

## University Senate

### **Meeting Minutes for Tuesday, October 15, 2024**

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:04 pm. A quorum was present.

#### **Members Present**

Aghasaleh, Benavides-Garb, Burkhalter, Capps, Cappuccio, Cruz, Evans, Geck, Harmon, Lancaster, McGuire, Miller, Pachmayer, Perris, Ramsier, Silvaggio, Singleton, Spagna, Stelter, Sterner, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

#### **Members Absent**

Banks, Deshazier, Gordon, Holliday

#### **Guests**

Kacie Borquez-Hall, Carmen Bustos-Works, Joice Chang, Bethany Gilden, Bella Gray, Kendra Higgins, Mike Le, Peggy Metzger, Cyril Oberlander, Raven Palomera, Jenni Robinson Reisinger, Nicki Viso, Kimberly White, Mark Wicklund

#### **Announcement of Proxies**

Sterner for Banks, Evans for Deshazier, Michael Fisher for Gordon, Peggy Metzger for Holliday

#### **CFA Interruption Statement**

Chair Woglom read the Interruption Statement from the California Faculty Association.

#### **Approval and Adoption of Agenda**

M/S (Miller/Evans) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

#### **Approval of Minutes from October 1, 2024**

Senator Evans noted the discussion about 02-24/25-APC wasn't completely accurate about the Title V requirements and would include corrections in today's discussion below.

M/S (Harmon/Cappuccio) to approve the minute from October 1, 2024.

Motion to approve the minutes passed without dissent.

#### **Consent Calendar from the Integrated Curriculum Committee**

The attached Consent Calendar from the ICC was approved by general consent.

## **General Consent Calendar**

It was noted that there were no items in the General Consent Calendar.

## **Reports of Standing Committees, Statewide Senators, and Ex-officio Members**

### **Academic Policies Committee (APC)**

Written report attached

### **Appointments and Elections Committee (AEC)**

Ballots were sent out for the second rounds of elections today.

### **Constitution and Bylaws Committee (CBC)**

No report

### **Faculty Affairs Committee (FAC)**

Written report attached

### **Integrated Curriculum Committee (ICC)**

Written report attached

### **University Policies Committee (UPC)**

No report

### **University Resources and Planning Committee (URPC)**

Written report attached

A new research vessel is under construction, to be completed in January 2025. The USFAC is working on recommending a name for the vessel.

### **Academic Senate of the California State University (ASCSU)**

Written report attached

### **Associated Students (AS)**

Written report attached

### **California Faculty Association (CFA)**

A bargaining survey is open until November 22nd for members to share concerns and anything having to do with their working conditions.

### **Office of Diversity, Equity, and Inclusion (ODEI)**

No report

### **Emeritus and Retired Faculty and Staff Association (ERFSA)**

Written report attached

## **Labor Council**

We met with President Spagna this week, and it's great that this communication and dialogue is going on. The Student Union organizing is pretty much at a stalemate with the CSU, as they are maintaining that a \$16 minimum wage is perfectly fine salary, amongst other things.

## **Staff Council**

No report

## **President's Administrative Team (PAT)**

President Spagna reported that he appreciated the comments in the open forum and they are in process for how we can work together as a group under shared governance to create an environment where we truly are education first.

## **Reports, Announcements, and Communications of the Chair**

Written report attached

## **TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community**

Senator Miller made the attached comments.

Senator Ramsier made the following comments:

I was surprised yesterday when I received a university announcement about the launch of an on-campus living requirement for first and second year students (coupled with the requirement to purchase the food plan). That really surprised me because this is a significant requirement that should have received substantial stakeholder input. There may have been much internal discussion about this, and there may be some supporting data. However, it's not acceptable to make such a big change and to take away student choice without receiving heavy input from across campus. To my knowledge, this was not discussed at the university senate, and department chairs and other faculty were not aware. Thus, I have a lot of questions with regard to whether or not this decision was made with stakeholder input, in particular student input. I hope that it was.

The announcement listed five other schools noted as having an on-campus housing requirement. Monterey, San Diego, SLO, Maritime, and Pomona. These schools are substantially different from Humboldt in many ways, I assume including student financial considerations.

As for on-campus housing, I think it's wonderful that we're getting more options for students. However, campus housing is expensive and outside of the range of possibility for some students. Some students need to or choose to live in alternative types of housing, for example with multiple friends sharing rent, sometimes multiple per room. Living off campus may have been a student's plan all along - to come up to Humboldt and to live with their friends in an apartment because they want to and choose to. In any case, I think it's a pretty big thing to take that choice away.

The announcement listed several situations for which students could be exempt from the requirement, but these do cover the myriad of reasons that students might want to make a different choice. I also have questions about the success factors listed on the announcement.

It was noted that 92% of first year students who live on campus return versus 90% who don't live off campus. These figures might not just be (or might not at all be) due to the housing itself. Students that choose to live off campus may be less likely to return for confounding reasons having nothing to do with the actual housing. Just requiring those students to live on campus may not change the outcome at all - and in fact some of the students might just choose to not attend at all. For these and other reasons, I hope this can be opened up to a broader discussion.

I hope this has received heavy input from stakeholders, especially students. If it has not, I think it needs to go to that level before it's just sent down as an informational message. I hope this can be further discussed at the senate and elsewhere. I would like to request that those who made this decision report their process and data to us. Thank you.

### **Report on WSCUC Accreditation Work**

Carmen Bustos-Works and Mark Wicklund are seeking feedback on the process as reported so far. The Inclusive Student Success group has drafted a shared understanding of outcomes for student success as part of this process, and they are soliciting feedback on that, too. The Senate had an open discussion about measurements and goals for student success.

### **Resolution on Revisions to the Combined Bachelor's and Master's Program Policy (02-24/25-APC – October 15, 2024 – Second Reading)**

Senator Evans introduced the updates to the resolution and said that the statement “since Title V says that units applied to a degree that’s been conferred can’t apply to another degree” needs clarification. Title V contains no such statement. What is the case is:

1. Title V dictates that a bachelor's degree in the CSU shall consist of 120 semester units.
2. Title V dictates that a master's degree in the CSU shall consist of 30 semester units.
3. Section 40510.a.2.D of Title V states that for students in a blended program, 12 units may double count effectively meaning that such a student can get a bachelor's degree and a master's degree for a total of 138 units.
4. Students in a blended program who opt out having completed the degree requirements for the bachelor's degree but not the master's degree are no longer considered as being in a blended program.
5. Students who opt out and wish to return must reapply to the graduate program and are still no longer considered as being in a blended program.
6. For students as in (5), the Title V rules of 120 units for a bachelor's and 30 units for a master's degree apply.
7. If Humboldt had a policy allowing students as in (5) to 'double count' units applied to the conferred bachelor's degree to the master's degree, such a policy would be in violation of Title V.
8. The CSU policy on blended programs does not explicitly state this as does the Humboldt policy, but it is implied as the CSU policy must also comply with Title V.

