I. **Minutes:** None

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

III. **Reports:**
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA:
G. ASI:

IV. **Consent Agenda:**
A. Agenda items approved by consent (p. 2)

V.

VI. **Special Reports:**
A. **[TIME CERTAIN 3:30 p.m.] IT Centralization Issues:** Alison Robinson, Associate Vice President for Information Technology, Jeff Nadel, CENG IT, Tom Randall, CSM Computing Services, and Erin Foote, CAFES Instructional Support Technician

VII. **Business Items:**
A. **Resolution on Suspending Credit/No Credit Grading Restrictions for AY 2020-2021 in Response to Covid-19:** Thomas Gutierrez, Academic Senate Chair, first reading (pp. 3-4)
B. **Resolution on Emergency MPP Appointments:** Ken Brown, Chair, Academic Senate Faculty Affairs Committee, first reading (pp. 5-6)
C. **Resolution on Pilot Pathways Program within General Education:** Gary Laver, Chair, General Education Governance Board, first reading (pp. 7-20)

VIII. **Discussion Item(s):**

IX. **Adjournment:**
TO: Academic Senators

2021-22 CATALOG 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.

2021-22 catalog proposals submitted by the following departments/programs and identified in their respective college summary in the Curriculum Handbook:

**College of Agriculture, Food and Environmental Sciences**
- College of Agriculture, Food and Environmental Sciences (AG Courses)
- Horticulture and Crop Science Department
- Natural Resources Management and Environmental Sciences Department

**College of Architecture and Environmental Design**
- Construction Management Department

**College of Engineering**
- Biomedical Engineering Department

**College of Liberal Arts**
- Journalism Department
- Music Department
- Political Science Department

To view a college summary, go to the online Curriculum Handbook. In the '2021-22 Catalog Proposals - College Summaries' section, select the link for the appropriate college.

To view the proposal for a course or program, go to My Cal Poly Portal - Academics tab - Curriculum Management portlet. Select the Course Inventory Management link to search for a course; select the Program Management link to search for a program.

Issues, concerns, and questions regarding a 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 to be removed from the Consent Agenda by November 10, 2020.

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."
Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-___-20

RESOLUTION ON SUSPENDING CREDIT/NO CREDIT GRADING RESTRICTIONS FOR AY 2020-2021 IN RESPONSE TO COVID-19

Impact on Existing Policy: Temporary suspension of AS-479-97/CC "Resolution on Credit/No Credit Grading" during Winter 2020 and Spring 2020; extension of AS-902-20 "Resolution On Suspending Credit/No Credit Grading Restrictions for Fall Quarter 2020 in Response to COVID-19"

WHEREAS, the Chancellor's Office, in response to the COVID-19 pandemic, issued a communication in Spring of 2020 regarding possible considerations and options regarding Credit/No Credit grading that could be implemented without violating Title 5 requirements or Cal State University Executive Orders, and

WHEREAS, Cal Poly, following the recommendation of the Academic Senate Executive Committee, suspended the 16-unit limit for Credit/No Credit grading as well as the 4-unit limit for General Education Courses in Spring and Summer Quarters 2020, and

WHEREAS, the Cal Poly Academic Senate passed AS-902-20, extending the same policy into Fall 2020, and

WHEREAS, colleges, in consultation with academic departments, determined which major and support courses would be exempt from the Credit/No Credit unit limits, and

WHEREAS, Cal Poly's administration has signaled that most courses will be offered virtually in AY 2020-2021 due to COVID-19, and

WHEREAS, faculty and students will likely be in a virtual course environment because of state and local health guidelines and thereby separated from their typical campus settings for learning; therefore, be it
RESOLVED: that any Courses taken in AY 2020-2021 will not be counted toward the 16-unit limit as specified in “Resolution on Credit / No Credit Grading” (AS 479-97), and be it further

RESOLVED: that The 4-unit Credit/No Credit limit for General Education courses be suspended through AY 2020-2021, and be it further

RESOLVED: that Any changes to the 4-unit Credit/No Credit limit regarding major or support courses for AY 2020-2021 shall continue to be determined by the individual academic programs, and be it further

RESOLVED: Through AY 2020-2021 that Cal Poly give students the option to change their grading basis to Credit/No Credit until the last day of instruction, and be it further

RESOLVED: that Cal Poly include a notation on all transcripts about COVID in order to provide context to AY 2020-2021 grading.

