

MINUTES
PATHWAYS GENERAL EDUCATION CURRICULUM REVIEW COMMITTEE
OCTOBER 27, 2021
2:00 PM – 4:00 PM, VIA ZOOM

Present: Page Fetter, Jennifer Friedel, Gebre Gebremariam, Katlyn Griffin, Tom Hammett, Earl Kline, Majid Manteghi, Kerry Redican, Hannah Shinault

Absent: Kim Carlson, Kevin Jones, Annie Ronan

Guests: Stephen Biscotte, Gary Costello, Jenni Gallagher, Travis Head, Rebecca Hester, Kurt Hoffman, Katy Powell, Susan Sumner, Ming Chew Teo

Call to Order by Hannah Shinault at 2:00

Announcements: The November 10th meeting has been cancelled. The next meeting will be on December 8th.

Adoption of the Agenda

OLD BUSINESS

College of Liberal Arts and Human Sciences

Course: CHN 3604: Chinese Language and Society (New) (Pathways Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6900)

Primary: Gebre Gebremariam **Secondary:** Tom Hammett

Note: This course was previously tabled on 9/22/21 and 10/13/21.

Modification: Clarify what it meant by “Chinese speaking communities” (e.g., Mandarin speakers)

Modification: Clarify what is meant by “Chinese students”

Approved with modifications: Unanimous

NEW BUSINESS

College of Agriculture and Life Sciences

Course: ALS 1014: Gardens as Art (New) (Critique and Practice in Design and the Arts G06ad, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6974)

Primary: Hannah Shinault **Secondary:** Page Fetter

Modification: (Suggestion only) Topic Syllabus, p. 3: For the section in “Principles and application of art and design” consider breaking down the percent of each of the three subcategories underneath this area since it will overall total 40% of the course.

Modification: Pathways Objectives, p. 7: Under “3. Apply interpretive strategies or methodologies in design or the arts,” provide further explanation of what the foundational elements of gardens that students will be exploring are (i.e. if there are specific design techniques, methodologies, or types of gardens that will be explored).

Modification: SLO 5, Page 8: Clarify what the iterative process will be for this project? Peer evaluations, formative feedback from the instructor, something else?

Modification: CLE Approval, Page 10: Please remove this page as it is no longer needed

Approved with modifications: Unanimous

Course: ALS 1024: Digitized Agriculture (New) (Critique and Practice in Design and the Arts G06ad, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6975)

Primary: Gebre Gebremariam **Secondary:** Earl Kline

Modification: Design & Arts #5, page 8: The phrase “These projects are ---” at the beginning of the third (3rd) sentence should be replaced by “This project is ---”.

Modification: Consider adding other resources to Texts and Teaching Aids

Approved with modifications: Unanimous

College of Architecture and Urban Studies

Course: ART 2554: Introduction to Sculpture (Revised) (Pathways Critique and Practice in Design and the Arts G06ad, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6890)

Primary: Kerry Redican **Secondary:** Majid Manteghi

Modification: Remove CLE approval page

Approved with modifications: Unanimous

College of Liberal Arts and Human Sciences

Course: HIST 2394 (RLCL 2394): Tofu to Tikka: Food in Asian History (New) (Pathways Critical Thinking in the Humanities G02, Intercultural and Global Awareness G11) Pathways Fall 2022 (CM 6977)

Primary: Kevin Jones

Secondary: Tom Hammett

Modification: Justification, page 2, line 6: typo, change “eralso” to “also”

Modification: Topic Syllabus, page 3: consider adding content from learning objectives #4 and #5

Modification: Mission, page 5: expand the mission, perhaps to include examples of how different historiographical lenses specifically help integrate knowledge across disciplines, or how particular sources materials might invite multiple perspectives or engage the ‘hands-on, minds-on’ approach.

Modification: Integration, pages 5-6: expand to include examples of how concept integration and new interpretive skills might be brought to bear across other curricula. For example, perhaps the nuanced understanding of colonialism offered in this course prepares a student to more fully understand social impacts of globalization or provide a grounding for anthropological analyses.

Modification: Relevance, page 6: strengthen the relevance statement, perhaps by adding specific examples of the type of connections that might be fostered in regards to the intercultural exchange that is noted.

Modification: IGA 2, page 10: clarify how the instructor will evaluate students’ work. What metrics will be used?

Modification: Learning Objectives, page 2: Clarify what is meant by “circulation”

Modification: IGA 1, page 10: consider expanding the first paragraph

Tabled: Unanimous

Course: LAHS 2724 (STS 2724) (HIST 2724) (ENGL 2724): Introduction to Displacement Studies (New) (Pathways Reasoning in the Social Sciences G03, Critical Analysis of Identity and Equity in the US G07, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6885)

Primary: Katlyn Griffin

Secondary: Jennifer Friedel

Modification: Under Learning Objectives, LO #5: remove mapping IG #2 since you did not indicate on page 14 that you will be assessing that learning outcome.

Modification: Adjust the formatting to fit your topic syllabus on one page.

Modification: Remove CLE page

Modification: Mission, page 7: Consider specifying the other disciplines referred to: “Putting science and technology studies into conversation with other disciplines”

Modification: RSS 1, pg. 9: Consider writing out what STS stands for in case future instructors aren’t familiar

Approved with modifications: Unanimous

Course: STS 3124 (APS 3124): Societal Health in North America (New) (Pathways Reasoning in the Social Sciences G03, Critical Analysis of Identity and Equity in

the US G07, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6884)

Primary: Kim Carlson

Secondary: Tom Hammet

Modification: Consider making the course and ADP titles more descriptive

Modification: Consider including phrasing such as “pathologies of power” throughout the proposal.

Modification: Texts and Special Teaching Aids, page 4: Standardize citations.

Modification: Inclusivity statement, page 7: Inclusive a description of the inclusive pedagogies that will be used to support diverse learners

Modification: Consider adding additional information about how the assessments will measure students’ acquisition of the knowledge/skills, perhaps by including an example or two for each learning outcome

Modification: Delete the CLE page

Approved with modifications: Unanimous

College of Science

Course: PSYC 4154: Bilingual Development and Cognition (New) (Pathways Reasoning in the Social Sciences G03, Critical Analysis of Identity and Equity in the US G07, Intercultural and Global Awareness G11) Pathways Spring 2022 (CM 6942)

Primary: Kerry Redican

Secondary: Jennifer Friedel

Modification: Align catalog description with Learning Objectives. Particularly as to Learning Objectives 2, 3 and 5

Modification: Under Justification: Consider clarifying the justification for the course level, perhaps by changing “basic understanding” to “firm understanding”

Modification: Consider aligning “sounds, words, and sentences in bilingual language acquisition” from the Topic Syllabus to a learning objective on page 2

Modification: Provide additional explanation of assessment methodologies

Approved with modifications: Unanimous

Meeting adjourned by Hannah Shinault at 2:48 pm

Minutes compiled by Jenni Gallagher