



General Education Council (GEC)
November 28, 2018
3:30 p.m.
Atrium Bldg., Rm. J152 – Marietta Campus

Voting Members Present:

Alice Gooding (Anthropology)
Debbie Hutchinson (Art and Design)
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)
Natalie Berry (Dance)
Tim Mathews (Economics)
Nirmal Trivedi (First-Year and Transition Studies (First-Year Seminar or Learning Communities))
Andrea Scapolo (Foreign Languages)
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)
Tom Doleys (Political Science)
Corinne McNamara (Psychology)
Holly Deal for Nancy Burney (Statistics)
Margaret Baldwin Pendergrass (Theatre and Performance Studies)

Non-voting Members Present:

Rachel Blasé (Teacher Education Advisement Center)
Kris DuRocher (Academic Affairs)
Chris Hutt (Academic Affairs)
Amy Jones (Academic Affairs)
Pam Cole (Academic Affairs)
Val Whittlesey (Academic Affairs)

Guest(s):

Camille Allan (Microbiology)
Vincent Coakley (Mechanical Engineering)
Renee Butler (Southern Polytechnic College of Engineering and Engineering Technology)
M. Loraine Louder (Southern Polytechnic College of Engineering and Engineering Technology)

Sade Tramble (Southern Polytechnic College of Engineering and Engineering Technology)
Jen Wells (Office of Institutional Effectiveness)
D. Michael Franklin (College of Computing and Software Engineering)

The meeting began at 3:35 p.m.

- I. Old Business
 - a. Approval of past minutes
 - The minutes of the October 17, 2018 meeting were approved as written. Debbie Hutchinson and Trina Queen motioned for approval and Alice Gooding seconded the motion. None opposed.
 - b. The proposal for STAT 1107 is still pending submittal. This proposal is regarding a number change that is being mandated by the USG.
- II. New Business
 - a. January 2019 Retreat
 - Based on the survey to the members that was sent out, instead of a retreat in early January, the Council will hold an additional meeting on Wednesday, January 30, 2019, at 3:30 p.m. in Prillaman Hall, Room HS1002.
 - b. Spring 2019 Meeting Dates and SACS Visit
 - SACS will be at Kennesaw State on March 26-29, 2019. Their visit will include a review of our curriculum assessment process. In order to be prepared for their visit, additional meeting dates have been added to the spring 2019 scheduled (see attachment).
 - The Council can expect to meet in person with the team from SACS on Wednesday, March 27, 2019, at 3:30 p.m. in Prillaman Hall, Room HS1002.
 - The Council will need to have KSU's Learning Outcomes in a definitive state by this date.
 - c. Results of Learning Goals Survey
 - Kris DuRocher provided a summary and review of the Learning Goals survey that was distributed in November. Based on 177 responses, the five top goals were:
 - Critical Thinking (Ranked in the top five in 144 responses.)
 - Written Communication (*USG required*)
 - Problem Solving
 - Evidence-Based Decision Making/Analysis
 - Oral Communication
 - Based on the responses from the Campus Survey and removing the already required USG written goal, the top five Learning Goals were:
 - Critical Thinking
 - Problem Solving
 - Evidence-Based Decision Making/Analysis
 - Oral Communication
 - Intercultural/Global Understandings

All of these Learning Goals are LEAP aligned.

III. Workgroups

- a. The Council divided into their Learning Outcomes workgroups to:
 - Review their previous selections (based on the USG required Learning Outcomes) and identify a singular one for their outcome.
 - Review the new Learning Goals examples given based off of the survey results and begin select some appealing outcomes and turn those in.
 - Kris DuRocher will consolidate all the groups outcomes and post them on the D2L GEC site for review prior to the January 16 meeting.
- b. Timeline
 - January: Prioritize the goals to a manageable number.
 - February and March: Present Learning Outcomes with new goals to Shared Governance, Institutional Effectiveness and SACS.

IV. Upcoming Events/Announcements

- a. The next meeting of the General Education Council will be on Wednesday, January 16, 2019, at 3:30 p.m. in the KSU Center, Room 300.
- b. The Council thanked Val Whittlesey for her service these past many years as she will now be returning to teaching effective January 1, 2019.

The meeting ended at 4:50 p.m.

