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.
      o   Stephen can add a statement disclaimer on the form that this doesn't ensure Pathways approval, is temporary, etc.
  - Other adjustments
      o   Add statement that form has to go through each time it's taught
      o   Timeline:
          ▪   What about if adjustments needed?
          ▪   Two-week turnaround… based on academic calendar
          ▪   Semesters the course will be taught line needs to be adjusted
      o   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
        1. 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
    iii. **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?
  - o Most schools stay on old one for two years, but is that official?
  - o 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?
  - o We should tag them separately as 'arts', 'design', or 'arts/design' which could do both and then the DARS counts whichever the student needs
  - o We need to update the V1.7 form to include these categories
  - o Back review the ones that have come through so far…
  - o 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