaches.

1. Develop creative and novel solutions to personally and socially relevant problems.

California State University at Northridge, CA

Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

Students will:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems.
3. Synthesize information in order to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, and the relevance of data and information.
5. Recognize and avoid common logical and rhetorical fallacies.

Harper College, IL

Learning Goal: Students will use evidence to develop arguments, make decisions, and evaluate outcomes.

The University of Kansas, KS

1. Learning Outcome: Upon reaching this goal, students will be able to analyze and combine information from different areas within or across disciplines to approach and explain existing questions and problems from new perspectives, to pose new questions, and to generate new ideas.
2. Learning Outcome: Upon reaching this goal, students will be able to think, react, and work in imaginative ways that produce innovative expressions and original perspectives.

Criteria for these Learning Outcomes

Courses, sets of courses, programs, educational experiences, and combinations of courses/experiences that meet these outcomes must satisfy the following:

- Lead to integration of knowledge within or across disciplines.
- Include instruction or a project that explicitly involves integration of knowledge within or across disciplines.
- Require a creative product (for example, a performance, paper, or presentation).
- Be evaluated for integration and/or creative thinking.
- Be completed at the junior or senior level.

California State University at Chico, CA

Learning Goal: Identifies issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.

Delaware State University, DE

Learning Goal: General education should provide students with opportunities to examine and reflect upon moral and ethical problems and issues.

Grand Valley State University, MI

Problem Solving – design and evaluate strategies to answer open-ended questions.

Students will:

1. Construct clear and insightful problem statements that prioritize relevant contextual factors.
2. Identify multiple approaches for solving the problem within the given context.
3. Design and fully explain solutions that demonstrate comprehension of the problem.
4. Evaluate the feasibility of solutions considering the context and impact of potential solutions (e.g., historical, ethical, legal, practical).

Problem solving rubric: https://www.gvsu.edu/cms4/asset/E318FAA6-9691-29E8-AF089DA7E65B9CC3/problem_solving_rubric_9-5-18.pdf

Illinois State University, IL

Integrative and applied learning, allowing them to

1. identify and solve problems
2. transfer learning to novel situations
3. work effectively in teams

Southeastern Oklahoma State University, OK

Students will demonstrate the ability to:

1. Reason by deduction, induction, and analogy.
2. Distinguish between cause and effect.
3. Examine information for alternative explanations and possible implications.
4. Solve problems described verbally, graphically, symbolically, or numerically.
5. Identify, analyze, and evaluate arguments.

University of Kentucky, KY

Outcomes and Assessment Framework:

Students will be able to identify multiple dimensions of a good question

1. Determine when additional information is needed, find credible information efficiently using a variety of reference sources, and judge the quality of information as informed by rigorously developed evidence
2. Explore multiple and complex answers to questions/issues/problems within and across the four broad knowledge areas: arts and creativity, humanities, social and behavioral sciences, and natural/ physical/mathematical sciences
3. Evaluate theses and conclusions in light of credible evidence; explore the ethical implications of differing approaches, methodologies or conclusions; and develop potential solutions to problems based on sound evidence and reasoning

Diversity/ Intercultural Intelligence

Pasadena City College, CA

Learning goal: Demonstrate sensitivity to and respect for others.

Competencies:

- 4.1 Respect for Diversity: Demonstrate an understanding of the beliefs, opinions, and values of other people and cultures.
- 4.2 Effective Citizenship: Demonstrate an understanding of the requirements for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

College of San Mateo, CA

Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students will be able to:

- Identify the benefits of diversity and respect the range of diversity;
- Work effectively with others of diverse backgrounds;
- Recognize the importance and analyze the interconnectedness of global and local concerns, both past and present.

California State University- Northridge, CA

Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages

Goal: Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences and global perspectives of diverse cultures and societies.

Student Learning Outcomes

- Describe and compare different cultures.
- Explain how various cultures contribute to the development of our multicultural world.
- Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
- Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.