KD/djh

Attachments: October 17, 2018 GEC Minutes
Spring 2019 GEC Meeting Schedule
November 28, 2018 PowerPoint
Learning Goals and Objectives Worksheet
Learning Goals Examples

Definitions: LEAP – Liberal Education and America’s Promise

General Education Council Meeting Nov. 28, 2018

Agenda

2

- **Minutes from October**
- **Updates/Meeting Dates**
- **Survey Response Results**
- **Workgroups**
 - **Continue to examine USG outcomes**
 - **Examine Outcomes based on survey results**

Agenda and Updates



- ❑ Approve October minutes
- ❑ Upcoming Proposals
- ❑ SACs report
 - ❑ Onsite visit March 26-29
 - ❑ Two aspects under review: curriculum and assessment
- ❑ Next Year Meeting Dates

Spring 2019 meeting dates

*All meetings (except the Retreat) will occur on the 3rd Wednesday from 3:30 – 5:00 pm. (unless noted **)*

| | |
|-------------------------------------------------------------------------------------------------------|------------------------------------------|
| January 16 | KSU Center Rm. 300 |
| January 30** (Confirmed) | Prillaman Hall Rm. 1002 |
| February 20 | Clendenin Bldg. Rm. 1009 |
| March 6** (Hold) | Prillaman Hall Rm. 1002 |
| March 20 | Clendenin Bldg. Rm. 1009 |
| March 27** (Hold for SACS) | Prillaman Hall Rm. 1002 |
| April 17 | Marietta, Architecture Bldg. M Room N175 |
| May 1** (Hold) | Prillaman Hall Rm. 1102 |
| Note: General Education Council meetings are open meetings. We welcome all KSU faculty members | |

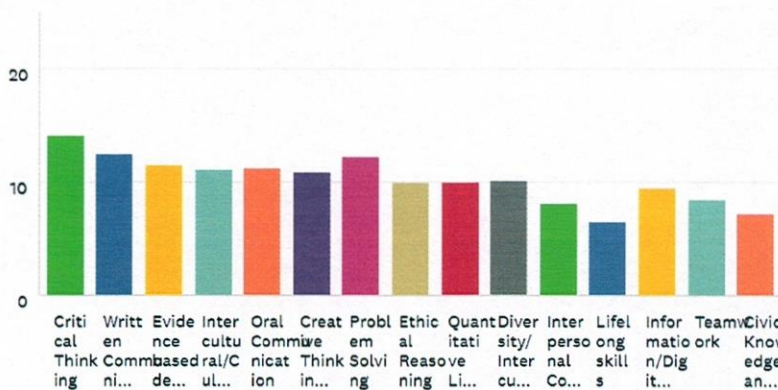
Survey results

2

177 Responses

Please choose the five learning goals that you feel are the most important and rank them from 1-5 with 1 being the highest ranking.

