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│ **MINUTES**   │
│ **PATHWAYS GENERAL EDUCATION CURRICULUM REVIEW COMMITTEE**   │
│ **MARCH 23, 2022**   │
│ **2:00 PM – 4:00 PM, VIA ZOOM**   │
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Present: Page Fetter, Gebre Gebremarium, Katlyn Griffin, , Kevin Jones, Earl Kline, Kerry Redican, Annie Ronan, Hannah Shinault, Jennifer Friedel, Majid Manteghi

Absent: Kim Carlson, Tom Hammett

Guests: Stephen Biscotte, Gary Costello, Jenni Gallagher, Bradley Bowen, Nancy Bradley, Bikrum Gill, Michelle Moseley, Courtney Thomas

Call to Order by Hannah Shinault at 2:00

Announcements
- University Council passed the governance resolution on Monday, but PGECRC will remain in effect until AY 2023-24.
- Committee members were asked to let Jenni (jennigal@vt.edu) know if they will be returning to PGECRC next year.

Adoption of the Agenda

NEW BUSINESS

College of Architecture and Urban Studies

Course: ART 3044: Arts and Architecture of India (New) (Critique and Practice in Design and the Arts G06ad, Critical Analysis of Identity and Equity in the U.S. G07, Intercultural and Global Awareness G11) Fall 2022 (CM 7141)

        Primary: Earl Kline   **Secondary:** Hannah Shinault

        Modification: Learning Objectives, page 2: clarify how LO #1 meets CPDA 3 (How will they apply? Which methodologist/strategies will be used?)
        Modification: Learning Objectives, page 2: add language to LO #3 to make it clear that students will be comparing India to the U.S.
        Modification: Learning Objectives, page 2: Clarify the alignment of LO #4 to IGA 3 and CPDA 3.
        Modification: IGA 3, page 13: Include an example of which challenges and opportunities could be addressed through a better awareness of the significance and reach of Indian art and architecture.

        Approved with Modifications: Unanimous

Course: ART 3034: Survey of Latin American Art and Architecture (New) (Critique and Practice in the Arts G06a, Critical Analysis of Identity and Equity in the U.S. G07, Ethical Reasoning G10) Fall 2022 (CM 7142)

Primary: Gebre Gebremarium   **Secondary:** Jennifer Friedel

Modification: Catalog description, page 1: remove "Introduces" at the beginning of the second sentence.
Modification: Texts and Special Teaching Aids, page 4: edit "pages" to "pp."
Modification: Topic Syllabus, page 4: edit to reflect topics covered in the course more broadly (as opposed to a restating of the learning objectives)
Modification: CPDA #1, page 8: clarify how acquisition of this SLO will be evaluated.
Modification: ER #1, page 13: clarify how acquisition of this SLO will be evaluated.
Modification: Justification, page 2: edit out the comma in the first sentence
Modification: Throughout the proposal, consider breaking up long paragraphs to enhance readability.

Approved with Modifications: Unanimous

College of Liberal Arts and Human Sciences

Course: EDTE 1004: Introduction to Integrative STEM Education (New) (Critique and Practice in Design G06d, Intercultural and Global Awareness G11) Fall 2022 (CM 7211)

Primary: Kevin Jones   **Secondary:** Tom Hammett

Modification: Clarify throughout the proposal whether the course is about teaching students to be designers or teaching students to use design as teachers
Modification: Define "Integrative STEM Education" in the course description, justification, and/or learning objectives
Modification: Clarify which integrative outcome (Ethical Reasoning or Intercultural and Global Awareness) is aligned with the course, and revise sections of the proposal as needed to reflect this.
Modification: Course Description, page 3 of PDF: consider changing "and" to "with" in the second sentence: "…mathematics (STEM) with society"
Modification: Course Description, page 3: in the last sentence, see overall comment above regarding Ethical Reasoning vs. Intercultural and Global Awareness
Modification: Learning Objectives, page 3: see overall comment above regarding Ethical vs. Intercultural: LO#4 is indicated as mapping to "Ethical Reasoning" but based on the information that follows and details included later, this likely should be revised to reference "Intercultural and Global Awareness" in some way
Modification: Learning Objectives, page 3: For LO#3, it is not clear what is meant or intended by the term "functional model." Consider clarifying/rewording.
Modification: Learning Objectives, Page 3: see note below suggesting removal of CPD #1 from the course and utilizing only CPD #3,4,5

Modification: Justification, page 2: In line 2, consider removing the word "the" before "engineering design processes…"

Modification: Justification, page 3: Considering clarifying here what "integrative" means within the context of both the I-STEM curriculum and more broadly in outside majors/disciplines.

