



The following items have been put on the Consent Agenda for the August 14, 2026, Executive Committee meeting. As per Senate bylaws, the Executive Committee acts on behalf of the Academic Senate during the summer (VI.B).

These proposals are exceptions to the catalog review cycle.

Courses Submitted by the Academic Senate Curriculum Committee

2026 – 2027 Review				
ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ARCE 2211: Structural Principles II (3), 3 lectures (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 2212: Structural Principles II Laboratory (1), 1 Laboratory (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 2222: Structural Systems Laboratory (2), 2 Laboratories (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 3301: Introduction to Structural Systems (4), 4 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 3311: Structural Analysis (3), 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 3353: Soil Mechanics and Foundation Design (4) 3 Lectures, 1 Laboratory (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-



2026 – 2027 Review				
ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ARCE 4411: Structural Dynamics (3), 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval 6/2/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 4412: Structural Dynamics Computing Laboratory (1), 1 Laboratory (existing course adjusting requisites)	Reviewed and recommended for approval 6/2/2026.	On the 08/14/2026 consent agenda	-	-
ARCE 4462: Senior Project - Reinforced Concrete and Masonry Laboratory (2) 2 Laboratories (existing course adjusting requisites)	Reviewed and recommended for approval 5/29/2026.	On the 08/14/2026 consent agenda	-	-
BUS 4424: Advanced Data Analytics in Accounting (3) 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval on 7/6/26.	On the 08/14/2026 consent agenda	-	-
BUS 4473: Senior Project: Auditing Analytics (3) 3 Lectures (existing course adjusting requisites)	Reviewed and recommended for approval on 7/6/26.	On the 08/14/2026 consent agenda	-	-
Educational Leadership and Administration, MS (modality change)	Reviewed and recommended for approval 7/16/2026.	On the 08/14/2026 consent agenda	-	-
MATH 5203: Linear Algebra and Module Theory (3) 3 Lectures (existing course removing formerly statement)	Reviewed and recommended for approval on 7/6/26.	On the 08/14/2026 consent agenda	-	
ANT 3318: Archaeology of the Nile: Egypt, Nubia, and Aksum (3) 3 lectures	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		



2026 – 2027 Review				
ITEMS TO BE CONSIDERED BY ACADEMIC SENATE EXECUTIVE COMMITTEE				
Program Name or Course Number & Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
CHEM 4436: Field Studies in Marine Chemistry II (2) 1 Lecture, 1 Laboratory	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		
EDUC 2207: Children’s Learning and Development in Education Settings (3) 2 Lectures, 1 Activity (existing course proposed to be offered online)	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		
EDUC 3300 Historical, Philosophical, and Social Foundations of Public Education (3) 1 Activity, 2 Seminars (existing course proposed to be offered online)	Reviewed and recommended for approval 7/20/2026.	On the 08/14/2026 consent agenda		

These items are found on the [Status of Proposals webpage](#), Proposals Outside of the Catalog Review Cycle.

Pursuant to AS-829-17, “Items removed from the Academic Senate consent agenda will be placed on the Senate agenda as business items. Personnel policy revisions shall be presented as reports attached to resolutions. The report contains the new university policy and all background or explanatory information about the change in policy. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate Executive Committee and to the Academic Senate. The Academic Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.”



Degree Designation (e.g., BA, MS)	MS
Campus Specific Degree Title	Educational Leadership and Administration
CSU Degree Title	Educational Administration, Leadership
CSU Code / CIP Code (APP provides)	8271 / 13.0401
CIP Code Degree Title (APP provides)	Educational Leadership and Administration, General
Existing Degree Modality ¹ (In-person, hybrid, fully online)	Hybrid
Revised Degree Modality	Fully Online
Start Term	Fall 2026
College	Bailey College of Science and Mathematics
Department, Program	School of Education, Educational Leadership and Administration
Contact Name(s), Position(s), and Email(s)	Andrea Somoza-Norton, Co-Coordinator of the Educational Leadership and Administration Program; asomozan@calpoly.edu Natasha Neumann, Co-Coordinator of the Educational Leadership and Administration Program; naneuman@calpoly.edu
Program Website Link	https://soe.calpoly.edu/content/educational-leadership-and-administration
Proposal Date	April 17, 2026