Answered: 177 Skipped: 0



Critical Thinking ranked first 95 times

144 of 177 respondents ranked Critical Thinking in Top 5

| | | 1 | 2 | 3 | 4 | 5 |
|----|----------------------------------------------|--------------|--------------|--------------|--------------|--------------|
| 1 | Critical Thinking | 63.76% 95 | 16.11% 24 | 7.38% 11 | 6.04% 9 | 3.36% 5 |
| 2 | Written Communication | 11.36% 15 | 25.00% 33 | 24.24% 32 | 19.70% 26 | 11.36% 15 |
| 3 | Problem Solving | 8.43% 7 | 33.73% 28 | 25.30% 21 | 9.64% 8 | 2.41% 2 |
| 4 | Evidence based decision making/Analysis | 13.33% 14 | 16.19% 17 | 24.76% 26 | 14.29% 15 | 14.29% 15 |
| 5 | Oral Communication | 11.54% 9 | 15.38% 12 | 17.95% 14 | 8.97% 7 | 21.79% 17 |
| 6 | Intercultural/Cultural/Global Understandings | 11.22% 11 | 8.16% 8 | 17.35% 17 | 19.39% 19 | 20.41% 20 |
| 7 | Creative Thinking/Inquiry | 9.33% 8 | 15.63% 13 | 13.54% 13 | 20.83% 20 | 11.46% 11 |
| 8 | Diversity/Intercultural knowledge | 4.11% 3 | 15.07% 11 | 10.96% 8 | 15.07% 11 | 16.44% 12 |
| 9 | Ethical Reasoning | 5.06% 4 | 7.59% 6 | 8.86% 7 | 20.25% 16 | 20.25% 16 |
| 10 | Quantitative Literacy | 5.45% 3 | 14.55% 8 | 9.09% 5 | 12.73% 7 | 16.36% 9 |
| 11 | Information/Digital Literacy | 1.39% 1 | 4.17% 3 | 12.50% 9 | 11.11% 8 | 27.78% 20 |
| 12 | Teamwork | 1.69% 1 | 10.17% 6 | 5.08% 3 | 11.86% 7 | 13.56% 8 |
| 13 | Interpersonal Communication | 3.45% 2 | 3.45% 2 | 12.07% 7 | 12.07% 7 | 8.62% 5 |
| 14 | Civic Knowledge and Engagement | 1.79% 1 | 5.36% 3 | 5.36% 3 | 10.71% 6 | 21.43% 12 |
| 15 | Lifelong skills | 3.51% 2 | 1.75% 1 | 1.75% 1 | 17.54% 10 | 15.79% 9 |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>From Campus Survey</p> <ol style="list-style-type: none"> 1. Critical Thinking 2. Written Communication 3. Problem Solving 4. Evidence-Based Decision Making 5. Oral Communication 6. Intercultural/Global Understandings | <p>From GEC Survey</p> <ol style="list-style-type: none"> 1. Critical Thinking/Problem Solving 2. Oral Communication 3. Written Communication 4. Intercultural/Global Understandings 5. Information Literacy/Bias 6. Evidence based decision making/Analysis |
| <p>Top Five</p> <ol style="list-style-type: none"> 1. Critical Thinking 2. Problem Solving 3. Evidence-Based Decision Making 4. Oral Communication 5. Intercultural/Global Understandings | |

Workgroup Time

Two stages:

- ✓ Stage one
 - ✓ Continue from last meeting: Review previous choices and work towards singular choice
- ✓ Stage two
 - ✓ Review new options based on survey results, select best options from all selections provided



Communication Outcome Workgroup

Beth
Corinne
Joy
Val S.
Meredith

Ryan

Bruce

Nancy (Holly)

Lynn

Nirmal

Ed

Huggins

Quantitative Outcome Workgroup

Humanities, Fine Arts, and Ethics

Susan

Debbie

Natalie

Andrea

Margaret

JoAnn

Outcome Workgroup

Natural Sciences, Mathematics, and Technology Outcome Workgroup

Alice
Matt
Chao
Brad
Prabha
Brendan

Social Sciences Outcome Workgroup

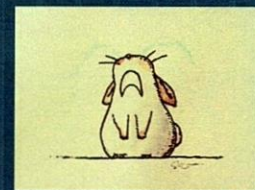
Tim
Tanja
Trina
Tom
Mia
Nyasha
Cristina

Workgroup Tasks:

1. **Review**
2. **Discuss**
3. **Choose**
4. **Offer brief rationale**
5. **Turn in Group Worksheet**

Wrap Up Time

A Moment of Thanks to Val!



Next Year

Two January meetings:

1) January 16, 2018, 3:30-5:00

KSU Center Room 300

2) January 30, 2018, 3:30-5:00

Prillaman Hall Rm. 1002



THANKS!

Kris DuRocher

kdurocher@kennesaw.edu

470-578-4526

gened.kennesaw.edu



General Education



General Education Council (GEC)
October 17, 2018
3:30 p.m.
Clendenin Bldg. Rm. 1009

Voting Members Present:

Alice Gooding (Anthropology)
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)
Tim Mathews (Economics)
Nirmal Trivedi (First-Year and Transition Studies (First-Year Seminar or Learning Communities))
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)
Susan Rouse (Philosophy)
Tom Doleys (Political Science)
Corinne McNamara (Psychology)
Holly Deal for Nancy Burney (Statistics)
Margaret Baldwin Pendergrass (Theatre and Performance Studies)

Non-voting Members Present:

Rachel Blasé (Teacher Education Advisement Center)
Kris DuRocher (Academic Affairs)
Chris Hutt (Academic Affairs)

Guest(s):

Chien-pin Li (College of Humanities and Social Sciences)
Carmen Skaggs (College of Humanities and Social Sciences)
Robbie Liebermann (College of Humanities and Social Sciences)

The meeting began at 3:30 p.m.

