CAL POLY
Academic Senate
ACADEMIC AFFAIRS

Meeting of the Academic Senate Executive Committee

Tuesday, October 1, 2019
01-409, 3:10 to 5:00pm

I. **Minutes**: Approval of September 24, 2019 minutes (pp. 2-3)

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Statewide Senate:
- E. CFA:
- F. ASI:

IV. **Business Item(s)**:
- A. **Confirmation of CENG Senator**
- B. **Appointment of Maria Zavala to USCP Review Committee as Faculty at Large Representative:** (p. 4)
- C. **Approval of 2019-2020 Committee Charges**: (pp. 5-6)
- D. **Appointment of 2 Faculty at Large representative for OCOB Dean Search Committee**: (handouts to be given at meeting)
- E. **Convene a Working Group on Technology Ethics, to be directed by the Ethics + Emerging Sciences Group:** Dustin Stegner

V. **Discussion Item(s)**:
- A. **GE Pathways Work Group:** Dustin Stegner (pp. 7-19)
- B. **Discussion on a Course Renewal Task Force:** Dustin Stegner
- C. **Discussion on a Double Major Policy Task Force:** Dustin Stegner

VI. **Adjournment**:

Meeting of the Academic Senate Executive Committee

Tuesday, September 24, 2019

01-409, 3:10 to 5:00pm

I. **Minutes**: none.

II. **Communication(s) and Announcement(s)**: none.

III. **Reports**:

A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, announced that the Provost Search launched Thursday, September 26. Stegner also shared that the Academic Senate Chair now sits on the Provost's Leadership Council and that faculty will be included in the WASC workgroups.

B. President's Office: Jessica Darin, Chief of Staff, reported on the CSU Board of Trustees agenda items and the Provost Search Committee process. Darin also announced that the CSU has updated the list of travel-ban states and that the Strategic Diversity Leadership Institute will be held on campus on October 17 and 18.

C. Provost: Mary Pedersen, Interim Provost, reported that the Provost's Office has met three of their four Graduation Initiative goals and their attention will now be focused on increasing retention.

D. Statewide Senate: Gary Laver and Steve Rein, Statewide Senators, discussed the CSU general obligation bond as well as AB-1460, a bill that would establish an ethnic studies requirement for all CSU campuses, and the Statewide Senate's stance on the issue. Additionally, Catherine Nelson, Statewide Senate Chair, will be at the Academic Senate meeting on October 8.

E. CFA: Lewis Call, CFA President, announced that the CFA Bargaining Survey is live. The survey is available at: https://surveymonkey.com/r/CFABargSurvey2019.

F. ASI: Mark Borges, ASI President, and Rob Moore, Chair of ASI Board of Directors, reported that ASI will continue their voter registration and other civic engagement efforts this year with the $25,000 donation from the Grant family.

IV. **Business Item(s)**:

A. **Appointments to Academic Senate Committees for the 2019-2020 term.**

M/S/P to approve the following appointments to Academic Senate Committees:

College of Agriculture and Environmental Design

Budget and Long-Range Planning Committee
Richard Volpe, Agribusiness
Distinguished Scholarship Awards Committee
Scott Steinmaus, Horticulture and Crop Science
Diversity Committee
Siroj Pokharel, Animal Science
GE Governance Board
Bwalya Malama, NRES
Sustainability Committee
Yiwen Chiu, NRES

College of Agriculture and Environmental Design

Diversity Committee
Amir Hajrasouliha, City and Regional Planning

Orfalea College of Business

Sustainability Committee
Joongmin Shin, Industrial Technology and Packaging

College of Engineering

Budget and Long-Range Planning Committee
Andrew Davol, Mechanical Engineering
Curriculum Committee
Aaron Keen, Computer Science
Diversity Committee
Foaad Khosmood, Computer Science
GE Governance Board
Phillip Nico, Computer Science
Grants Review Committee
Robb Moss, Civil and Environmental Engineering

College of Liberal Arts

Budget and Long-Range Planning Committee
Lauren Kolodziejski, Communications Studies
Diversity Committee
Denise Isom, Ethnic Studies

College of Science and Math
Diversity Committee
Francis Villablanca, Biological Sciences
Faculty Affairs Committee
Eric Jones, Chemistry and Biochemistry
GE Governance Board
Samuel Frame, Statistics

Professional Consultative Services
Diversity Committee
Mark Bieraugel, Library
GE Governance Board
Kaila Bussert, Library
Academic Senate Curriculum Appeals Committee
Brenda Helmbrecht, English (Group 2)
Doug Keesy, English (Group 1)

B. **Appointment of Academic Senate Diversity Committee Chair for 2019-2020 term.**
M/S/P to appoint Marilyn Tseng, Kinesiology and Public Health, as Academic Senate Diversity Committee Chair for the 2019-2020 term.

