



ACADEMIC COORDINATING COMMISSION  
Meeting Minutes of January 23, 2018

**Call to order:** ACC Chair Seán Murphy called the meeting to order at 4:01 pm, welcoming a total of 34 attendees (roster attached).

**Minutes:** ACC Minutes of 9 January 2018 were approved with edits.

**REVIEW OF CURRICULUM MINUTES:**

| #  | Committee  | Date       | Actions  | Minutes prepared by |
|----|--|------------|--|---------------------|
| 35 | College of Humanities & Social Sciences CC (CHSS CC) | 11/2/2017  | ACCEPTED with comments. <sup>1,2</sup>             | K. Anderson         |
| 36 | College of Humanities & Social Sciences CC (CHSS CC) | 11/16/2017 | ACCEPTED with comments. <sup>3,4</sup>             | K. Anderson         |
| 37 | Committee on Undergraduate Education (CUE)           | 11/9/2017  | ACCEPTED   | S. Miller           |
| 38 | Graduate Council                                     | 11/14/2017 | ACCEPTED   | D. Patterson        |
| 39 | Woodring CC (WCC)                                    | 11/30/2017 | ACCEPTED with exception of TESL 437G. <sup>5</sup> | C. Teshima          |
| 40 | Huxley College CC (HCCC)                             | 11/27/2017 | ACCEPTED with comments. <sup>6</sup>               | R. Kawczynski       |
| 41 | Committee on Undergraduate Education (CUE)           | 11/30/2017 | ACCEPTED with exception of AMST 252. <sup>7</sup>  | S. Miller           |
| 42 | Council on University Programs (CUP)                 | 1/9/2017   | ACCEPTED with exception of ENRG 497C. <sup>8</sup> | D. Rossiter         |
| 43 | College of Fine & Performing Arts CC (CFPA)          | 1/11/2018  | ACCEPTED   | P. Lundquist        |
| 44 | Fairhaven College CC (FCCC)                          | 1/12/2018  | ACCEPTED   | Anna Blick          |
| 45 | Woodring CC (WCC)                                    | 1/12/2018  | ACCEPTED with comments. <sup>9</sup>               | C. Teshima          |

<sup>1</sup> [ANTH 316](#): Commended ANTH 316 for exemplifying how to delineate hours for a hybrid course per ACC's [Policy on Credit Hours](#).

<sup>2</sup> [EAST 431](#): Jamie Lawson, Catalog Coordinator, noted that EAST 431 is cross-listed with ENVS 431.

<sup>3</sup> [HIST 358](#): Jamie Lawson, Catalog Coordinator, noted that HIST 358 is cross-listed with WGSS 358.

[Anthropology/Biology, BA](#): Typo in program requirements: requirements ask students to choose between CHEM 251 or "all three of the following", however only two courses are listed as options (CHEM 351 and CHEM 352).

<sup>4</sup> [TESL 437G](#): Commissioners returned TESL 437G with a request to indicate the number of contact hours in Curriculog under course details, to indicate in the syllabus how many weeks the course will run, and to clarify the discrepancy between the learning tasks outlined in the syllabus and the class schedule outlined in the course details listed in Curriculog.

<sup>5</sup> [ESCI 417](#): Commissioners noted that the hyperlink to the Academic Honesty Policy in the syllabus is broken and inquired whether the course proposer intended to indicate 7 hours of lecture/lab or if the course schedule is 3 hours of lecture and 4 hours of lab.

<sup>6</sup> Commended the Chemistry Department for successfully instituting Curriculog's first mass curriculum change.

<sup>7</sup> [AMST 252](#): Commissions returned AMST 252 with a request to please insert approval email(s) in the comment box under the Collegial Communication section in Curriculog or, if communication with other departments is unnecessary, to please indicate "N/A" in the question "Are departments...in agreement?"

<sup>8</sup> [ENRG 497C](#): Commissions returned ENRG 497C with a request to please insert approval email(s) in the comment box under the Collegial Communication section in Curriculog or, if communication with other departments is unnecessary, to please indicate "N/A" in the question "Are departments...in agreement?"

<sup>9</sup> Commended Woodring for reducing the size of some of their programs.

