



GEC MEMBER RESOURCE GUIDE

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Table of Contents

GEC Structural Overview	3
Membership of the General Education Council	3
Understanding the Curriculum Process	4
Visualization of the Curriculum Approval Process.....	4
Where to Find Curriculum Proposals	5
Purpose and Function of MC Curriculum	5
Functions of MC Curriculum	5
Core Curriculum at KSU	5
Who Regulates KSU’s Core IMPACTS Curriculum?.....	5
The Current Core IMPACTS Curriculum at Kennesaw State University.....	6
Considerations for Core Field of Study (Formerly Area F)	6
USG Policies Governing the Core IMPACT Curriculum.....	7
Core Curriculum Recommendations for Specific Programs	7
General Education Learning Outcomes and Career Competencies	7
KSU General Education Course Syllabus Common Language	7
Accreditation and General Education.....	8
Principles of Accreditation Related to General Education.....	8
Useful Resources and Links.....	9

GEC Structural Overview

The purpose of the General Education Council is provided in the .The council is advisory to the Faculty Senate and the Associate Vice President for Curriculum in the Office of the Provost and Senior Vice President for Academic Affairs.” The General Education Council meetings will occur on the 3rd Tuesday of the month from 12:30 to 1:45pm. The General Education Executive Council will meet from 1:45 to 2:30pm following the general body meetings (unless noted in the schedule). A current schedule can be found on the Curriculum Committee’s Master Calendar on the homepage of the [Curriculum, Instruction, and Assessment website](#) on the [GEC website](#).

Membership of the General Education Council

The council is chaired by the Faculty Director of General Education. Membership is limited to full-time faculty. Members may have administrative duties in their department or college at or below a director level.

Voting Members: A voting executive committee membership is comprised of one representative per undergraduate-serving college. Executive committee members will be expected to ensure attendance and participation in the committee.

Non-Voting Members: A non-voting advisory membership is comprised of one representative per department that teaches general education courses. Members of the advisory group advise their college executive committee representative. Colleges are encouraged to have their own meetings between advisory members and the executive committee representative to ensure appropriate communication between the GEC and administrators, faculty, and staff in the college.

Non-Voting Advisory Members to the Executive Committee:

- Faculty Director of General Education
- Associate Vice Present for Curriculum or designee
- Curriculum Support Office representative(s)
- Student Government Associate representative
- Chairs’ and Directors’ Assembly representative
- Advising representative
- Office of the Registrar representative
- Assessment Office representative
- University Libraries Faculty representative

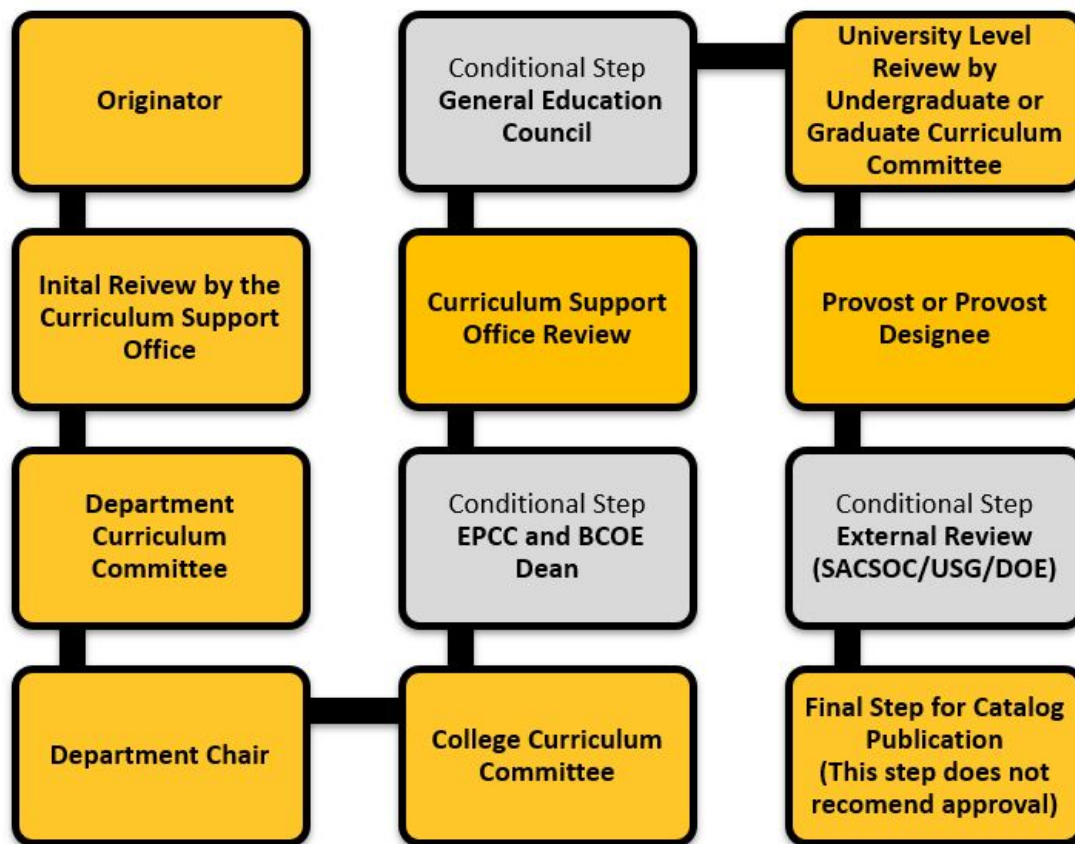
Term: 3 years. A voting member may serve two consecutive terms but must take at least one term off before serving again.