Proposed by: Academic Senate Executive Committee
Date: November 3, 2020
RESOLUTION ON EMERGENCY MPP APPOINTMENTS

Impact on Existing Policy: Recommends establishing new administrative personnel policies.

1 WHEREAS: Many faculty, students, alumni, and other campus stakeholders have criticized recent emergency Management Personnel Program (MPP) appointments for, among other things, the lack of transparency and the absence of process; and

2 WHEREAS: Faculty criticism has addressed the adverse impact that emergency MPP appointments may have upon shared governance; and

3 WHEREAS: AS-748-12 reaffirms the role of faculty in shared governance at Cal Poly in matters related to "curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes;" and

4 WHEREAS: Administrators in MPP may affect areas of faculty concern, such as curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes; and

5 WHEREAS: Standard MPP appointments for positions affecting areas of faculty concern typically involve consultation with faculty; and

6 WHEREAS: Emergency MPP appointments may involve no faculty consultation; and

7 WHEREAS: In summer the Academic Senate Executive Committee acts in place of the full Academic Senate (Bylaws VI.B.1); therefore be it

8 RESOLVED: The administration formalize MPP appointment policies in Campus Administrative Policies (CAP) by Spring 2022 in consultation with the Faculty Affairs Committee,
RESOLVED: All MPP appointments for positions affecting areas of faculty concern involve timely, substantive consultation with the Academic Senate or the Academic Senate Executive Committee when acting on behalf of the Academic Senate, and be it further

RESOLVED: Emergency MPP appointments should standardly be interim and followed by a full search for a permanent appointment during the academic year.

Proposed by: Academic Senate Faculty Affairs Committee
Date: Fall, 2020

\[\text{(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards. (2) Indicate if this resolution supersedes or rescinds current resolutions. (3) If there is no impact on existing policy, please indicate NONE.}\]
WHEREAS, The campuswide effort that led to the recent revision of Cal Poly’s General Education (GE) template included an exploration of a pathways program within GE; and

WHEREAS, The Pathway Work Group created by the GE Governance Board released its Report in Spring 2019; and

WHEREAS, Following its review of the Work Group’s Report, the GE Governance Board has compiled guidelines on the structure of a pilot pathways program within GE; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached GEGB Guidelines for a Pilot Pathways Program; and be it further

RESOLVED: Cal Poly use the Guidelines to implement an exploratory pathways program in the 2021–2022 academic year; and be it further

RESOLVED: That the GE Governance Board report to the Academic Senate during the 2023–2024 academic year on the results of this program.

Proposed by: General Education Governance Board
Date: November 3, 2020
GEGB GUIDELINES FOR A PILOT PATHWAYS PROGRAM

As one of its stated goals, Cal Poly’s General Education program seeks to “promote connections between the GE Areas so students and faculty perceive GE courses as interrelated rather than as isolated fragments.” In addition to the guidelines listed below, we encourage faculty to actively promote pathway collaborations in which they are a part. Faculty members should sign a memo (e.g., through AdobeSign) certifying that the student successfully completed the pathway.

- GEBG will review and approve all pathway proposals.
- All courses in a pathway must be GE courses.
- Courses approved for a pathway will be listed on the GE website.
- A pathway must contain at least twelve units.
- Pathways are recommended to have a core of three courses out of no more than four courses. Special justification is expected for larger lists.
- Course substitutions are not allowed.
- Pathways are recommended to have two or fewer upper-division courses. Special justification is expected for proposals with three upper-division courses.
- Pathways are recommended to include courses from two GE Areas. Special justification is expected for proposals covering only one GE Area.
BACKGROUND

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 crossdisciplinary
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. 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.

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](http://bit.ly/PolyGETF18).
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.

2020-21 Academic Year:

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.

2021-22 Academic Year:

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

<table>
<thead>
<tr>
<th>Proposal Author</th>
<th>Position</th>
</tr>
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<tbody>
<tr>
<td>Department</td>
<td>Year Joined Cal Poly</td>
</tr>
</tbody>
</table>

**Proposed Pathway Title**

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

**Proposed Curriculum**

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>How does this course / these courses address the compelling question(s)?</th>
<th>New Course?</th>
<th>Number of sections per quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-Division Course(s):</td>
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<td>F</td>
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<tr>
<td>Instructors:</td>
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<td>Upper-Division Course(s):</td>
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<td>Instructors:</td>
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<td>Upper- or Lower-Division Course(s):</td>
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<td>Instructors:</td>
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</table>

**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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<td></td>
<td>Department</td>
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</tbody>
</table>

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.