## ACTION ITEMS

**Global Pathway Program Proposal:** Commissioners reviewed a revised [Global Pathway Program \(GPP\) proposal](#) submitted by the GPP Academic Working Group (AWG). Members of the GPP AWG and GPP Admissions Work Group were present to answer questions. Commissioners discussed which documents they were being asked to accept and discussed the process for reviewing and approving the GPP proposal. Craig Dunn, *Management*, noted that both the MBA Program Committee and the Graduate Council had an opportunity to review the GPP proposal and suggest revisions. Mark Staton, *Director of the MBA and Graduate Programs*, stated that the Graduate School expects a report on the Pre-MBA GPP in one year. ACC members inquired whether the pathway created for the MBA program could be used for domestic students

A **motion** (forwarded by Brooke Love and seconded) to endorse the Academic Working Group Planning Principles and accept the proposed Undergraduate Global Pathway Program, Pre-MBA Global Pathway Program, and Guidelines for Implementation of the Global Pathway Program **passed** unanimously (see Appendix A).

A Commissioner inquired about the GPP admission standards. *Registrar* David Brunner reported that he is chairing the GPP Student Services committee and would like ACC's perspective in this area. *ACC Chair* Seán Murphy stated that faculty will have another opportunity to provide feedback on the GPP proposal once it is reviewed by Faculty Senate at their meeting of February 12.

**Revision of GUR Competencies:** ACC discussed results from a survey that asked Commissioners to rank four GUR Competency models by preference. The models included:

1. A set of competencies based on Western's six GUR categories (Communication; Quantitative and Social Reasoning; Humanities; Social Sciences; Comparative, Gender and Multicultural Studies; Natural Sciences).
2. A refinement of Western's existing competencies into a simpler set, possibly linked to Western's new mission statement. For example:
  - a. 5 competencies: communication and literacy; critical thinking; problem solving; global citizenship; learning and development.
  - b. 4 capacities: critical capacity; creative capacity; communicative capacity; civic capacity.
3. A set of competencies based on the AACU's LEAP Essential Learning Outcomes.
4. The existing set of eleven competencies.

More than 90% of ACC's voting membership responded to the survey. An analysis of the data indicated strong committee support for Option 2, "A refinement of Western's existing competencies into a simpler set," with 69% of respondents ranking Option 2 as most preferred and 100% of respondents ranking Option 2 as either their first or second preference.

A **motion** (forwarded by Sheila Webb and seconded) to endorse Option 2, "A refinement of Western's existing competencies into a simpler set, possibly linked to Western's new mission statement," and to more extensively discuss options 2a and 2b **passed** unanimously.

Following discussion of the perceived pros and cons of options 2a and 2b, a **motion** (forwarded by Sheila Webb and seconded) to recommend Option 2b, "4 capacities: critical capacity; creative capacity; communicative capacity; civic capacity," and to refer the recommendation to CUE for feedback **passed** with one abstention.

