

## UCCGE Meeting Minutes

Dec 6, 2017, Student Services Building Rm 230

Present: Julia Feerrar, Sean Corcoran, Renee Eaton, Ellington Graves, Molly Hall (for Bethany Bodo), Art Keown, Ann-Marie Knoblauch, Michelle Moseley-Christian, Michel Pleimling, Jill Sible, Anita Walz, Hannah Whiteman, Kareem Yousef, Stacy Vogt Yuan, Lizette Zietsman

Absent: Sheila Carter-Tod, Martha Glass, Earl Kline, Kim Smith, Jim Spotila,

Guests: Stephen Biscotte, Rick Sparks

### **I. Rick Sparks from Registrar's Office attending beginning of meeting to take questions**

1. How will advisors work with students who transfer to Virginia Tech with an Associate's Degree? Will their Associate's degree fulfill our general education requirements completely? Will each course have to be evaluated independently?
  - Associates Degree = want to honor what we have been doing = intent is to continue counting Associate's Degree as meeting General Education = articulation honored without going course-by-course. Associates degrees from VCCS would still satisfy General Education requirements. We make all substitutions. (See below for more details. This would be valid for students entering VCCS by Fall 2018/19.)
  - Students still have to complete the degree requirements
  - Transfer students would still have opportunities to participate in Pathways in practice even if we don't require it.
  - DARS = how will Pathways appear? Core and integrative outcomes?
    - Date of entry affects DARS.
    - Date of graduation requirements take gen ed into account, so DARS will look at the checksheets for that year... DARS checks all the Pathways boxes
    - Subs = would want to look for something in the transfer courses that matches the Pathways requirements just as you do now
  - General assembly putting pressure on SCHEV and 4-years to try to map more VCCS courses to 4-year general education requirements
  - Come 2020 need to develop specifics soon about who decides CLE/Pathways and what that means for the transfer student
    - Need to hash the specifics for how courses map based on when they started and what they did
  - Minimum for students to be called transfer? 12 credits
  - Dual enrollment with an associate's degree? Treated like a normal associate's degree = no difference
  - Students with AP Credit will still have to meet Pathways requirements. (Could substitute credit in like transfers, but AP Credit is handled differently than credit from obtaining an Associates)

2. Will we have an interim process for working with transfer students over the next two (or more) years?
  - 2018/2019 transfer students will be on CLE. After this point, transfer students would be required to take Pathways courses related to integrative outcomes via Pathways.
  - 2020 will be where we start phasing in Pathways and some case-by-case
  - Will see a mix between CLE and Pathways starting 2020. In 2022, we will see a big difference between students coming in with GenEd vs. those with Pathways.
  - Are colleges starting to develop Pathways-friendly articulation agreement information?
    - Need to look at those from here on
    - There needs to be a timeline for colleges to develop Pathways friendly articulation agreements.
  - Are there some courses for which we can say “if you take these at the VCCS, they will definitely transfer”?
  
3. How will advisors work with students who transfer to Virginia Tech under an articulation agreement?
  - A transfer guide will need to be available for students (e.g. Available to the public, VCCS & those not yet enrolled at VT) who are working on an Associate’s Degree in Spring 2019.
  - Want to make sure we honor what students have done and what tools they have had access to
  - Advisors work with 2018/19 transfer students with CLE guide
  - 2020 and beyond, using Pathways tools
  - Need to honor articulation but need to push colleges to revisit those based on Pathways requirements

Side note: Credit earned with Dual Enrollment, IP, AP would be handled differently than an Associates’ Degree from a Community College.

4. For Pathways Minors, by when will those be encoded in DARS for students to explore?
  - Entry of Pathways Minor into DARS started about an hour and a half ago. Only three made it though. There will be 10-12 by May for Fall 2018. These will be added to the Registrar’s Minor checklists.
  - Coding these very much like normal Minors, being encoded as we speak
  - Treating Pathways Minors as normal minors from Registrar’s Office with a separate designation
  - Pathways website will point to official Registrar’s Office website