C. **Appointments to University Committees for the 2019-2020 term.**
M/S/P to make the following appointments to University Committees for the 2019-2020 term:

Academic Assessment Council
Silvia Marijuan, World Languages and Cultures
Institutional Animal Care and Use Committee
Heather Liwanag, Biological Sciences

Status of Women Committee
Tina Cheuk, School of Education
Student Health Advisory Committee
Ryan Hubbard, Campus Health and Wellbeing

D. **Appointment of Grace Yeh, CLA as substitute for José Navarro for Fall Quarter 2019.**
M/S/P to appoint Grace Yeh, CLA, as substitute for José Navarro for Fall Quarter 2019.

E. **Appointment of John Thompson to fill CLA representative vacancy for 2019-2020 term.**
M/S/P to appoint John Thompson to fill CLA representative vacancy for the 2019-2020 term.

F. **Appointment of Lubomir Stanchev, CENG, as a replacement for Davide Falessi for 2019-2020 term.**
M/S/P to appoint David Stanchev, CENG, as a replacement for Davide Falessi for 2019-2020 term.

V. **Discussion Item(s)**: none.

VI. **Adjournment**: 5:08 p.m.

Submitted by,

Katie Terou

Katie Terou, Academic Senate Student Assistant

USCP Review Committee

2 Faculty at Large

Maria Zavala, CENG Student Services (13 years at Cal Poly)

I have worked as an academic advisor for the college of engineering and have experienced many changes throughout the years. I enjoy working in teams to strategize new and creative opportunities that welcome diversity amongst students, staff and faculty. A big part of my job is focused on international education for our engineering students (as the study abroad advisor for our college) and I also enjoy working with underrepresented students. Both populations bring diversity to the college. I identify as a minority (woman), first generation, and person of color and hope to use my personal and professional experiences to make a positive difference for our college.

Charges for Fall 2019
Academic Senate Committees

Budget and Long-Range Planning Committee

- Mapping of University budget and reports to the Academic Senate. **AY 2019-2020**
- Continue discussion of faculty representative on university budget formation. **AY 2019-2020**

Curriculum Committee

- Consult with Academic Senate Task Force on e-learning addendum. **Ongoing.**
- Review of curriculum proposals. **Ongoing.**
- Resolution on 51% Requirement (collaboration with Bruno Giberti, APP) **Fall 2019**
- Resolution on Double Counting **AY 2019-2020**

Distinguished Scholarship Awards Committee

- Evaluate candidates and recommend recipients for the Distinguished Scholarship Award. **Ongoing**

Distinguished Teaching Awards Committee

- Evaluate candidates and recommend recipients for the Distinguished Teaching Award. **Ongoing**

Diversity Committee

- Discussion and Possible Resolution on DEI PLOs. **AY 2019-2020**
- Faculty Input on CPX Results and Action Plan Items. **Fall 2019**

Faculty Affairs Committee

- Update university-level personnel policies document**. AY 2019-2020**
- Discussion of continuation of equity programs. **AY 2019-2020**
- Revision of office hour policy for UFPP**. AY 2019- 2020**
- Discussion of faculty input for academic associate deans**. Spring 2020**

Fairness Board

- Address academically related, grading, matters for students and instructors. **As needed**
- Discuss revision of procedures regarding committee member refusal. **Fall 2019**
- Review bylaws to consider issues such as grievances after graduation and 60-day grade change requirement and who, other than the students, is entitled to be involved or informed with regards to a case. **AY 2019-2020**

GE Governance Board

- Review GETF report and prepare resolutions, where appropriate, for GE revision. **Fall 2019**
- Review of curriculum proposals: catalog cycle proposals and continuous course review proposal. **Ongoing.**
- Explore "course renewal" cycle (in tandem with ASCC). **Ongoing**
- Guide GE Area Workgroups and D&I Workgroup. **AY 2019- 2020**
- Revising GE PLO's **AY 2019-2020**

