

University Senate

Meeting Minutes for Tuesday, October 29, 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, Banks, Benavides-Garb, Burkhalter, Capps, Cappuccio, Deshazier, Evans, Fisher, Geck, Harmon, Holliday, Lancaster, Lepphaille, McGuire, Miller, Perris, Ramsier, Silvaggio, Singleton, Sterner, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom

Members Absent

Cruz, Pachmayer, Spagna, Stelter

Guests

Maral Attallah, Joice Chang, Bethany Gilden, Cameron Allison Govier, Bella Gray, Sara Hart, Kendra Higgins, Donyet King, Mike Le, Cyril Oberlander, Raven Palomera, Jenni Robinson Reisinger, Kimberly White, Mark Wicklund

Announcement of Proxies

Singleton for Cruz, McGuire for Pachmayer, Miller for Stelter

CFA Interruption Statement

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

Approval and Adoption of Agenda

M/S (Virnoche/McGuire) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from October 15, 2024

M/S (Singleton/A. Thobaben) to approve the minute from October 15, 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)

Welcome to our new staff senator Hallie Lepphaille, and the third round of elections are underway.

Constitution and Bylaws Committee (CBC)

The Committee on Committees had their first meeting this past week. We're looking at guidelines for MPP hired and a policy for creation, maintenance, and sunseting of committees.

Faculty Affairs Committee (FAC)

Written report attached

Integrated Curriculum Committee (ICC)

Written report attached

University Policies Committee (UPC)

Written report attached

University Resources and Planning Committee (URPC)

Written report attached

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

AS just put out a call for travel grant applications with the Clubs Office and encourages anyone working with a campus club to apply.

California Faculty Association (CFA)

CFA had their annual CFA assembly in Los Angeles this past weekend and discussed the financial situation of the CSU and passed resolutions establishing a CFA Strike Fund, governing the use of AI, and about funding jobs and not war.

Office of Diversity, Equity, and Inclusion (ODEI)

No report

Emeritus and Retired Faculty and Staff Association (ERFSA)

No report

Labor Council

No report

Staff Council

No report

President's Administrative Team (PAT)

Provost Capps acknowledged that Chair Woglon, President Spagna, Senator Cruz, and herself were currently at the CSU GI 2025 Symposium in Los Angeles, along with Carmen Bustos-Works, Stephanie Souter, and Peggy Metzger.

Vice President Holiday said Enrollment Management is in the first month of the application cycle for next Fall and the first round of admissions decisions will be coming soon. This weekend is Fall Preview with about 600 guests coming.

Reports, Announcements, and Communications of the Chair

Written report attached

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

Maral Attallah read the attached letter from the the Department of Critical Race, Gender & Sexuality Studies about the departure of Professor Nancy Pérez.

Senator Harmon made the following comments:

The American Physical Society was on our campus on Friday and Saturday and that was an awesome, really successful event. It's the first time Humboldt's hosted a meeting like that. I gave a talk, Ken Owens gave a talk, and many of our students gave talks. So it was just a really positive, great thing to be a part of.

We had Humboldt alumnus Corey Gray as the main plenary speaker. If you don't know Corey, and if you haven't heard his story, it is so inspiring. I would encourage you to read about him. I'm going to put a link to an NPR article in the chat. So, Corey graduated from Humboldt in '98 and was one of the pivotal members of the LIGO facility that was responsible for detecting gravitational waves. Famously, his mother translated that result into native Blackfoot language, which is super unique. It's something that's really never been done before. It's been recognized by presidents as a major accomplishment. So, we had Corey on campus on Friday and he was just bringing people to tears with his story. It was so inspiring. I just wanted to share that with you all that we had some really, really awesome events that happened on campus this weekend.

<https://www.npr.org/2019/03/31/706032203/how-a-cosmic-collision-sparked-a-native-american-translators-labor-of-love>

TIME CERTAIN: 3:30-4:00 PM – GEAR Program Change & GEAR Program Review

Sara Hart gave the attached presentation.