Chair Woglom made a point of inquiry to the Registrar, Jenni Robinson Reisinger, if this was also her interpretation of Title V. She said it is, and commended Senator Evans on his nuanced understanding of Title V and the current policy.

Senator Harmon spoke in favor of the resolution.

Senator Virnoche spoke in favor of the resolution, thanking the committee for looking into the revisions she requested at the last meeting.

Senator Ramsier spoke in favor of the resolution, saying that they took into account the feedback they received and the resolution is a significant improvement over the previous policy.

Senate vote to approve the Resolution on Revisions to the Combined Bachelor's and Master's Program Policy ***passed without dissent.***

*Ayes:* Aghasaleh, Benavides-Garb, Burkhalter, Cappuccio, Cruz, Deshazier, Evans, Geck, Harmon, Holliday, Lancaster, McGuire, Miller, Pachmayer, Perris, Ramsier, Singleton, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

*Nays:* none

*Abstentions:* Banks, Capps, Gordon, Silvaggio, Tillinghast

**Discussion Item: Resolution on Policy Governing Proposed Minors and Academic Credit-Granting Certificates (03-24/25-APC)**

Senator Evans gave the attached presentation.

Senator Benavides-Garb asked if this applies to non-academic certificates, and Senator Evans clarified that it does not.

Senator Geck asked if the residency requirements are required to be in person, and Senator Evans said they could be done through online courses.

Peggy Metzger added that, in order to be eligible for Financial Aid, a student who is enrolled only in a certificated program has to be in it for a minimum of one year.

Senator Lancaster asked if a non-matriculated student could participate in a certificate program that was offered state-side. Senator Evans and Jenni Robinson Reisinger said it would be possible through open university, but it wouldn't be practical, since they wouldn't have priority registration or financial aid. It was discussed that the distinction between a state-side certificate and a minor is that the certificate is employment related, requires fewer units, and doesn't require upper division courses.

President Spagna asked if minors and credit-bearing certificates undergo academic review. Provost Capps said that there's currently no formal process for this, but it should be considered.

**Action Item: Election of Constitution & Bylaws Committee Chair**

Senate vote to appoint Senator Aghasaleh as chair of the Constitution & Bylaws Committee ***passed without dissent.***

*Ayes:* Aghasaleh, Benavides-Garb, Burkhalter, Cappuccio, Cruz, Evans, Geck, Harmon, Holliday, Lancaster, McGuire, Miller, Pachmayer, Perris, Ramsier, Singleton, Stelter, Sterner, A. Thobaben, M. Thobaben, Virnoche, Woglom

*Nays:* none

*Abstentions:* Banks, Capps, Deshazier, Gordon, Silvaggio, Tillinghast

**TIME CERTAIN: 4:00-4:30 PM – Annual Security Report**

Nicki Viso gave the attached presentation.

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M/S (Harmon/Evans) to adjourn

**Meeting adjourned at 4:57 PM**

**University Senate**  
**Integrated Curriculum Committee approved 10/08/2024**  
Consent Calendar

October 15, 2024

Page 1 of 2

[MATH - 245 - 24-2655 - Course Change - Mathematical Experimentation and Proof](#). Requisite changes only: remove MATH 109 as a prerequisite and MATH 107 as a corequisite. Leaves MATH 110 as a corequisite with an indication of Instructor Approval for Math Minors who may wish to take the course.

[ZOOL - 110 - 24-2666 - Course Change - Introductory Zoology](#). Remove BIOL 105 as a prerequisite.

[24-2589 - Computer Science, B.S. - Change Core Requirements](#): Add new proposed course, CS 445 (Artificial Intelligence) to the list of elective courses from which students choose two (6 units).

[24-2590 - Software Engineering, B.S. - Change Core Requirements](#): Add new proposed course, CS 445 (Artificial Intelligence) to the list of elective courses from which students in the major select two (complete 6 units).

[CS - 445 - Artificial Intelligence - New Course - 23-2485](#): The course has been offered three times as CS 480 (Advanced Topics in Computing), and because of its popularity and currency in the field of computer science, the department would like to offer this course annually as one of our regular elective offerings (both Computer Science Majors and Software Engineering Majors must take at least two elective courses).

[GEOL - 303 - 24-2600 - Course Change - Environmental Geology](#). (1) Course name change from Earth Resources and Global Environmental Change to Environmental Geology. (2) Minor modification of the course description to reflect discipline and instruction updates. (3) Adding Online as a potential mode of instruction in addition to the in-person option for maximum flexibility. (4) Adding Sustainability-Related designation reflecting content focused on the relationship between society and the environment. Current Description: Origins, occurrence, and limits of important energy, mineral, and water resources. Societal and environmental impacts of resource use and global climate change. Cannot count for geology majors as upper division geology area of specialization. Recommended preparation: [GEOL 109](#). Proposed Description: Origins, occurrence, and limits of important energy, mineral, and water resources. Discussions and lectures employ case studies allowing students to place geologic phenomena in human context, including analysis of natural hazards, climate change, sustainable development, water supply, and mining. Recommended preparation: [GEOL 109](#).

[PSCI - 320 - 24-2570 - Career Workshop - Course Change](#) - **Description**: Learn career planning, networking, resume and cover letter writing, internship and job search, mock interviews, and professional identity building. Translate your knowledge into valuable skills for the working world. Cross-listed with INTL 320 and HIST 320. **Proposed Changes**: Cross-listing the career workshop courses in Politics (PSCI 320), International

**University Senate**  
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Consent Calendar

October 15, 2024

Page 2 of 2

Studies (INTL 320), and History (HIST 398 - to be changed to 320) due to low enrollment and overlapping learning outcomes; this will save resources. PSCI 320 will be the "home" course as outlined in the cross-listing policy.

[HIST - 398 - 24-2572 - Course Change - History Career Workshop](#). Proposing (1) cross-listing with PSCI 320 and INTL 320, (2) numbering change to HIST 320, (3) title change to "Career Workshop" and (4) description change so that all 3 courses match.

[INTL - 320 - 24-2571 - Career Workshop - Course Change](#) - **Proposed Changes:** Change course description to match PSCI 320 (home course) to comply with cross-listing policy. Cross-listed with PSCI 320 and HIST 320.

[23-2512 - Women's Studies Minor - Change Minor Requirements](#). Minor change to Program Description to remove the name of the current Chair to make the link more general so it does not have to be updated frequently. Removal of CRGS 390, and increase in elective units.



# CAL POLY HUMBOLDT

University Senate Written Reports, October 15, 2024

Standing Committees, Statewide Senators and Ex-officio Members

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## Academic Policies Committee

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Eduardo Cruz (AS Legislative Vice-President), Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment). *Vacant: One Faculty Rep; AS Student 2nd Rep*

Meeting Date(s): 10/2/24 and 10/9/24

Meeting Details: APC met on October 2 and 9, 2024. There are three main items of business.