Grants Review Committee

- Review of RSCA Grants, **ongoing**

Instruction Committee

- Discuss ways to raise faculty and students' awareness about academic dishonesty/plagiarism. **AY 2019-2020**
- Revision of campus cheating policy. **Fall 2019**
- Work with Registrar's office on a new resolution on waitlist/permission numbers (from Registrar's report to the Academic Senate). **AY 2019-2020**
- Review consultative process between the Academic Senate and the Registrar's Office for changes to enrollment and registration that affect how faculty conduct their courses. **Spring 2019**
- Resolution on Adoption of Instructional Materials (collaboration with Patrick O'Sullivan, CTLT) **Fall 2019**
- Discussion on Possible Revision of WU Policy, **Fall 2019**
- Discussion of commencement schedule options for 2021, **Fall 2019 or Winter 2020**

Research, Scholarship, and Creative Activities Committee

- Collaborate with Research and Development on new RFP process. **AY 2019-2020**
- Collaborate with Research and Development on ORCHID Institutional Identifier; possible support resolution to follow **Fall 2019/Winter 2020**
- Identify college level support opportunities for RSCA. **AY 2019-2020**

Sustainability Committee

- Develop and pilot more SLOs assessments. **Ongoing**
- Respond to AS-787-14:
    1. Review new courses in the 2019-2020 catalog for SUSCAT. **AY 2019-2020**
    2. Encourage faculty to teach sustainability in new and existing courses. **AY 2019-2020**
    3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. **Ongoing**
- Develop procedures to identify sustainability courses in catalog and on PASS. **Ongoing**
- Respond to 2014 CSU Sustainability Policy directives. **Ongoing**
    1. "The CSU will seek to further integrate sustainability into the academic Curriculum working within the normal campus consultative process.
    2. The CSU will develop employee and student workforce skills in the green jobs industry, prompt the development of sustainable products and services, and foster economic development."
- Support campus efforts to improve Cal Poly's AASHE STARS certification credits. **Ongoing**
- Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum. **Ongoing**
- Resolution on Second Nature Climate Commitment Target Date, **AY-2019-2020**
- Identification of Sustainability Courses, **Fall 2019**

USCP Review Committee

- Work with ASCC and GEGB to design and implement a plan for curricular review of all existing courses with USCP designation. **Ongoing**

General Education Pathways Work Group Report
California Polytechnic State University, San Luis Obispo

Submitted to General Education Governance Board and Academic Senate
24 May 2019

Mission Statement

Cal Poly General Education Pathways are integrated, interdisciplinary experiences within our GE program, providing students with a curated focus on contemporary and relevant world problems, and resulting in culminating experiences that support the distinct identity found in a Cal Poly education.

Guiding Principles

1. **A Cal Poly GE Pathway is more than just a list of courses.** Pathways are coherent sets of GE courses that are defined by, and designed to answer, one or more compelling question(s). They represent an opportunity to integrate and apply knowledge acquired throughout the GE curriculum via a unique culminating experience.
2. **GE Pathways are faculty-designed curricular experiences where students customize part of their General Education experience and explore an interest linked across multiple GE courses.** Each GE Pathway is an interdisciplinary curriculum spanning GE areas, colleges, and departments. Pathways consist of three Cal Poly GE courses, with at least two at the upper-division level.
3. **GE Pathways are not mandatory and are flexible.** For students, pathways do not create an obstacle to timely graduation. Faculty members interested in teaching explicitly connected GE courses have full authorship of the pathway theme, guiding questions, courses, and culminating experience.
4. **Pathways culminate in a meaningful experience.** Pathways culminate in a broad educational experience where students synthesize their learning and demonstrate knowledge of the pathway's guiding question(s). Achievement of a completed pathway is represented on the student's transcript.

GE Pathway Design and Justification

In November 2018, the Academic Senate called for the formation of a General Education Pathways Work Group. This group was asked to report to the Senate and the GE Governance Board with recommendations for a GE pathway plan that would "create a distinct identity for Cal Poly's GE program," as well as implementation strategies. In January 2019, the GE Pathways Work Group was formed and began its study of this question.

