

**MINUTES**  
**PATHWAYS GENERAL EDUCATION CURRICULUM REVIEW COMMITTEE**  
**SEPTEMBER 28, 2022**  
**2:00 PM – 4:00 PM, VIA ZOOM**

**Present:** Page Fetter, Katlyn Griffin, Tom Hammett, Jason Malone, Shakil Rabbi, Kerry Redican, Annie Ronan, Jen Rainville, Hannah Shinault

**Absent:** Jennifer Friedel, Kevin Jones, Mary Kasarda

**Guests:** Jenni Gallagher, Becki Smith, Nick Copeland, Katy Cortes, Jim Dubinsky, Aarnes Gudmestad, Korine Kolivras, Rachel Scott, Vicky Dierckx

**Call to Order** by Hannah Shinault at 2:00 pm

**Announcements**

- No meeting on 10/12. The next meeting will be 10/26, and the agenda will be sent out the week of 10/12.

**Adoption of the Agenda**

**College of Liberal Arts and Human Sciences**

**Course:** AINS 3184 (HIST 3184): Food Sovereignty (New) (Reasoning in the Social Sciences G03, Ethical Reasoning G10, Intercultural and Global Awareness G11) Spring 2023 (CM 7482)

**Primary:** Mary Kasarda

**Secondary:** Kerry Redican

**Modification:** Page 1: edit effective semester to spring 2023

**Modification:** Page 2, Course Description: consider adding some of the terms included in the topic syllabus

**Modification:** Page 2, Learning Objectives: LO #1, Rerword to “Discuss the challenges that colonialism, the green revolution, free trade and other elements of globalization and related policy paradigms have presented to sustainable peasant food production and how these have affected indigenous people, women and peasants, mainly in the postcolonial world”

**Modification:** Page 2, Learning Objectives: LO #2, Consider rewording to “Identify the central elements and mechanisms food sovereignty and describe how they work together to constitute a vision of an alternative food system.” The second part of LO2 “contrast food sovereignty to dominant conceptions of development and food security” doesn’t seem related to the first part of the objective. Consider making this a separate LO.

**Modification:** Page 2, Learning Objectives: LO #3, Consider changing “Investigate and Report” to “Examine”

**Modification:** Page 2, Learning Objectives: LO #4, Consider changing “Extrapolate” to “Discuss”

**Modification:** Page 2, Learning Objectives: LO #5, Edit “Evaluate and Systematize” to just “Evaluate”

**Modification:** Page 2, Course Description: add a brief definition of what is meant by “Food Sovereignty”

**Modification:** Page 6, Inclusivity: add a sentence or two to address the guiding question: “How will this course address the needs and challenges of a variety of students at VT”

**Modification:** Page 8, SS#2: In first line, remove the duplicate phrase “students will”

**Modification:** Page 8, SS#3: In third line, add missing word

**Approved with Modifications:** Unanimous

**Course:** ENGL 2814: Writing for Podcasts (New) (Critique and Practice in Design and the Arts G06ad, Intercultural and Global Awareness G11) Spring 2023 (CM 7525)

**Primary:** Katlyn Griffin

**Secondary:** Jason Malone

**Modification:** Page 1: edit effective semester to spring 2023

**Modification:** Consider aligning with only three CPDA learning outcomes instead of four, since only a majority (3/5) are required

**Approved with Modifications:** Unanimous

**Course:** ENGL 2844: Introduction to Professional and Technical Writing (New) (Advanced Discourse G01a, Ethical Reasoning G10) Fall 2023 (CM 7576)

**Primary:** Katlyn Griffin

**Secondary:** Jason Malone

**Approved:** Unanimous

*Note: with the approval of ENGL 2844: Introduction to Professional and Technical Writing, discontinue ENGL 3104: Introduction to Professional Writing*

**Course:** FL 2774: Multilingualism and Language Contact (New) (Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) Spring 2023 (CM 7500)

**Primary:** Kerry Redican

**Secondary:** Jen Rainville

**Modification:** Page 1: edit effective semester to spring 2023

**Modification:** Page 4: add the Mission heading and a paragraph about how the course will satisfy the mission of Pathways

**Modification:** Page 7, Reasoning in the Social Sciences: Revise the evaluations to be more specifically related to the activity. For example, what will the professor be looking for in the discussion posts to determine if the student has reached the learning outcome?