Senator Ramsier asked about students being moved to the new GE pattern, since they normally stay with the GE catalog year, and if this should affect advising. Sara Hart said the recommendation is to bulk move all continuing students to the new GE pattern, since it's believed that the vast majority of students would choose to opt-in. Students will be able to opt-out of this.

Senator Burkhalter asked what will happen with the Area E courses and if the 5 units will be used for other requirements. Sara Hart said there's no plans to add additional all university requirements, and some of the Area E courses opted to be suspended and some are changing to fulfill other requirements.

Report on WSCUC Accreditation Work

Mark Wicklund reported that writing is in progress on the essays and various forms of student outreach have been occurring.

Resolution on Policy Governing Proposed Minors and Academic Credit-Granting Certificates (03-24/25-APC – October 29, 2024 – Second Reading)

Senator Evans gave an overview of the resolution. There were no changes from the first reading.

Senator Singleton asked why non-matriculated students needed half their coursework done at Humboldt in order to get a certificate. Senator Evans said the rationale is that without that requirement then Cal Poly Humboldt would be issuing a certificate for courses that were not taken here to a student that had no affiliation with the university. Senator Singleton followed up by asking why the requirement is half and not lower. Senator Ramsier said that the concern is we don't have control over the content of courses at other universities, so by lowering the requirement we would be providing a certificate and saying that a student has certain knowledge when we can't certify that.

Senator Evans spoke in favor of the resolution, saying it was arrived at with broad consultation with the ICC and departments with certificate programs. Senator Harmon spoke in favor of the resolution, saying that it's good there's no modality requirement on the requirements. Senator Lancaster spoke in favor of the resolution, saying it incorporates a lot of student choice.

Senate vote to approve the Resolution on Revisions to the Combined Bachelor's and Master's Program Policy ***passed***.

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

Nays: Cruz, Singleton

Abstentions: Banks, Capps, Lepphaille, Silvaggio

Information Item: On Campus Housing Requirement

Vice President Holiday gave the attached presentation.

Senator Singleton asked what housing programs would be available to third and fourth year students. Vice President Holiday reported that the new Craftsman facility would be entirely for upper division students, which has 950+ beds.

M/S (Virnoche/Harmon) to amend the agenda to table item 15 to the next meeting.

Motion to amend the agenda passed without dissent.

Senator Ramsier spoke about the lack of shared governance in the decision making and that few people were aware of the change before the campus wide announcement went out. She said some concerns are exemptions for financial reasons and the removal of student choice. She suggested that many of the sense of security for students could just as easily be achieved by guaranteeing on-campus housing for students instead of requiring it. Senator Ramsier recommended pulling back on the decision until these things can be addressed. Vice President Holiday said it had been shared in some areas and went out early to prospective students, but it hadn't been shared with the Senate. There is currently a process in Housing for students with financial concerns to be able to stay there. The housing approvals that have happened from the Chancellor's Office and Board of Trustees to fund the construction of the new facilities are predicated on the two-year requirement, so we don't have the room to pull that piece back.

M/S (Harmon/Ramsier) to extend the meeting by 10 minutes.

Motion to extend passed without dissent.

Senator Singleton asked if the meal plan requirement is remaining or if the prices will be reduced and whether any surveys had been conducted involving our students. Vice President Holiday said that our university has some of the least expensive housing and meal plans in the CSU system. The meal plan requirements wouldn't change, and some locations don't require the same meal plans. We are working with Chartwells to create alternate meal plan options. Housing does regular surveys of the students they serve, but there wasn't one specifically done about this.

Senator Ramsier asked if the funding requirements approved at the system level also included the meal plan requirements. Vice President Holiday said the meal plan requirement is part of our contract with Chartwells. Senator Ramsier recommended that the contract be revisited.

Senator Silvaggio expressed frustration with the corporatization of higher education and that Chartwells has the power to determine how much our students have to pay to attend our university, because we have to have this requirement to pay the debt on a building. He asked that the process and timeline of how exceptions would be granted be shared publicly.

