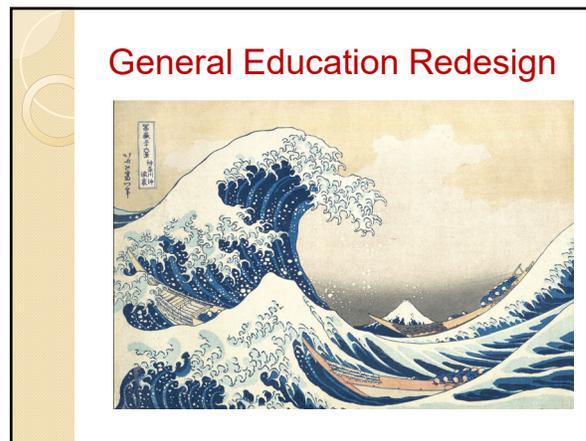


## RACRA

### General Education Redesign and Reverse Transfer

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## General Education Redesign

- Why?
- Purpose of core not clear to students
- Checkbox mentality
- Students unable to make choices (except among check boxes) for 42 hours
- Institutions unable to tailor gen ed to missions

<b>Area A</b>		ENGL 1101	English I (C or D) (3 hours)	3 hours
		ENGL 1102	English II (C or D) (3 hours)	3 hours
<b>Area B</b>		Choose one: MATH 1101 (3 hours) or MATH 1102 (3 hours)		
		Total Semester Hours required for Area B = 6 hours		
<b>Area C</b>		Choose one: SCHEM 1101 (3 hours) or SCHEM 1102 (3 hours)		
		Total Semester Hours required for Area C = 3 hours		
<b>Area D</b>		Choose one of two: HIST 1101 (3 hours) or HIST 1102 (3 hours)		
		Total Semester Hours required for Area D = 3 hours		
<b>Total Semester Hours required for Areas A-D = 15 hours</b>				

## General Education Redesign Process

- [https://www.usg.edu/redesigned\\_general\\_education](https://www.usg.edu/redesigned_general_education)
- “Visioning” committee created draft set of design principles over summer
- [https://www.usg.edu/redesigned\\_general\\_education/design\\_principles\\_committee](https://www.usg.edu/redesigned_general_education/design_principles_committee)
- People had opportunity to provide vision input via a webpage and to provide feedback on draft principles

## Final General Education Design Principles

[https://www.usg.edu/redesigned\\_general\\_education/general\\_educational\\_design\\_principles](https://www.usg.edu/redesigned_general_education/general_educational_design_principles)

**Well-Rounded**

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

## Final General Education Design Principles

**Foundational**

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

### Final General Education Design Principles

#### Connections/Coherence

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

### Final General Education Design Principles

#### 21 Century Skills

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

### Final General Education Design Principles

#### Success in all Settings

- General education should prepare students to thrive in the workplace, society, and the world.
- General education should prepare students for future employability by providing a broad base of knowledge and the skills to succeed in the workforce.

### Final General Education Design Principles

#### Success in all Settings

- General education should prepare students to be intellectually-engaged productive citizens, strongly grounded in American history and government, and prepared to participate in a diverse and complex global economy.
- General education should teach students to clearly communicate their ideas in a manner that is respectful of civil discourse and perspectives, and to demonstrate those skills through verbal, written, digital, and multi-modal communication channels.

### Final General Education Design Principles

#### Process

General education should provide a clear, flexible platform for student success by providing engaging, high quality courses that maintain consistent rigor and facilitate seamless institutional transfer.

### General Education Redesign Process

- Next step is to create implementation committee to create structure for Redesigned General Education
- Will probably include some registrars and Banner people
- What will the structure of redesigned General Education look like in the USG?

## General Education Redesign Structure



## General Education Redesign Structure

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

## General Education Redesign Structure

- May place more emphasis on common-numbered courses.  
ASAH 2.4.10  
[https://www.usg.edu/academic\\_affairs\\_handbook/section2/C738/#p2.4.10\\_common\\_course\\_prefixes\\_numbers\\_and\\_descriptions](https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)
- Have requested new common prefixes and numbers from RACs in areas where we don't have these (e.g., Film Appreciation, Anatomy & Physiology)

## General Education Redesign Structure

- MATH 1401 (Elementary Statistics) will probably satisfy a mathematics requirement.
- Grandfathering (courses being automatically approved for General Education simply because they were previously approved) will be probably be eliminated.

## General Education Redesign Timeframe



## Questions on General Education Redesign?

### **Reverse Transfer (a.k.a.) Associate Degree you Deserve**

- Contract with Parchment ended Spring 2018
- Possibility of working with National Student Clearinghouse
- At least 500 associate degrees awarded under previous effort (Parchment contract)
- System-wide efforts currently paused

### **Reverse Transfer (a.k.a.) Associate Degree you Deserve**

- Institutions are free to continue awarding associate degrees by “reverse transfer”
- Would like to initiate new system-wide effort
- Have registrar volunteers for designing new effort

### **Reverse Transfer (a.k.a.) Associate Degree you Deserve**

- Need to know which institutions would LIKE to participate (coalition of the willing). Three roles:
  - Institutions that mainly award associate degrees (receive transcripts to evaluate)
  - Institutions that award (lots of) bachelor's degrees (identify students and send transcripts to evaluate)
  - Institutions that award substantial numbers of associate degrees and bachelor's degrees (both roles)

### **Questions on Reverse Transfer?**