

CATALOG/COURSE REVIEW: Following the practice implemented in previous years, summaries of all course or catalog proposals sent by the Academic Senate Curriculum Committee to the Senate for consideration are posted on the web. Every senator is expected to review these proposals as well as the accompanying recommendations of the Curriculum Committee. The URL for the proposals appearing on the October 31, 2023 consent agenda is provided here:

<http://registrar.calpoly.edu/status-proposals>

These items are found in the [Status of Proposals](#), "Proposals Outside of the Catalog Review Cycle". Because these proposals were processed outside of the Course Inventory Management system, they are attached as PDFs for your review as well.

Status of Proposals Summary for Academic Senate Consent Agenda				
Note: The following courses/programs have been summarized by staff in the Office of the Registrar for review by the Academic Senate Curriculum Committee (ASCC) and Academic Senate.				

Date: October 17, 2023

2023 – 2024 Review

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ART 101 The Fundamentals of Drawing (4), 3 lectures, 1 laboratory, GE Area C1 (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 10/5/23.			Summer 2024
CD 256 Developmental Psychology (4), 4 lectures, crosslisted with PSY 256 (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 6/1/23.			Summer 2024
CD 461 Senior Project Seminar (2), 2 seminars (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 6/1/23.			Summer 2024
CSC 357 Systems Programming (4), 3 lectures, 1 laboratory, crosslisted with CPE 357 (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 10/05/23.			Summer 2024
CSC 365 Introduction to Database Systems (4), 3 lectures, 1 laboratory (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 10/05/23.			Summer 2024
POLS 325 Global Political Issues (4), 4 lectures, GE Upper-Division D (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 10/05/23.			Summer 2024
POLS 337 U.S. and China in the Contemporary World (4), 4 lectures, (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 10/05/23.			Summer 2024
POLS 518 Public Policy Analysis (5), 4 lectures, 1 activity (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 6/1/23.			Summer 2024
POLS 590 Graduate Seminar (4), 4 seminars (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 6/1/23.			Summer 2024
POLS 595 Directed Readings for MPP Comprehensive Exams (2), 2 seminars (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 6/1/23.			Summer 2024
SPAN 207 Introduction to Spanish Linguistics (4), 4 lectures	Reviewed by ASCC and recommended for approval 6/1/23.			Summer 2024

Issues, concerns, and questions regarding this curriculum proposal should be directed to Greg Bohr, chair of the Academic Senate Curriculum Committee. If the concern is strong enough, any senator may request an item be removed from the Consent Agenda by October 24, 2023.

Pursuant to the curriculum appeals process adopted by the Academic Senate on May 4, 2010, "Items removed from the Consent Agenda will be placed on the Senate agenda as discussion items. The Senate Chair (or designee) will invite representatives from the concerned departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where pulled proposals will be discussed. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the Consent Agenda are considered approved on the meeting date of the Consent Agenda."

2022-26 Catalog General Education (GE) Course Edit Proposal – Modality

Course Information

Course Number ART 101 Course Title The Fundamentals of Drawing
Proposer Name Sara Frantz Proposer Email sjfrantz@calpoly.edu
Department Art & Design College Liberal Arts

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☒ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):

FT: 6
RO: 0

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):

Lectures, group and individual discussion/critique, and create and complete drawing assignments

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0
RO: 6



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4. Briefly describe planned methods of asynchronous direct instruction online (e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.):

RO: screencast/recorded lecturers, faculty-mediated discussions, written feedback/critique from instructor and peers, recorded demos, quizzes

5. Hours of out-of-class work:

5-7

6. Briefly describe planned methods for engaging students in out-of-class work for online (e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.):

FT & RO: assigned reading, individual and group drawing projects, and written projects

7. Enrollment capacity by modality.

(Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)

20

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Monitored exams, plagiarism notifications, mandatory attendance

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Sara Frantz, Laura Krifka, Jim Werner, Ava Werner, Jefferson Clarke, and Ian Pines. RO: Sara Frantz completed in 3 CTLT workshops related to remote and online teaching: Creating Accessible Course Material, CTLT 4-week online workshop (Sp 21); Accessible Documents, CSU and USU (S 2021); and Online Teaching and Learning (IOTL), CTLT 3-week online workshop (S 20); participated in departmental peer workshops for online/remote teaching specifically for art and design; taught remotely during COVID.



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Course Learning Objective

Create fully rendered line and value drawings of an observed still life (i.e. not from a photograph) using a variety of drawing media (charcoal, graphite, pen, ink and other black & white materials) that implement the fundamental drawing principles and techniques.

Discuss the artistic practice and cultural value of drawing from the Renaissance to the 21st Century with recognition of the contributions of diverse cultural groups and marginalized people.

Apply the creative process (critical thinking and problem-solving) through the use of visual tools such as line, shape, value, pattern, texture, space and composition in open-minded investigations.

Evaluate conceptual innovation, critical thinking, and visual communication, using the appropriate drawing vocabulary, through written and oral arguments.

Apply, through practical application, the "sighting" method to create drawings of objects in space that are structurally accurate in proportion and perspective.

Employ drawing techniques that show skillful use of materials and a competency of the formal elements that are required to execute creative, original, and conceptual ideas.

Assessment Method by Modality

Critique of drawing projects

Writing, quizzes, critique of drawing projects, and written statements


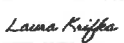


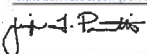


Critique of drawing projects, and written statements

Quizzes, critique of drawing projects, and written statements

Critique of drawing projects

Critique of drawing projects and written statements

Approval Signatures

Faculty Member/ Proposer	 <small>Sara Frantz (Jun 25, 2023 14:19 PDT)</small>	Date	06/13/2023
Department/Area Curriculum Chair		Date	06/13/2023
Department/Area Chair		Date	06/13/2023
College Curriculum Chair	 <small>Christian Anderson (Jun 25, 2023 14:56 PDT)</small>	Date	06/25/2023
College Associate Dean		Date	06/26/2023
GEGB Chair	 <small>Samuel Frame (Sep 28, 2023 10:02 PDT)</small>	Date	09/28/2023
ASCC Chair		Date	10/10/2023



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number CD/PSY 256 Course Title Developmental Psychology
Proposer Name Jennifer Jipson Proposer Email jjipson@calpoly.edu
Department PSYCD College CLA

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☒ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (*may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent*):

HY: 2

FT: 4

FO: 4

RO: 0

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (*e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.*):

Lecture, small group discussions, demonstrations, exploration and analysis of media and toys and assistive technologies, videos

3. Hours of instructor produced/curated asynchronous online instruction:

HY: 2

FT: 0

FO: 0

RO: 4



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4. Briefly describe planned methods of asynchronous direct instruction online (e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.):

Recorded lectures and podcasts, assigned videos, quizzes/exams, Jamboard discussions

5. Hours of out-of-class work:

8 (regardless of modality)

6. Briefly describe planned methods for engaging students in out-of-class work for online (e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.):

Outside of class, students practice applying developmental psychological concepts to cases and products. They analyze media, participate in weekly discussion boards and take online quizzes as a regular knowledge check for lecture content.