**Combined Bachelor's/Master's Program (CBMP)** - The Combined Bachelor's/Master's Program (CBMP) policy was aligned with CSU policy on transferable units and the condition that transferable units be taken in the last semester of study was removed. The Committee discussed and clarified Title 5 requirements for degree unit counts. The policy was approved for second reading in the October 15 Senate meeting.

**Certificates and Minors Policy** - The Certificates and Minors policy will be discussed in the October 15 Senate meeting.

**AS Day One Priority Registration** - Category E day one registration for AS Board of Directors was discussed and approved for Spring 2025 in consultation with the Registrar and the VP of Enrollment Management and Student Services. APC will consider a policy modification in which AS officers are granted day one registration without annual application.

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## Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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## Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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## Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Members: Claire Till, Melanie Michalak, Kimberly Perris, Lisa Tremain, Anthony Silvaggio, Kimberly White. Tim Miller continues to attend meetings to support the transition and the ongoing work.

Meeting Date(s): 10/2 and 10/9

Meeting Details: The committee formalized a physical meeting space and worked on these policies.

- Early Tenure Policy- Draft policy is still in review process and is being shared with chairs and faculty this week.
  - Post Tenure Review Policy- Our goal to develop a policy that clearly outlines the process and materials required for post-tenure review is well underway. Our first draft is being shared with SenEx next week.
  - We are beginning work on a campus-wide Minimal qualification for scholarship.
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## Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair

**Members:** Ramesh Adhikari, Paul Michael Atienza, Morgan Barker, Cindy Bumgarner, Carmen Bustos-Works\*, Christine Cass, Eduardo Cruz, William Fisher, Chris Guillen, Sara Hart, Alison Hodges, Jose Marin Jarrin, Jamie Jenson, JuEun Lee, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Meenal Rana, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler, Melissa Tafoya, Lisa Tremain, Mark Wicklund; **GEAR Chair:** Sara Hart; **CDC Chair:** Lucy Kerhoulas; **APC Chair:** Tyler Evans; **Student Representatives:** Eduardo Cruz, AS Legislative Vice

President; **Curriculum and Catalog Specialist:** Cameron Allison Govier; **Curriculum and Assessment Analyst:** Khristan Lamb

**Meeting Date(s):** Tuesday October 8, 2024; 9:00am to 10:50am

- Hyflex: Nelson Hall East 106 or [Zoom Link](#) (**Meeting ID:** 864 5601 7312 + **Passcode:** ICCMeet)

**Meeting Details—General Summary** (Ai generated/edited): The meeting began with a discussion on the use of Otter AI for minutes, noting its efficiency but requiring manual editing. The minutes were approved, followed by the agenda and consent calendar. Key proposals included a new upper division AI course, geology course changes, and a cross-listing of career workshops. Concerns were raised about the sustainability designation process and the need for clear guidelines. The Women's Studies minor and certificate changes were reviewed, with suggestions for adjustments. The music core requirements were updated, and the importance of faculty understanding GE courses was emphasized. The meeting concluded with updates on GEAR curriculum and program review timelines.

A. Approval of the minutes from the meeting of [September 24, 2024](#)

B. Approval of Meeting Agenda for 10/8/24

C. Consent and Voting Action Calendar - Voting Items

- Consent Calendar - Approved - Moved to Senate
- Voting Action Calendar - Approved Proposals moved to Senate
  - [24-2589 - Computer Science, B.S. - Change Core Requirements](#)
  - [24-2590 - Software Engineering, B.S. - Change Core Requirements](#)
  - [CS - 445 - Artificial Intelligence - New Course - 23-2485](#)
  - [GEOL - 303 - 24-2600 - Course Change - Environmental Geology](#)
  - [PSCI - 320 - 24-2570 - Career Workshop - Course Change](#)
  - [HIST - 398 - 24-2572 - Course Change - History Career Workshop](#)
  - [INTL - 320 - 24-2571 - Career Workshop - Course Change](#)
  - [23-2512 - Women's Studies Minor - Change Minor Requirements](#)
- Voting Action Calendar - Proposals for Further Review
  - [23-2513 - Women's Studies Certificate of Study - Change Certificate Requirements](#) (to CDC)
  - [23-2440 - Music, B.A. \(Core\) - Change Core Requirements](#) (to GEAR)
    1. Discussion and consideration of [CO Policy: CSU General Education \(GE\) Requirements](#)

\*Timing will be adjusted, if needed for discussion and voting process.

D. Subcommittee Reports & Updates

- AP/Curriculum
- CDC (tracking: [ICC - CDC Assignments 2024 2025](#))
- GEAR (tracking: [GEAR Tracking 2024-25 Cycle](#))
- APP (tracking: [ICC - APP Assignments 2024 2025](#))
- APC
- General ICC

E. General ICC Business:

a. GE (Sara H. + Carmen, 45 minutes)

i. **GEAR Program Review Self-Study**

1. Initial sharing and introduction to this Program Review/Self-study
  - a. Sara Hart and Carmen present the program review self study document, including an overview of the curriculum, history, and assessment included in the self-study.
  - b. Sara H. reviews process, discusses timeline (which is right on track!), next steps, process for determining external reviewers, and an open invitation for diving in to discussion
2. [Campus Review pdf](#) sent to Chairs
  - a. [Google Form for Review](#)
  - b. Review by November 27
3. Discussion Points:
  - a. Emphasis of the importance of a clear advising model and baseline understanding of GE among faculty.
  - b. Highlight the challenges of advising students on GE courses and the need for faculty and professional advisors to work together.
  - c. Emphasis of the importance of a clear advising model and baseline understanding of GE among faculty.
4. Sara H. and Mark discuss the timeline for the program review (outside reviewers coming in the spring) and the importance of engaging the campus community.

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## University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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## University Resources and Planning Committee:

Submitted by Jaime Lancaster, URPC Faculty Co-Chair.

This report contains updates for both the 10/4/24 meeting and the 9/20/24 meeting

### Meeting Date(s): 10/04/2024

#### Meeting Details:

This meeting was canceled to allow members to participate in tabletop exercise related to potential free speech activity planning for October 7th.

### URPC Budget Forum 101 Information

The University Resources and Planning Committee (URPC) of the University Senate, in collaboration with the University Budget Office, will be holding an Open Forum for the Campus Community on *Tuesday, October 22, 2024, from 11:30 - 1:00 pm in the SAC 131 the Banquet Room*. The purpose of this forum is to introduce University [budgeting concepts](#), processes, timelines, and the functions of the URPC. This will be followed by a presentation on the state of the budget at Cal Poly Humboldt. This presentation will cover developments at the State and CSU system level that impact our campus budget, as well as the impact of enrollment changes on our financial outlook. Lunch will be provided.

Questions can be submitted ahead of time at [OAAVP@humboldt.edu](mailto:OAAVP@humboldt.edu). Please submit your questions by *Monday, October 21, 2024, at 12 pm*.

