UCCGE Meeting Minutes

Oct 4, 2017, Student Services Building 230

Present: Julia Feerrar, Sheila Carter-Tod, Renee Eaton, Earl Kline, Martha Glass, Ellington Graves, Molly Hall (for Bethany Bodo), Art Keown, Ann-Marie Knoblauch, Michelle Moseley-Christian, Michel Pleimling, Jill Sible, Jim Spotila, Anita Walz, Stacy Vogt Yuan, Lizette Zietsman

Absent: Sean Corcoran

Guests: Stephen Biscotte

Call to Order at 2:30pm by Art Keown

I. Special Study 2984 CLE/Pathways Requests?

- Stephen presents a system for reviewing special study 2984 requests for committee review (applies to Pathways Pilot and DA Gateway courses)
- Concern: How do we not build false hope that this isn't a Pathways approval... will not ensure approval, etc.
 - Stephen can add a statement disclaimer on the form that this doesn't ensure Pathways approval, is temporary, etc.

- Other adjustments

- Add statement that form has to go through each time it's taught
- Timeline:
 - What about if adjustments needed?
 - Two-week turnaround... based on academic calendar
 - Semesters the course will be taught line needs to be adjusted
- Vote of support = this will be very helpful process!

II. Subcommittee Reports

- 1. Foundational Discourse
 - a. Issue is that the policy does not have enough clarity regarding whether a foundational discourse course can be taught in English so the policy needs clarification such that the Ad Hoc Committee can rule one way or the other
 - b. Subcommittee went through past discussions, notes, and events
 - c. Resolution drafted and provided for committee
 - i. Foundational discourse must be taught in English
 - ii. Advanced/Applied Discourse or any other outcome area can have courses taught in a foreign language

- d. Foreign language requirement is still and admissions/graduation university requirement
- e. Why both foundational in English instead of just one? The English and Comm are built as yearlong sequences with Comm as even same students and instructors
- f. Should foreign language be in the room before a decision is made?
 - i. Subcommittee feels much of this discussion is on record on JIRA (CM-3138) and past Spring UCCGE meeting notes
 - See Canvas Site Files 2016-17 Materials 4-5-17 Meeting Materials to see notes and minutes where this large discussion took place
- g. Motion for electronic vote to be completed in two weeks to allow for reps to take issue back to their constituents.
 - i. Stephen has set up this Qualtrics vote to be done by 10/18/17 at 5pm
 - ii. If the resolution passes, would then show up on the CUSP agenda in November
 - Result of vote: 13-1 in favor of the resolution to amend the Pathways Curriculum to clarify that foundational discourse courses are 'taught in English'
- 2. Pathways 7th Core Outcome Group
 - a. This only impacts courses that have currently been approved for Pathways and want to add/switch for this core outcome
 - b. Add some directions in italics
 - c. Stephen needs to change 'competence in this competency' in Indicator 4 of Identity/Equity Outcome
 - d. Process: We assign rotation of reviews as we do the Special Studies and Transfer courses
 - e. <u>Rubric development</u>: need to accomplish this ASAP = balance of folks as expertise and those coming from across campus = then Stephen will invite people, book the room, etc. so Assessment can lead
- 3. Pathways Advising/Transfer
 - a. Update: met this week and are working on finalizing the Pathways Advising Guide
 - b. Would like to invite Registrar Rick Sparks to next UCCGE meeting:
 - i. Question: is Associate's degree treated as full articulation of gen ed?
 - ii. Question: how is VCCS articulation treated?
 - c. All departments will use Pathways Planner... to accomplish this, a draft 2022 checksheet/roadmaps would need to be developed and in to Registrar's Office ASAP to use as advising tool

- i. What's our timeline for submitting these?
- ii. Do departments know this???
- iii. We need to do as much coordination to provide tools to complete this
 - 1. Can this be a workshop? Or college-by-college with curriculum committees? Yes, it needs to support people where they are, will need to involve Registrar's Office
- d. Kim Smith has drafted an email just to remind advisers of what's coming and when (guides, tools, training, etc.)
- e. Stephen is working with community colleges, state articulation agreements, and SCHEV: We start this process this Friday with a VA Gen Ed Summit hosting GMU, VCU, ODU, JMU, VT, UVA specifically looking at transfer policies and state agreements... work with VCCS will come soon after
- 4. Pathways Assessment
 - a. Major things this group is exploring in the near future
 - i. Reviewing vocabulary consistency with Pathways and other assessment practices across campus
 - ii. Creating reporting templates to use by Pilot courses
 - iii. Clarification on sampling practices
 - iv. Creating rubric for the new core outcome

III. Questions to Address (if not brought up by subcommittees):

- Should transfer students enter on CLE, Pathways, or have the choice?
 - Most schools stay on old one for two years, but is that official?
 - Seems easier and students can always do Pathways Minors as normal minors if they want.
- Should we separate (or tag in some way) Arts courses and Design Thinking courses to ensure all students get both?
 - We should tag them separately as 'arts', 'design', or 'arts/design' which could do both and then the DARS counts whichever the student needs
 - \circ We need to update the V1.7 form to include these categories
 - Back review the ones that have come through so far...
 - Coding should be easy by creating another bucket

IV. Transfer Credit Appeals

- Great job completing reviews so far!
- Any issues with the process? None so far

V. Adjournment at 3:45pm by Art Keown