¹ For CSU reporting purposes (CMS/ERS/IPEDS), the primary degree modalities are defined by the Chancellor's Office as follows:

- **In Person:** The degree program does not require online courses (asynchronous or synchronous) to complete degree requirements, and the program can be completed entirely through traditional face-to-face courses.
- **Hybrid:** The degree program requires both traditional face-to-face courses and online courses (asynchronous or synchronous) to complete degree requirements.
- **Fully online:** The degree program is designed and approved by the Chancellor's Office as fully online (asynchronous or synchronous), and all instruction is expected to be completed through this mode. Instruction in the program does not require traditional face-to-face courses to complete degree requirements.

Instructions (~~Delete~~ before circulating for signatures):

1. Curricular changes will require that this be submitted as part of a catalog cycle. Please reach out to the Office of the Registrar (catalog@calpoly.edu) to discuss your modality changes. If the curriculum is changing, the CO will need to review the changes.
2. Reach out to APP to obtain the CSU Generic Degree and Subprogram Titles and CIP codes.
3. Upon completion of this form, please submit it for preliminary review by the college and by the Office of Academic Programs and Planning (APP). APP will get feedback from Academic Innovations and Programs and the Senior Vice Provost. Make sure to update the names of the people signing for the college.
4. Once reviewed by APP and requested revisions are made, submit the unsigned change of modality proposal form as a “supporting document” in the Program Management portal contained in the Curriculum Management System. In addition, identify the new modality at the top of the ***Program Description for the Catalog*** area.
5. The proposal can then be submitted to the department, college, and senate curriculum committees for approval, following the curricular process.
6. Once approved by the college curriculum committee, circulate for department chair/head and dean/associate dean approval signatures in the college.
7. Send the signed PDF proposal to APP, including a copy of the Microsoft Word version.
8. APP will ask to have the modification reviewed by the Academic Senate. Depending on the type of modification, this may involve review by the Academic Senate Curriculum Committee. Modifications of names and CIP codes will usually be on the consent agenda, but an objection will result in a review by the full Senate.
9. Once the ASCC has provided approval, this will go on the Academic Senate consent agenda. Once it is approved by consent, APP will circulate this proposal for approval signatures as indicated at the end of the form.
10. The campus will notify WSCUC and APP will submit the form to the Chancellor’s Office.

Proposal elements:

1. What is the rationale for the proposed modification? (This may address issues of access, equity, pedagogy, recruitment, employer concerns, workforce demand, etc.)

The rationale for the proposed modification to an online modality centers on three core dimensions: equity, pedagogy, and workforce demand.

First, this shift will increase equitable access, especially for candidates in rural areas and those from BIPOC communities, who may face geographic barriers to on-campus participation.

Second, pedagogical flexibility is enhanced; online delivery will allow us to leverage AI tools and modern digital pedagogy, providing flexibility that aligns with the current demands on working professionals. As AI use in graduate education is still evolving, we will continue researching and refining best practices while remaining committed to thoughtfully incorporating AI into the program. Modern digital pedagogy practices include the use of Canvas as the learning management system, alignment of all courses with Cal Poly's application of the CSU Quality Learning & Teaching (QLT) rubric, and regular use of asynchronous learning modules paired with synchronous seminars. Courses incorporate scaffolded assignments, moderated discussion forums, and formative assessments to ensure continuous progress toward program learning outcomes.

Third, from a workforce standpoint, expanding the reach of our Educational Leadership and Administration program will meet regional workforce demand. By offering a fully online program, we will recruit a broader base of candidates, supporting the pipeline of educational leaders needed across diverse communities.

2. Explain any changes in the curriculum or degree requirements that result from the change in modality. If there are no changes, how will you ensure that the program learning outcomes can be fully achieved in the new modality (course design, interaction, assessments)?

There are no changes to the curriculum or degree requirements needed as a result of the modality change. The MS Educational Leadership and Administration curriculum was recently revised for Cal Poly's coming Fall 2026 transition to semesters, and all program learning outcomes (PLOs) remain fully aligned with university standards.

