UNIVERSITY COUNCIL MEETING  
February 23, 2015  
3:00 p.m.  
The Cascades Room at The Inn at Virginia Tech  
AGENDA

1. **Adoption of Agenda**  
   Dr. Mark McNamee

2. **Announcement of approval and posting of minutes of February 2, 2015**  
   Dr. Mark McNamee
   
   These minutes have been voted on electronically and will be posted on the University web.

3. **Announcement of acceptance and posting of Commission Minutes**  
   Dr. Mark McNamee
   
   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

   Commission on Undergraduate Studies and Policies  
   January 26, 2015

4. **Old Business**  
   Dr. Mark McNamee

   Commission on Graduate Studies and Policies  
   Dr. Hans Robinson
   Resolution CGSP 2014-15F  
   Resolution to Establish a Doctor of Philosophy Degree in Executive Business Research

5. **New Business**  
   Dr. Mark McNamee

   Commission on Graduate Studies and Policies  
   Dr. Hans Robinson
   Resolution CGSP 2014-15G  
   Resolution to Amend Presidential Policy Memorandum No. 230, Awarding of a Graduate Certificate

   Commission on Undergraduate Studies and Policies  
   Dr. Stephen Martin
   Resolution CUSP 2014-15H  
   Resolution to Revise Presidential Policy Memorandum No. 125 (University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM 240))

   **Pathways: General Education at Virginia Tech**  
   (Presentation)  
   Dr. Rachel Holloway

6. **Adjournment**  
   Dr. Mark McNamee
Dr. McNamee called the meeting to order at 3:00 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of February 2, 2015

Dr. McNamee noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (http://www.governance.vt.edu).

Note: The meeting scheduled for February 16, 2015, was canceled due to inclement weather and re-scheduled to February 23, 2015.

3. Announcement of Approval and Posting of Commission Minutes

These minutes have been voted on electronically and will be posted on the University web (http://www.governance.vt.edu). Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- Commission on Undergraduate Studies and Policies
  January 26, 2015
4. **Old Business**

**Commission on Graduate Studies and Policies**

CGSP Resolution 2014-15F  
Resolution to Establish a Doctor of Philosophy Degree in Executive Business Research

Dr. Hans Robinson presented the resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

5. **New Business**

**Commission on Graduate Studies and Policies**

CGSP Resolution 2014-15G  
Resolution to Amend Presidential Policy Memorandum No. 230, Awarding of a Graduate Certificate

Dr. Hans Robinson presented the resolution for first reading. Dr. Robinson indicated that currently there is not a procedure to discontinue graduate certificates. This resolution will amend Presidential Policy Memorandum No. 230 to include periodic review of the awarding of graduate certificates and to allow for the removal of certificates that have no pending applications or awards in the past five years. Communication will be sent out to departments when the certificate has not been awarded in four years so that they can inform their students that the certificate may be discontinued. This will allow students an opportunity to apply for the certificate prior to its removal.

**Commission on Undergraduate Studies and Policies**

CUSP Resolution 2014-15H  
Resolution to Revise Presidential Policy Memorandum No. 125 (University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM 240))

Dr. Stephen Martin presented the resolution for first reading. Dr. Martin indicated that this is a culmination of a number of years of work by the University Core Curriculum Committee for Liberal Education and a number of other bodies on campus. Dr. Martin introduced Dr. Rachel Holloway, Vice Provost for Undergraduate Academic Affairs, to give a presentation on Pathways: General Education at Virginia Tech (attached).

After a lengthy discussion, Dr. McNamee announced that this resolution will be brought back to University Council for a second reading and a vote at the March 2, 2015, meeting.

6. **Adjournment**

There being no further business, a motion was made to adjourn the meeting at 4:35 p.m.
Pathways: General Education at Virginia Tech
What is a 21st Century Liberal Education?

- Empowers individuals to deal with complexity, diversity, and change.
- Provides students with broad knowledge of the wider world as well as in-depth study in a specific area of interest.
- Helps students develop a sense of social responsibility.
- Builds strong and transferable intellectual and practical skills and a demonstrated ability to apply knowledge and skills in real-world settings.
What Employers Say . . .

80% “regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences.”

90% demonstrate ethical judgment and integrity; intercultural skills; and the capacity for continued new learning.”

93% Ability to think critically, communicate clearly, and solve complex problems is more important than [a candidate’s] undergraduate major.”

What Our Students Say . . .

“more of an interdisciplinary path, but these area views tend to promote tunnel vision. What is the big picture? Why is it important? How do I fit into the scheme of things? I think the ability to link different areas and see a connection is very important.”

Stronger incorporation of themed courses from different areas. Seeing how different approaches can tackle the same problems, and what methods are being used, I think this might help students to be more comfortable and willing to look beyond their major and attempt to see a greater variety of courses.

Source: 2010 student survey conducted during SGA elections.
What Research Tells Us . . .