7. Enrollment capacity by modality.

(Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)

130 students (regardless of modality)

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Quizzes; Classroom discussion; Exams, Short Papers

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Linda Lee has taught PSY 256 in several modalities, originally FT and then FO during the pandemic. She has taken multiple CTLT trainings on online teaching. Dr. Lee also participates regularly in our departmental and college trainings for online teaching. Our department has been taking great measures to ensure we are offering quality online courses. Since the pandemic began, we have been engaging in regular discussions during UU hour (initially weekly in Spring 2020, then biweekly, and now roughly three times per quarter) about online teaching, so we are all comfortable with best practices, technologies used in synchronous and asynchronous online teaching (e.g., Zoom, Flipgrid, Screencast-O-Matic, polling softwares), and implementing elements that make a quality online course. All faculty have been teaching online since the pandemic began or earlier and therefore have ample experience.

The topics shared and discussed in our online teaching & learning discussions are concepts the facilitator (Dr. Bennion) learned in a variety of courses and experiences re: online teaching: Q1, Q2, Q3 courses on quality online teaching offered through the CTLT and CSU; Quality Online Teaching Academy (QOTA) offered via the CTLT; Blended/Hybrid course offered by the CTLT; co-facilitating six sections of the Q1 course (Introduction to Online Teaching and Learning) via the CTLT during Summer 2020; serving on the CSU-wide committee to revise the QLT rubric across CSUs during Summer 2021; serving as one of two online coaches for the CLA since Spring 2020, helping all CLA faculty with their online courses.



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Course Learning Objective**Assessment Method by Modality**

Identify and define major terms, concepts, and methods used in developmental psychology.

Exams, Quizzes, Short Paper, Discussion

Describe the major theories of developmental psychology and identify their strengths and weaknesses

Exams, Quizzes, Short Paper, Discussion





Apply theories of developmental psychology to real life examples in class, in the media, and in your own life

Exams, Quizzes, Short Paper, Discussion

Write and think critically about current research and topics in developmental psychology.

Exams, Quizzes, Short Paper, Discussion

Approval Signatures

Faculty Member/ Proposer <u></u>	Date <u>04/20/2023</u>
Department/Area Curriculum Chair <u></u>	Date <u>04/20/2023</u>
Department/Area Chair <u></u>	Date <u>04/21/2023</u>
College Curriculum Chair <u>Christian Anderson</u>	Date <u>05/08/2023</u>
College Associate Dean <u></u>	Date <u>05/08/2023</u>
ASCC Chair <u>Gregory S. Boku</u>	Date <u>06/08/2023</u>



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number CD 461 Course Title Senior Project Seminar
Proposer Name Jennifer Jipson Proposer Email jjipson@calpoly.edu
Department Psychology and Child Development College CLA

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (*may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent*):

FT: 2

FO: 2

HY: 1

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (*e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.*):

Planned methods of direct instruction face-to-face and synchronous include lecture, discussion (both in their small groups/breakout rooms and as a full class), exercises and activities (e.g., peer reviewing and critiquing literature reviews and APA format), and videos (e.g., searching for peer-reviewed articles using library databases).

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0

FO: 0

HY: 1



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4. Briefly describe planned methods of asynchronous direct instruction online (e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.):

Lectures (e.g., screencast), videos, discussions, instructions for activities and assignments (e.g., search for peer reviewed articles in PsycINFO, APA format, annotated bibliography)

5. Hours of out-of-class work:

4 (regardless of modality)

6. Briefly describe planned methods for engaging students in out-of-class work for online (e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.):

Planned methods for engaging students in out-of-class work online include assigning reading, having students discuss in their senior project groups via Zoom, Canvas quizzes (e.g., low-stakes and formative, to identify errors in APA formatting), student-led GroupMe threads and discussion forums, and individual and group assignments (e.g., annotated bibliography, draft of literature review).

7. Enrollment capacity by modality.

(Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)

25 for all modalities

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

In ensuring integrity, students will be reminded about academic conduct at the beginning of the term (e.g., via the syllabus and discussions in class). Plagiarism will be defined and discussed during class to ensure that everyone understands what does and does not count as plagiarism. All students will acknowledge (via Syllabus quiz) not to engage in any behavior that goes against Cal Poly's academic integrity policies. Additionally, assignments will be designed to minimize the likelihood of cheating. The structure of the course and scaffolding of the literature review (i.e., each senior project group investigates a novel and unique topic and has several interim deadlines) also aids in ensuring academic integrity.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Jennifer Jipson, Denise Daniels, Jessica Kaczorowski, Linda Lee

All faculty are from the PSY/CD department. Our department has been taking great measures to ensure we are offering quality online courses. Since the pandemic began, we have been engaging in regular discussions during UU hour led by Dr. Bennion (initially weekly in Spring 2020, then biweekly, and now roughly three times per quarter) about online teaching, so we are all comfortable with best practices, technologies used in synchronous and asynchronous online teaching (e.g., Zoom, Flipgrid, Screencast-O-Matic, polling softwares), and implementing elements that make a quality online course. All faculty have been teaching online since the pandemic began or earlier and therefore have ample experience.

The topics shared and discussed in our online teaching & learning discussions are concepts Bennion learned in a variety of courses and experiences re: online teaching: Q1, Q2, Q3 courses on quality online teaching offered through the CTLT and CSU; Quality Online Teaching Academy (QOTA) offered via the CTLT; Blended/Hybrid course offered by the CTLT; co-facilitating six sections of the Q1 course (Introduction to Online Teaching and Learning) via the CTLT during Summer 2020; serving on the CSU-wide committee to revise the QLT rubric across CSUs during Summer 2021; serving as one of two online coaches for the CLA since Spring 2020, helping all CLA faculty with their online courses.