Our work group recommends the design and implementation of a pathway option in the Cal Poly GE Program. This would be an optional cluster of three courses organized around a common interdisciplinary theme and guided by a set of core questions. Pathways would help lend a distinctive Cal Poly / comprehensive polytechnic identity to the GE curriculum by realizing our current GE Program Learning Objective #3, that students should be able to "[a]ddress real world problems by demonstrating broad disciplinary knowledge, skills, and values in arts, humanities, sciences, and technology." This breadth across disciplines, departments, and colleges would also help fulfill Cal Poly's goal, as stated in the "Mission and Values" section of the Strategic Plan 2018-2023 Draft, of encouraging cross-disciplinary experiences.

GE Pathways will allow opportunities for intentional, integrated learning within the General Education curriculum. They would allow for the creation of new learning communities. In addition, pathways would give students a chance to reflect on and integrate ideas across a longer period of time, and also to integrate ideas from different points in their GE coursework. These learning practices would add more value to GE and to students' understanding of, and active engagement with, our GE curriculum. Completion of the pathway would be notated on student transcripts, providing external motivation and reward.

GE Pathways should be designed to answer one or more guiding and compelling intellectual question(s). Fundamentally, these Pathway Guiding Questions would represent learning objectives for each specific pathway. The questions would express the intellectual and important contemporary issues to be studied in each pathway. They also would be included in the catalog description of the pathway, thereby centering for students the intellectual endeavor and commitment involved. The Pathway Guiding Questions would also be used to publicize the programs and to create student interest.

We recommend that Cal Poly GE Pathways consist of three courses, including at least two upper-division courses. Many of these courses will likely exist in the current Cal Poly catalog;

faculty should also feel free to propose new GE courses for the pathways. The upper-division emphasis allows the pathway to serve as a more distinct, broad, and identifiable capstone experience within GE than is currently experienced in individual upper-division Area B, C, and D courses (which were originally designed to serve as mini-capstones to study completed in each of these different areas). This three-course format also allows first-time and transfer students equal opportunity to enroll in pathways.

The pathways should consist of courses spanning across at least two different GE Areas and two different colleges, in order to help ensure the interdisciplinary breadth that our GE Program is meant to provide. We recommend strongly that the pathways should consist of Cal Poly GE courses only, in order to help ensure that the pathways maintain their unique focus and guiding questions the way that Cal Poly faculty have designed them. We also recommend that pathways be designed with somewhat flexible requirements, as long as all of the eligible courses help answer the Pathway Guiding Questions in an authentic and meaningful way. However, we feel that it is important that no course substitutions be used (from GE or non-GE courses) for pathway credit.

We also recommend that each pathway group propose their own preferred design of a culminating experience, which will exhibit the student's ability to grapple with and answer the Pathway Guiding Questions after completion of the three courses. This culminating experience could include essays, e-portfolios, presentations, guided reflections, inclusion of pathway-related subject matter in senior projects, etc.

Design and implementation of a GE Pathways program at Cal Poly will require extensive communication and collaboration between pathways faculty and coordinators, departments, college curriculum committees, the GE Governance Board, the Academic Senate, Academic Programs and Planning, the University Registrar, University Advising, and likely more individuals and offices on campus. This should only be embarked upon if a broad commitment to this support, communication, and collaboration exists. The following sections contain more specific recommendations on the student role in pathways, and how pathways should be designed, administered, and assessed.

The Student Perspective

Two foremost principles of our GE Pathway recommendation are that pathways are optional, not mandatory, and that they do not create an obstacle to timely graduation.

Students who matriculate at Cal Poly as first-time first-year students would be eligible to enroll in a pathway after completing a minimum of 45 units or three quarters of instruction at Cal Poly. These students would thus have time to learn about the different pathways, and this would also ensure that they have sufficient time to complete the three courses. The process would be more time-sensitive for new transfer students. In order to be able to select GE courses in their desired pathways, these students would need to enroll in pathways early in their junior year. Advisors thus would need to work, perhaps during the SLO Transfer Days program, to educate incoming transfer students about the GE pathways program. For all students, the application process should be a simple one, handled directly by the Pathway Coordinator.