Senator Burkhalter shared that the lack of shared governance in the process echoes the lack when the contract with Chartwells was first signed. Many in higher education have warned about working with them, they've had a rapid decline in quality since signing a 10 year contract with us, and that they are major national players in the university food supply business. She reminded that the purpose of shared governance is to help avoid pitfalls in these kinds of decisions.

TIME CERTAIN: 4:40-5:00 PM — Information Item: President's Response to URPC Budget Update

M/S (Harmon/Burkhalter) to adjourn

Meeting adjourned at 5:12 PM

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Women's Studies Certificate

[23-2513 - Women's Studies Certificate of Study - Change Certificate Requirements](#) - Proposed Changes:
Remove Depth of Studies as a separate area, and roll those units into the Elective section.
Curriculum schema updated. Total units are 22.

Anthropology Changes

[23-2422 - Anthropology, B.S. \(Core\) - Change Core Requirements](#): Splitting ANTH 103 into a separate lecture and lab, and thus adding the lab (ANTH 103L). Currently ANTH 103 is a 3 unit course with an integrated lab (3 units total). Currently, 2 units are C-classification C2 (lecture), and 1 unit is C-classification C-16 (lab). The course counts for lower division GE Area B2 Life Sciences, and the Area B3 Lab requirement. We are changing it to a standalone lecture, ANTH 103 (3 units), and a standalone lab, ANTH 103L (1 unit). Students can take just ANTH 103 to complete Area B2, or they can add ANTH 103L to also fulfill the Area B lab requirement.

- [Anthropology, Archaeology Concentration, B.S. - Change Core Requirements - 23-2423](#): Changing core requirements (adding ANTH 103L) as per [proposal 24-2422](#). As instructed, we are also submitting this concentration change form and ignoring all aspects except uploading the MAP.
- [Anthropology, Biological Anthropology Concentration, B.S. - Change Core Requirements - 23-2424](#): Changing core requirements (adding ANTH 103L) as per [proposal 24-2422](#). As instructed, we are also submitting this concentration change form and ignoring all aspects except uploading the MAP.
- [Anthropology, Sociocultural Anthropology Concentration, B.S. - Change Core Requirements 23-2425](#): Changing core requirements (adding ANTH 103L) as per [proposal 24-2422](#). As instructed, we are also submitting this concentration change form and ignoring all aspects except uploading the MAP.
- [Anthropology, Linguistic Anthropology Concentration, B.S. - Change Core Requirements](#): Changing core requirements (adding ANTH 103L) as per [proposal 24-2422](#). As instructed, we are also submitting this concentration change form and ignoring all aspects except uploading the MAP.
- [Anthropology, Cross-Disciplinary Anthropology Concentration, B.S. - Change Core Requirements - 23-2427](#): Changing core requirements (adding ANTH 103L) as per [proposal 24-2422](#). As instructed, we are also submitting this concentration change form and ignoring all aspects except uploading the MAP.
- [ANTH 103 - Biological Anthropology - Course Change - 23-2420](#): Splitting ANTH 103 into a

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separate lecture and lab. Currently ANTH 103 is a 3 unit course with an integrated lab (3 units total). Currently, 2 units are C-classification C2 (lecture), and 1 unit is C-classification C-16 (lab). The course counts for lower division GE Area B2 Life Sciences, and the Area B3 Lab requirement. We are changing it to a standalone lecture, ANTH 103 (3 units), and a standalone lab, ANTH 103L (1 unit). Students can take just ANTH 103 to complete Area B2, or they can add ANTH 103L to also fulfill the Area B lab requirement. This course change proposal covers the change in C-classification for ANTH 103 (to just C2). We are also submitting this course for GEAR recertification. We are submitting a separate proposal (new course proposal) for the lab, ANTH 103L. Addresses system wide changes to GE Area B (now Area 5B and 5C).