### Meeting Date(s): 09/20/2024

#### Members Present:

Absent	Jenn Capps, Co-Chair (non-voting)	Proxy	Mark Johnson, VP (voting) Proxy: Kevin Furtado
Present	Jaime Lancaster, Co-Chair	Present	Wysdem Singleton, Student (voting)
Present	Rosanna Overholser, Faculty (voting)	Absent	, Student (voting)
Present	Dave Jannetta, Faculty (voting)	Present	Patrick Orona, Advisor (non-voting)
Present	Ramesh Adhikari, Faculty (voting)	Present	Melanie Bettenhausen, Advisor (non-voting)
Present	Steven Margell, Staff (voting)	Present	Kevin Furtado, Advisor (non-voting)
Present	Nathaniel Cacciari-Roy, Staff (voting)	Absent	Kendra Higgins, Advisor (non-voting)
Present	Jeffrey Crane, Dean (voting)	Present	Michael Le, Advisor (non-voting)
Proxy	Sherie Gordon, VP (voting) Proxy: Sarah Long	Present	Brigid Wall, Notes (non-voting)
Present	Chrissy Holliday, VP (voting)	Present	Sarah Long, Staff (non-voting)

### Meeting Details:

Patrick Orona began the meeting with a presentation of the President's response to the [2024/2025 URPC budget recommendation](#) for Cal Poly Humboldt. This was followed by a presentation by Patrick Orona and Sarah Long covering updates and current development at both the system and university level. [URPC Budget Update](#) have been published to the URCP website.

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## Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The next standing committee meetings take place on October 18, 2024. The next plenary is November 14-15, 2024.

Two items that are time sensitive:

- 1) The ASCSU is asking for feedback from campuses on the interim system-wide Time, Place and Manner policy to be potentially included as line items in [AS 3710-24-AA](#) Resolution on Time, Place, and Manner Policy. This resolution is scheduled to be heard in second reading and voted on at the November plenary.

A little background: In the September plenary, the ASCSU passed [AS 3711-24/FA/JEDI](#) Resolution on the Time, Place, Manner policy with a first reading waiver. The resolution expresses ASCSU opposition to the interim TPM policy as written (among other statements criticizing the policy and the process). In addition, ASCSU is concerned that the CO will try to make permanent this fall semester the parts of the policy that are not subject to union meet and confer. Since the CO has indicated they are willing to consider ASCSU feedback on the interim TPM policy, at the September plenary, the Academic Affairs committee put forward for first reading [AS 3710-24-AA](#) Resolution on Time, Place, and Manner Policy. This resolution seeks to include suggestions regarding the language of the policy, with an eye towards clarifying language in the policy and mitigating the policy's negative impact on the CSU's academic mission. In the resolution, you can see that there is a table in which existing language is cited on one column and then the next column includes a suggested edit, followed by a column with rationale for the suggested change. If you have feedback on specific sentences and/or provisions of the policy to be potentially included in [AS 3710-24-AA](#), please let us know.

- 2) You will soon be asked to vote on a proposed amendment to the ASCSU Constitution that will add three dedicated seats for lecturers to the ASCSU (see [AS-3715-24](#) passed at the September 2024 plenary for details). This vote is the culmination of work that began last academic year to generate additional opportunities for lecturers to be elected as

senators in the ASCSU (not every campus w/ lecturers to serve in their campus-designated seats), The ballot will be sent to all Unit 3 faculty. We encourage you to vote yes.

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## Associated Students

Submitted by Wysdem Singleton, AS President

Members: Eduardo Cruz (LVP), Samuel Ramos (AVP), Amy Nava (SAVP), Camille Fisher (ESO), Ana Martinez (SJEIO), Alejandra Garcia (ALR), Gerardo Hernandez (CAHSSR), and Jacob Garcia (EAO)

Meeting Date(s):

Meeting Details:

### 1. Campus Committees in Need of Student Participation

One of the priorities for Associated Students is ensuring that students have meaningful representation on various campus committees. We are actively seeking to gather information on committees that still need more student representatives. The aim is to ensure student perspectives are incorporated into university decision-making processes. We are asking the administration for details regarding the **location of the committee meetings, time commitment, number of students, and requirements needed for said committees.**

### 2. Undocu-Week and SWB Support

Undocu-Week, highlights and supports undocumented students, faces some challenges this year due to its short preparation time. In addition, Scholars without Borders, which typically plays a key role in supporting this event but they are currently in the process of rebuilding. We were hoping that there might be some administration who might be better able to support them at this time.

### 3. Elections and Student Engagement

As part of our CIVIC engagement efforts, we are focusing on increasing student participation in elections coming up in November, both at a campus level and in the broader community. This includes participation in the Ballot bowl, a statewide competition and encourages voter registration among college students. Not to mention that staff can participate as well. We are exploring ways to strengthen student engagement and ensuring students are informed about their CIVIC duties. What we are trying to address:

- What actions is the University taking to ensure maximum student voter turnout?
- How can we better connect students to the local electoral process?

### 4. Feedback on the Accreditation Process

The university is currently undergoing its accreditation review by WASC and it is vital that student feedback is included in this process. We want to understand how student feedback is being gathered and used in the accreditation process. Our role will be to ensure that students are made aware of their opportunities to contribute to the feedback process, whether through surveys, forums, or other forms of communication.

#### **5. Priority Registration**

The Associated Students has been in process of obtaining priority registration and we gave a request to the Academic Policy Committee for the next academic term. Hopefully the APC committee will be able to change the priority registration policy and are able to add a section to include Associated Students to allow us better governance on campus.

#### **6. AS Travel Grants for Recognized Student Organizations**

We are excited to announce the launch of **Associated Students Travel Grants**, which will support Recognized Student Organizations (RSOs) in their travel to conferences, competitions, and other events. A total of **\$22,000** has been allocated to these grants, and the program will soon go live.

This funding will help support student involvement in activities that enhance their educational experience and foster personal growth. Information about the application process, eligibility criteria, and deadlines will be released shortly. RSOs are encouraged to apply for travel funding once the program is officially launched.

#### **7. Supporting Disability Services**

In our ongoing effort to support accessibility on campus, Associated Students recently provided **\$250** in financial assistance to Disability Services for their event. We are actively looking for more ways to collaborate with Disability Services and other campus organizations focused on accessibility. Our goal is to foster an inclusive environment where all students feel supported.

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## **California Faculty Association**

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

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## **Office of Equity, Diversity, and Inclusion**

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: No Report

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## **Emeritus & Retired Faculty & Staff Association**

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: No Report

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## **Labor Council**

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

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## **Staff Council**

Submitted by Senator Sulaina Banks

Members: Kathy Hudson (Chair), Alex Thorne, Aylea Maxwell-Miller, Cristina Tusei, Erica Lucarotti, Erin Scofield, Grace Coleman, Janeth Serrano, Noel DiBenedetto, Pearl Podgorniak, Scott Harris, Sherry Beasley, Stephanie Souter, Tianna Nourot, Xelha Puc

Meeting Date(s): September 25, 2024 (closed meeting)

Meeting Details:

### **Staff Council Initiatives for 2024-2025:**

- Elevating staff voice on campus.
- Increasing connection with staff.
- Aligning staff representatives on campus committees with University Senators.
- Ensuring inclusive staff representation.