A successful pathway program must be one where a student accepted into a pathway is given the reasonable opportunity to finish it. That is, it would require that the pathways and associated departments commit to offering appropriate numbers of courses and sections. It would also favor pathways that provided some flexibility within their curricula, where some of the requirements could be completed by more than one GE course. Note that this "flexibility" does not extend to the use of course substitutions, which we strongly recommend against. A pathways program might also present the opportunity to innovate creative solutions for enrollment management in pathway courses. Finally, it should be made clear to students that there is no "penalty" for exiting or not completing a pathway before graduating.

The Faculty Perspective

One principle of our recommendation for GE pathways is that teaching and participating in these courses should be rewarding (and optional) for instructors. The thrill of seeing students make connections across subjects and disciplines is part of what makes our profession as academics so appealing, and we predict that GE pathways will help make this more commonplace at Cal Poly.

Faculty members who choose to take part in this program would be involved in suggesting existing courses and/or designing new courses for inclusion in the pathways. Faculty members could also choose to provide flexibility within course assignments for pathway students, and would

also have the opportunity (as appropriate to the course) to introduce or reinforce the cross-disciplinary connections of the pathway. The student's role and intellectual responsibility is to follow and think through these connections, and this will be accomplished most successfully when modelled by the pathway instructors.

In 2018, faculty members and other campus stakeholders suggested five different pathways to the General Education Task Force: Sustainability, Migration and Migrants, East Asia, Global Studies, and Food, Culture, and Politics.[1] Several students attending the four GE Design Charrettes in May 2018 also suggested possible pathway themes, indicating rich student interest in such an option.

GE Pathway Construction and Administration

Cal Poly's GE Pathways should be administered by a GE Pathway Committee (GEPC) that reports directly to the GE Governance Board. We also recommend that the chair of the GEPC should be an *ex officio* member of the GEGB.

Elected by the committee members, the chair of the GEPC would be responsible for soliciting ideas for pathways and the courses that would constitute them. The chair would communicate with colleges and departments, and coordinate colleagues from different parts of the university in the process of forming pathways. This communication with colleagues from all of Cal Poly's colleges will be crucial to the formation of robust, interdisciplinary pathways. The GEPC would also include coordinators of each individual pathway, student representatives, and representatives from University Advising, University Registrar, GEGB, and Academic Programs and Planning. The GEPC chair and Pathway Coordinators should receive assigned time to support regular management and maintenance of the GE Pathways program.

The GEPC would review pathway proposals (as described in the following section), and evaluate them on their intellectual merit, breadth, and flexibility, as well as the commitment by associated departments and colleges to offer appropriate numbers of courses and sections.

[1] However, these were suggested in formats different than the one we are recommending here, and also without the Pathway Guiding Questions and culminating experience that we are recommending here as an integral part of a GE Pathway. *General Education Task Force Report and Recommendations: Creating a Student-Focused and Distinctive Program at Cal Poly* (October 2018), pp. B1-B8, http://bit.ly/PolyGETF18.

Pathways approved by the GEPC would be sent to the GEGB for their approval, and then to the Academic Senate Curriculum Committee (ASCC).

The GEPC would also have clear processes for adding courses to, or removing courses from, existing pathways. These proposals would likewise be sent to the GEGB and ASCC for review.

The GEPC would also provide resources to help each Pathway Coordinator determine the appropriate number of course sections to offer quarterly and yearly to meet the needs of that pathway.

Working with the Director of Academic Assessment, the GEPC would be responsible for regular assessment of pathways: (1) to help ensure that pathways remain accessible to students, (2) to help ensure that pathway courses support and map accurately to the Pathway Guiding Questions, and (3) to assess student achievement of GE Program Learning Objectives (PLOs). Regular assessment would allow the GEPC to evaluate individual pathways (or the entire GE Pathways program) and recommend improvements. The GEPC could recommend discontinuation or temporary deactivation of a pathway in cases where assessments and improvements are not addressed, or if student interest and/or program resources decline.

Each individual pathway group, led by a Pathway Coordinator, would be responsible for accepting student applications to the pathway, tracking and advising pathway students, and notifying the Office of the Registrar upon each student's completion of the pathway courses and culminating experience.

Each pathway group would also regularly assess student work completed for the culminating experience, to evaluate whether students completing the pathway were indeed able to formulate meaningful answers to the Pathway Guiding Questions.