- [ANTH 103L - Biological Anthropology Lab - New Course - 23-2421](#) - Description: Lab activities that explore human evolution and adaptation through scientific principles, evolutionary theory, genetic inheritance, nonhuman primates, fossil record, forensics, and evolutionary medicine. Rationale: Splitting ANTH 103 into a separate lecture and lab. Currently ANTH 103 is a 3 unit course with an integrated lab (3 units total). Currently, 2 units are C-classification C2 (lecture), and 1 unit is C-classification C-16 (lab). The course counts for lower division GE Area B2 Life Sciences, and the Area B3 Lab requirement. We are changing it to a standalone lecture, ANTH 103 (3 units), and a standalone lab, ANTH 103L (1 unit). Students can take just ANTH 103 to complete Area B2, or they can add ANTH 103L to also fulfill the Area B lab requirement (now Area 5B). This proposal covers the new (split off) lab course, ANTH 103L.
- [ANTH - 358 - 24-2631 - Course Change - Archaeology Lab](#). (1) Update the course description to provide a more thorough explanation of what the course offers. (2) Change from variable unit to 1 unit to match how the course has been offered. (3) Update C-classification from C-13 Activity to C-16 Laboratory to correctly match the course type. Current Description: Archaeology lab activities. Proposed Description: Engages students directly in archaeological lab work utilizing department collections and archaeology laboratories.

Economics Course Change - Sustainability Focus

[ECON - 104 - 24-2659 - Contemporary Topics in Economics - Course Change](#): **Proposed Changes:**

Change course title and course description to better reflect the sustainability focus of the course. Change title to "Contemporary Issues in Sustainable Economics". Change description from "Analyze contemporary issues, including multicultural issues. Employ principles of microeconomics, macroeconomics, and the economics of discrimination and public choice. Economics' role as a social science assisting in understanding causes, effects, and possible policies for current problems" to "How economic policies/practices promote environmental stewardship, social equity, & long-term viability. Solutions that balance human needs with planetary limits. Topics include supply/demand, market failures, profit, discrimination, poverty, inequality, climate change, energy, trade". Adding sustainability focused attribute (already has sustainability related attribute). **Rationale:** This course is a topics course that already addresses many social and environmental issues. We are including an "intro to sustainability" section and revisiting sustainability at the end of the course to directly and overtly illustrate how the issues addressed throughout the course fit in with the three dimensions of sustainability: Econ, Society,

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and Environment. This course is part of the Sustainability PBLC, thus we wanted to tweak it to better meet the needs of these students. Fundamentally, the course is an issues course and that is not changing. We also hope to have this course added to the Sustainability minor in the future.

Elementary Education Program Change Package

[Elementary Education: Preliminary Credential Program - Change Certificate Requirements - 24-2617](#). The proposed changes merge EED 733 with EED 733b, and EED 723 with EED 723b due to feedback from the California Commission on Teacher Credentialing.

- [EED - 723 - 24-2615 - Course Change - Integrated Math/Science in Elementary School](#). This proposal merges EED 723 with EED 723B in order to meet the guidelines as set forth by the California Commission on Teacher Credentialing. (1) minor title change (2) Unit change from 0.5-4 units to 4 unit C-05 seminar.
- [EED - 723B - 24-2616 - Course Suspension - Integrating Math/Science in Elementary School](#). This course is being merged with EED 723 to meet the standards as set forth by the California Commission on Teacher Credentialing. The content of this course is moved into the newly proposal.
- [EED - 733B - 24-2618 - Course Suspension - Teaching English Learners](#). We are requesting to suspend EED 733b, as the content of this course is being built into and merged with EED 733.
- [EED - 733 - 24-2619 - Course Change - Teaching English Learners](#). Combining EED 733 with EED 733B to better align with California Commission on Teaching Credentialing. Unit change from 1-unit to 2-unit C-02 Lecture.

Fire/Forestry Program Changes

[23-2402 - Forestry, B.S. - Change Core Requirements](#). (1) +1 unit to FOR 222; (2) +1 unit to FIRE 123; (3) add GSP 216 into the core (removing it from individual concentrations); (4) change core total required credits to 69; (5) changed FOR 131 to FOR 231.