I. Old Business

a. Approval of past minutes

- The minutes of the September 19, 2018 meeting were approved as written. Trina Queen motioned for approval and Susan Rouse and JoAnne Loverde-Dropp seconded the motion. None opposed.

II. New Business

a. STAT 1107 will have a new proposal regarding a number change that is being mandated by the USG across the system.

b. January 2019 Retreat

- In order to stay on track for the timeline that was outlined in the September minutes (see below), there is a need to hold an additional meeting or retreat. A retreat was suggested for either January 3rd or 4th. Debra Hill will send a survey to the Council regarding availability and times.

From September minutes:

| | |
|-------------|--------------------------------------------------------------------|
| 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 |

c. Results of Submitted Learning Goals (as of 10/17/18)

- Kris DuRocher provided a summary and review of the Learning Goals that were submitted by the members (to-date). The current top goals were:
 - Critical Thinking/Problem Solving
 - Oral Communication
 - Written Communication (*USG required*)
 - Intercultural/Cultural/Global Understanding
 - Information/Digital Literacy/Bias
 - Evidence based decision making/Analysis
- The summary was a first draft as there were GenEd areas that had not reported. Kris requested everyone's (including their department/college) feedback by no later than November 1st. Then, Kris will distribute the revised and final Learning Goals rankings and ask the group to prioritize them for use at the November 28 meeting.

III. Upcoming Events/Announcements

- a. The next meeting of the General Education Council will be on Wednesday, November 28, 2018 at 3:30 p.m. on the **Marietta Campus, Atrium Bldg. (J), Room J152.**

The meeting ended and the Council separated into working groups.

- A. The Council members were divided into working groups that would focus on the USG required Learning Outcomes: Communication; Quantitative; Humanities, Fine Arts, and Ethics; Natural Sciences, Mathematics, and Technology; Social Sciences.
- B. Each working group was to identify five learning outcomes for their assigned area.
- C. Kris encouraged the group to keep their choices big and broad – to think big picture – so their choices would translate across the curriculum. SACS wants KSU to show how outcomes affect General Education across the university and not be specific to a certain area.

KSU General Education Council (GEC) Meeting Schedule for 2018-2019

*All meetings (except the Retreat) will occur on the 3rd Wednesday
from 3:30 – 5:00 pm. (unless noted **)*

Spring 2019 Semester

| | |
|-------------------------------------|---------------------------------------------|
| January 16 | KSU Center Rm. 300 |
| January 30 (Confirmed) | Prillaman Hall Rm. 1002 |
| February 20 | Clendenin Bldg. Rm. 1009 |
| March 6 (Hold) | Prillaman Hall Rm. 1002 |
| March 20 | Clendenin Bldg. Rm. 1009 |
| March 27 (w/SACS) (Hold) | Prillaman Hall Rm. 1002 |
| April 17 | Marietta, Architecture Bldg. M Room N175 |
| May 1 (Hold) | Prillaman Hall Rm. 1102 |

**Note: General Education Council meetings are open meetings. We welcome
all KSU faculty members to attend.**

Learning Goals and Objectives Worksheet

Group: _____

Learning Goal: _____

Learning Objective:

Rationale/Support: _____

Learning Goal: _____

Learning Objective:

Rationale/Support: _____

Learning Goal: _____

Learning Objective:

Rationale/Support: _____

CRITICAL THINKING OUTCOME EXAMPLES

Argosy University, CA

Develop a conclusion, opinion or course of action based on exploration and analysis of information, issues, ideas and events.

California State University at Northridge, CA

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

College of San Mateo, CA

The ability of students to think creatively, analytically, and logically, in order to assess ideas, formulate arguments, develop multiple perspectives, and solve problems.

Fairmont State University, WV

Students should be able to use analytical and conceptual reasoning in problem solving to think critically about questions and the process through which they discover and evaluate answers.

Grand Valley State University, MI

Use systematic reasoning to examine and evaluate information and ideas and then synthesize their conclusions to propose new perspectives and solutions.

Harper College, IL

Use evidence to develop arguments, make decisions, and evaluate outcomes

Indiana University Southeast

Evaluate the quality of arguments and evidence, and the accuracy of claims.

Idaho State University, ID

Identify and apply relevant information for problem solving
Effectively articulate the results of a thinking process

Michigan Technological University, MI

Students will be able to think critically and creatively, as demonstrated by their broad, adaptable and versatile use of reasoning, logic, and evidence, to access and evaluate information and solve complex problems both independently and in groups.