**Welcome New Staff Councilors!** Aylea Maxwell-Miller, Cristina Tusei, Grace Coleman, Noel DiBenedetto, Sherry Beasley

### **Leadership and Open Positions:**

- Nominations are open for a Chair-Elect and Secretary. Responsibilities were outlined, emphasizing collaboration and participation.
- Standing committees are seeking members to assist with governance, staff service, and recognition, with some committees already actively working on updating bylaws and planning events.

### **Upcoming Staff Events:**

- A series of Staff Connect events are planned for the academic year, including Welcome Back Trivia, a Halloween costume party, Valentine's Day, and Staff Appreciation events. These will help build community and recognize staff contributions.
- Welcome Back Trivia was held on 9/26/24 and all staff were invited. Approximately 50 staff attended and a good time was had by all.
- Staff Council will sponsor the annual Lumberjack Weekend Door Decorating Contest in partnership with the Campus Traditions Committee. Lumberjack Weekend is 10/17-20, 2024. Contest submissions should send a photo and department name to [staffcouncil@hu8mboldt.edu](mailto:staffcouncil@hu8mboldt.edu) before the end of the day, Friday, 10/17. Winners will be announced the following week.
- An ad-hoc committee will form to help plan the End-of-Year (EOY) Staff Appreciation event.

### **Budget and Communications:**

- Event announcements will be managed by Erin Scofield, who will ensure timely communication.

### **Recognition Efforts:**

- The Staff Spotlight initiative will focus on recognizing staff who were not formally acknowledged last year. There is an emphasis on ensuring diversity and inclusion in the recognition process.
-

## **President and President's Administrative Team Report to University Senate**

Michael Spagna, Acting President

Mark Johnson, Chief of Staff and VP Advancement

Sherie Gordon, VP Administration and Finance/CFO

Jenn Capps, Provost and VP Academic Affairs

Chrissy Holliday, VP Enrollment Management and Student Success

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement

Meeting Details: no report

Hey Cal Poly Humboldt,

You know how in romantic comedies, how there's that trope where one of the two folks who are destined to get together messes up huge at the end of the second act, and then the one who messed up has to do a big speech right around the climax to beg the one who was harmed to come back to them, even though they don't deserve it yet (think "Jerry Maguire" or any installation in the McConaughey/Hudson trilogy)? This report is gonna be one of those speeches.

While sitting in the open forum for the Advisory Committee to the Presidential Search, I was deeply struck by the preponderance of empty seats in the VanDuzer Theater. The resounding message broadcast to those of us gathered to listen there, was, in my interpretation, that coming to that space and sharing our needs, thoughts, or concerns was not an effective use of time and energy. Don't get me wrong, there was no shortage of heartfelt and meaningful commentary made in that space, but there was more room for more care and thinking and expression, and many of us determined that that particular allocation of our efforts was not worth it.

I find myself sitting in a good number of poorly attended or empty meetings of late. Open fora scheduled to inform the WSCUC Self Steady have led to meaningful exchanges, but the personnel in attendance have predominantly consisted of members of the writing/steering committees. Senate Meetings have felt like democratic ghost towns, complete with tumbleweeds and crickets.

Please understand that this is not meant to be a "woe is me, no one wants to come to my party" sort of diatribe. I do not, in any way, begrudge this sense of apathy in relation to shared governance at our institution, and at times have shared it. If there is anything that seems to be a consensus point in the conversations I have had throughout this semester, it is the sense that folks are tired of not being listened to or taken seriously. We've come to these sorts of meetings, and we've said what we thought, and the institution has, on many occasions, moved in the exact opposite direction without meaningful rationale for the departure. We've been here before, and it is socially uncomfortable and time consuming, and our shared lived experience is that pleading and speaking our truths in these fora does not, historically, lead to good faith engagement with our concerns.

In spite of this, I'm begging y'all to come back. We need you. We are working through hard stuff, existentially impactful stuff, and we are not getting the information we need.

There are at least two things that I acknowledge those of us in leadership positions at this University need to do in order to earn y'all's participation in governance, in the project of institutional stewardship and collaborative authorship of this University through institutionally democratic means, and I promise to approach both of these needs concertedly.

First, we have to acknowledge that we have done wrong, that we have messed up, perhaps beyond the realm of forgiveness, and we see and understand the mistakes that we have made, and will endeavor with all reasonable care to repair and apologize for the damage we have caused. For my part, I am (more and more) aware of what I need to atone for: I heard and saw troubling things, and I did not push back. I watched red flags pop up all around me, and I thought, "maybe this is normal"? I made excuses and soft pedaled my resistance to bad ideas. I tried to be polite at points when politeness was not apt. I let shared governance degrade by not embodying resistance to that degradation, and thus I am complicit in the deterioration of trust in shared governance mechanisms on this campus. In this I am at fault, and I am so sorry. There is doubtlessly much else I should apologize for, but I'll start there, and if anyone has any requests I can follow up.

Second, we must strive to make these shared governance spaces safe in the full range of senses that that word might be used. I have personally seen so much harm in shared spaces over the course of this last year, and for those of us who are not required to be in such spaces, the risk of being willfully hurt by our colleagues and other community members must be daunting. People who have come to voice their passions and commitments (or just do their respective jobs) on campus have been arrested, detained, assaulted, threatened, had things thrown at them, been laughed at or made fun of by peers, been dismissed for not maintaining broadly shared opinions, and discounted because of our respective constituencies. Why would anyone voluntarily subject themselves to such risk? If we are desirous of people's voices, we need to recommit to fostering and maintaining spaces that are free from ad hominem attack, that thrive because of dissensus, and that are filled to the brim with all of the transparent and readily shared information necessary to make impactful decisions. We need to treat each other with the respect we inherently deserve. Though I am deserving of your skepticism to this end, I am hoping to make material efforts to improve some aspects of the Senate in the coming weeks to reflect some of the concerns I have heard, and would treasure further suggestions.

So, again, I am truly sorry for not sufficiently defending the sanctity of our shared governance models over the last year, and I promise to endeavor to improve, with y'all's permission. Please come back. Tell us what you think, what you need, and what we're doing wrong. I know there are other venues for making your voices heard, but the University Senate is one, too, and we shouldn't abandon it just because it needs work.

Thanks,  
jim

# Senate Open Forum Remarks

Tim Miller, 10/15/2024

On a similar topic to Jim's Chair Report this week, I want to talk about the role of campus leadership in moving forward with creating a university that we are proud of and that highlights the strengths of our students, staff, and faculty. When I say "campus leadership" I'm primarily referring to individuals in administrative positions and the President's Administrative Team, but I've also been pondering how this body and other groups involved in shared governance can influence a corrective shift in our university leadership's attitude toward engaging with students.