**Meeting adjourned at 5:30 pm.**

## ACADEMIC COORDINATING COMMISSION – ROSTER 2017-18

| VOTING ATTENDEES                             |   |                             |           | NON-VOTING ATTENDEES   |   |  |           |
|--|---|-----------------------------|-----------|------------------------|---|--|-----------|
| Faculty                                      |   |                             |           | Advisory, non-voting   |   |  |           |
| 1  | Seán Murphy, <i>ACC Chair</i>                                       | At Lg ~ Liberal Studies     | P         | 18                     | David Brunnemer, <i>Registrar</i>             |  | P         |
| 2  | Doug Clark  | A ~ Geology                 | --        | 19                     | Jamie Lawson, <i>Catalog Coordinator</i>      |  | P         |
| 3  | Paul Chen   | B ~ Political Science       | P         | 20                     | Lizzy Ramhorst, <i>Parliamentarian</i>        |  | P         |
| 4  | Joan Hoffman  | C ~ Mod & Classic Languages | P         | <b>Recorder</b>        |   |  |           |
| 5  | Brittany Schade   | D ~ Design                  | P         | 21                     | Kylee Swift, <i>FS Admin Assistant</i>        |  | P         |
| 6  | Phil Thompson   | E ~ Economics               | P         | <b>Guests</b>          |   |  |           |
| 7  | Julie Helling   | F ~ Fairhaven               | P         | 22                     | Vicki Hamblin, <i>Exec Dir of IGE</i>         |  | P         |
| 8  | Brooke Love   | G ~ Environmental Sciences  | P         | 23                     | Mark Staton, <i>Finance &amp; Marketing</i>   |  | P         |
| 9  | Tracy Thorndike   | H ~ Special Education       | P         | 24                     | Paul Mart, <i>Extended Education</i>          |  | P         |
| 10   | Peter Smith   | I ~ Wilson Library          | P         | 25                     | John Lund, <i>Engineering &amp; Design</i>    |  | P         |
| 11   | Sheila Webb, <i>Vice Chair</i>                                      | Senate Rep ~ Journalism     | P         | 26                     | Jeanne Gaffney, <i>Assoc Dir of Admission</i> |  | P         |
| 12   | Aaron Perzigian   | Senator ~ Special Ed        | P         | 27                     | Cezar Mesquita, <i>Director of Admissions</i> |  | P         |
| <b>Voting Ex Officio (total of one vote)</b> |   |                             |           | 28                     | Clara Caprn, <i>AVP for ESS</i>               |  | P         |
| 13   | Brent Carbajal, <i>Provost and VP for Academic Affairs</i>          |                             | --        | 29                     | Kris Moore, <i>Director of IEP</i>            |  | P         |
| 14   | Steven VanderStaay, <i>Vice Provost for Undergraduate Education</i> |                             | P         | 30                     | Ed Love, <i>Finance &amp; Marketing</i>       |  | P         |
| <b>Students</b>                              |   |                             |           | 31                     | Mike Mana, <i>Psychology</i>                  |  | P         |
| 15   | Hunter Eider, <i>AS VP for Academic Affairs</i>                     |                             | P         | 32                     | Gail Coulter, <i>Special Education</i>        |  | P         |
| 16   | Bill Martin, <i>AS appointee</i>                                    |                             | --        | 33                     | Jackie Caplan-Auerbach, <i>Assoc Dean CSE</i> |  | P         |
| 17   | Vacant, <i>AS appointee</i>   |                             | --        | 34                     | Elizabeth Raymond, <i>Chemistry</i>           |  | P         |
|  |   |                             |           | 35                     | Ricardo Lopez, <i>History</i>                 |  | P         |
|  |   |                             |           | 36                     | Marc Geisler, <i>Associate Dean of CHSS</i>   |  | P         |
|  |   |                             |           | 37                     | Craig Dunn, <i>Management</i>                 |  | P         |
|  |   |                             |           | 38                     | Maggie Barklind, <i>Sr Dir EE Admin Svcs</i>  |  | P         |
|  |   |                             |           |                        | Voting attendees                              |  | 13        |
|  |   |                             |           |                        | Non-voting attendees                          |  | 21        |
| <b>Voting members in attendance</b>          |   |                             | <b>13</b> | <b>TOTAL ATTENDEES</b> |   |  | <b>34</b> |

## Western's Global Pathway Programs: Academic Proposal

### I. Academic Working Group Planning Principles

- ~~Western's Global Pathway should benefit all Western students both educationally and culturally.~~ WWU will assess the impact of the GPP on the entire student population in order to ensure that the initiative works to benefit all WWU students both educationally and culturally.
- Western's Global Pathway ~~should~~ will integrate rather than isolate international students in both curricular and co-curricular settings.
- Western's Global Pathway ~~should~~ will create learning opportunities for intercultural development, including workshops, for faculty, students and staff.
- Western's Global Pathway ~~should~~ will provide a clearly articulated path to matriculate undergraduate students from Intensive English courses to general education to the choice of an academic major.
- Western's Global Pathway ~~should~~ will provide a clearly articulated path from Intensive English courses to graduate programs, focusing initially on the pre-MBA to the MBA.
- Western's Global Pathway ~~should~~ will coordinate academic advisement opportunities for international students among Study Group support staff, academic advising faculty and staff, International Student & Scholar Services staff and Intensive English staff.
- Western's Global Pathway partnership with Study Group ~~should~~ will provide financial support to academic programs that: create course sections, hire faculty to teach pathway courses, provide training for faculty and staff, and/or coordinate mentoring and advising programs for international students.
- Academic programs participating in the Global Pathway ~~should~~ will exercise enrollment management practices that do not exacerbate already existing capacity and access issues.
- Western's Global Pathway programs ~~should~~ will plan for slow and measured growth in the number of international students, with a long-term goal of reaching about 5% of the total student population in accordance with University-approved enrollment management strategies.
- In implementing the GPP, the University will follow its obligations to faculty as part of the Collective Bargaining Agreement (CBA).