Modification: Topic Syllabus, page 4: Consider defining or rewording "professional dispositions" in order to provide more clarity and/or specificity

Modification: Topic Syllabus, page 4: Adjust the wording for the "Technology and Society" category based on whether Ethical Reasoning or Intercultural and Global Awareness is pursued as the Integrative Concept.

Modification: Mission, page 5: Consider using elsewhere (e.g., as part of the Course Description and/or Learning Objectives and/or justification) the definition of "Integrative STEM education" used here

Modification: Integration, page 5: Consider defining "formal engineering design process" so that the course is applicable for non-engineering students.

Modification: Integration, page 5: Provide a few examples of what constitutes "the material" in the phrase "Students will demonstrate understanding of the material through…"

Modification: Integration, page 5: Consider rewording the second half of the sentence starting with "The concepts learned in this course" with more specific language about the particular 'mindset.' For example, perhaps it is about being critically observant, or about leveraging the specific practices and methods of design thinking, or _____.

Modification: Inclusivity, page 6: Clarify/expand upon some ways that the course "...uses a constructive approach with a student-centered philosophy."

Modification: Relevance, page 6: – Clarify/expand upon what constitutes "Authentic project-based activities."

Modification: Integrative Concepts, page 7: see overall note above regarding Ethical vs. Intercultural. Intercultural and Global Awareness is checked, but Ethical Reasoning is noted in the Learning Objectives and Course Description.

Modification: CPD #1, page 8: Consider removing this particular Core Concept LO from the proposal based on the reasoning that "formal elements of design" are about foundational design concepts (such as 2D and 3D composition, proportion and scale, color theory, ordering systems, design syntax, material language, part-to-whole relationships, etc.) as opposed to the process-based narrative that is articulated in the proposal. The verbiage from #1 could be merged with the process-oriented outcomes, which already contain similar language and which are ably covered by the authors in CPD #3, 4, and 5. Only (3) outcomes are required, and these are already mapped well to the Learning Objectives and Topic Syllabi above.

Modification: CPD #3, page 8: Check the box for #3 "Apply Interpretive Strategies"

Modification: CPD #4, page 8-9: Provide a few examples of the "skills, tools, methods…" similar to what was included for CPD #5.

Modification: IGA #1, page 10: Provide additional information/clarity regarding the "identifying advantages…" goals of this concept.

Modification: IGA #3, pages 10-11: In addition to referencing the specific "Engineering Grand Challenges" resource, consider including other broad topic areas, such as climate change or environmental resiliency.

Approved with Modifications: Unanimous

Course: PR 4404: Strategic Communication Capstone (New) (Reasoning in the Social Sciences G03, Ethical Reasoning G10) Summer 2022 (CM 7049)

Primary: Kim Carlson   **Secondary:** Majid Manteghi

Approved: Unanimous

Note: With approval of PR 4404: Strategic Communication Capstone, discontinue COMM 4404 Communication Capstone.

Course: PSCI 3064 (IS 3064): Food Politics (New) (Reasoning in the Social Sciences G03, Intercultural and Global Awareness G11) Summer 2022 (CM 7085)

Primary: Kerry Redican   **Secondary:** Page Fetter

Modification: Learning Objectives, page 2: First bullet point, IGA 1 is identified but not explained in the IGA section (Page 9). Please either remove alignment to IGA 1 in the Learning Objectives or check and complete the IGA 1 box on page 9.
Modification: Learning Objectives, page 2: Edit IG 2 to IGA 2
Modification: Justification, page 2: Consider adding a prereq or a statement in the catalog description to indicate students should possess knowledge from introductory level courses and have prior political knowledge.
Modification: Justification, page 2: Clarify what "political knowledge" means in the justification for 3000-level.
Modification: Texts and Special Teaching Aids, page 3: Clarify whether all the required textbooks will be read in their entirety, or if it will be "selections from."
Modification: Integration, page 5: Expand on what opportunities students will have in the classroom to integrate these concepts (e.g., projects, discussions, panels, etc.).

Approved with Modifications: Unanimous

Minor: Revision of Pathways Minor: Disabilities Studies (DSST); effective for student date of entry under UG Catalog 2022-2023 (CM 7209)

Primary: Annie Ronan   **Secondary:** Katlyn Griffin

Approved: Unanimous

Meeting adjourned by Hannah Shinault at 2:42 pm

Minutes compiled by Jenni Gallagher