Missouri State University, MO

Students will be able to develop the disposition and skills to gather, organize, refine, analyze, and evaluate critically information and ideas.

Pasadena City College, CA

Use critical thinking skills to observe, analyze, synthesize, and evaluate ideas and information.

Sinclair College, OH

Identify and fully define a problem and its various constituents

Southeastern Oklahoma State University, OK

The goal of the critical thinking component of general education is to enhance the ability of students to integrate new information with previously acquired information to solve novel complex problems.

Tarleton State University, TX

Students will evaluate evidence in analysis, interpretation or arguments

The Citadel, SC

Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Ability to state positions, create new positions, and acknowledge other positions including implications and consequences.

The University of Iowa, IA

Students think critically, using analysis, deduction, inference and/or other analytical strategies to complete assignments and other course activities.

The University of Kansas, KS

Upon reaching this goal, students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools.

University of Illinois at Springfield, IL

Engage in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making

University of Maryland, MD

Demonstrate critical thinking in the evaluation of sources and arguments in scholarly works

Valencia College, FL

Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines.

Washington State University, WA

Combine and synthesizing existing ideas, images, or expertise in original ways.

Wayne State University, MI

Students will employ reasoning and evaluate evidence before accepting or formulating an opinion or conclusion

Winston-Salem State University, NC

Critical Thinking: analyze, synthesize or deconstruct, interpret and evaluate information and concepts across or within a discipline to solve problems.

San Jose State University, CA

Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.

CT2

INTERCULTURAL/ CULTURAL/ GLOBAL UNDERSTANDING OUTCOME EXAMPLES

Argosy University, CA

Identify the cultural dimensions of human behavior at the individual and societal levels, and how their actions can be adjusted to impact local and global communities.

California State University at Northridge, CA

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.

Chapman University, CA

Student connects contemporary social and/or environmental topics to their origins and analyzes their effects on our increasingly globalized world

College of San Mateo, CA

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present.

Eastern Michigan University, MI

Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.

Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

Fairmont State University, WV

Students should make informed and principled choices regarding conflicting situations in their personal and public lives, and foresee the consequences of these choices, develop sensitivity in matters of local and global social justice, respecting and appreciating ethnic or personal differences among individuals and societies.

Harper College, IL

Diverse Perspectives and Cultures: Examine diverse perspectives and cultures as they relate to the individual, the community, and the global society.

Indiana University Southeast

Evaluate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups

Idaho State University, ID

Identify the defining characteristics of culturally diverse communities in regional, national, or global context

Michigan Technological University, MI

A globally literate student will demonstrate the ability to understand and analyze issues on multiple scales and from diverse perspectives, acknowledging interconnectivity and complexity.

Missouri State University, MO

Interpret texts and other cultural products in ways that reflect informed understanding of relevant contextual factors, including socio-cultural influence and cultural traditions, perspectives, and behavioral patterns.

Students will be able to recognize and consider multiple perspectives and cultures.

The Ohio State University, OH

Cultures and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

The University of Kansas, KS

Students will be able to examine a variety of perspectives in the global community, distinguish their own cultural patterns, and respond flexibly to multiple worldviews.

Thomas Edison State University, NJ

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 Illinois at Springfield, IL

Practice awareness of and respect for the diversity of cultures and peoples in this country and in the world.

University of Maryland, MD

Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives

Compare and contrast similarities, differences, and intersections among two or more cultures.

Sinclair College, OH

Apply knowledge of cultural diversity to real world context by acknowledging, understanding and engaging constructively within diverse communities

University of Nevada, Reno, NV

Demonstrate how local and global contexts of ideas or events result in nuanced or conflicting understandings of contemporary and/or historical ideas, events, or experiences.

ORAL COMMUNICATION OUTCOME EXAMPLES

Argosy University, CA

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

California State University at Northridge, CA

Students will understand the basic concepts and practices associated with public speaking and will make public presentations of their own thoughts and research.

Eastern Michigan University, MI

Demonstrate the principles of ethical oral public communication.

Fairmont State University, WV

Students should develop advanced communication skills in argument and reasoning, the analysis and use of evidence, persuasion, and oral presentations.