Suggested Pathway Standards

One of the GEPC's important tasks will be to evaluate proposed pathways carefully for their interdisciplinary breadth and intellectual rigor, and their eventual approval as a formal program. We recommend the use of specific guidelines or a rubric to evaluate proposed pathways. Proposal scores or priorities could be assigned in the following categories:

- Interdisciplinary Nature of Pathway: Does the pathway span across GE areas, departments, and colleges?

- Compelling Nature of Pathway Guiding Question(s): Will these questions challenge students and lead to rigorous inquiry?
- Intellectual Justification for Need: What can this pathway provide our students that other existing programs do not?
- Pathway Culminating Experience: Does it allow students to draw on the pathway courses to answer the guiding questions in a summative and rewarding way?
- Measures of Student Support and Interest: Are there data from student surveys, PolyPlanner, and/or enrollment in related courses to suggest wide interest in the pathway?
- Faculty Expertise and Department Resources: Are departments able to commit to offering the number of courses and sections necessary to sustain the pathway?
- Scheduling of Course Offerings (Availability) and Flexibility: Will the different departments involved be able to work together to regularly schedule a sufficient number of pathway courses?
- Plan for Assessment and Evaluation: How will the pathway be assessed for student learning, success of culminating experience, course availability, and courses' fidelity to the pathway themes?

A sample GE Pathway Proposal Form that could be used to collect this and other basic information about proposed pathways is included in Appendix B. Academic Programs and Planning would be asked to create the official proposal form, which should then be integrated into Program Inventory Management.

Suggested Timeline

If a Cal Poly General Education Pathways Program was adopted by the Academic Senate in early 2019-20, then we recommend the following steps and timeline:

2019-20 Academic Year:

Academic Programs and Planning would begin drafting possible policies for reviewing pathway proposals, and would work closely with the **General Education Governance Board** and the **Academic Senate** to inaugurate the official process.

The **Academic Senate** would establish a **General Education Pathways Committee (GEPC)** with representation from: **Pathway Coordinators**, **University Advising**, **University Registrar**, **GEGB**, **Academic Programs and Planning**, and students. The **Academic Senate** would also recommend an assigned time policy for the GEPC Chair and individual Pathway Coordinators. (While the GEPC is in the process of being populated with Pathway Coordinators, the **GEGB** and **APP** would be asked to assist temporarily with the operation of this committee.)

The **GEPC** would reach out to faculty via college and/or department meetings, help coordinate between faculty from different colleges, consult with the Office of the **Registrar**, **University Advising**, and **University Marketing** on details of the program, and start organizing possible pathways.

By spring, the **GEGB** and **College Curriculum Committees** would prepare to receive pathway proposals. **Academic Programs and Planning** would finalize the pathway proposal process. The **GEPC** would help pathway groups finalize proposals, while continuing to consult with the **Registrar**, **Advising**, **Marketing**, **ASI**, and **Student Affairs** on details. **Pathway groups** would select Pathway Coordinators, design the Pathway Guiding Questions, draft catalog language, and consult with departments on scheduling patterns.

The **Registrar** would develop procedures for coding pathways into student transcripts. **ASI** and **Student Affairs** would develop messaging on pathways for WOW for Fall 2020. **Marketing** would develop pathways messaging for the Fall 2021 admissions cycle.

<u>2020-21 Academic Year:</u>

ASI and **Student Affairs** would educate new first-year and transfer students about pathways to begin in Fall 2021 in WOW.

The **GE Pathways Committee** would assist pathway groups with proposals, coordinating work with **Academic Programs and Planning**, **GE Governance Board**, **Registrar**, **Advising**, **ASI**, and **Student Affairs**.

Pathway groups would submit complete pathway proposals. Interested faculty and departments would account for pathway courses in preparing their 2021-22 course schedules.

The **GEPC** would also receive and evaluate pathway proposals, and then send them forward to the **GEGB** or return to the **Pathway groups** for revisions. The **GEGB** would receive and evaluate pathway proposals, either forwarding to the appropriate **college curriculum**

committees and the **Academic Senate Curriculum Committee**, or returning them to the **GEPC** for revisions. The **ASCC** would receive pathway proposals, and then forward to the Academic Senate or return to the **GEPC** for revisions.