Course Learning Objective**Assessment Method by Modality**

Describe the variety of senior project types.

Canvas quiz; class discussions; formation of senior project groups and topics (for all modalities)

Establish an effective working relationship with a Senior Project team.

Interests worksheet; beginning of quarter survey; regular assignments as a group (e.g., writing paragraphs, drafting outline, lit review); giving feedback on discussion forums; team report cards (for all modalities)




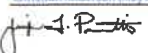
Operate the PsycINFO database skillfully.

Annotated bibliography; annotated outline of literature review; draft of literature review; ability to address instructor feedback (for all modalities)

Communicate a senior project topic and subtopics based on empirical literature.

Annotated bibliography; annotated outline of literature review; draft of literature review; ability to address instructor feedback (for all modalities)

Approval Signatures

Faculty Member/ Proposer 	Date <u>04/17/2023</u>
Department/Area Curriculum Chair 	Date <u>04/20/2023</u>
Department/Area Chair 	Date <u>04/21/2023</u>
College Curriculum Chair <u>Christian Anderson</u>	Date <u>05/08/2023</u>
College Associate Dean 	Date <u>05/08/2023</u>
ASCC Chair <u>Gregory S. Bole</u>	Date <u>06/08/2023</u>



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number CSC 365 Course Title Introduction to Database Systems
Proposer Name Aaron Keen Proposer Email akeen@calpoly.edu
Department Computer Science and Software Engineering College College of Engineering

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):

FT: 3 hours of lecture, 3 hours of lab.

FO: 3 hours of lecture, 3 hours of lab.

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):

FT: lecture, in-class problem-solving, lab exercises, lab demonstrations

FO: lecture, in-class problem-solving, lab exercises, lab demonstrations

3. Hours of instructor produced/curated asynchronous online instruction:

N/A



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4. Briefly describe planned methods of asynchronous direct instruction online (e.g., *text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

N/A

5. Hours of out-of-class work:

FT: 6 hours

FO: 6 hours

6. Briefly describe planned methods for engaging students in out-of-class work for online (e.g., *assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

Assigned reading, programming assignments, written (relational algebra) exercises, team project.

7. Enrollment capacity by modality.

(Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)

FT: 30

FO: 30

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Proctored exams drawing from a pool of questions. Assignments will be checked for similarities. Labs are used as a learning tool to aid in work on assignments. Team project will include evaluate of teamwork and contributions.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Alexander Dekhtyar, Lubomir Stanchev, Andrew Migler, and Lucas Pierce teach this course regularly. The first three have experience teaching online during the pandemic years, including this course. The College and Department expect training in online instruction before teaching in an online modality.









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Course Learning Objective	Assessment Method by Modality
Explain basic database management system architecture, components, and interfaces.	exams, written assignments
Query relational databases for data needed for computational and data-analytical problems.	programming assignment, lab exercises
Solve problems using SQL as a standalone and as an embedded language.	programming assignments, exams, project, project presentation, teamwork evaluation, lab exercises
Construct Entity-Relationship models from data descriptions.	exams, written assignments, lab exercises
Transform an Entity-Relationship model to a Relational Model.	written assignments, programming assignments, exams, lab exercises
Explain the ethical aspects of database use in society.	written assignments, exams

Approval Signatures

Faculty Member/ Proposer	 <small>Aaron Keen (Sep 25, 2023 17:43 PDT)</small>	Date	09/25/2023
Department/Area Curriculum Chair	 <small>Aaron Keen (Sep 27, 2023 13:39 PDT)</small>	Date	09/27/2023
Department/Area Chair	 <small>Aaron Keen (Sep 27, 2023 13:39 PDT)</small>	Date	09/27/2023
College Curriculum Chair	 <small>Bruce DeBruhl</small>	Date	09/27/2023
College Associate Dean	 <small>Zoe W. (Sep 27, 2023 15:25 PDT)</small>	Date	09/27/2023
ASCC Chair	 <small>Gregory S. Behr</small>	Date	10/10/2023



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number CSC 357 Course Title Systems Programming
Proposer Name Aaron Keen Proposer Email akeen@calpoly.edu
Department Computer Science and Software Engineering College College of Engineering

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):

FT: 3 hours lecture, 3 hours lab

FO: 3 hours lecture, 3 hours lab (web-conferencing software)

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):

FT: Lecture, small-group problem solving, demonstrations, individual and collaborative lab exercises

FO: Lecture, small-group problem solving, demonstrations, individual and collaborative lab exercises

3. Hours of instructor produced/curated asynchronous online instruction:

N/A



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Revised 03.24.23

4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

N/A

5. Hours of out-of-class work:

FT: 6 hours

FO: 6 hours

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

FT: Assigned reading, programming assignments, completion of lab exercises

FO: Assigned reading, programming assignments, completion of lab exercises

7. Enrollment capacity by modality.

(*Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.*)

FT: 30

FO: 30

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

FT/FO: Exams will be proctored and/or draw from a pool of questions, labs are deliberately collaborative to develop skills for the programming assignments, programming assignments are checked for excessive/disallowed collaboration using code similarity evaluation tools

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Irene Humer, Phil Nico, Dev Sisodia, Joydeep Mukherjee.

Irene Humer may teach this course in an FO modality (if allowed, this Spring). She has experience teaching this course in this modality from the forced online experience during the pandemic. Other instructors have similar experiences, but are not anticipating online offerings. This is effectively an "emergency" option.



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Course Learning Objective**Assessment Method by Modality**

Read and write complex programs in the C programming language.

FT/FO: Lab exercises, programming assignments.

Use standard UNIX user-level commands and the UNIX software development environment.

FT/FO: Lab exercises, exams/quizzes.

Discuss the architecture of the UNIX operating system from a system-programmer's perspective.

FT/FO: Exams/quizzes.







Write programs that use operating system services (system calls) directly.

FT/FO: Lab exercises, programming assignments.

Distinguish language features from operating system features.

FT/FO: Exam/quizzes.