Understanding the Curriculum Process

To ensure curriculum quality and integrity there are multiple stages of review that must occur. All curriculum, new and changed, must go through Kennesaw State University's review process, and certain items must also go through additional levels of review and approval. *Changing, adding, or removing a course in the General Education Core Curriculum, requires review and approval by the University System of Georgia General Education Council.*

Visualization of the Curriculum Approval Process

VISUALIZATION OF THE CURRENT CURRICULUM PROCESS



Abbreviations:

- EPCC- Educator Preparation Curriculum Committee
- BCOE- Bagwell College of Education
- GPCC- Graduate Policies and Curriculum Committee
- UPCC- Undergraduate Policies and Curriculum Committee
- GEC- General Education Council
- USG- University System of Georgia
- SACSCOC- Southern Association of Colleges and Schools Commission on Colleges |

Where to Find Curriculum Proposals

Kennesaw State University uses an online curriculum management system called Modern Campus Curriculum (MC Curriculum), formerly known as Curriculog, for the management of curriculum proposals. MC Curriculum is designed for faculty and administrators who are involved in adding or modifying curriculum proposals for courses, minors, certificates, and degree programs. Login to [MC Curriculum](#) using your KSU ID with @kennesaw.edu and KSU password.

Purpose and Function of MC Curriculum

The curriculum management process is entirely online, including the completion of the curriculum proposals, the curriculum meetings (if desired) and agendas, and the review and approval by electronic signature of the curriculum committees and administrators.

Functions of MC Curriculum

- provides the correct routing for curriculum proposals
- ensures that all required fields for course and program proposals are completed
- provides a repository for curriculum changes
- allows for curriculum agendas and committee voting online

Core Curriculum at KSU

Who Regulates KSU's Core IMPACTS Curriculum?

There are a variety of policies and regulations that regulate curriculum at Kennesaw State University as well the University System of Georgia Board of Regents (USG). As an institution within the University System of Georgia, Kennesaw State University's undergraduate programs are required to adhere to the requirements set forth in the USG's [Academic & Student Affairs Handbook](#). Additionally, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), our institutional accreditor, includes guidelines on curriculum. KSU can interpret and build on USG and SACSCOC rules but cannot contradict or violate them.

The Current Core IMPACTS Curriculum at Kennesaw State University

The current Core Curriculum is composed 42 credit hours through seven areas (IMPACTS) as indicated in the chart below. General Education is the foundation of skills and knowledge that prepare students for success in their majors and as well as in their personal and professional lives after graduation.