**Modification:** Page 9, Intercultural and Global Awareness: Revise the evaluations to more specifically relate to the activity

**Approved with Modifications:** Unanimous

**Course:** RLCL 1504 (HUM 1504): Introduction to Popular Culture (New) (Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) Spring 2023 (CM 7480)

**Primary:** Jennifer Friedel

**Secondary:** Page Fetter

**Modification:** Page 2, Learning Objectives: Consider aligning LO#4 with either CTH #3 or #4 instead of both. You are only required to assess a majority of the outcomes (so three out of four for CTH)

**Modification:** Page 2, Learning Objectives: Consider modifying the adjectives in the LOs (i.e., compare, examine, and explore) to reflect what students should be able to do at the end of the course

**Modification:** Page 3, Topic Syllabus: Split up last section so that no individual section exceeds 30%

**Modification:** Pages 4-8, Critical Thinking in the Humanities: As suggested above, consider selecting only three learning outcomes to decrease the amount of required assessment

**Modification:** Pages 4-8, Critical Thinking in the Humanities: Define more clearly the evaluation methods. Evaluation method of LO 1 is very generic and not specific to the LO and there is no method of evaluation for LOs 2 and 4.

**Modification:** Page 9: Intercultural and Global Awareness: Revise the method of evaluation for LO 1 so that it describes student assessment (as opposed to instructor presentation).

**Modification:** Address typos in supplemental resources

**Approved with Modifications:** Unanimous

### **College of Natural Resources and Environment**

**Course:** GEOG 2014: Health and Place: Introduction to Health Geography (New) (Advanced Discourse G01a, Intercultural and Global Awareness G11) Spring 2023 (CM 7571)

**Primary:** Annie Ronan

**Secondary:** Shakil Rabbi

**Modification:** Page 2, Learning Objectives: Revise LO#1 to align more closely with the Pathways outcome (see detailed suggestion in reviewers' emailed comments)

**Modification:** Page 2, Learning Objectives: To map LO#2 more clearly to D1, consider integrating some language about the materials students will use in this

analytical work? (i.e., “Use a variety of written, oral, and visual sources to analyze spatial patterns of health and disease...”)

**Modification:** Page 2, Learning Objectives: Consider aligning LO #3 and #4 to IGA 3

**Modification:** Page 2, Learning Objectives: LO#5, consider making more specific to clarify alignment with D5 and distinguish from LO 4. Possibly talk about “assessing feedback from readers and listeners in the classroom or audiences for popular media”

**Modification:** Page 2, Justification: Consider adding a sentence connecting the bit about how the Covid pandemic has brought spatial differences to the forefront in terms of the sentences prior. You might also be explicit on the spatial scales this class will examine health and geographical components on - regional? national? transnational? - and explain why those scales.

**Modification:** Page 3, Texts and Special Teaching Aids: By “provided” do you mean “recommended?” If yes, change heading to Recommended. If not, include these under the Required heading.

**Modification:** It reads to me that the weight is a mix of topic and assignment/activities (Understanding and Critiquing ... and Creating and Assessing). This might be made clearer by including these things as a part of the topics (Ecological Approaches, Social Approaches, and Geospatial Science...). I don’t think the last two are topics of content so much as activities/assignments and so making this distinction might make assessment rationales clearer.

**Modification:** Page 4, Mission: Consider pointing out how the course’s emphasis on active learning and/or analyzing/producing discourse fits Pathway’s hands-on, minds-on mission. It might also be helpful to point out the aspects of difference and diversity and relevance (you do mention the bit about past and future and present experiences and courses, which relates to the first part of the mission)

**Modification:** Page 4, Inclusivity: Consider making that last line more general. Including materials written/presented by experts from diverse backgrounds has a positive impact beyond simply inviting personal identification.

**Modification:** Page 8, Discourse #4: consider including a reflection write-up where students must write up how their classmates’ and instructors’ responses and feedback shaped their understanding of the topic. Or how feedback was incorporated during the composing process of activities related to D3 (if those things are composed through a drafting-feedback-revising process).