California Polytechnic State University, CA

According to the University Learning Objectives (ULOs), "all students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions ... based on a respect for diversity," as defined in the Cal Poly Statement on Diversity.

ULOs:

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
- Demonstrate an understanding of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
- Critically examine their own attitudes about diverse and/or underrepresented groups
- Consider perspectives of diverse groups to inform reasonable decisions
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

American University, Washington DC

Diverse perspectives and experiences: Acquiring knowledge and analytical skills to understand a variety of perspectives and experiences, including those that have emerged from the scholarship on age, disability, ethnicity, gender and gender identity, race, religion, sexual orientation, and social class

Thomas Edison State University, NJ

Civic and Global Leadership: Knowledge required for responsible global citizenship and effective engagement in a dynamic environment.

1. Diversity/Intercultural Literacy:

Recognize that they are members of diverse communities, both local and global, and demonstrate intercultural knowledge, skills and attitudes that support effective and appropriate interaction in a variety of cultural contexts and social categories, such as, but not limited to race, ethnicity, gender, religion and age.

University of Maryland, MD

Life in a globally competitive society of the twenty-first century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

On completion of an Understanding Plural Societies course, students will be able to:

- Demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological.
- Demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification.
- Explicate the policies, social structures, ideologies or institutional structures that do or do not create inequalities based on notions of human difference.
- Interrogate, critique, or question traditional hierarchies or social categories.
- Analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as for example, dance, foodways, literature, music, and philosophical and religious traditions.
- Use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, or within a single historical timeframe or across historical time.

Illinois State University, IL

- I. **knowledge of diverse human cultures and the physical and natural world, allowing them to**
 - a. use theories and principal concepts, both contemporary and enduring, to understand technologies, diverse cultures, and the physical and natural world
 - b. explain how the combination of the humanities, fine arts, natural and social sciences, and technology contribute to the quality of life for individuals and communities
 - c. experience and reflect on global issues

Oral Communication

Missouri State University, MO

Students will be able to listen critically and speak thoughtfully, clearly, and appropriately to a variety of social, academic, and professional audiences.

1. Convey the central message clearly and consistently, using supporting material.
2. Demonstrate clearly and consistently an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation.
3. Demonstrate language choices that support the effectiveness of the communication and are appropriate to the intended audience(s).
4. Employ interesting and effective delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness).
5. Employ supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities) in a manner that establishes the speaker's credibility/authority on the topic.

University of Baltimore, MD

Area Definition: Students will learn the craft of transmitting ideas clearly and concisely to a range of audiences. Coursework in this area will build skills in expressing ideas verbally and nonverbally; listening; communicating in one-on-one and group settings; conveying informative and persuasive messages; and making effective use of information resources and visual aids.

Student Learning Outcomes:

1. Deliver an effective oral presentation for which the selected topic, supporting materials, and language are appropriate to the audience and occasion.
2. Employ appropriate rhetorical, organizational, and delivery techniques before an audience in real time.*

* In real time will mean different things in different course delivery contexts. In addition to face-to-face instruction, this requirement could be met in a variety of ways, including but not limited to: a. Synchronous online class: Material and speeches presented live in a Go-To-Meeting-like environment. b. Hybrid asynchronous online class: Material online; class meets for speeches in a Go-To-Meeting-like environment. c. Online class: Speeches recorded by students in front of an audience of academic peers or a professional setting with an appropriate audience and submitted.

Idaho State University, ID

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.
- Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.
- Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.
- Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.
- Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.

University of Kansas, KS

Upon reaching this goal, students will be able to generate, develop, organize, and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.

Hawai'i Pacific University

ORAL COMMUNICATION: Students speak clearly and effectively for a variety of audiences and purposes.

University of Maryland, MD

Oral Communication:

Human relationships, from the most formal to the most personal, rest in large measure on skilled listening and effective speaking. Skillful listening and speaking support success in personal relationships, educational undertakings, professional advancement, and civic engagement.

Learning Outcomes in **bold** are **required**.