Both primary instructors hold quality online teaching certificates and have extensive experience in online delivery. We ensure the learning outcomes are fully achieved through intentional online course design, robust interaction strategies, and comprehensive online assessment tools, ensuring equivalency in outcome attainment. All online courses are designed, reviewed, and delivered using Canvas and are aligned with Cal Poly's implementation of the CSU Quality Learning & Teaching (QLT) rubric to ensure instructional quality, accessibility, and consistency across the program. Regular and substantive interaction is ensured through instructor-initiated direct instruction, weekly faculty-moderated discussions, timely individualized feedback on assignments, required virtual office hours, and proactive outreach to students based on monitoring of engagement and academic progress.

3. What evidence demonstrates sufficient student demand specifically for this new modality (e.g., enrollment projections, market analysis)?

Our market analysis has demonstrated clear student demand for the online modality, particularly among educators outside our immediate region. We have observed increased interest from rural teachers, nonprofit professionals, and higher education candidates who reside beyond our geographic area. We expect approximately a 30% increase in applications per academic year starting in AY 2026–27, with a corresponding increase in admissions and enrollment as cohort capacity allows.

Additionally, we must remain competitive as other university programs are aggressively expanding online recruitment. This modality shift will allow us to capture a broader audience of aspiring educational leaders who otherwise would not be able to participate in an on-campus format. Peer institutions within the CSU system—including CSU East Bay, San Diego State University, CSU San Marcos, and CSU Sacramento (through extended education)—offer fully online master’s degrees in educational leadership or educational administration. In contrast, many other CSU programs remain hybrid or in-person. Expanding Cal Poly’s MS in Educational Leadership and Administration to a fully online modality is essential to remain competitive, meet statewide workforce demand, and provide equitable access for working professionals across California and beyond.

Within the next 3-5 years, the MS program anticipates targeting cohorts of approximately 25-30 students, consistent with current instructional and advising capacity, allowing for expected growth while maintaining cohort quality and individualized support.

4. What academic and student support services (advising, library access, tutoring, writing support, tech support) will be available and accessible for students in the new modality?

Students in the new online modality will have full access to Cal Poly’s established academic and support services. This includes comprehensive advising, library access (online services), and technical support. Beyond these, our program specifically requires regular office hours and offers personalized tutoring, recognizing that our master’s students often require individualized support. We ensure these services are fully accessible remotely and proactively communicated to students in the online format.

5. Will 50% or more of the program be offered at locations (including out-of-state online arrangements or learning sites) that must be reported to the U.S. Department of Education for Title IV purposes?

No.

6. Describe the structured teach-out plan for currently enrolled students, including timelines, available completion pathways (e.g., original modality, transition to new modality), and how required courses will be offered to ensure timely degree completion. Include how advising,

communication, and student support will facilitate the transition, particularly for students who may be disproportionately impacted.

Current students are on track to complete their degrees within their existing cohort structure. As our program operates on a one-year cohort model, we expect the current in-person cohort to graduate by July 2026, prior to the online modality launch. Thus, no currently enrolled students will need to shift modalities. If exceptional circumstances arise, such as a leave of absence, students would be allowed to re-enter through the online format, but this is not anticipated. Nevertheless, we will communicate the modality timeline and any implications for current or prospective students through email announcements, updates to the program website, and individualized advising as needed.

7. WSCUC substantive change screening is required for modality changes. Please include a copy of the response to the WSCUC Substantive Change Screening form.

On April 14, 2026, WSCUC determined that no substantive change review will be necessary for the proposed modality change. (Please see attached email.)

We all confirm that the proposed degree modification aligns with the mission and strategic plan for the college and university.

Megan Guise, Director, School of Education	Date
Joyce Lin, Associate Dean, BCSM	Date

Campus Approval

This proposal was approved by the Academic Senate via the consent agenda on _____. The signatures below represent campus support of this proposal.

John Walker, Chair, Academic Senate Curriculum Committee	Date
Amanda Lathrop, Dean, Graduate Education	Date
Andrew Morris, Executive Director, Academic Programs and Planning	Date
Samuel Frame, Chair, Academic Senate	Date
Mary Pedersen, Interim Senior Vice Provost	Date