The **GEPC** would work with **Academic Programs and Planning** to develop recommended procedures for each pathway to track and advise pathway students.

University Marketing would institute messaging for the Fall 2021 admissions cycle.

Academic Programs and Planning would develop the procedures to phase out pathways or pathway courses that are not in compliance.

The **Registrar** would finalize procedures for coding pathways, and for representation in the catalog and student transcript.

University Advising would develop positions, perspectives, and messages on pathways, and begin to advise students about the pathways. This would include messaging about pathways directed towards new transfer students in the SLO Days program. The **GEPC** would work with the **Admissions Office** to design and then distribute a summer pathway survey for new incoming students, perhaps integrated with the surveys that are currently part of the Block Scheduling process.

<u>2021-22 Academic Year:</u>

Implement Pathway program.

GEPC begins continuous assessment of Pathway program: collecting data on course enrollment and availability, success of culminating experiences, pathway student grades in the pathway compared to non-pathway student grades, exit surveys, etc.

Further Design Possibilities:

The GE Pathways Work Group suggests several other possible innovations for consideration as the program develops:

1. Pathways willing to do so could develop optional extensions that lead to a longer "Pathway Plus" or even to a minor.
2. Pathways could coordinate special events based on their pathway theme or questions.

3. The GEPC could coordinate with the University Writing & Rhetoric Center to design a program by which pathway students could complete their Graduation Writing Requirement via a cumulative pathway e-portfolio.

Appendix A: GE Pathways Work Group Members

Philip Ryan Abarquez (Student, Political Science)

Katherine Ettl (Student, Political Science)

Gregg Fiegel (Professor, Civil and Environmental Engineering, Honors Program)

Samuel Frame (Professor, Statistics)

Bruno Giberti (Associate Vice Provost for Academic Programs and Planning)

John Jasbinsek (Associate Professor, Physics)

Josh Machamer (Professor and Department Chair, Theatre and Dance)

Beth Merritt Miller (Assistant Vice Provost, University Advising)

Andrew Morris, Chair (Professor, History)

Camille O'Bryant (Associate Dean, College of Science and Mathematics)

Vidhi Sachdeva (Student, Civil Engineering)

Cem Sunata (University Registrar)

Carmen Trudell (Associate Professor, Architecture)

The Cal Poly GE Pathways Work Group would like to acknowledge faculty members, administrators, and advisors at the University of Maine at Farmington and the University of Santa Clara for providing information about the implementation and administration of general education pathways at their institutions.

Appendix B: Sample GE Pathway Proposal Form

Proposal Author	Position
Department	Year Joined Cal Poly

Proposed Pathway Title

Please include the Pathway Guiding Question(s) and a description of the educational and intellectual value of the pathway.

Proposed Curriculum

Course Number and Name	How does this course / these courses address the compelling question(s)?	New Course?	Number of sections per quarter
Upper-Division Course(s):			F
			W
Instructors:			Sp
			Su
Upper-Division Course(s):			F
			W
Instructors:			Sp
			Su
Upper- or Lower-Division Course(s):			F
			W
Instructors:			Sp
			Su

Culminating Educational Experience

Each Pathway should have a culminating educational assignment which challenges students to address the Pathway Guiding Questions by demonstrating meaningful integrative thinking. Describe the culminating educational experience for this Pathway, including how it will be assessed, and the criteria for determining successful completion.

Record of Student Interest

For each course listed above, provide average data that would document a record of student interest in this topic. If the course is being newly proposed, data for similar courses can be used.

Resources

Describe any resources, such as technology or facilities, that are necessary to support this Pathway. If these resources must be provided by a Department or College, attach a memo of support from the Department Chair/Head or College Dean respectively.

Pathway Coordinator

Assigned time will be provided for one faculty member to serve as the Pathway Coordinator. This person will be responsible for managing student enrollment, progress, and completion of the Pathway. The coordinator will also lead assessment and communicate with the GEGB about the state of the Pathway.

Name Position

Department

Signature of Support from Department Head

Assessment Plan

Each pathway will be required to complete a Program Assessment every three years. Provide an outline for how student learning will be assessed in this Pathway, and how the assessment tools will be used to modify the Pathway curriculum, teaching methods, or culminating experience.