- **Demonstrate competency in planning, preparing, and presenting effective oral presentations.**
- **Use effective presentation techniques including presentation graphics.**
- Demonstrate an understanding of the role of oral communication in academic, social, and professional endeavors.
- Demonstrate effectiveness in using verbal and nonverbal language appropriate to the goal and the context of the communication.
- Demonstrate an ability to listen carefully.
- Demonstrate an enhanced awareness of one's own communication style and choices.
- Demonstrate an ability to communicate interpersonally and interculturally with others in conversation, interview, and group discussion contexts.
- Demonstrate skill in asking and in responding to questions.
- Demonstrate awareness of communication ethics in a global society.

University of Kentucky, KY

Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.

1. Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes) and deliver those messages effectively in written, oral, and visual form.
2. Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts.

Argosy University, CA

Oral Communication: Prepare and deliver oral presentations with consideration of the relationship between the topic, audience and situation.

University of Michigan, MI

Oral Communication

6. Demonstrate the principles of ethical oral public communication.

Digital Learning / Information Literacy

North Carolina State University, NC

Use information technologies and search strategies appropriate to their academic or professional majors to identify and access information and then to evaluate, synthesize, and incorporate that information effectively in their writing and speaking.

Hawai'i Pacific University

TECHNOLOGY AND INNOVATION – Students apply an understanding of technology to solve problems; explore innovative practices for acquiring, analyzing and sharing information; and understand the impact of technology on society.

Michigan Technological University, MI

Students will be able to analyze the need for, strategically access, critically evaluate, and use information effectively, ethically, and legally.

Idaho State University, ID

Information Literacy:

Information literacy is defined as the ability to recognize when information is needed and to locate, evaluate, and use information effectively. Courses satisfying this Objective must involve hands-on practice for students rather than merely the presentation of theoretical principles.

Upon completion of a course in this category, students are able to demonstrate the following competencies.

- Determine the nature and extent of the information/data needed to accomplish a specific purpose.
- Identify sources and gather information/data effectively and efficiently.
- Evaluate credibility of sources and information/data.
- Understand the economics, ethical, legal, and social issues surrounding the creation, collection, and use of information/data.
- Use information/data effectively to accomplish a specific purpose.

American University, Washington DC

1. Information literacy Locating, evaluating, citing, and effectively using information

University of Michigan, MI

Written Composition: 8. Acquire the ability to locate and critically assess sources online.

Western State Colorado University, CO

Technology and/or Information Literacy

- Developing a working knowledge of different electronic technologies and choosing appropriate technologies for different tasks
- Identifying the appropriate questions to find suitable information and understanding the ways of using information in different disciplines
- Using sources from a variety of research tools, both print and electronic, to find appropriate information
- Evaluating print and electronic sources appropriate for different needs and according to accepted methods in various disciplines
- Organizing information from a variety of sources for practical application (essay, research paper, oral presentation, etc.) and integrating information into a body of knowledge
- Citing sources appropriately and avoiding plagiarism

Ethical Reasoning

Michigan Technological University, MI

Ethical Reasoning:

Students will be able to identify and address conflicting ethical values and develop a sense of responsibility for the broad impacts of individual actions and social institutions.

They will understand their role as citizens and their responsibility to work with others in promoting quality of life and a sustainable society.

University of Kansas, KS

Upon reaching this goal, students will be able to develop and apply a combination of knowledge and skills to demonstrate an understanding of social responsibility and ethical behavior.

Criteria for this Learning Outcome:

1. Present and apply distinct and competing ethics theories, each of which articulates at least one principle for ethical decision-making. The combination of theories and principles should address the concept of social responsibility, including responsibility to the physical environment.
2. Include the presentation and application of ethical decision-making processes.
3. Include presentation and application, as appropriate, of particular ethics codes.
4. Include the application of principles, decision-making processes, and, as appropriate, ethics codes to specific ethical dilemmas (such as case studies) in which important values conflict.