Since the April protests, there has been an overwhelming recognition that the university failed our campus community and made several mistakes by taking actions that wildly deviated from the long and proud history of peaceful and meaningful protest and student action at this institution. This senate body passed several resolutions to that effect ([28-23/24-EX](#), approved May 7, 2024). The General Faculty made the extreme, but overwhelmingly approved, vote of no confidence and call for the resignation of the President and Chief of Staff ([25-23/24-EX](#), approved April 25, 2024). The Academic Senate of the CSU system passed a resolution that declared that Cal Poly Humboldt's presidential administrative team "continually made decisions that excluded established processes of consultation and shared governance." ([AS-3698-24/FA/Exec](#), approved May, 2024) The Eureka Police Department's independent review found that the initial student protest posed, "no immediate threat" and "no urgent need for law enforcement intervention." ([Review of the Eureka Police Department's Response to California State Polytechnic University, Humboldt on April 22, 2024](#), July 23, 2024)

The consensus is clear. University leadership failed.

This fall, I volunteered to participate on the Community Engagement Team. From what I have observed, this group is a drastically misguided and immensely uninformed effort led entirely by the leadership that made the mistakes last spring. The framing of this group is to control and temper the speech and activities of our students. No discussion of lessons learned or steps taken by campus leadership to prevent future failures has been made. When the members of the team have expressed concern over the framing and focus of leadership, the response has been to re-word and update language so that the team does not appear to be so adversarial. CET members have had no opportunity to inform or influence the purpose, goals, or focus of this team. This group is a "Team" and not another type of formal group that would have oversight or be approved through shared governance.

Perhaps the most glaring example of the uninformed nature of this group is that our initial de-escalation training was conducted by Officer Jackson, who has the unfortunate reputation of escalating her interactions. Most notably, she physically dragged a young woman from her car in 2018 over a confusion about the woman's surname (subsequent charges were dismissed). This event made international headlines and drew unwanted attention to our community and university. Among Officer Jackson's qualifications for offering the training to the CET was that

she has attended de-escalation trainings, which I can only wonder if she was mandated to do as a result of her actions. When I have told others who the deescalation trainer was, people interpret the choice of Jackson as the trainer to mean that the CET is not a sincere effort, but a wolf in sheep's clothing.

Despite all of these stated misgivings, I have a profound optimism that we can correct this failing initiative. I have seen time and time again that we have so many wonderfully informed and experienced faculty, staff, students, and community members that we can draw upon and we can be successful at almost any effort as long as we operate collectively and in the spirit of shared governance. Campus leadership has been asked time and time again to include a diverse array of voices and to work in shared governance in good faith. And it feels that at every turn, we are denied.

This is what I am asking of our campus leadership: President Jackson is gone. You have an opportunity to undo some of the damage that was done last spring. You have an opportunity to build trust, to recreate relationships that President Jackson destroyed, to reclaim the reputation of this institution and of our administration. However, you cannot do this by working on your own. The idea that you can control your way out of this situation is deeply flawed. I am asking that campus leadership dissolve the CET and I am asking them to request that President Spagna create a task force or other group to address how this university handles future protests and free speech policies on campus.

**CAL POLY HUMBOLDT  
University Senate**

**Resolution on the Policy Governing Proposed Minors and Academic Credit Granting  
Certificates**

XX-24/25-Academic Policy Committee — October 1, 2024 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the following policy governing proposed Minors and Academic Credit Granting Certificates be adopted; and be it further,

**RESOLVED:** That this policy supersedes the Cal Poly Humboldt 2022 Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations ([VPAA 22-03](#)), and the Cal Poly Humboldt 2020 Policy on Certificates ([VPAA 20-04](#)).

**RATIONALE:** This policy revision intends to clarify how minors and academic credit-granting certificates are defined at Cal Poly Humboldt. The policy also provides guidance for proposing new minors and academic credit-granting certificates.



**Policy Governing Proposed Minors and Academic Credit-Granting  
Certificates  
[Policy Number]  
Academic Policies Committee**

**Applies to:** All new proposals for minors and academic credit-granting certificates. Non-academic credit-granting certificates, such as certificates of participation, are administered by the College of Extended Education and Global Engagement and do not fall under the purview of this policy document.

**Supersedes:** Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations (03/29/2022, [VPAA 22-03](#)), and the Policy on Certificates (05/12/20 [VPAA 20-04](#)).

**Purpose of the Policy**

This policy revision intends to make more clear how minors and academic credit-granting certificates are defined at Cal Poly Humboldt. The policy also provides guidance for proposing new minors and academic credit-granting certificates.

**Table of Contents**

- I. Definitions
- II. Policies governing new proposals for minors and academic credit-granting certificates
- III. Specific guidelines for proposing new minors
- IV. Specific guidelines for proposing new academic credit-granting certificates
- V. Dually proposed minors/academic credit-grant certificates

**I. Definitions**

**Minor.** A minor is a course of study designed to emphasize a disciplinary or multidisciplinary specialty, or area of special interest, for a matriculated student pursuing a bachelor's degree. Minors require a minimum of 12 units of coursework and offer a sustained course of study that complements academic work. Most minors will not exceed 24 units, although proposed minors with more than 24 units shall be considered provided the proposal includes rationale justifying the unit count. Existing minors are exempt from these unit cap guidelines.

**Academic credit-granting certificate.** An academic credit-granting certificate is a cohesive course of study, shorter than a bachelor's or master's degree program, typically designed to

provide students with training to enhance their professional/career opportunities. These certificates are offered at the undergraduate or post baccalaureate level. Academic credit-granting certificates are available to matriculated students who wish to earn a certificate and to non-degree-seeking students who register for the courses through the College of Extended Education and Global Engagement.

An academic credit-granting certificate's required coursework (9-24 units) often entails a structure formulated for specific career-enhancing skills or professional qualifications, setting it apart from a minor, which implies a breadth in a particular discipline. For example, note the contrast between a minor in English and a certificate in grant writing. Another noteworthy distinction is that post-baccalaureate and graduate students cannot earn a minor, and thus a certificate is an attractive option if such students are an intended target of a proposed program.

**Stackable Certificates.** Stackable certificates are a series of academic credit-granting certificates designed to be taken in sequence, allowing students to gradually build expertise in a particular field or topic. Each certificate in the stack is a standalone credential, and students are not required to complete every certificate in the stack. Subsequent certificates in the stack may require the completion of earlier certificates as prerequisites.

**Matriculated student.** A matriculated student is a student who has, through normal procedures, been admitted formally at a CSU campus to pursue an authorized degree, credential, or certificate (for academic credit) and who is enrolled in or is expected to enroll in courses. A student may be matriculated through state-supported university enrollment or self-supporting enrollment, or both (EO 1099).

**Self-support mode.** Instruction offered through self-supporting mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operations. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1102 and Education Code section 89708 (EO 1099).

**State-support mode.** State-support mode is the type of funding structure in which the university receives state appropriations for instruction offered (EO 1099).

