

UNIVERSITY CURRICULUM COMMITTEE FOR GENERAL EDUCATION

MEETING MINUTES

OCTOBER 5, 2022

VIA ZOOM: <https://virginiatech.zoom.us/j/84229621673>

2:30 PM – 3:45 PM

Present: Angela Anderson, Aaron Ansell, Stephen Biscotte, Briana Ermanni, Aaron Goldstein, Molly Hall, Earl Kline, Victoria Lael, Nicole Pitterson, Annie Ronan, Hannah Shinault, Jeremy Sudweeks, Khanh Ngoc Tran, Zach Underwood, Sparkle Williams

Absent: Corinne Guimont, Janet Hilder, Ali Shojaei

Guests: Jenni Gallagher

Call to order by Hannah Shinault at 2:31 pm

1. VCCS Passport/UCGS Review

The committee unanimously approved REL 238: Religions of the West for Pathways credit in Critical Thinking in the Humanities (concept 2) in the Virginia Community College System's (VCCS) Passport and Uniform Certificate of General Studies.

2. Study Abroad Review

The committee approved ENGL 4954: London Calling! 2023 for Pathways concept 2 (Critical Thinking in the Humanities) for Summer 1, 2023.

The proposal was approved with 11 votes in favor and 1 abstention.

3. Program Revisions

M. Hall presented the Pathways Program Review subcommittee's proposal for revision for discussion and feedback (see Appendix A). She explained that the proposal was created based on feedback from the Pathways community in the spring and at the 2022 Summer Institute, and that the subcommittee was now seeking additional feedback from the full committee.

The full committee made a one change to the proposal regarding Critique and Practice in Design and the Arts. Upon A. Ronan's feedback that instructors teaching art and design from a historical perspective strongly prefer to retain SLO 2, "Explain the historical context of design or the arts," the committee added this SLO back to the proposal and will ask for community feedback on whether this SLO should be retained (see Appendix B).

Committee members will take the revised proposal to their constituencies to gather additional feedback.

4. Subcommittee Reports

Advising

V. Lael offered the following updates from the advising subcommittee:

- There will be a table for Pathways minors at the Majors and Minors Fair on October 12.

- The Registrar's Office provided confirmation that Hokie Scheduler will clearly indicate to students whether they will receive credit for more than one Pathways concept (e.g., 2 AND 7 or 2 OR 3).
- The subcommittee would be interested in surveying juniors and seniors on their experience with Pathways, including transfer students who may be able to offer comparisons between VT and their prior institutions.
- The subcommittee suggests creating a video presentation on Pathways minors that could be made available to advisors.

Meeting adjourned by Hannah Shinault at 3:35 pm.

Minutes compiled by Jenni Gallagher

Appendix A

Proposed Revised Pathways Curriculum
Drafted by the Pathways Program Subcommittee
of the University Curriculum Committee for General Education (UCCGE)
September 21, 2022

I. Student Learning Outcomes (SLOs)

The subcommittee proposes that the student learning outcomes for the Pathways curriculum be reduced in number to three outcomes per concept. Instructors would be responsible for submitting assessment data for two of the three SLOs in each concept that their course is aligned with.

Discourse

1. Analyze and evaluate the content and intent of information from diverse sources.
2. Develop effective content that is appropriate to a specific context, audience, and/or purpose.
3. Assess the product/presentation, including feedback from readers or listeners.

Critical Thinking in the Humanities

1. Identify fundamental concepts of the humanities.
2. Analyze texts and other created artifacts using theories and methods of the humanities.
3. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts

Reasoning in the Social Sciences

1. Identify fundamental concepts of the social sciences.
2. Analyze human behavior, social institutions and/or patterns of culture using theories and methods of the social sciences.
3. Identify interconnections among and differences between social institutions, groups, and individuals.

Reasoning in the Natural Sciences¹

1. Explain the foundational knowledge of a particular scientific discipline.
2. Apply principles and techniques of scientific inquiry.
3. Analyze the reciprocal impact of science and society.

Quantitative and Computational Thinking

1. Explain the application of computational or quantitative thinking across multiple knowledge domains.
2. Apply the foundational principles of computational or quantitative thinking to frame a question and devise a solution in a particular field of study.
3. Draw valid quantitative inferences about situations characterized by inherent uncertainty. - **OR** - Evaluate conclusions drawn from or decisions based on quantitative data.²

¹ There was some objection to removing the eliminated SLO: Evaluate the creditability and the use/misuse of scientific information. To address this concern, it was suggested that this skill could fall under SLO#2: Apply principles and techniques of scientific inquiry. Language regarding evaluating the credibility of scientific information could be included in the [Pathways rubric](#) for SLO #2 to ensure that this skill is measured.

² The subcommittee wishes to defer to the community of instructors teaching quant/comp to decide which of these SLOs is more important to retain.

Appendix A

Critique and Practice in Design and the Arts

1. Identify and apply formal elements of design or the arts.
2. Apply interpretive strategies or methodologies in design or the arts.
3. Employ skills, tools, and methods of working in design or the arts.