- [23-2403 - Forestry, Forest Restoration Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - Each concentration in the Forestry B.S. is getting modified: (1) Adding +1 unit to FIRE 123 in the core, and adding +1 unit to FOR 222 in the core; (2) Re-incorporating GSP 216 into the core (removing it from concentrations) and removing GSP 270; (3) Forestry, restoration students also take FOR 476, which will have +1 unit in the concentration; (4) Forestry, restoration students will have several electives add to their approved electives list (+3 classes - GSP 270, GSP 326, GSP 316) because these courses are relevant for these students; (5) Modified the program description language slightly; (6) Added several options to the "electives" list for restoration students and modified the language about electives to indicate that students can

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consult with their advisors for additional options (7) Concentration unit requirement number (to 24).

- [23-2404 - Forestry, Forest Operations Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - (1) Each of the concentrations in the Forestry B.S. is getting modified: adding +1 unit to FIRE 123 in the core, and adding +1 unit to FOR 222 in the core; (2) Re-incorporating GSP 216 into the core (removing it from concentrations) and removing GSP 270; (3) Forestry, operations students also take FOR 476, which will have +1 unit in the concentration; (4) Modified the program description language slightly; (5) Changed the required number of units for the concentration to 24.
- [23-2405 - Forestry, Fire Management Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - (1) Each of the concentrations in the Forestry B.S. is getting modified: adding +1 unit to FIRE 123 in the core, and adding +1 unit to FOR 222 in the core; (2) Re-incorporating GSP 216 into the core (removing it from concentrations) and removing GSP 270; (3) Forestry, fire management students also take FOR 476, which will have +1 unit in the concentration; (4) Modified the program description language slightly; (5) Changed the required number of units for the concentration to 24.
- [23-2406 - Forestry, Forest Hydrology Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - (1) Each of the concentrations in the Forestry B.S. is getting modified: adding +1 unit to FIRE 123 in the core, and adding +1 unit to FOR 222 in the core; (2) We are re-incorporating GSP 216 into the core (removing it from concentrations) and removing GSP 270; (3) Modified the program description language slightly; (4) Updated the required number of units for the concentration to 23, and the total units in the major to 92.
- [23-2407 - Forestry, Forest Soils Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - (1) Each of the concentrations in the Forestry B.S. is getting modified: adding +1 unit to FIRE 123 in the core, and adding +1 unit to FOR 222 in the core (2) Re-incorporating GSP 216 into the core (removing it from concentrations) and removing GSP 270 (3) Modified the program description language slightly (4) Updated the required units for the concentration (22) and the major (91).
- [23-2408 - Forestry, Tribal Forestry Concentration, B.S. - Change Concentration/Emphasis Requirements](#) - (1) Each of the concentrations in the Forestry B.S. is getting modified: adding +1 unit to FIRE 123 in the core, and adding +1 unit to FOR 222 in the core; (2) Re-incorporating GSP 216 into the core (removing it from concentrations) and removing GSP 270; (3) Modified the program description language slightly; (4) I have updated the required number of units for the concentration and the major; (5) Remove FISH 300 from the concentration (this covered UD Area B) - the requirement is now covered by NAS 309, which was already in the degree.
- [23-2509 - Applied Fire Science and Management, B.S. - Change Core Requirements](#) - (1) Adding +1 unit to FIRE 123, which is in the core (2) renumbering FOR 131 to FOR 231.
- [24-2665 - Rangeland Resource Science, B.S. - Change Concentration/Emphasis Requirements](#) - **Proposed Changes:** Adding +1 unit to FIRE 123 (which affects one of the approved emphases - fire emphasis - for this degree). Change from 5 to 6 units to complete the fire emphasis.
- [24-2664 - Fire Ecology Minor - Change Minor Requirements](#) - Proposed changes: Adding +1 unit to FIRE 123 and changing FOR 131 to FOR 231. Total unit requirements changing from 20 to 21.
- [FIRE - 123 - 23-2350 - Course Change - Fundamentals of Fuel and Fire](#) - Increase the units of

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this class, from 2 to 3 units. This is because fire is so fundamental to understanding management of ecosystems. It is vital that students have knowledge of fire to be better prepared for the workforce. This change will allow for two units of lecture (C-Classification change from C-04 to C-01) and one lab (C-Class of C-16) for students. Student contact time will increase from 2 hours to 5 hours.