## II. Policy Details

Policies governing new proposals for **minors** and **academic credit-granting certificates** (abbreviated as "certificates" for the remainder of this section):

- a. Minors and certificates are subprograms of academic units at Cal Poly Humboldt. Every subprogram will uphold the vision and responsibilities of Cal Poly Humboldt and the California State University system.
- b. Proposals for a new minor or certificate must include a clear description of the necessary academic preparation and prerequisites required for students to

- successfully begin the coursework. This description should provide guidance to students considering the minor/certificate to ensure transparency about any courses or skills needed prior to enrolling in the minor's/certificate's core courses.
- c. All course work for a minor or certificate must be satisfied with an average 2.0 GPA or above. Any additional GPA requirements must be included in the proposal.
  - d. For **matriculated students**, there shall be no residency requirement for minors or certificates. For non-matriculated students pursuing certificates, at least 50% of the required coursework must be completed in residence at Cal Poly Humboldt.
  - e. Certificate programs shall be offered in state-support or **self-support mode**.
  - f. For a certificate program or an individual course to be offered through self-support mode versus **state-support mode**: (1) CSU operating funds shall be either unavailable or inappropriate for supporting the offering(s), and (2) at least one of the following additional criteria shall be met:
    - i. The course or program is designed primarily for career enrichment or retraining (Education Code section 89708); or
    - ii. The location of the course or program offering is removed from permanent, state-supported campus facilities; or
    - iii. The course or program is offered through a distinct technology, such as online delivery; or
    - iv. For new programs, the client group for the course or program receives educational or other services at a cost beyond what could be reasonably provided within CSU operating funds; or
    - v. For existing programs, there has been a cessation of non-state funding that was previously provided for educational or other services beyond what could be reasonably provided within CSU operating funds (EO 1099).
  - g. Faculty teaching in all programs that offer certificates must be reviewed through appropriate APS/HR procedures.
  - h. Self-support certificates shall result in a positive impact on Cal Poly Humboldt facilities, services, faculty, staff, and students as per EO 1099 supplanting policies.
  - i. Proposal documents must indicate which department will house the minor or certificate and include a resource statement/commitment from the appropriate college.
  - j. Certificates and minors must be reviewed and approved by the Integrated Curriculum Committee (ICC). Proposals will be submitted using appropriate curriculum forms and/or online review software such as Modern Campus Curriculum.
  - k. State-support mode certificates will be covered by tuition, but self-support certificates will have additional charges.

- I. Each proposed new minor or certificate will be proposed by the sponsoring academic unit and reviewed and recommended by each of the following:
  - i. Sponsoring department
  - ii. Associate Dean
  - iii. ICC
  - iv. Senate
  - v. Provost
  - vi. President

### **III. Specific guidelines for proposing new minors**

The following criteria must be met when proposing a new minor:

- a. Describe the program need/rationale for the new minor framed by Cal Poly Humboldt's vision and strategic goals. Provide evidence that the new minor will have sufficient enrollment. Describe how the minor will enhance student education.
- b. Provide the exact title of the new minor being proposed.
- c. List the courses and descriptions for all required units for the new minor. All prerequisite courses must be clearly identified. If the minor requires completion of Cal Poly Humboldt general education courses before entering the minor, these shall be clearly identified as prerequisite courses. If the program allows for choice in the selection of specific coursework, all pathways shall be clearly mapped.
- d. Any new courses created for the minor must be clearly identified in the proposal. Courses created only for the minor must meet established Cal Poly Humboldt course enrollment targets and may not be allowable.
- e. Students must take at least 6 upper-division (300 and above) units for any minor and 9 upper-division units if the minor is more than 20 units. Proposals that deviate from this requirement should include a rationalization for the inclusion of fewer upper-division units.
- f. A maximum of 3 units for the minor can be academic internships or independent study unless the minor is designed to include more and has prior approval.
- g. All courses that meet the requirements of a minor may be used, as appropriate, simultaneously to meet requirements in the GEAR program, credentials, certificates, or complementary studies.
- h. Proposals must include documentation of all campus-required curricular approvals.

### **IV. Specific guidelines for proposing new academic credit-granting certificates** (abbreviated as "certificates" for the remainder of this section)

The following criteria must be met when proposing a new certificate:

- a. Describe the program need/rationale for the new certificate framed by the institution's vision and strategic goals. Provide evidence that the new certificate will have sufficient enrollment. Describe how the certificate will enhance student education.
- b. Self-support certificates (in conformance with EO 1099 and EO 1102) must include:
  - i. specification of how all required EO 1099 self-support criteria are met;
  - ii. assurance that the proposed program does not replace existing state-supported courses or programs;
  - iii. evidence that the academic standards associated with all aspects of certificates are identical to those of comparable state-supported CSU instructional programs;
  - iv. an explanation of why state funds are either inappropriate or unavailable;
  - v. a cost-recovery program budget;
  - vi. the student per-unit cost; and
  - vii. the total cost for students to complete the program.

**V. Dually proposed minors/academic credit-granting certificates** (abbreviated as “certificates” for the remainder of this section)

Circumstances may arise in which a certificate is identical to a minor in an academic discipline. Such certificate programs exist to provide students who would not be eligible to pursue a minor (graduate, credential, non-matriculating) with the equivalent acknowledgment of completion. The following criteria must be met when proposing an identical sequence of courses as both a minor and a certificate:

- a. Dually proposed minors/certificates must meet all the standards for both minors and certificates.
- b. The proposing department/program must make clear the course requirements, pathways, and options for state-supported university enrollment or self-supporting extended education enrollment; identify any distinctions between the minor and certificate (if applicable); and clearly outline in which situations a matriculated student could earn the certificate.
- c. If the same sequence of classes is offered as both a minor and a certificate, students shall not be awarded both.
- d. If self-support is necessary, an MOU with the College of Extended Education and Global Engagement must also be submitted.

**Related Policies:** (if any; optional)

**Expiration Date:** (if any; optional)

**History** (required)

All changes must be listed chronologically in the format below, including all edits and reviews. Note when the policy name or number changes. Note if an edit or revision date is exclusively for the policy section or the procedure section:

Academic Policy Committee: 09/25/2024  
Reviewed by University Senate: MM/DD/YYYY  
Approved by Provost/President: MM/DD/YYYY

*Template Updated: February 28, 2024*

DRAFT

# Policy Governing Proposed Minors and Academic Credit-Granting Certificates



# › Policy Overview

## Policy Governing Proposed Minors and Academic Credit-Granting Certificates

- Clarify definitions of minors and certificates at Cal Poly Humboldt
- Provide guidance for proposing new programs
- Supersedes previous policies:
  - 2022 Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations (VPAA 22-03)
  - 2020 Policy on Certificates (VPAA 20-04)



# ➤ Key Policy Definitions

## Minors

- 12+ units of coursework
- Offered only for matriculated students pursuing a bachelor's degree
- Encouraged to not exceed 24 units (exceptions considered with rationale)

