



Charge to General Education Council (GEC) from the Provost and Vice Provost

The goal of the General Education Council is this:

To develop a modern, innovative, inclusive, and global curriculum,
preparing students for future success
in careers and jobs that we cannot even imagine today

Your charge is this:

- 1) Identify and articulate a vision for what a bachelor's degree from twenty-first century land grant university should provide every one of its graduates. This would include skills, knowledge, and experiences. Clearly, given the land grant mandate to produce skilled employees and engaged citizens, workforce and critical thinking skills are an important part of this. You may also consider the role of such things as cultural awareness, international competency, ethics, sophisticated use of AI, writing and mathematics skills, etc.
- 2) Develop a structure for meeting that vision that allows for innovation and collaboration among the requirements in each college and in each major and that expands students' opportunities to learn and thrive at MSU. Given the many models available at other institutions, I encourage you to undertake a thorough scan of the landscape of university requirements across peer institutions.
- 3) Design a strategy that allows for the successful implementation of the proposed structure, making more efficient use of resources and empowering students to thrive during and after their time at MSU

We are asking you to proceed with this work over the course of three phases, spending roughly one semester each on the three charges. This work will have to be done in a transparent manner and in such a way that there is widespread engagement from a large variety of on- and off-campus stakeholders. We ask that you break the work within each of these three charges into different sub-parts that can be pursued by sub-committees that are populated by a broad range of stakeholders.



Phase 1—Research, Campus Feedback, and Information Gathering (1-2 semesters)

You might consider these questions and others as you are beginning Phase 1.

1. After a thorough review of the current general education design
 - What are we doing well? How do you know?
 - What is no longer serving our students? How do you know?
2. Given the overall intended learning outcomes of an undergraduate experience at MSU (which are currently being generated as part of a separate project), what should a twenty-first general education curriculum include at Michigan State University?
3. What should MSU graduate leave campus knowing, being able to do, or having experienced.
4. How should university (gen ed) requirements align with, complement, or influence college and major requirements?
5. How could modernized general education requirements drive curricular change in college and major requirements that improve the overall undergraduate student experience?

Phase 2—Curriculum Design (1 semester)

As you begin Phase 2, I also ask you to remember the following:

- The multitude of pathways that students take to get to MSU
- The Michigan Transfer Agreement (MTA)
- The responsibility we have to our faculty and students because of both our designation as an R1 university and as a member of AAU
- A respect for the knowledge of your colleagues within their disciplines
- What it means to be responsible stewards of the university's resources

Phase 3—Campus Feedback and Review & Approval of Faculty Governance (1 semester)

In Phase 3, the committee should prepare to collect campus feedback as well as present the work to the Provost and to academic governance (pathway forthcoming). Other deliverables, such as communications to the campus and professional development opportunities, should represent the agreed-upon results of the committee's work.

Additional documentation of the project brief and roles will be provided for review and discussion.