Approval Signatures

Faculty Member/ Proposer	 Aaron Keen (Sep 27, 2023 14:08 PDT)	Date	09/27/2023
Department/Area Curriculum Chair	 Aaron Keen (Sep 27, 2023 14:08 PDT)	Date	09/27/2023
Department/Area Chair	 Aaron Keen (Sep 27, 2023 14:08 PDT)	Date	09/27/2023
College Curriculum Chair	 Bruce DeBrull	Date	09/27/2023
College Associate Dean	 Zoe W. (Sep 27, 2023 15:23 PDT)	Date	09/27/2023
ASCC Chair	 Gregory S. Bala	Date	10/10/2023

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2022-26 Catalog Course Edit Proposal - Modality

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2022-26 Catalog General Education (GE) Course Edit Proposal – Modality

Course Information

Course Number POLS 325 Course Title Global Political Issues
Proposer Name Ning Zhang Proposer Email nizhang@calpoly.edu
Department Political Science College CLA

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☒ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):

FT: 4 hours

Asynchronous Hybrid (HY): 2

Synchronous online (FO): 2

Remote Course (RO): 0

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):

FT: In-class lectures; in-class small and full group seminar-style discussions; in-class writings; videos screened during class sessions; student presentations
Asynchronous Hybrid (HY): short lectures, in-class seminar-style discussions; group discussion; in-class writings; student presentations
Synchronous online (FO): short lectures, in-class seminar-style discussions; group discussion; in-class writings; student presentations
RO: NA

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0 hours

Asynchronous Hybrid (HY): 2

Synchronous online (FO): 2

Remote Course (RO): 4



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Revised 03.24.23

4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

FT: NA

Asynchronous Hybrid (HY): Prerecorded asynchronous lectures; assigned videos/documentaries/movies/podcasts; instructor provided Canvas modules; additional embedded elements such as discussion questions, external links, recommended readings

Synchronous online (FO): Prerecorded asynchronous lectures; assigned videos/documentaries/movies/podcasts; instructor provided Canvas modules; additional embedded elements such as discussion questions, external links, recommended readings

Remote Course (RO): Prerecorded asynchronous lectures; assigned videos/documentaries/movies/podcasts; instructor provided Canvas modules; additional embedded elements such as discussion questions, external links, recommended readings

5. Hours of out-of-class work:

FT: 8 hours (homework)

Asynchronous Hybrid (HY): 8 (homework)

Synchronous online (FO): 8 (homework)

Remote Course (RO): 8 (homework)

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

FT: assigned readings; weekly reflections/ quizzes; faculty and mediated discussion board; student group discussion and research project; final research paper and presentation

Asynchronous Hybrid (HY): assigned readings; weekly reflections/ quizzes; faculty mediated discussion board; student group discussion and research project; final research paper and presentation

Synchronous Online (FO): assigned readings; weekly reflections/ quizzes; faculty mediated discussion board; student group discussion and research project; final research paper and presentation

RO: assigned readings; weekly reflections/ quizzes; faculty mediated discussion board; final research paper.

7. Enrollment capacity by modality.

(Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)

FT: 30

HY: 30

FO: 30

RO: 30

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Generally, the assignments in this course are designed to avoid typical violations of academic integrity, e.g. by emphasizing student-specific research projects and research papers. Reading responses, weekly reflections, and original research papers require original thinking, opinion-based and analytical writing that does not easily lend itself to academic misconduct. Midterm and final exams are "open book" and require an analytical research essay that allows access to any materials the student requires. All assignments come with instructions that clarify how to properly cite sources to avoid plagiarism.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Ning Zhang, Anika Leithner, both faculty members have taught Cal Poly courses online during the 2020-2022 academic years.



Course Learning Objective

Observe, identify, and analyze key themes, motifs, concepts and theories in important political phenomena and development in contemporary global politics.

Explain the institutional, behavioral, cultural and historical factors that drive and mold important political phenomena and development in contemporary international politics.

Analyze, evaluate, and appreciate political views and perspectives of our own and those of other countries/peoples/groups from a cultural perspective and to critically examine and evaluate political systems of the U.S. and other countries in the world.

Master and apply skills related to empathetic learning and critical thinking.

Assessment Method by Modality

FT, HY, FO: Reading responses/weekly reflections, in class discussion, midterm and final exams, research paper.
RO: Reading responses/weekly reflections, midterm and final exams, research paper.

FT, HY, FO: Reading responses/weekly reflections, in class discussion, midterm and final exams, research paper.
RO: Reading responses/weekly reflections, midterm and final exams, research paper.

FT, HY, FO: Reading responses/weekly reflections, in class discussion, midterm and final exams, research paper.
RO: Reading responses/weekly reflections, midterm and final exams, research paper.

FT, HY, FO: Reading responses/weekly reflections, in class discussion, midterm and final exams, research paper.
RO: Reading responses/weekly reflections, midterm and final exams, research paper.

Approval Signatures

Faculty Member/ Proposer	<u><i>Ning Zhang</i></u>	Date	<u>04/25/2023</u>
Department/Area Curriculum Chair	<u><i>Shelley L Hurt</i></u> <small>Shelley L Hurt (Apr 30, 2023 19:57 PDT)</small>	Date	<u>04/30/2023</u>
Department/Area Chair	<u><i>Ning Zhang</i></u>	Date	<u>04/30/2023</u>
College Curriculum Chair	<u><i>Christian Anderson</i></u> <small>Christian Anderson (May 5, 2023 11:12 PDT)</small>	Date	<u>05/05/2023</u>
College Associate Dean	<u><i>J. I. Patis</i></u>	Date	<u>05/08/2023</u>
GEGB Chair	<u><i>Samuel Frame</i></u> <small>Samuel Frame (Sep 28, 2023 11:10 PDT)</small>	Date	<u>09/28/2023</u>
ASCC Chair	<u><i>Gregory S. Boh</i></u>	Date	<u>10/10/2023</u>

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2022-26 Catalog General Education (GE) Course Edit Proposal – Modality

Course Information

Course Number POLS 337 Course Title U.S. and China in the Contemporary World
Proposer Name Ning Zhang Proposer Email nizhang@calpoly.edu
Department Political Science College CLA

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (*may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent*):

FT: 4 hours

Asynchronous Hybrid (HY): 2

Synchronous online (FO): 2

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (*e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.*):

FT: In-class lectures; in-class small and full group seminar-style discussions; in-class writings; videos screened during class sessions; student presentations