- [FIRE - 321 - 23-2415 - Course Change - Fire Ecology](#) - Adding one prereq (ESM 303) to allow certain ESM students to enroll in the course in a timely manner.
- [FIRE - 324 - 23-2411 - Course Change - Fuel Inventory and Management](#) - We are changing one prerequisite (from FIRE 223 to FIRE 123) because of a numbering change.
- [FIRE - 482 - 23-2514 - Course Change - Applied Fire Internship](#) - Removing the prerequisites and changing it to "Instructor Approval". Changing Grade Mode from Optional to CR/NC.
- [FOR - 131 - 23-2401 - Course Change - FOR - 131 - Forest Ecology](#) - Numbering change from FOR 131 to FOR 231 to reflect that it is intended as a sophomore-level class.
- [FOR - 222 - 23-2351 - Course Change - Forest Health and Protection](#) - Add 1 unit to the course. Currently, the course has one lecture, one lab per week. This would make the course two lectures (2 hrs. of C-02 Lecture), one lab (1 hrs. of C-16 Laboratory) per week. Numbering of prerequisite will update pursuant to proposal [23-2401](#).
- [FOR - 365 - 23-2352 - Course Change - Forest Economics and Finance](#) - Removing recommended preparation of FOR 311 and adding prerequisite of FOR 210.
- [FOR - 432 - 23-2416 - Course Change - Silviculture](#) - Co-listing FOR 432 and 532.
- [FOR - 471 - 23-2505 - Course Change - Forest Administration and Ethics](#) - Making it clear to students that they can enroll in the course with Instructors' Assent (IA) rather than prerequisites, to help students get through the program more expeditiously. Remove the Recommended Preparation course.
- [FOR - 475 - 23-2353 - Course Change - Forest Management Decision Making](#) - Removing FOR 365 as a required prerequisite. Update Grade Mode from Optional Grade Mode to Credit/No Credit.
- [FOR - 476 - 23-2355 - Course Change - Advanced Forest Management](#) - Removing one co-requisite (because the courses are taught in different terms), adding a different prerequisite, and adding +1 unit of course content. A 2-unit C-5 Seminar is becoming a 3-unit C-02 Lecture. Corequisite FOR 432 is becoming Recommended Preparation. GSP 216, FOR 250, and FOR 365 are added as prerequisites.
- [FOR - 532 - 23-2417 - Course Change - Advanced Principles in Silviculture](#) - Co-listing FOR 432 and 532.

Linguistics Minor Change

[Linguistics Minor - Change Minor Requirements - 23-2023](#). Reducing minor units from 16-28 to 12-24. Adding more non-ENGL courses as options, simplifying elective sub-categories, and making it possible to satisfy language study requirements via advisor approval.

Special Education Program Updates

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[Special Education: Preliminary Credential Program - Change Program Description - 23-2300](#) - Program name change to **Education Specialist: Preliminary Credential Program**. In an effort to keep our language aligned with the California Commission on Teaching Credentials (CCTC) and current professional standards, we want to remove the term SPECIAL EDUCATION from this credential program and replace it with Education Specialist. Further, to align with CCTC and professional standards, the program acronym (course subject) will change from SPED to EDSP on all of our courses. Course name changes include the following classes: [702](#), [705](#), [707](#), [733](#), [738](#), [739](#), [777](#).

