

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 between 10 and 18 contact hours of non-credit IEP coursework as well as 3 to 10 contact hours in credit-bearing coursework. The total contact hours of class time 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 so that the program can maintain established workloads and program quality 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.