Asynchronous Hybrid (HY): short lectures, in-class seminar-style discussions; group discussion; in-class writings; student presentations

Synchronous online (FO): short lectures, in-class seminar-style discussions; group discussion; in-class writings; student presentations

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0 hours

Asynchronous Hybrid (HY): 2

Synchronous online (FO): 2



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4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

FT: NA

Asynchronous Hybrid (HY): Prerecorded asynchronous lectures; assigned videos/documentaries/movies/podcasts that are directly relevant to key concepts and ideas discussed in pre-recorded lectures; instructor provided Canvas modules with relevant course content and additional embedded elements such as discussion questions, external links, recommended readings, and/or other assignments assignments

Synchronous online (FO): Prerecorded asynchronous lectures; assigned videos/documentaries/movies/podcasts that are directly relevant to key concepts and ideas discussed in pre-recorded lectures; instructor provided Canvas modules with relevant course content and additional embedded elements such as discussion questions, external links, recommended readings, and/or other assignments assignments

5. Hours of out-of-class work:

FT: 8 hours (homework)

Asynchronous Hybrid (HY): 8 (homework)

Synchronous online (FO): 8 (homework)

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

FT: assigned readings; weekly reflections/reading quizzes; faculty and non-faculty mediated discussion board; final research paper; final presentation
Asynchronous Hybrid (HY): assigned readings; weekly reflections/reading quizzes; faculty and non-faculty mediated discussion board; final research paper; final presentation

Synchronous Online (FO): assigned readings; weekly reflections/reading quizzes; faculty and non-faculty mediated discussion board; final research paper; final presentation

7. Enrollment capacity by modality.

(*Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.*)

FT: 30

Asynchronous Hybrid (HY): 30

Synchronous online (FO): 30

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Weekly reflections are content-specific in the sense that students are supposed to reflect on their understanding of readings, visual and lectures of that week. The research project is also tailored closely to the students' individual interests. They work through several drafts closely with me.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Ning Zhang (POLS) will teach this course in all/any modalities indicated. She has experience with online teaching and learning in POLS courses during the 2020-21 and 2021-22 academic years.



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Course Learning Objective

Observe, identify, and analyze key concepts and theories in comparative politics and international relations and apply them to U.S.-China relations.

Explain the critical roles that culture plays in shaping the perceptions, images, and knowledge widely held in the U.S. about China. Analyze the reciprocal relations between power and truth/knowledge in the U.S.' and China's understanding of the other. .

Describe, analyze and explain key issues, critical junctures, and political developments in the history of U.S.-China relation of the past two hundred years.

Conduct literature review as well as gather and analyze original data specific to student research on U.S.-China relations. .

Effectively communicate and collaborate with people from different cultural backgrounds in both international and domestic contexts.

Assessment Method by Modality

For all modalities: Reading responses/weekly reflections, in class discussion, midterm and final exams, case studies, research paper

For all modalities: Reading responses/weekly reflections, in class discussion, midterm and final exams, case studies, research paper

For all modalities: Reading responses/weekly reflections, in class discussion, midterm and final exams, case studies; research paper

For all modalities: Reading responses/weekly reflections, in class discussion, midterm and final exams, case studies, research paper

For all modalities: Reading responses/weekly reflections, in class discussion, midterm and final exams, case studies, research paper

Approval Signatures

Faculty Member/ Proposer	<u>Ning Zhang</u>	Date	<u>04/25/2023</u>
Department/Area Curriculum Chair	<u>Shelley L. Hurt</u> <small>Shelley L. Hurt (Apr 30, 2023 15:57 PDT)</small>	Date	<u>04/30/2023</u>
Department/Area Chair	<u>Ning Zhang</u>	Date	<u>04/30/2023</u>
College Curriculum Chair	<u>Christian Anderson</u> <small>Christian Anderson (May 5, 2023 11:09 PDT)</small>	Date	<u>05/05/2023</u>
College Associate Dean	<u>Jim I. Patis</u>	Date	<u>05/08/2023</u>
GEGB Chair	<u>Samuel Frame</u> <small>Samuel Frame (Sep 28, 2023 11:48 PDT)</small>	Date	<u>09/28/2023</u>
ASCC Chair	<u>Gregory S. Bohn</u>	Date	<u>10/10/2023</u>



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number POLS 518 Course Title Public Policy Analysis
Proposer Name Nancy Arrington Proposer Email naarring@calpoly.edu
Department Political Science College Liberal Arts

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☒ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):

HY: 4
FT: 6
FO: 6
RO: 0

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):

Lecture, small-group discussion, small-group problem solving, demonstrations

3. Hours of instructor produced/curated asynchronous online instruction:

HY: 2
FT: 0
FO: 0
RO: 6



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4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

Recorded lectures, written exercises, problem sets, reflection essays, case-studies

5. Hours of out-of-class work:

9 across all modalities

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

Assigned readings, homework, written papers, group projects

7. Enrollment capacity by modality.

(*Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.*)

24 across all modalities

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Students are assessed with a variety of methods and course-specific problem sets/essays/projects

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Dr. Leanne Giordono's previous teaching experience includes both on-line (Political Science Research Methods) and hybrid (Family Policy) formats, in addition to in-person classes. She also took Inclusive Teaching Online Training while a Postdoctoral Scholar at Oregon State University.



Course Learning Objective

Recognize the purpose and history of policy analysis, including major shifts and approaches to situate current public policy problems within the broader social and political context (MPP PLO 1, 3, 6)

Identify common approaches to policy analysis and evaluation and justify the selection of various methods given the context of a public policy problem (MPP PLO 1, 3, 5)

Practice leadership and cooperation in the context of group work (MPP PLO 1, 3)

Identify and apply appropriate tools, methods, and approaches to provide insight into specific policy problems (MPP PLO 1, 2, 3, 5, 6)

Effectively communicate findings and recommendations from policy analysis through both written memos and orally (MPP PLO (1, 2, 3, 5, 6)