- Build curricula and courses focused on meaningful learning outcomes.
- Create a curricular framework to promote both foundational and integrated learning.
- Infuse active and inclusive pedagogy across the curriculum.

Virginia Tech’s mission and structure require us to . . .

- retain and expand opportunities for exploration.
- insure access for all students.
- respect time to degree.
- ensure flexibility, scalability, and continuous improvement.
Pathways: General Education at Virginia Tech

Comprised of Six Core Learning Outcomes
- Discourse
- Quantitative and Computational Thinking
- Reasoning in the Natural Sciences
- Critique and Practice in Design and the Arts
- Reasoning in the Social Sciences
- Critical Thinking in the Humanities

And Two Integrative Learning Outcomes
- Ethical Reasoning
- Intercultural and Global Awareness
Pathways: General Education

Comprised of Six Core Learning Outcomes

• Discourse:
  9 credits—6 foundational and 3 advanced/applied

• Quantitative and Computational Thinking
  9 credits—6 Foundational + 3 advanced/applied

• Reasoning in the Natural Sciences
  6 credits with an additional 2 lab credits for some majors

• Critique and Practice in Design and the Arts
  6 credits—3 design + 3 arts or 6 integrated design and arts

• Reasoning in the Social Sciences
  6 credits

• Critical Thinking in the Humanities
  6 credits

Pathways: General Education

Two Integrative Outcomes

• Ethical Reasoning

• Intercultural and Global Awareness
Pathways: General Education

Pathway I: Distribution Model
Pathway II: Pathways Minors
Pathway III: Alternative Pathways
Pathways: General Education

Alternate Pathways might include . . .
• Education Abroad
• Undergraduate Research
• Service-Learning
• Internships
• Co-Curricular Experiences
• And more.

Pathways: General Education

Comprised of Six Core Learning Outcomes
• **Discourse:**
  9 credits—6 foundational and 3 advanced/applied
• **Quantitative and Computational Thinking**
  9 credits—6 Foundational + 3 advanced/applied
• **Reasoning in the Natural Sciences**
  6 credits with an additional 2 lab credits for some majors
• **Critique and Practice in Design and the Arts**
  6 credits—3 design + 3 arts or 6 integrated design and arts
• **Reasoning in the Social Sciences**
  6 credits
• **Critical Thinking in the Humanities**
  6 credits

Two Integrative Outcomes
- Ethical Reasoning
- Intercultural and Global Awareness
### Pathways: General Education

#### Comprised of Six Core Learning Outcomes

<table>
<thead>
<tr>
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#### Two Integrative Outcomes

- Ethical Reasoning
- Intercultural and Global Awareness
Pathways: General Education

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• **Critical Thinking in the Humanities**
  6 credits

**Two Integrative Outcomes**

- Ethical Reasoning
- Intercultural and Global Awareness
Pathways: General Education

Pathways: Curriculum Development


2004  University-wide Mini-Retreat to Review, Refine and Revitalize the Core Curriculum led to integrative pilots for general education.

2005  Ad Hoc Committee on the Core Curriculum called for greater integration and synthesis among educational experiences.

2010  Undergraduate Strategic Plan Task Force called for the university to the value of general education, to create alternate paths, and to focus greater attention on assessment.

2013  Proposal for Integrative General Education shared with the university community.
Faculty Curricular Planning Teams

**Discourse**
- Marlene Preston (COMM)
- Patty Raun (ART)
- Quinn Warnick (ENGL)
- Willie Jester (PCOB)
- Alma Robinson (PHYS)
- Vickie Mouras (CEE)
- Carolyn Meier (Libraries)

**Critique and Practice in Design and the Arts**
- Kathryn Albright (ARCH)
- Ben Knapp (ICAT)
- Alan Weinstein (MUS)
- Greg Justice (TA)
- Jack Lesko (ENGR)
- Kevin Concannon (SoVA)
- Barbara Leshyn (HORT)
- Ed Dorsa (IDS)
- Matthew Volmer (ENGL)
- Ann-Marie Knoblauch (ART)
- Willie Caldwell

**Quantitative Thinking**
- Peter Haskell (MATH)
- Art Keown (FIN)
- Mike Ellerbrock (AAEC)
- Nicholas Polys (ARCH)
- Eric Lyon (MUS)
- Jane Robertson (STAT)
- Don Orth (FIW)

**Scientific Reasoning**
- Richard Walker (BIOL)
- John Chermak (GEOS)
- Jeannine Eddleton (CHEM)
- Mark Barrow (HIST)
- Sarah Karpanty (FIW)
- David Schmale (PPWS)
- Renee Selberg-Eaton (HNFE)
- Stephen Biscotte

**Humanistic and Social Analysis**
- Anisa Zvonkovic (HD)
- Kurt Hoffman (PSYC)
- Matthew Gabriele (RLCL)
- Kwame Harrison (SOC)
- Greg Tew (ITDS)
- Brian Murphy (FIW)
- Shelia Carter-Tod (ENGL)
- Jill Sible

**Computational Thinking**
- Barbara Ryder (CS)
- Tom Ewing (HIST)
- Dennis Kafura (CS)
- Liesl Baum (ICAT)
- Tom Martin (ECE)
- Lydia Patton (PHIL)
- John Simonetti (PHYS)
- Marie Paretti (ENGE)
- Shelli Fowler (TLOS)

Pathways: Curriculum Development

- **Spring 2014**
  - Learning outcomes and indicators shared.