**Modification:** Page 8, Discourse #5: Include a statement about how this outcome will be evaluated.

**Modification:** Page 9, IGA #2: Considering rephrasing to frame COVID-19 as an example case that you will use to illustrate the topic of health experiences as different based on differences in human geography.

**Modification:** Page 9, IGA #3: Clarify what type of exam questions

**Approved with Modifications:** Unanimous

**Course:** GEOG 4074: Medical Geography of Infectious Diseases (Revised) (Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) Spring 2023 (CM 7572)

**Primary:** Kevin Jones

**Secondary:** Hannah Shinault

**Modification:** Page 2, Learning Objectives: RSS outcomes 3 and 4 are aligned with multiple learning objectives, which is fine, but for assessment purposes, it might be clearer to align the Pathway outcome with the learning objective it fits best with

**Modification:** Page 4, Texts and Special Teaching Aids: On advice from the registrar's office, all course material should be listed as either required or recommended. If some of the readings are provided by the instructor, that information can be shared in the syllabus or in class.

**Modification:** Page 5, Pathways Mission: Consider listing some examples of the worldviews that will be incorporated into the course.

**Approved with Modifications:** Unanimous

### Pamplin College of Business

**Course:** MGT 3304: Management Theory and Leadership Practice (Revised) (Reasoning in the Social Sciences G03, Ethical Reasoning G10) Winter 2022 (CM 7575)

**Primary:** Tom Hammett

**Secondary:** Annie Ronan

**Modification:** Page 1: edit effective semester to Winter 2022

**Modification:** Page 2, Learning Objectives: consider aligning each learning objective with just one SLO

**Modification:** Page 2, Learning Objectives: consider removing alignment to RSS 4 in all but one of the LOs, and then rephrase that LO to include language referring to "values and beliefs"

**Modification:** Page 2, Learning Objectives: LO#2, consider removing alignment with RSS 1 and ER 1

**Modification:** Page 2, Learning Objectives: LO#3, consider adding "business ethics and management concepts" to clarify alignment with ER 1

**Modification:** Page 2, Learning Objectives: LO#4, consider removing alignment to RSS 1 and mention ethics to clarify alignment to ER 2.

**Modification:** Page 2, Learning Objectives: LO#5, consider removing alignment to RSS 1

**Modification:** Page 2, Justification: consider revising the purpose of the course section for better clarity

**Modification:** Page 7, RSS 1: Remove reference to ethics to focus on "concepts, theories, tools, and approaches"

**Modification:** Page 7, RSS 2: Clarify the sort of artifacts that will be used for assessment (i.e., Quizzes? Discussion posts? Essays?)

**Modification:** Page 7, ER 1: Clarify the sort of artifacts that will be used for assessment

**Modification:** Page 7, ER 2: Clarify the sort of artifacts that will be used for assessment. It is part of the “human resources lesson”

**Approved with Modifications:** Unanimous

**Course:** MKTG 3134: Personal Well-being and Professional Success (Revised)  
(Reasoning in the Social Sciences G03, Ethical Reasoning G10) Spring 2023 (CM 7493)

**Primary:** Page Fetter

**Secondary:** Jennifer Friedel

**Modification:** Page 1: edit effective semester to spring 2023

**Modification:** Page 2, Texts and Special Teaching Aides: add total page numbers

**Modification:** Page 2, Learning Objectives: You are only required to assess a majority of the learning outcomes for each concept. If desired, you can remove alignment with one of the Reasoning in the Social Sciences outcomes

**Modification:** Page 2, Learning Objectives: Remove reference to Ethical Reasoning #3 since you’re not assessing that outcome

**Modification:** Page 2, Justification: Consider implementing a class standing prerequisite (i.e., must be sophomore or junior year status) if the class is intended for students nearer to graduation

**Modification:** Page 12, IGA: For learning outcome #1, edit the evaluation paragraph so that it assesses students’ knowledge rather than completion of the assignment

**Approved with Modifications:** Unanimous

**Meeting adjourned** by Hannah Shinault at 2:50 pm

*Minutes compiled by Jenni Gallagher*