Assessment Method by Modality

Written exercises, problem sets, reflections, exams, essays





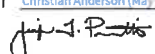

Written exercises, problem sets, reflections, exams, essays

Written exercises, problem sets, reflections, exams, essays

Written exercises, problem sets, reflections, exams, essays

Written exercises, problem sets, reflections, exams, essays

Approval Signatures

Faculty Member/ Proposer	 <u>Nancy Arrington (May 12, 2023 13:37 PDT)</u>	Date	<u>05/12/2023</u>
Department/Area Curriculum Chair	 <u>Shelley L. Hurt (May 12, 2023 14:13 PDT)</u>	Date	<u>05/12/2023</u>
Department/Area Chair	 <u>Ning Zhang</u>	Date	<u>05/16/2023</u>
College Curriculum Chair	 <u>Christian Anderson (May 17, 2023 08:25 PDT)</u>	Date	<u>05/17/2023</u>
College Associate Dean	 <u>J. I. P...</u>	Date	<u>05/17/2023</u>
ASCC Chair	 <u>Gregory S. Bala</u>	Date	<u>10/10/2023</u>

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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number POLS 590 Course Title Graduate Seminar
Proposer Name Nancy Arrington Proposer Email naarring@calpoly.edu
Department Political Science College Liberal Arts

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☒ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (*may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent*):

FT: 4

FO: 4

LO: 4

HY: 2

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (*e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.*):

Lecture, one-on-one collaboration regarding student projects; small group problem-solving/assignments

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0

FO: 0

LO: 0

HY: 2



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4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

Recorded Lectures, text-based learning modules, guided progress check-in assignments, faculty

5. Hours of out-of-class work:

8, Regardless of modality

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

Assigned readings, interim project reports, faculty-reviewed self-assessment essays

7. Enrollment capacity by modality.

(*Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.*)

24 for all modality types

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Students will submit drafts, progress, reports, and self-reflections throughout so that the instructor can track the progress of project development over time.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Nancy Arrington taught POLS 590 virtually during the COVID-19 pandemic and completed the ACUE Effective Online Teaching course through the Cal POLY CTLT.



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Course Learning Objective

Generate an original piece of research that demonstrates an understanding of the general components of research design (MPP PLO 1, 2, 3, and 5)

Evaluate and critique relevant literatures and research designs for coherence, ability to meet goals, and communication in order to develop their own ability to construct research projects. (MPP PLO 2, 3, and 6)

Develop and implement a data collection and analysis plan to effectively generate insight into a chosen research question (MPP PLS 1, 2, 5, and 7)

Present research findings in front of an audience in a way that tells a compelling narrative, highlights empirical challenges, summarizes data collection and analysis, and situates findings into the broader socio-political context. (MPP PLO 1, 2, 3, 5, 7)

Assessment Method by Modality





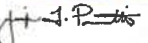

Interim assignments, final research project, and final research presentation

Interim assignments, final research project, and final research presentation

Interim assignments, final research project, and final research presentation

Interim assignments, final research project, and final research presentation

Approval Signatures

Faculty Member/ Proposer	 <u>Nancy Arrington (Apr 24, 2023 14:08 PDT)</u>	Date	<u>04/24/2023</u>
Department/Area Curriculum Chair	 <u>Shelley L. Hurt (Apr 30, 2023 19:58 PDT)</u>	Date	<u>04/30/2023</u>
Department/Area Chair	 <u>Ning Zhang</u>	Date	<u>04/30/2023</u>
College Curriculum Chair	 <u>Christian Anderson (May 5, 2023 11:09 PDT)</u>	Date	<u>05/05/2023</u>
College Associate Dean	 <u>J. I. P. Davis</u>	Date	<u>05/08/2023</u>
ASCC Chair	 <u>Gregory S. Behr</u>	Date	<u>10/10/2023</u>

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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number POLS 595 Course Title Directed Readings for MPP Comprehensive Exams
Proposer Name Nancy Arrington Proposer Email naarring@calpoly.edu
Department Political Science College Liberal Arts

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☒ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent):

FT: 2

FO: 2

LO: 2

HY: 1

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.):

Lecture, class discussion, small-group discussion, demonstrations

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0

FO: 0

LO: 0

HY: 1



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4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

Recorded Lectures, faculty-mediated discussions

5. Hours of out-of-class work:

4 hours across all modalities

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

Practice questions, annotated bibliography assignment, progress assignments

7. Enrollment capacity by modality.

(*Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.*)

24 across all modalities

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

Course will follow MPP and Department policies about academic dishonesty; instructor collaboration with annotated bibliography assignments provides holistic assessment of progress.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Dr. Arrington completed the ACUE: Effective Online Teaching Practices" course through the CTLT during the 2020-2021 school year; Dr. Giordono completed the Inclusive Teaching Online Training while a postdoctoral scholar at Oregon State University. Both Dr. Arrington and Dr. Giordono, along with Dr. Battle and Dr. Latner have all taught various classes online in the past.



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Course Learning Objective**Assessment Method by Modality**

Identify recent and relevant peer-reviewed literature about a substantive policy issue (PLO 1, 2, 3)

Annotated bibliography assignment

Summarize key lessons of the MPP core course work (PLO 1, 2, 3)

Practice question assignments


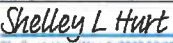


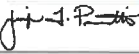
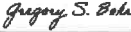
Synthesize their policy relevant knowledge in order to answer process-based policy questions (PLO 1, 2, 3, 5)

Practice question assignments

Apply general policy knowledge to a specific substantive issue area (PLO 1, 2, 3, 5)

Practice Question assignment, Annotated bibliography assignment

Approval Signatures

Faculty Member/ Proposer 	Date <u>05/05/2023</u>
Department/Area Curriculum Chair 	Date <u>05/06/2023</u>
Department/Area Chair 	Date <u>05/08/2023</u>
College Curriculum Chair 	Date <u>05/08/2023</u>
College Associate Dean 	Date <u>05/08/2023</u>
ASCC Chair 	Date <u>10/10/2023</u>



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number SPAN 207 Course Title Introduction to Spanish Linguistics
Proposer Name Silvia Marijuan Proposer Email smarijua@calpoly.edu
Department World Languages and Cultures College Liberal Arts

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☒ Local Course, Online (LO)
☒ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (*may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent*):

FT: 4 hours; HY: 2 hours; FO: 2-4 hours; RO: 0 hours; LO: 0 hours

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (*e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.*):

FT: Lecture with in-class activities done individually or in groups, small group discussion, student presentations, assessments (e.g., quizzes, midterms, final exam) given face-to-face

FO: Zoom lecture with in-class activities done individually or in groups online, small group discussions online, assessments (e.g., quizzes, midterms, final exam) given synchronously online