- **Sept. 2014**
  - Draft proposal shared.

- **Oct. 2014**
  - “Official” draft distributed for 15-day review.

- **Nov. 2014**
  - UCCLE revised and forwarded the Pathways proposal to CUSP.
Pathways: Curriculum Development

- Changed from one learning outcome to two – social sciences and humanities—and revised learning indicators.
- Specified that ANY course could be included general education, including foreign language, if it meets the guidelines.
- Renamed outcomes to differentiate natural science and social science.
- Determined a phase-in period for identifying every course in general education as meeting indicators for Ethical Reasoning or Intercultural and Global Awareness.
- Defined “advanced/applied” courses.
- Clarified the number of indicators to be met by each outcome
- Included statement of breadth for Critique and Practice in Design and the Arts.
- Added indication that labs may be required of some students in science courses.
- Adopted suggested changes in indicators in for several outcomes.
- Moved requirement for English proficiency from one learning outcome to the section describing all learning outcomes.
- Added information about assessment.
- Reframed emphasis on pedagogy.
- Added information about rationale for change.
- Changed name of “comprehensive” outcomes to “integrative” in order to emphasize overall purpose of those outcomes.
- Added statement to rationale for credit hours.
- Listed overall goals for course proposals.
- Clarified relationship of Office of General Education to UCCLE.

Implementation Plan:

- To be developed by UCCLE and vetted through 15-Day Review.
- Recommendation from UCCLE to CUSP for approval.
Pathways Faculty Scholars

Zac Zimmer  
Assistant Professor  
Spanish

Sean Conaway  
Instructor  
English

Gyorgyi Voros  
Senior Instructor  
English

Ann-Marie Knaubach  
Associate Professor  
Art History

Dennis Kafura  
Professor  
Computer Science

Alan Weinstein  
Associate Professor  
Music

John Chermak  
Associate Professor of Practice  
Geosciences

Minors

Pathways Minor Matchmaking Events, Courses & Event Posters

Join us:

December 3, 2014 9:00 a.m.-10:30 a.m. - Newman Library Multipurpose room

IPUM workshop, minor teams will complete the IPUM document during this workshop.

Registration for IPUM Workshop
Wednesday, December 3, 2014
9:10-10:30 AM
Newman Library Multipurpose Room

Register here

This workshop is for people working on Pathways minors that are at the stage of development where they are seeking departmental and college endorsement. By the end of the workshop, participants should have a solid draft of the IPUM (Institutional Plan for Undergraduate and Graduate Education) pre-approval form to share with their departmental and college leadership. We will work on writing the 1) justification and 2) relevance sections of the IPUM to align with Virginia Tech's strategic plan and proposed Pathways curriculum. We will complete a matrix to determine resources that might be needed and share information about the sources and procedures to acquiring those resources. Those who participated in the Oct.

Proposed Pathways

Courses

Archaeological Pathways Course  
GODA Pathways Courses  
Grants Pathways Course

Digital Humanities Innovators Pathways  
GODA/PATHWAYS  
Excellence in Pathways Pathways

Leadership Pathways  
GODA/PATHWAYS  
Elements of Team Leadership

Pathways Course  
Environmental Geosciences Pathways

GODA  
Exploring Citizen Leadership  
Pathways Course  
Food and the Pathways Course  
Global Empire Foods Pathways

GODA  
HTM Various Pathways Courses  
Latin Studies Pathways Courses  
Principles of Power Pathways

Pathways Course  
Resources and Environment Pathways Course  
Science Writing for Public Pathways

GODA  
Western Art History Pathways Course

Proposed Minor Pathways
Pathways: General Education

Upcoming Event Information

- **Gen Ed Series: Flipping the Classroom: The Basics**
  - Details
  - Presenter(s): Peter Doolittle, Kate McConnell
  - Monday, February 16, 2015: 10:00 AM-12:30 PM

- **Gen Ed Series: Flipping the Classroom: A Working Session**
  - Details
  - Presenter(s): Peter Doolittle, Peter Doolittle
  - Monday, February 16, 2015: 1:00 PM-4:00 PM

- **Gen Ed Series: Teaching Large Classes: Strategies and Course Design**
  - Details
  - Presenter(s): Peter Doolittle, Kate McConnell
  - Tuesday, February 17, 2015: 9:00 AM-12:00 PM

More Workshops and Seminars »
Pathways: General Education at Virginia Tech