

Resolution 2016-17.G

Resolution to Revise Pathways General Education Curriculum (Presidential Policy Memorandum No. 125 and University Core Curriculum/Curriculum for Liberal Education (CLE) (PPM 24)) and Implementation for the Pathways General Education Curriculum to Include Identity and Equity in the United States

Recommended by the Commission on Undergraduate Studies and Policies

First Reading: January 23, 2017

Second Reading:

Approved by University Council:

Approved by the President:

Effective date for students entering: Fall 2018

WHEREAS, the University Council approved CEOD Resolution 2015-16.C calling for a working group composed of CEOD and UCCGE members to review and update the Pathways curriculum to incorporate intersectional diversity in the United States; and

WHEREAS, members of the Virginia Tech faculty have been engaged for consideration of the manner in which intersectional diversity in the United States may be addressed in general education; and

WHEREAS, faculty members with expertise and interest in diversity support the approach of addressing intersectional diversity through engagement with the ways in which identities intersect and interact with one another and with social structures, space, place, and cultural expression and artifacts; and

WHEREAS, faculty members also emphasized the need to engage students in discussion and analysis of the nature of power, privilege, and equity; and

WHEREAS, the resultant proposal has been discussed preliminarily with representatives of each college enrolling undergraduate students, student government, and the Faculty Senate; and

WHEREAS, engaging Virginia Tech undergraduate students in a meaningful consideration of intersectional diversity fulfills the institutional commitment to *Ut Prosim* and the Principles of Community

THEREFORE, LET IT BE RESOLVED that the University revise the *Pathways General Education Curriculum* (April 2015) to adopt a 3-credit, double-counted core outcome area as

described in the accompanying “Pathways General Education Curriculum Revision Proposal: Critical Analysis of Identity and Equity in the United States” for students entering Fall 2018, affecting revisions to the *Implementation of the Pathways General Education Curriculum (Spring 2016)* guide as follows:

1. That all Pathways forms and materials will reflect the addition of the new core outcome and indicators as referenced in the accompanying proposal (pp. 9).
2. That any courses already approved for Pathways that wish to add this designation will provide an addendum to the Pathways course proposal as described (pp. 10-11).
3. That any courses not yet approved for Pathways that wish to add this designation will follow standard procedures outlined in the *Implementation of the Pathways General Education Curriculum* guide as described (pp. 10-11).
4. That any courses that carry this designation will participate in all aspects of the assessment process as outlined in the *Implementation of the Pathways General Education Curriculum* guide as described (pp. 11-12).