Critical Analysis of Identity and Equity in the U.S.

1. Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).
2. Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.
3. Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).

Ethical Reasoning

1. Explain and contrast relevant ethical theories.
2. Identify ethical issues in a complex context.
3. Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.

Intercultural and Global Awareness

1. Identify advantages and challenges of diversity and inclusion in communities and organizations.
2. Interpret an intercultural experience from both one's own and another's worldview.
3. Address significant global challenges and opportunities in the natural and human world.

II. Assessment Process

The subcommittee recommends the following changes to the Pathways assessment process:

1. Eliminate the requirement to submit assessment data during summer sessions so that instructors only submit data for fall and spring semesters.
2. Move to a rotational system for submitting assessment so that instructors are not submitting assessment data every time they teach a course.

III. Alternative Pathway

The UCCGE voted in spring 2022 to eliminate the Alternative Pathway option, as it has never been used and students now have different, easier options to achieve the same goal (e.g., study abroad, undergraduate research).

Appendix B

Proposed Revised Pathways Curriculum
Presented for community review by the
University Curriculum Committee for General Education (UCCGE)
October 10, 2022

I. Student Learning Outcomes (SLOs)

The committee proposes that the student learning outcomes for the Pathways curriculum be reduced in number to three outcomes per concept. Instructors would be responsible for submitting assessment data for two of the three SLOs in each concept that their course is aligned with. The proposed outcomes are listed by concept below.

Discourse

1. Analyze and evaluate the content and intent of information from diverse sources.
2. Develop effective content that is appropriate to a specific context, audience, and/or purpose.
3. Assess the product/presentation, including feedback from readers or listeners.

Critical Thinking in the Humanities

1. Identify fundamental concepts of the humanities.
2. Analyze texts and other created artifacts using theories and methods of the humanities.
3. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.

Reasoning in the Social Sciences

1. Identify fundamental concepts of the social sciences.
2. Analyze human behavior, social institutions and/or patterns of culture using theories and methods of the social sciences.
3. Identify interconnections among and differences between social institutions, groups, and individuals.

Reasoning in the Natural Sciences¹

1. Explain the foundational knowledge of a particular scientific discipline.
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Quantitative and Computational Thinking

1. Explain the application of computational or quantitative thinking across multiple knowledge domains.
2. Apply the foundational principles of computational or quantitative thinking to frame a question and devise a solution in a particular field of study.
3. Draw valid quantitative inferences about situations characterized by inherent uncertainty. - **OR** - Evaluate conclusions drawn from or decisions based on quantitative data.²

¹ There was some objection to removing the eliminated SLO: Evaluate the credibility and the use/misuse of scientific information. To address this concern, it was suggested that this skill could fall under SLO#2: Apply principles and techniques of scientific inquiry. Language regarding evaluating the credibility of scientific information could be included in the [Pathways rubric](#) for SLO #2 to ensure that this skill is measured.

² The subcommittee wishes to defer to the community of instructors teaching quant/comp to decide which of these SLOs is more important to retain.

Appendix B

Critique and Practice in Design and the Arts

1. Identify and apply formal elements of design or the arts. - **OR** - Explain the historical context of design or the arts.³
2. Apply interpretive strategies or methodologies in design or the arts.
3. Employ skills, tools, and methods of working in design or the arts.

Critical Analysis of Identity and Equity in the U.S.

1. Analyze how social identities, statuses, space, place, traditions, and histories of inequity and power shape human experience in the United States (particularly or in comparative perspective).
2. Analyze social equity and diversity in the United States (particularly or in comparative perspective) through multiple perspectives on power and identity.
3. Demonstrate how aesthetic and cultural expressions mediate identities, statuses, space, place, formal traditions, and/or historical contexts in the United States (particularly or in comparative perspective).

Ethical Reasoning⁴

1. Explain and contrast relevant ethical theories.
2. Identify ethical issues in a complex context.
3. Articulate and defend positions on ethical issues in a way that is both reasoned and informed by the complexities of those situations.

Intercultural and Global Awareness

1. Identify advantages and challenges of diversity and inclusion in communities and organizations.
2. Interpret an intercultural experience from both one's own and another's worldview.
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II. Assessment Process

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2. Move to a rotational system for submitting assessment so that instructors are not submitting assessment data every time they teach their Pathways course(s).

III. Alternative Pathway

The UCCGE voted in spring 2022 to eliminate the Alternative Pathway option, as it has never been used and students now have different, easier options to achieve the same goal (e.g., study abroad, undergraduate research).

³ The subcommittee had originally removed the “historical context” outcome, but upon feedback that this outcome is integral to courses teaching CPDA from a historical perspective (e.g., art history), the full committee amended the proposal. The committee now wishes to seek feedback from the larger CPDA community on whether the “historical context” outcome can be preserved and the “Identify and apply formal elements” outcome can be subsumed under outcome 3: Employ skills, tools, and methods of working in design or the arts.

⁴ The integrative concepts, Ethical Reasoning and Intercultural and Global Awareness, remained unchanged. They originally only had three SLOs.