- [SPED - 702 - 23-2373 - Course Change - Foundations of Teaching and Learning in Inclusive and Diverse Settings](#) - **Description:** Foundations of teaching and learning, overview of instructional techniques and curricula, factors affecting instruction, principles of assessment, trends and issues related to teaching in inclusive and diverse settings. **Proposed Changes:** To keep our language aligned with the California Commission on Teaching Credentials (CCTC) and current professional standards, we removed the term SPECIAL EDUCATION from this course, while adding focus to diverse and inclusive settings. Course subject change from SPED to EDSP.
- [SPED - 705 - 23-2374 - Course Change - Cultural and Linguistic Considerations for Education Specialists](#) - **Description:** Historical, legal, philosophical, and theoretical considerations for teaching students with support needs in a diverse society. Emphasis on cross-cultural language and academic development. **Proposed Changes:** To keep language aligned with the California Commission on Teaching Credentials (CCTC) and current professional standards, remove the term SPECIAL EDUCATION from this course while adding focus to cultural and linguistic considerations for teaching students with support needs. Course title change to "Cultural and Linguistic Considerations for Education Specialists" and subject change from SPED to EDSP.
- [SPED - 707 - 23-2375 - Course Change - Language and Literacy for Students with Support Needs](#) - **Description:** Instruction to language and literacy instruction for students with support needs. Foundations, assessment, instruction intervention, and curricular choices for students with support needs. **Proposed Changes:** New name and description more accurately match the current professional language and it removes 'special education' from the course description, consistent with CTCC Credential standards. Course subject change from SPED to EDSP.
- [SPED - 733 - 23-2376 - Course Change - Special Education Policies and Procedures for Education Specialists](#) - **Description:** Introduction to Federal and State laws that govern the provision of services for students with disabilities. Procedural mandates and safeguards, preparing and implementing successful individual education plans. **Proposed Changes:** In alignment with the California Commission on Teaching Credentials (CCTC) and current professional standards, remove the term SPECIAL EDUCATION from this course. Course subject change from SPED to EDSP.

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- [SPED - 738 - 23-2377 - Course Change - Fall Education Specialist Student Teaching](#) - **Description:** Supervised student teaching all subjects for students with mild/moderate/extensive support needs to complete partial requirements for the Education Specialist Preliminary Credential under the supervision of a mentor teacher and university supervisor. **Proposed Changes:** In alignment with the California Commission on Teaching Credentials (CCTC) and current professional standards, remove the term SPECIAL EDUCATION from this course. Course subject change from SPED to EDSP.

- [SPED - 739 - 23-2378 - Course Change - Spring Education Specialist Student Teaching](#) - **Description:** Supervised student teaching all subjects for students with mild/moderate/extensive support needs to complete partial requirements for the Education Specialist Preliminary Credential under the supervision of a mentor teacher and university supervisor. **Proposed Changes:** In alignment with the California Commission on Teaching Credentials (CCTC) and current professional standards, we removed the term SPECIAL EDUCATION from this course. Course subject change from SPED to EDSP.

- [SPED - 777 - 23-2379 - Course Change - Strategies and Partnerships for Teaching Students With Needs](#) - **Description:** Introduces core concepts, specific terms, and definitions related to teaching students with support needs. Information is provided about broad categories of disability, Universal Design for Learning, and collaboration in education. **Proposed Changes:** In alignment with the California Commission on Teaching Credentials (CCTC) and current professional standards, remove the term SPECIAL EDUCATION from this course; updated the course description to include UDL and collaboration. Course subject change from SPED to EDSP.

Hey Cal Poly Humboldt!

Hope y'all are gearing up for a week of costumes and candy, or however you and yours like to celebrate the turn towards Autumn. As an art nerd, I have like four different get ups planned out, and I'm looking forward to getting weird. Next time I see you I'll probably be a wizard ballerina or somesuch.

I wanted to touch base on something I've been thinking about heading into this week's meeting. While working on the WASC Self Study report, one of my colleagues who is co-authoring one of the essays with me added a sentence lifted from one of our governing documents regarding shared governance that read, simply, *All policies are considered for approval by the University Senate.*

This seems like a fairly straightforward sentence, with a direct description of the purview of the Senate as an entity on campus, and one that might seem real for those who don't engage with the Senate often. But in reading it, I felt I had to caution that this is not actually the case, and it would be misleading to leave it as an unmodified statement. Honestly, if I had to describe how this currently works on campus, it is more like: *The Senate considers the proposed policies of its subcommittees, and when it eventually finds out about other policies, it usually objects.*

Not to be a downer for two reports in a row, but that's not great.