5. What tools do we have to help advisors and program developers make sure they are meeting SCHEV requirements/language regarding degree core, gen ed, major requirements, etc.? A larger question is how will this information/change be conveyed to Advisors in the VCCS and other VT “feeder” programs?
  - Biggest suggestion would be to reach out to Registrar’s Office directly to consider these issues and plan ahead
  - Graduation unit will be developing some scenarios to put out to departments think through = some checksheets will take very little tweaking whereas others may need a large conversation (defining the degree core, filling the other buckets, SCHEV approval, etc.)
  - Workshops/trainings to help folks walk through redesigning their checksheets and degree requirements = have to start happening this Spring
    - Can be done in conjunction with OGE and Advising
  - Will need DRAFT checksheets in Spring 2018. Pathways Planner, temporary checksheets, advising tools, etc. needs to be done now to get ready to advise students entering Fall 2018
  - Kim Smith has asked departments to submit their plans for meeting Pathways and are providing support to actually build the roadmaps
  - Pathways Planner roadmaps need to work with both Pathways and CLE
  - Is there a model checksheet that could be shared as a model?
    - Looking for creative solution for meeting outcomes, spirit, functionality
  - Sorting Degree Core, Gen Ed, and major requirements
    - Any major hung under the same degree must have the same degree core
6. Will departments have to submit both CLE and Pathways checksheets come 2020 and beyond?
  - Yes
  - Can we do two columns for CLE/Pathways to help both students?
  - Remember CLAHS college-level policy for double-counting CLE and major?
    - CLAHS can ask Dan Thorp about this...
7. Will Pathways Minor developers be asked to submit 'roadmaps' for the Pathways Planner so students can look at those alongside their majors?
  - There won’t be Minor roadmaps per se, but... Registrar’s Office are encoding these currently and are entering in Planner so students can pull from Minor requirements to map to their major roadmaps
8. For programs, who will need to submit Pathways-friendly Roadmaps and by when?
  - Departments, ASAP
  - For new plans that include Pathways curriculum, “the sooner, the better.” Would love to have them in February... need them absolutely by May to get them done for orientation and will keep encoding over the summer to have it up-and-running by August at the latest.

- The sooner-the-better as the amount of coding by the Registrar's Office is extensive
- 9. Mechanism for coding Discourse Foundational vs Adv/App, Quant/Comp Found vs Adv/App, and Design vs Arts vs Integrated Design and Arts?
  - Different attributes: Will denote in timetable uniquely
  - Example: Might list as G01F (discourse foundational) and G01A (Advanced/Applied Discourse)
- Request for support on what is Pathways and what can double-count, etc.
  1. Problem with SCHEV/state requirements versus gen ed requirements, etc. = use SCHEV-specific language
  2. Could impact student time-to-degree?
  3. Rachel and Rick are working to provide resources on this information to guide this process very soon
  4. Registrar will provide Spring 2018 workshops with S.Biscotte's office for Departments that need to make changes to comply with SCHEV requirements.
  5. There is risk of providing incorrect information to students. It is very important that the checksheets (which are not going thru governance) for Fall 2018 be correct. It is the Department's responsibility to make sure what they're providing for Freshmen is correct.
- Request from Registrar
  - UCCGE is asked to provide feedback to the Registrar regarding what gaps exist and what Departments are struggling with.
  - Lengthy discussion regarding SCHEV requirements which prohibit General Education from overlapping with the required 19.5 credit degree core. (Major requirements can fall into either.) Departments needing SCHEV approval for changing their ?major (adding credits etc) which are affected by this should meet Spring 2018 or ASAP with S.Biscotte's office or the Registrar for assistance in resolving these issues.

## **II. Updates and Announcements**

- a. Welcome to our student reps: Kareem Yousef and Hannah Whiteman
- b. CLE 2984 Review Process: First Special Study Review Request Discussion
  1. Will we entertain similar process for non-equivalent AP/IB courses?
    1. Not answered, save for discussion at future meeting
- c. Pathways course/minor approval and in-process list posted to Pathways website

## **III. Subcommittee Reports**

1. Foundational Discourse:
  - a. Update on CUSP vote and what this means for future proposals

2. Pathways 7<sup>th</sup> Core Outcome Group:
  - a. Rubric development: Team of Ellington Graves (SOC), Sarah Ovink (SOC), Suqin Ge (ECON), Susanna Rinehart (SOPA), AK Ward (MGMT), CL Bohannon (ARCH), Kurt Hoffman (PSYC), Donna Westfall-Rudd (CALC) will meet this Friday, Dec 8<sup>th</sup> to develop first draft of Identity and Equity in US rubric
  - b. Proposal amendment document and process posted to Pathways website
3. Pathways Advising/Transfer
  - a. Support/guidance on completing Pathways-friendly Roadmaps?
    - i. See Registrar's Office questions
4. Pathways Assessment
  - a. Recommendation to revise vocabulary and verbiage across the implementation plan = think about for next time! Add this to the agenda for the next meeting.
    - i. Pathways "Learning Outcomes" would become "Concepts" and Pathways "Indicators" would become "Student Learning Outcomes"
      1. This would match program language across other programs
      2. Indicators are actually student learning outcomes
      3. Outcomes would become 'concepts' – 'Core Concepts' and 'Integrative Concepts'
      4. Help see connection between Pathways and student outcomes and other programs
      5. Secondary bonus: Will also help with reporting since that's the language they use... may help with site visit confusion
    - ii. See supplemental materials on Canvas Site
    - iii. Can be completed administratively
  - b. Reviewing sampling practices as outlined by Pathways Implementation Plan

#### **IV. Transfer Credit Appeals**

- Multiple CLE Transfer Credit Appeals Out for Review... please get those in as soon as you can

#### **V. Adjournment by Anita Walz at 3:45**