### II A. Draft Undergraduate Global Pathway Program (GPP)

For AY 2018-19: estimated intake new students ≈75

Academic content options for the Undergraduate GPP curriculum (selected from existing entry-level courses) will be confirmed by collegial communication with directors, chairs and deans, in consultation with their faculty, in order to seek their approval to include specific courses in their program or department as academic content options in the GPP.<sup>1</sup>

**For undergraduate pathway students – each level to include 20-22 contact hours of instruction per week (summer optional):**

In this GPP model, students are provisionally-admitted by the WWU Office of Admissions pending successful completion of IEP Level 6. Students who place in IEP level 4 will need to complete levels 4, 5, and 6 before they may matriculate. Students who place in IEP level 5 will complete levels 5 and 6 before they may matriculate. Students who place in IEP level 6 will complete only that level before matriculating. Students who meet all of Western’s admission requirements will be admitted directly into Western.

| Students place in a level based on their English proficiency (using the IELTS or TOEFL score and on-site placement tests): |   |                                 |   |                                 |   |  |
|--|---|---------------------------------|---|---------------------------------|---|--|
| ▶▶▶<br>3 Quarter Pathway<br>▶▶▶  | Student English Proficiency:<br>IELTS 5 / TOEFL iBT 50<br><i>Requires 3 quarters in GPP</i>                 | ▶▶▶<br>2 Quarter Pathway<br>▶▶▶ | Student English Proficiency:<br>IELTS 5.5 / TOEFL iBT 60<br><i>Requires 2 quarters in GPP</i>                                 | ▶▶▶<br>1 Quarter Pathway<br>▶▶▶ | Student English Proficiency:<br>IELTS 6 / TOEFL iBT 68<br><i>Requires 1 quarter in GPP</i>  | Summer Option<br><i>Only for pathway students who have completed IEP level 6 with a 2.0 or above</i>   |
|  | <b>IEP Level 4</b><br>17-18 contact hours<br>▼ plus ▼   |                                 | <b>IEP Level 5</b><br>15-18 contact hours<br>▼ plus ▼   |                                 | <b>IEP Level 6</b><br>10-12 contact hours<br>▼ plus ▼   | IEP academic seminar<br>1 contact hour<br>▼ plus ▼   |
|  | <b>Academic Credits</b><br>4-5 contact hours <i>such as:</i><br>Math 107, 112, 114, 124,<br><u>156, 157</u> |                                 | <b>Academic Credits</b><br>3-5 contact hours <i>such as:</i><br>Math 107, 112, 114, 124,<br><u>156, 157</u><br><u>Eng 100</u> |                                 | <b>Academic Credits</b><br>8-10 contact hours <i>such as:</i><br>Dance 101, 102, 232<br><u>Eng 100</u><br>Finance 216<br>FIG option<br>Leadership 101<br>Math 107, 112, 114, 124,<br>156, 157 | <b>Academic Credits</b><br>5-10 contact hours<br><i>such as:</i><br>TBD based on summer offerings as determined by the academic colleges and departments |

<sup>1</sup> Only course options that have been re-confirmed through collegial communication with the relevant academic chairs, directors and/or deans in consultation with their faculty are listed above.

- There will be student intake in fall, winter, spring and summer for 1, 2 and 3-quarter pathways.
- Pathway students must earn a 2.0 in IEP coursework in order to advance to the next level.
- IEP hours include an academic seminar designed to assist pathway students in their academic content course(s).
- Pathway students must complete IEP level 6 with a 2.0 GPA in Intensive English coursework and a 2.0 GPA in their academic content courses in order to fully matriculate into Western.
- Pathway students in the 3-qtr pathway must take one of a group of designated Math classes for credit in their first quarter at Western, the specific course will be determined by their results on the Math Placement exam.
- Pathway students in the 1 and 2-quarter pathways will choose academic content courses from a short list of available options (to be determined via routine scheduling practices in academic programs). This list of possible courses will be determined after consulting with academic programs on an annual basis.
- Some non-Gen Ed 100-level courses (~~e.g. ENG 100~~) may also be included as credit-bearing options at IEP levels 5 and 6.
- Summer course options may vary.
- Pathway students cannot take on-line courses for credit.