HY: Lecture with in-class activities and major assessments (e.g., midterms, final exam) held face-to-face

LO: Orientation to the course and major assessments (e.g., midterms, final exam) given face-to-face

3. Hours of instructor produced/curated asynchronous online instruction:

FT: 0 hours, HY: 2 hours, FO: 2-0 hours, RO: 4 hours, LO: 4 hours



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4. Briefly describe planned methods of asynchronous direct instruction online (e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.):

FT: None

HY: Text-based learning modules, some recorded video lectures, readings and other resources provided by the instructor (e.g., assigned videos), faculty mediated discussion boards, online student reflections, online quizzes

FO and RO: Text-based learning modules, recorded video lectures, readings or other resources provided by the instructor (e.g., assigned videos), faculty mediated discussion boards, online quizzes, online major assessments (e.g., midterms, final exam)

LO: Text-based learning modules, recorded video lectures, readings or other resources provided by the instructor (e.g., assigned videos), online student reflections, faculty mediated discussion boards

5. Hours of out-of-class work:

FT: 8 hours, HY: 8 hours, FO: 8 hours, RO: 8 hours, LO: 8 hours

6. Briefly describe planned methods for engaging students in out-of-class work for online (e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.):

For all modalities: Daily assigned reading and practice linguistic exercises; homework linguistic exercises; discussion boards and reflections; online quizzes; individual and/or group projects

7. Enrollment capacity by modality.

(Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.)

For all modalities (FT, HY, FO, RO and LO): 24

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

The course syllabus has specific policies about academic honesty: (a) Plagiarism and course honesty. In severe cases, students will be reported to the Office of Student Rights and Responsibilities. (b) Chatbot policy: students are not allowed to use chatbots or similar AI or virtual writing aids to complete any assignments. A chatbot detection service like GPT Zero will be used in cases when chatbot use is suspected.

Online midterm and final exam items are randomized and extracted from a question group on Canvas. The instructor settings on Canvas randomly pull a smaller number of questions from that group for each exam so that every student has a unique exam to take in specific period of time.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Dr. Silvia Marijuan (FT, HY, FO, RO, LO).

Dr. Silvia Marijuan has solid experience and training teaching online both synchronously and asynchronously.

She was a CLA Online Teaching Fellow in AY 2017-2018.

She has completed several additional trainings with CTLT including: Inclusive Course Design, Implementing the Universal Design for Learning Guidelines, Summer 2020; Creating Accessible Canvas Content, Summer 2020.

In AY 2020-2021, Dr. Marijuan completed the year-long training (25 online modules) of effective online teaching principles and practices with the ACUE (Association of College and University Educators). Finally, Dr. Marijuan was one the Faculty Technology Fellow for Virtual Learning (Fall 2019) facilitating and supporting colleagues in delivering teaching content in the online environment during the start of the pandemic due to Covid-19.



Course Learning Objective

Analyze different linguistic components of the Spanish language, including Spanish dialects, (pronunciation, word formation, sentence formation, meaning, discourse in content)

Discuss the relationship between language, society, and culture in the US and the world

Identify characteristics of Spanish in the US, especially in the state of California (including local Latinx communities) and its perception by normative institutions

Explore the relationship between language and identity features (for example, age, gender, race, ethnicity)

Examine different types of bilingual education and the current state of bilingual/multilingual policies in California

Apply linguistic knowledge and social science tools to developing a research project that further explores a topic covered in class or closely related topics

Assessment Method by Modality

FT: in-class/group discussions, quizzes, exercises, midterm.
HY: in-class/group discussions, online exercises/quizzes/midterm
FO: synchronous/asynchronous discussions, online quizzes/midterm, online exercises
RO and LO: asynchronous discussions, online quizzes/midterm, online exercises

FT: in-class/group discussions, reflections, midterm.
HY: in-class/group discussions, online reflections, online midterm
FO: synchronous/asynchronous discussions, online reflections, online midterm
RO and LO: asynchronous discussions, online reflections, online midterm




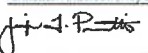
FT: in-class/group discussions, quizzes, exercises, midterm.
HY: in-class/group discussions, online exercises/quizzes/midterm
FO: synchronous/asynchronous discussions, online quizzes/midterm, online exercises
RO and LO: asynchronous discussions, online quizzes/midterm, online exercises

FT: in-class/group discussions, presentations, midterm.
HY: in-class/group discussions and presentations, online discussions, online midterm
FO: synchronous/asynchronous discussions, online presentations/quizzes/midterm
RO and LO: asynchronous discussions boards, online midterm

FT: in-class/group discussions, quizzes, midterm
HY: in-class/group discussions, online discussion boards, online quizzes/midterm
FO: synchronous/asynchronous discussions boards, online quizzes/midterm
RO and LO: asynchronous discussions boards, online quizzes/midterm

All modalities: Final Research Project submitted on Canvas. 1,500 minimum number of words (in addition to the project proposal) & reflection
FT and FO: Oral presentation of the main findings of their Final Research project (5 - 7 minutes)

Approval Signatures

Faculty Member/ Proposer		Date	05/01/2023
Department/Area Curriculum Chair	 John Thompson (May 2, 2023 10:55 PDT)	Date	05/02/2023
Department/Area Chair	Karen Muñoz-Christian	Date	05/02/2023
College Curriculum Chair	 Christian Anderson (May 8, 2023 12:04 PDT)	Date	05/08/2023
College Associate Dean		Date	05/08/2023
ASCC Chair	Gregory S. Boh	Date	06/08/2023



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2022-26 Catalog Course Edit Proposal – Modality

Course Information

Course Number SPAN 380 Course Title Spanish for the Professions
Proposer Name Martha Galvan Mandujano Proposer Email mgalvanm@calpoly.edu
Department World Languages and Cultures College College of Liberal Arts

Course Delivery and Resources

What is the primary modality in which this course is intended to be taught?

- ☒ Face to Face, Traditional (FT) ☐ Face to Face, Online (FO) ☐ Local Course, Online (LO)
☐ Remote Course, Online (RO) ☐ Hybrid Course (HY)

Indicate other modalities in which this course is intended to be taught?

- ☐ Face to Face, Traditional (FT) ☒ Face to Face, Online (FO) ☒ Local Course, Online (LO)
☒ Remote Course, Online (RO) ☒ Hybrid Course (HY)

Complete the following about direct instruction and out-of-class work for EACH of the modalities selected above. Note: For each modality listed above, please include the hours estimated on a weekly basis. For example FT: x hours, FO: y hours, etc.