## Academic Credit-Granting Certificates

- 9-24 units of coursework
- shorter course of study than a bachelor's or master's degree program
- Enhances professional/career opportunities
- Available to undergraduate, post-baccalaureate matriculated and non-matriculated students
- Stackable Certificates: Sequential certificates building expertise

# ➤ Key Policy Details

## For Both Minors and Certificates

- 2.0 GPA minimum
- No residency requirement for matriculated students
- Usual approval process:  
Department → Associate Dean → ICC → Senate → Provost → President

## Certificates Specific

- Available to matriculated and non-matriculated students
- 50% residency requirement for non-matriculated students
- Can be state-support or self-support mode
- Self-support must meet EO 1099 criteria\*

\*EO 1099 clarifies procedures for CSU campuses offering self-supporting instructional courses and programs

# ➤ Proposal Guidelines

## Proposing New Minors/Certificates

- Describe program need/rationale aligned with institution's vision
- Provide evidence of sufficient enrollment
- List courses, prerequisites, and pathways
- Identify any new courses

## Additional Guidelines for Minors

- 6 upper-division units (9 if over 20 units; exceptions considered with rationale)
- Max 3 units internship/independent study (unless prior approval)

## Additional Guidelines for Certificates:

- Self-support certificates: Include cost-recovery budget and student costs

# **Dually Proposed Minors / Certificates**

## **Dually Proposed Programs**

- Provide options for students ineligible for minors (e.g., graduate, credential, non-matriculating)
- Must meet standards for both minors and certificates
- Clearly outline course requirements and pathways
- Clearly outline in which situations where matriculated students can earn the certificate

## **Key Points**

- Students cannot be awarded both minor and certificate for the same sequence
- Self-support requires MOU with College of Extended Education and Global Engagement



# Understanding Cal Poly Humboldt's 2024 Annual Security Report

The full report is available at:

<https://www.humboldt.edu/clery-act-compliance>



# Overview

- Federal law in 1990, named after Jeanne Clery
- Consumer protection law that focuses on transparency around campus crime policy and statistics
- Named for the year it's published
- Statistics from 3 previous calendar years (not academic years)
- Also contains the University's:
  - current security and safety-related policy statements
  - emergency preparedness and evacuation information
  - crime prevention and sexual assault prevention information
  - information about drug and alcohol prevention programming
- Ongoing notifications:
  - Daily Crime Log
  - Timely Warnings
  - Emergency Notifications

# Statistics

- Certain crimes, told to certain people, occurring in certain locations, within a given calendar year
  - Emails
  - Voicemails
  - Phone calls
  - In-person conversations
  - Submitted reports directly to Title IX/ DHR, DOS, CARE, Housing, etc.
- Based on the year it was reported, not when it occurred
  - Sexual assault occurred in 2020, and was reported in 2023 → 2024 ASR

# Clery-Reportable Crimes – “certain crimes”

## Criminal Offenses

- Criminal homicide: murder and non-negligent manslaughter, manslaughter by negligence
- Sexual assault
  - Rape
  - Fondling
  - Incest
  - Statutory Rape
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson

Full definitions can be found [here](#)

## Hate Crimes

- Anything in the Criminal Offenses category
- Larceny-theft
- Simple assault
- Intimidation
- Destruction/ damage/ vandalism of property

## Violence Against Women Act (VAWA)

- Domestic violence
- Dating violence
- Stalking

## Arrests and Referrals for Disciplinary Action

- Weapons law violations
- Drug abuse violations
- Liquor law violations



# Campus Security Authorities – “certain people”

- Employees that have certain functions within their position description, expectations, department manuals, etc.
  - Serves a security function
  - Designated recipient for crime/ misconduct reports
  - Significant responsibility for student activities
  - Significant responsibility for campus activities
- Annual review by HR and Clery Director, with MPP input

# Clery Geography – “certain locations”

- On-Campus Housing (places like the Canyon, College Creek, and the Hill), specifically:
  - buildings physically on the Main Campus that students live in
- Main Campus (places like academic buildings and lawns)
- Noncampus (like the Eureka Campus Store, the R/V Coral Sea), specifically:
  - places Cal Poly Humboldt owns or controls that isn't part of the Main Campus ,
  - places students frequently use,
  - and that support our educational mission
- Public property (parts of LK Wood Blvd), specifically:
  - sidewalks and streets that are immediately adjacent to our main campus and residence halls
- Does not typically include internship or placement sites

# Life cycle of a “report”

1. The initial report is made to UPD, Title IX, Housing, Dean of Students office, or any other Campus Security Authority
2. The report is assessed by the Clery Director and UPD to determine if there is an ongoing threat to the campus and if it falls within Clery Geography
  - a. If yes, we issue a Timely Warning to campus
3. UPD puts the crime statistic on the Daily Crime Log
4. All crimes are totaled for the calendar year and included in the Annual Security Report
5. Title IX/DHR outreach – “rights and options”, supportive measures, confidential support

# Counting and classifying notes

- Those who experience harm can use whatever words and phrases to describe their experience
  - Sometimes we may follow -up with the survivor or affected party to get better details
- Students and employees can request supportive measures regardless of if what they describe “matches” a definition of a Clery Reportable crime
- Crime classification is based on what is shared and other available information
  - “I was robbed on my way home from class”
- Hierarchy rule – most serious offense goes into the ASR, all reported crimes go onto the Daily Crime Log
  - Criminal offenses only, except Arson
  - Sexual assaults are counted if the other crime is also a murder

# Why comply?

- “Carrot”
  - Transparency for campus and community members
  - Allows for individuals to make safety planning decisions for themselves
  - Safety/ security related policy statements and procedures are all in one place
- “Stick”
  - Compliance with Clery Act is tied to our access to Title IV funds (Federal student aid)  
- lack of compliance can result in our funds getting revoked
  - Fines: \$69,733 per instance, with increases each year, e.g.:
    - Missing policy statements in the ASR
    - Inaccurate crime statistics
    - Issues with daily crime or fire logs

# We have the data...now what?

- Usable information for prospective and current students and employees is the primary purpose
- Reasons behind data changes are difficult to assess
- Other notable changes:
  - Trainings for UPD, Title IX/ DHR, DOS/ CARE, Housing to get better reports/ data
  - “guide to understanding the ASR”
  - Presentations to key campus groups
  - Improved efficiency on Timely Warnings and Emergency Notifications
  - Trainings for Admissions on how to share the information



Printed copies of the report can  
be obtained at the locations  
listed below:

**Admissions Front Desk**

Lobby, 1st floor, Student Business Services  
Monday -Friday, 8am -5pm

**Housing & Residence Life Front Desk**

Lobby, 3rd floor, Jolly Giant Commons  
Monday -Friday, 8am -5pm

**Title IX & DHR Prevention Office**

212 Siemens Hall  
Monday -Friday, 8am -5pm

**Telonicher Marine Lab**

570 Ewing St, Trinidad, CA 95570  
Staffing hours vary, call ahead – (707) 826-3671

**University Police Dispatch Counter**

101 Student Business Services  
24/7/365 (including holidays and campus closures)