**IIB. Pre-MBA Global Pathway Program (GPP) Options - Draft Updated 14 Dec 2017**

For AY 2018-19: estimated intake new students ≈23

Requires U.S. Bachelors equivalent and minimum 2.5 gpa

**Western Global Pathway for MBA Students – each level to include 18 hours minimum/week of instruction; summer start only for MBA classes:**

|   |   |   |   |  |                 |   |
|---|---|---|---|--|-----------------|---|
| <p>3 quarter pathway<br/>IELTS 5.0 / TOEFL iBT 50<br/>Versant - TBD</p>                     | ▶ | <p>2 quarter pathway<br/>IELTS 5.5 / TOEFL iBT 60<br/>Versant - TBD</p>   | ▶ | <p>1 quarter pathway<br/>IELTS 6.0 / TOEFL iBT 70<br/>Versant - TBD</p> <p><i>ALEKS Math Assessment</i></p>  | ▶               | <p>Summer Session<br/><i>MBA starting 2019</i><br/>GPP students who complete all level 6<br/>classes with a 2.7+*</p> |
| <p>Level 4 IEP (18-22 hr)</p> <p>Reading<br/>Writing<br/>Grammar<br/>Listening/Speaking</p> | ▶ | <p>Level 5 IEP (15 hr)</p> <p>Reading<br/>Writing<br/>Listening/Speaking<br/>▼ plus ▼<br/>Business ESL (5 hr)</p> | ▶ | <p>Level 6 IEP</p> <p>MKTG 488 – (4 hr) <i>Marketing</i><br/>MATH 157 – (4 hr) <i>Bus Calculus</i><br/>ACCT 240 – (4 hr) <i>Finan Acct</i><br/>▼ plus ▼<br/>Business ESL (5hr)<br/>Additional IEP to =18-20<br/><i>To be completed during GPP:</i><br/>(1) Personal Statement<br/>(2) Resume</p> | ▶ Full Matric ▼ | <p>MBA Program Classes</p>  |

- Western’s MBA program ~~is~~ **will be** a 5 quarter program **starting in the summer of 2019** ▶ *summer/fall/winter/spring/summer*.
- There will be GPP student intake in Fall, Winter, Spring for 1, 2 and 3-quarter *pre-MBA* pathways.
- While students could enter the language program during summer term (i.e. pre-pathway level students), they need to understand the sequence of language study that leads to starting MBA courses in the summer, following the completion of level 6 spring term.
- Pre-arrival advising is essential for prospective GPP-MBA students in order to assure that they are prepared to complete level 6 prior to the start of the MBA program each summer. A student’s study plan is typically determined by her/his English placement upon arrival and can be longer/shorter than her/his original study plan in the offer letter. The MBA program would like to explore the potential for Skype interviews to assure that students come to campus with a plan-of-study that aligns with the summer start of the MBA program.
- Pathway students must earn a 2.0 in IEP coursework in order to advance to the next level.
- **\*For the first intake of Pre-MBA Pathway students, students** must complete IEP level 6 with a **minimum** 2.0 GPA in Intensive English coursework and a **minimum** 2.7 GPA in **MKTG 488, MATH 157, and ACCT 240** in order to fully matriculate into Western’s MBA program.
- **\*Pathway students** who pass all of the level 6 academic content courses with a C- or better (ex: C+/C/C-) **may petition the MBA director** to be allowed into summer session MBA classes with a **Provisional Status**; and must earn a 3.0 GPA in ~~the summer term~~ **their first 16 credits, per Graduate School policy**, to continue in the program.

- Student are required to complete their study plans consecutively without skipping a term unless under advisement.
- GMAT: While the GMAT is not required for GPP students, those wishing to be considered for a graduate assistantship must take the GMAT exam in order to apply for this award, as assistantships are awarded **in part** on a competitive basis based on GMAT scores.
- Online courses will not be part of the pathway program.
- **To ensure equity, MKTG 488, MATH 157 and ACCT 240 could be used in the future as a basis for a domestic pathway program.**