1. Hours of in person or synchronous online instruction (*may include instruction through web-conferencing software such as Zoom, Skype, Microsoft Teams, or its equivalent*):

FT: 4 hours

HY: 2

FO: 4 hours

RO: 0 hours

2. Briefly describe planned methods of direct instruction face-to-face or synchronous (*e.g., lecture, discussion, small group problem-solving, videos, demonstrations, etc.*):

FT and HY: Lectures, Discussions, problem solving.
Small group activities using the four skills: Listening, Writing, Reading and Writing.
Group oral presentations and conduct interviews with their peers.
High stake and low stake activities.
Finally time for Q&A at the end of the face to face meeting.

FO: Lectures in Zoom and recorded in Canvas. Discussions in Canvas.
Small group activities using the four skills: Listening, Writing, Reading and Writing in Zoom and Flipgrid.
Group oral presentations and conduct interviews with their peers in Zoom.
High stake and low stake activities in Canvas, Padlet and Kahoot.

3. Hours of instructor produced/curated asynchronous online instruction:

FT and FO: 0 hours

HY: 2

RO: 4 hours



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4. Briefly describe planned methods of asynchronous direct instruction online (*e.g., text-based learning modules, screencast lectures, lecture transcripts, recorded podcasts, assigned videos, faculty-mediated discussions, quizzes/exams, etc.*):

HY: Text-based learning modules, assigned videos, faculty-mediated discussions, quizzes/exams, sound recordings, visual art

RO: Text-based learning modules, recorded lectures, assigned videos, faculty-mediated discussion boards, videos, quizzes/exams, sound recordings, visual art

5. Hours of out-of-class work:

8 hours per week, regardless of modality

6. Briefly describe planned methods for engaging students in out-of-class work for online (*e.g., assigned reading, homework problems, non-faculty mediated discussion board posts, individual/group projects, papers, service-learning, etc.*):

Assigned interviews with members of the Latino/a/x community in San Luis Obispo County.
Homework problems, quizzes, recorded videos for listening and comprehension activities, compositions and individual and group projects and interviews for service-learning project.

7. Enrollment capacity by modality.

(*Faculty may not be required to teach more students in an online modality than they would be assigned to teach in a face-to-face modality.*)

24

8. Please include a list of measures that will be employed to ensure academic honesty in the assessment of students' attainment of the CLOs.

The students should cite any sources use in the papers in APA or MLA styles. Use Turnitin.com.

*Produce fair exam question pools and also have a bank. Use quiz banks and randomize the questions and answers so that students have a more difficult time sharing answers. (when using online quizzes)

Have the high-stakes assessments like exams in class.

Set the guidelines and expectations since the beginning of the course.

9. Indicate the names of faculty members who will initially teach the course. If one (or more) of the online modalities (FO, RO, LO, & HY) are being proposed, please briefly provide the faculty members' prior online experience and/or training.

Dr. Martha Galvan-Mandujano will teach this course FT, FO and HY,. This courses been taught successfully FT for more than 4 Years. These courses were successfully taught online in FO, HY, and RO modalities during COVID-19 Emergency Teaching. . Dr. Galván Mandujano has taken courses for online teaching and hybrid teaching through CTLT at Cal Poly and other campuses.



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Course Learning Objective**Assessment Method by Modality**

CLO 1: Select and apply communicative strategies while engaging with Spanish speaking members of the Latino/a/x community

Low and High Stake Activities (FT, HY, FO, RO)
Problem Set 1: Reading Project ((FT, HY, FO, RO)
Problem Set 2: Listening Project (FT, HY, FO, RO)

CLO 2: Recognize, define, and employ appropriate concepts of professional terminology in Spanish to communicate with individuals in various professional settings

Participation
Exams (FT, HY, FO, RO)
Final Project (FT, HY, FO, RO)
Service-Learning Research or Service (FT, HY, FO, RO)
Reading Project (FT, HY, FO, RO)
Interview Group Presentation (FT, HY, FO, RO)
Reading Project (FT, HY, FO, RO)
Exams (FT, HY, FO, RO)

CLO 3: Identify important professional leaders and organizations serving the Latino/a/x community in San Luis Obispo County

Interview Group Presentation (FT, HY, FO, RO)
Reading Project ((FT, HY, FO, RO)

CLO 4: Analyze and explain the significance of professional texts and videos in Spanish

Exams (FT, HY, FO, RO)
Final Project (FT, HY, FO, RO)
Service-Learning Research or Service (FT, HY, FO, RO)
Reading Project (FT, HY, FO, RO)
Problem Set 2: Listening Project (FT, HY, FO, RO)

CLO 5: Perform various professional communicative tasks in Spanish

Participation (FT, HY, FO, RO)
Discussions in Canvas (FT, HY, FO, RO)
Final Project (FT, HY, FO)
Group Presentation or Zoom Recording ((FT, HY, FO, RO)

CLO 6: Identify, explain, and analyze Spanish-speaking socio-cultural factors relevant to professional services in Latin America, Spain or the United States.

Service-Learning Research or Service (FT, HY, FO, RO)
Problem Set 1: Reading Project (FT, HY, FO, RO)
Problem Set 2: Listening Project (FT, HY, FO, RO)
Group Presentation or Zoom Recording (FT, HY, FO, RO)

Approval Signatures

Faculty Member/ Proposer	<u>Martha Galvan Mandujano</u>	Date	<u>05/09/2023</u>
Department/Area Curriculum Chair	<u>Christian Anderson</u> <small>Christian Anderson (May 11, 2023 11:17 PDT)</small>	Date	<u>05/11/2023</u>
Department/Area Chair	<u>Karen Muñoz-Christian</u>	Date	<u>05/11/2023</u>
College Curriculum Chair	<u>Christian Anderson</u> <small>Christian Anderson (May 11, 2023 12:14 PDT)</small>	Date	<u>05/11/2023</u>
College Associate Dean	<u>John I. Parris</u>	Date	<u>05/11/2023</u>
ASCC Chair	<u>Gregory S. Behr</u>	Date	<u>06/08/2023</u>

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Per the CLA representative to ASCC, the LO modality was checked in error, and is not desired.