Grand Valley State University, MI

Effectively communicate verbally with a public audience across a variety of contexts

Harper College, IL

Communicate information and concepts in oral format

Indiana University Southeast

Adapt an oral message for diverse audiences, contexts, and communication channels.

Advance an oral argument using logical reasoning

Idaho State University, ID

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.

Illinois State University, IL

deliver purposeful presentations that inform attitudes or behaviors

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.

Sinclair College, OH

Compose and organize oral communication messages appropriately

Tarleton State University, TX

Demonstrate effective audience centered communication skills

The Ohio State University, OH

Students communicate using the conventions of academic discourse

The 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

Thomas Edison State University, NJ

Communicate their ideas effectively orally using multiple modes of communication, as appropriate.

University of Illinois at Springfield, IL

Exhibiting effective oral communication skills, paying attention to content and audience

University of Maryland, MD

Demonstrate competency in planning, preparing, and presenting effective oral presentations.

Washington State University, WA

Speak confidently and effectively in front of groups

Wayne State University, MI

Discuss and compare these complex factors as they pertain to local, national and international communities
Assess their own core values and cultural assumptions relative to those of other individuals, cultures, and societies.

Western Oregon University, OR

Students will develop effective communicative abilities, including; listening, observing, speaking, writing and dialoguing.

Using speaking skills that are appropriate in both formal and informal situations

San Jose State University, CA

Identify and assess socially significant and intellectual topics, then compose and deliver extemporaneous oral presentations on these topics

PROBLEM SOLVING OUTCOME EXAMPLES

Grand Valley State University, MI

design and evaluate strategies to answer open-ended questions

Illinois State University, IL

- a. identify and solve problems
- b. transfer learning to novel situations

Missouri State University, MO

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

Students will be able to know when there is a need for information and then be able to identify, locate, evaluate, and effectively and responsibly use and share that information for a particular problem

Sinclair College, OH

Identify and fully define a problem and its various constituents

Interpret, assess, and evaluate the solution to a problem

Tarleton State University, TX

Students will synthesize varied components of information to form a rational conclusion

The Ohio State University, OH

Students develop skills in drawing conclusions and critically evaluating results based on data.

The University of Kansas, KS

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.

Upon reaching this goal, students will be able to think, react, and work in imaginative ways that produce innovative expressions and original perspectives.

University of Illinois at Springfield, IL

Engage in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making

Graduates should be able to apply knowledge to address meaningful problems and issues in the real world.

University of Maryland, MD

Apply relevant methods and frameworks to the planning, modeling and/or preparing necessary to produce a project or participate in the practice in a manner that is authentic to the discipline.

University of Michigan-Flint, MI

Use multiple perspectives and methodologies to analyze real or hypothetical problems

Wayne State University, MI

Students will formulate, evaluate, and implement strategies to answer open-ended questions or achieve desired objectives

Western Oregon University, OR

Students will be able to apply theory in relevant, appropriate, and reflective ways.

Western State Colorado University, CO

Recognizing a problem, finding questions about the problem, and identifying arguments about the problem

San Jose State University, CA

Identify and critically evaluate the assumptions in and the context of an argument

EVIDENCE BASED DECISION MAKING OUTCOME EXAMPLES

California State University at Northridge, CA

Goal: Students will analyze and reflect on complex topics and appropriately synthesize their own and others' ideas in clearly written and well-organized edited American English

Tarleton State University, TX

Students will evaluate evidence in analysis, interpretation or arguments

Indiana University Southeast

Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

University of Nevada, Reno, NV

synthesize and integrate information from multiple sources to contribute to the scholarly conversation

Valencia College, FL

Use processes, procedures, data, or evidence to solve problems and make effective decisions

Wayne State University, MI

Students will make connections between different areas of learning, academic knowledge, and personal experience

Western State Colorado University, CO

Using appropriate methods of reasoning to state and support a position and to recognize other points of view












San Jose State University, CA

Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.