### **III. Proposed Guidelines for Implementation of the Global Pathway Program**

1. Beginning no sooner than fall quarter 2018, Western will offer the Global Pathway Program (GPP) in collaboration with the Intensive English Program (IEP) and the greater university community.
2. The IEP offers a nationally accredited curriculum with six consecutive levels of proficiency.
3. The GPP will recruit international students interested in the opportunity to improve their English language skills, prepare for admission to an American university, and gain some entry-level undergraduate credits at Western prior to full matriculation.
4. IEP will consist of two tracks: students admitted to the IEP via the GPP (Pathway students) and students admitted to the IEP via other recruiting relationships (non-pathway students).
5. The IEP will admit Pathway and non-pathway students into English as a Second Language (ESL) into all levels (1-6) in fall, winter, spring and summer quarters.
6. IEP students must be at IEP level 3 for admittance to the GPP; once in the GPP they will begin at the current IEP level 4 and must complete the current IEP level 6.
7. Undergraduate Pathway students will enroll in a combination of non-credit coursework in IEP and credit-bearing entry-level coursework for 1 to 3 quarters, depending on their English proficiency and placement tests administered after their arrival on campus.
8. IEP faculty will liaise with the faculty teaching the credit-bearing options and will provide additional student support in the form of a non-credit support seminar.
9. Pathway students who do not successfully complete IEP's level 6 will not matriculate into Western.
10. For immigration purposes, international students in the pathways must enroll in at least 18 contact hours of class time weekly. Thus, each quarter, depending on their IEP level, undergraduate Pathway students will have take between 10 and 18 contact hours of non-credit IEP coursework as well as 3 to 10 contact hours in of credit-bearing coursework. The total contact hours of weekly class time coursework/course credit will not exceed 20 – 22 per week.
11. While the GPP credit-bearing courses included in the AY 2018-19 model were selected based on IEP's recommendations and through collegial communication with academic leaders, the program invites participation from all appropriate courses across the university.
12. The credit-bearing coursework in the pathways will consist only of existing course offerings. No course will be listed as an option for the pathways unless the relevant faculty committees, chairs and/or deans have approved its presence there.
13. The credit-bearing course options in the GPP will consist only of approved catalogue offerings.
14. All existing scheduling processes apply to credit-bearing courses that are included in the GPP.
15. Directors, chairs and deans are encouraged to assess faculty interest in having their course(s) included among the pathways' academic options; they should also determine the resources that would be necessary for such participation to be possible; they should also determine a tentative schedule for offering the courses in the next academic year.
16. Academic programs may use enrollment tools such as restrictions, seat set-asides, or instructor approval in credit-bearing courses to manage access (e.g. clustering Pathway students in a single section) for Pathway students.
17. Academic programs may appoint TAs or work-study students as mentors for Pathway students.

18. Academic programs will use the existing budget processes for requesting additional funding for needed new course sections, faculty hires, TAs, and advising. Academic departments and programs retain their autonomy when hiring faculty to teach courses in the GPP.
19. The number of credit-bearing options offered in the undergraduate pathways will be limited in order to better support student success, with a combination of sheltered and integrated classroom experiences. That number may change as the GPP develops from year to year.
20. On a yearly basis, academic programs will assess the list of credit-bearing options in the pathways based on student success data, programmatic need, funding availability, etc. Only faculty in academic programs will determine which credit-bearing courses are appropriate for the Pathway students.
21. On a regular basis, oversight and evaluation of the GPP's impact will be undertaken by the WWU Faculty Senate and appropriate committees.
22. IEP faculty are responsible for the non-credit bearing courses in the pathways and they will assess them on an annual basis, in accordance with their accreditation requirements.
23. IEP will coordinate its course schedule so that Pathway students can take designated credit-bearing courses. In AY 2017-18, IEP classes take place from 12:00 pm-4:30 pm daily.
24. Access to courses for matriculating students shall be preserved as pre-matriculating students are enrolled.
25. In implementing the Global Pathway Program, the University will follow its obligations to faculty as part of the Collective Bargaining Agreement (CBA). The CBA makes clear that ALL faculty must be contracted by the University and compensated in accordance with the provisions of the CBA.
26. The Global Pathway initiative also recognizes the vital role that tenured and tenure-track faculty play in the academic life of the university and shares a commitment to maximizing the role of tenured and tenure-track faculty in teaching at the university. Consistent with the academic mission and University resources, the Global Pathway initiative recognizes that the University will increase the number of tenure-track positions when adding faculty.
27. The GPP initiative recognizes the need for added faculty resources to be allocated to IEP ~~in order to so that the program can~~ maintain established workloads and ~~the~~ program quality ~~of the program as it grows~~.
28. Academic advising will remain the sole purview of the relevant academic departments.
29. The GPP initiative recognizes the need for added staff resources to be allocated to relevant student service and advising offices as the international student population grows.
30. Finally, the Academic Working Group recommends that a more permanent Academic Planning and Implementation committee, comprised of academic and IEP faculty, be created to facilitate ongoing planning, implementation and assessment of the GPP.

#### Pre-Master's Pathway:

1. The pre-MBA pathway is the only pre-Master's pathway program being proposed for AY 2018-19: the Pre-MBA pathway is a three-quarter program with for-credit coursework in quarter 3.
2. MBA faculty approve the for-credit options in the pre-MBA pathway.
3. The pre-MBA pathway shares the same characteristics as the undergraduate pathways above, but pre-MBA pathway students will take between 5 and 20 contact hours of IEP instruction depending on their level, and between 0 and 12 Business/Math/Accounting credits.