Rubric https://kucore.ku.edu/sites/kucore.drupal.ku.edu/files/docs/G5_Rubric.pdf

Southeastern Oklahoma State University, OK

Ethics and Values Goal--students will demonstrate the ability to:

1. differentiate between moral and other kinds of problems.
2. tolerate and understand the diversity of human behavior, points of view, and values.
3. recognize how values are formed, transmitted, and modified.

Argosy University, CA

Goal: To advance students' comprehension of the ethical standards that are embedded within interpersonal, social, and professional relationships

Outcome: Ethical Awareness

Identify the ethical dimensions of social and technological issues, and employ a variety of ethical perspectives to inform their actions in the face of dilemmas they encounter.

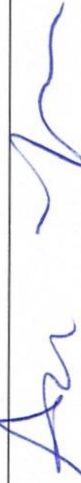




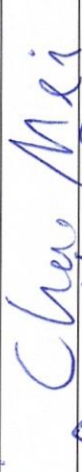






California State University -Stanislaus, CA

Develop abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility.









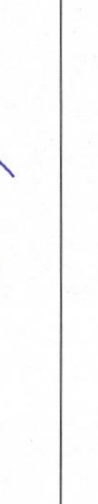





Students attaining the third learning goal will be able to:

1. Integrate and combine knowledge and abilities developed in several fields to analyze and critically evaluate specific problems, issues, or topics.
2. Illustrate the ability to self-reflect and assess relevant ethical values.
3. Identify and analyze problems within local, regional, national, and/or global contexts.
4. Demonstrate enhanced awareness of multicultural, community, and/or technological perspectives













**General Education Council
Wednesday, September 19, 2018**

FIRST NAME	LAST NAME	DISCIPLINE	SIGNATURE
<u>Voting Members</u>			
Alice	Gooding	College of Architecture and Construction Management	
Andrea	Scapolo	Anthropology	
Beth	Burmester	Foreign Languages	
Brad	Suther	Composition	
Brendan	Callahan	Geography	
Bruce	Thomas	Bagwell College of Education	
Chao	Mei	Mathematics	
Corinne	McNamara	College of Computing and Software Engineering	
Cristina	Gheorghiu-Stephens	Psychology	
Debbie	Hutchinson	Dorothy Marsil Sociology	
Edward	Eanes	Art and Design	
Huggins	Msimanga	Music	
		Chemistry	


General Education Council
Wednesday, September 19, 2018

FIRST NAME	LAST NAME	DISCIPLINE	SIGNATURE
JoAnn	LoVerde-Dropp	Literature	
Joy	Brookshire	Biology - Molecular and Cellular	
Lynn	Stallings	Honors College	
Margaret	Baldwin Pendergrass	Theatre and Performance Studies	
Matt	Laposata	Biology - Ecology, Evolution, and Organismal	
Meredith	Giinn	Communication	
Mia	Oberlton	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)	
Nyasha	GuramatunhuCooper	Leadership and Integrative Studies	
Prabha	Padukka	Physics	
Ryan	Ronnenberg	History	
Susan	Rouse	Philosophy	

**General Education Council
Wednesday, September 19, 2018**

FIRST NAME	LAST NAME	DISCIPLINE	SIGNATURE
Tanja	Link	Criminal Justice	
Tim	Mathews	Economics	
Tom	Doleys	Political Science	
Trina	Queen	Interdisciplinary Studies	
Val	Sooklal	Southern Polytechnic College of Engineering and Engineering Technology	
<u>Non-Voting Members</u>			
Kris	DuRocher	Academic Affairs	
Chris	Hutt	Academic Affairs	
Amy	Jones	Academic Affairs	
Marilee	McClure	Academic Affairs	
Val	Whittlesey	Academic Affairs	
<u>Guests</u>			
Monica	Gerda		
Landice	Hoffen		

General Education Council
 Wednesday, September 19, 2018

FIRST NAME	LAST NAME	DISCIPLINE	SIGNATURE
Chien-pin	Li	CHSS	
Donna	DeGrundy	OIE	