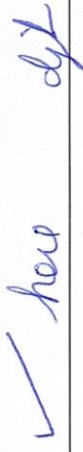


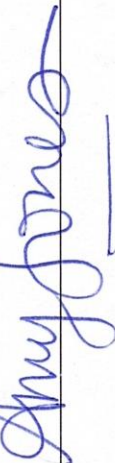

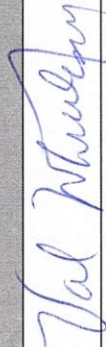

**General Education Council
Wednesday, November 28, 2018**

| FIRST NAME | LAST NAME | DISCIPLINE | SIGNATURE |
|-----------------------|------------|-----------------------------------------------------|-----------------------|
| <u>Voting Members</u> | | | |
| Alice | Gooding | Anthropology | <i>Alice Gooding</i> |
| Debbie | Hutchinson | Art and Design | <i>Debbie Hutch</i> |
| Brendan | Callahan | Bagwell College of Education | _____ |
| Matt | Laposata | Biology - Ecology, Evolution, and Organismal | _____ |
| Joy | Brookshire | Biology - Molecular and Cellular | <i>Joy Brookshire</i> |
| Huggins | Msimanga | Chemistry | <i>✓ here off</i> |
| Chao | Mei | College of Architecture and Construction Management | _____ |
| Meredith | Ginn | College of Computing and Software Engineering | <i>Chao Mei</i> |
| Beth | Burmester | Communication | <i>Meredith Ginn</i> |
| Tanja | Link | Composition | <i>Beth Burmester</i> |
| Natalie | Berry | Criminal Justice | <i>Tanja Link</i> |
| Tim | Mathews | Dance | <i>Natalie Berry</i> |
| | | Economics | <i>Tim Mathews</i> |


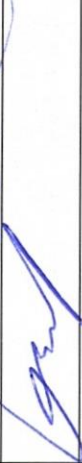

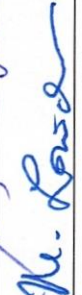



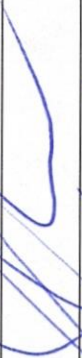

**General Education Council
Wednesday, November 28, 2018**

| FIRST NAME | LAST NAME | DISCIPLINE | SIGNATURE |
|------------|-------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Nirmal | Trivedi | First-Year and Transition Studies (First-Year Seminar or Learning Communities) |  |
| Andrea | Scapolo | Foreign Languages |  |
| Brad | Suther | Geography |  |
| Mia | Oberlton | Health Promotion and Physical Education (Coordinator for WELL 1000) |  |
| Ryan | Ronnenberg | History | ✓ here  |
| Lynn | Stallings | Honors College | — |
| Trina | Queen | Interdisciplinary Studies | ✓ here  |
| Nyasha | GuramatunhuCooper | Leadership and Integrative Studies |  |
| JoAnn | LoVerde-Dropp | Literature |  |
| Bruce | Thomas | Mathematics |  |
| Edward | Eanes | Music |  |
| Susan | Rouse | Philosophy | — |
| Prabha | Padukka | Physics | — |
| Tom | Doleys | Political Science | ✓ here  |

**General Education Council
Wednesday, November 28, 2018**

| FIRST NAME | LAST NAME | DISCIPLINE | SIGNATURE |
|----------------------------------|---------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Corinne | McNamara | Psychology |  |
| Cristina | Gheorghiu-Stephens | Sociology |  |
| Val | Sooklal | Southern Polytechnic College of Engineering and Engineering Technology |  |
| Nancy | Burney | Statistics |  |
| Margaret | Baldwin Pendergrass | Theatre and Performance Studies |  |
| <u>Non-Voting Members</u> | | | |
| Rachel | Blasé | Teacher Education Advisement Center |  |
| Kris | DuRocher | Academic Affairs |  |
| Chris | Hutt | Academic Affairs |  |
| Amy | Jones | Academic Affairs |  |
| Marilee | McClure | Academic Affairs |  |
| <u>Guests</u> | | | |
| Val | Whitlesy | Academic Affairs |  |
| Pam | Cole | |  |

General Education Council
 Wednesday, November 28, 2018

| FIRST NAME | LAST NAME | DISCIPLINE | SIGNATURE |
|------------|-----------|---------------------|-----------------------------------------------------------------------------------|
| Camille | Ahan | Microbiology |  |
| Vincent | Cooking | Mechanical Eng. |  |
| Renee | Butler | Engineering |  |
| M. Loraine | Lowder | Ex SPEET |  |
| Sadie | Tramble | SPEET |  |
| Huggins | Manning | Chemistry |  |
| Rachel | Blase | BCOE-ESS |  |
| Jen | Wells | OIE |  |
| D. Michael | Franklin | CsE |  |