Current Core IMPACTS Curriculum at Kennesaw State University	
Institutional Priority (5 credit hours)	
Mathematics & Quantitative Skills (3 credit hours)	
Political Science and U.S. History (6 credit hours)	
Arts, Humanities, and Ethics (6 credit hours)	
Communications in Writing (6 credit hours)	
Technology, Mathematics, and Sciences (10 credit hours)	
Social Sciences (6 credit hours)	

Considerations for Core Field of Study (Formerly Area F)

The core field of study is also considered part of General Education. Although this area is owned by the programs, it must follow certain University System of Georgia requirements as noted below.

- Must total 18 hours.
- Should be composed of 1000 and 2000 level courses and may offer upper division options.
- These courses may be prerequisites for other core field of study courses and/or for major courses at higher levels. Some programs have [requirements set for them by the USG](#).

The USG has rules about how programs may interact with IMPACT courses. Some of the most relevant rules for programs are listed below and the complete list of policies are included in the University System of Georgia Academic & Student Affairs Handbook [section 2.4.2](#).

Policies Governing core IMPACT Courses:

- Every institution must offer a path to completing all IMPACT requirements composed exclusively of 1000 and 2000 level courses.
- No course in any IMPACT may be a prerequisite for any course outside that IMPACT

area. There are USG approved exceptions. If one course is required in order to complete an Area, that course may be a prerequisite for a course in another Area or for a course outside of the IMPACT area. For example, ENGL 1101 is a required course for all students and can be a pre-requisite for ENGL 1102 or for any other course.

- Institutions may not permit the completion of any course to fulfill requirements in more than one IMPACT area. Where the same course is authorized in more than one IMPACT Area, the student completing the course to meet the requirements of one area must take another course in the second area to meet the requirements of the second area. For example, a student completing MATH 1113 Precalculus in IMPACT area M cannot also use that course to satisfy IMPACT area T.

This is not an exhaustive list of rules and requirements. The entire list is available in the University System of Georgia Academic & Student Affairs Handbook [section 2.4](#)

USG Policies Governing the Core IMPACT Curriculum

The University System of Georgia Board of Regents regulates the use of courses in the core curriculum in order to ensure transferability. The complete version list of policies are in the Board of Regents of the University System of Georgia Academic & Student Affairs Handbook [section 2.4](#).

Core Curriculum Recommendations for Specific Programs

Institutions may not require students in particular majors to take specific courses to meet Core IMPACTS requirements. Successful completion of any course listed for a Core IMPACTS domain should be credited toward meeting that Core IMPACTS requirement, even if it is not the most appropriate course for the major.

Recommendations for Mathematics Pathways are available at https://www.usg.edu/curriculum/mathematics_pathways

General Education Learning Outcomes and Career Competencies

The General Education program has learning outcomes for students engage with over the course of their core curriculum. The Core IMPACTS Curriculum General Education learning outcomes are introduced in designated courses. The outcomes can be found in the [Kennesaw State University Catalog](#).

KSU General Education Course Syllabus Common Language

KSU has approved the language for inclusion in all syllabi for courses satisfying the KSU General Education requirement. Faculty teaching General Education courses are asked to refer to syllabus templates found [here](#)

Accreditation and General Education

Kennesaw State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. There are several standards that relate to the Core Curriculum.

Principles of Accreditation Related to General Education

- **Standard 8.1:** The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.
- **Standard 8.2:** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
- **Standard 9.3:** The institution requires the successful completion of a general education component at the undergraduate level that:
 - a) is based on a coherent rationale.
 - b) is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
 - c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/ fine arts, social/behavioral sciences, and natural science/ mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to an occupation or profession.

Source: Southern Association of Colleges and Schools Commission on Colleges Resource Manual

Useful Resources and Links

[Curriculum, Instruction, and Assessment website](#)

[GEC website](#)

[Master Curriculum Calendar](#)

[Curriculog login for Kennesaw State University Curriculum Resources website](#)

[Syllabi Policy Webpage](#)

[Kennesaw State University – Taking Flight – Strategic Plan](#)

[University System of Georgia Board of Regents Academic & Student Affairs Handbook](#) [University System of Georgia Board of Regents Handbook Core Curriculum Section](#) [University System of Georgia Board of Regents Area F Curriculum Guideline Section](#)

[University System of Georgia Board of Regents Required Common Course Prefixes, Numbers, and Descriptions Section](#)