I don't think we got to where we are at through the malintent of any given person or group of people, and I don't think we got here quickly or recently. Rather, we have collectively allowed this expectation of deliberation to erode. Whether through habit, workflow trend, or just a shift in interpersonal institutional culture, we have moved away from Senate consideration and approval of all policy proposals being a universal expectation.

I'd guess we have affected this erosion through a number of means. For instance, we have adopted synonyms for policies (guidelines, implementation plans) through which we have rationalized that some combinations of words that are clearly "an adopted course or principle of action" (the Oxford definition of a policy) should be spared Senate review. We have used the legally and institutionally true state of affairs that Presidents and Chancellors and other persons and entities can enact policies without our input as an excuse that we shouldn't just do it anyway (I mean, though these sorts of policies do not require our approval to have material weight on our lives and experiences, shouldn't we always take the opportunity to register our approval or disapproval for the shared record?). And, finally, we have let the fact that some policies were not brought before the body before being enacted slide rather than make a big deal about it.

I understand, in part, how we have come to this. Beyond skepticism in the value of shared governance (not an accusation towards any individual or group, just a potential interpretation of how a reluctance to engage the Senate might have emerged), the Senate is a complex and often uninviting space for those who are trying to make things happen on campus. First, and likely foremost, we have a staggered, biweekly schedule that moves slower than the business needs of many University offices. Those offices need to meet deadlines for our students, our bosses, our auditors, our whatever, and saying that we'll get back to you in three weeks is never professionally ideal. There is also the heartbreak of spending hours of smart people's time on a proposal for a policy and having it torn apart or denied (as infrequent as that result may be). There is always the risk that votes won't go the way that hardworking subject matter experts insist they should based on their years of study and experience. Finally, those few who know they have the authority to enact policies regardless of the Senate's input probably don't want to sit through a public rebuttal of what they have decided, when that rebuttal is unlikely to change their mind, but may be likely to hurt them or keep them up at night. I get it.

In my first report of the semester, I asked that we recommit to taking democracy on campus really, really seriously. To that end, I'd ask for a bigger commitment now. Rather than having that colleague revise their section of the essay I described, let's commit to making that statement wholly and unequivocally true, so that when reviewers and community members read "*All policies are considered for approval by the University Senate*", they are impressed by the scope of democratic endeavor enacted by our University. Let's make it real and be proud of it.

I acknowledge that work needs to be done to make this possible. The Senate needs to work with policy proposing entities to gauge timing and deliver in required time frames when they exist. We have to get comfortable registering our concerns early and often with each other, giving robust feedback to get policies to where they need to be for a "yes" vote, and honoring the "no" vote if and when it comes. But first and foremost, we need to agree up and down the University that if something we are about to enact has not gone through the Senate, we should not enact or announce it.

Happy Spooky Times!

jim

CAL POLY HUMBOLDT

University Senate Written Reports, October 29, 2024

Standing Committees, Statewide Senators and Ex-officio Members

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): 10/16/24 and 10/23/24

Meeting Details: APC work in these two meetings is summarized by topic below

Combined Bachelor's/Master's Program (CBMP)

The CBMP policy resolution was passed in the October 15 Senate meeting.

Certificates and Minors Policy

The policy was presented for discussion at the October 15 Senate meeting. A second reading of the policy will be on the October 29 Senate agenda

Amending the Priority Registration Policy

The committee reviewed current registration data presented by the Registrar and discussed policy revisions. A draft revision creating a specific category for AS leadership with day one registration was presented. The committee will review marked and unmarked versions of the proposed revision.

Committee Planning

The APC Tasks and Resolution Tracker was reviewed to identify future policy priorities. A suggestion was made to create an internal website to organize committee work.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: no report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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): 10/16 and 10/23

Meeting Details: Both meetings focused on developing the following policies.

- Early Tenure Policy- Draft policy is still being reviewed and shared with faculty this week. We are discussing each of the comments received and should have a first reading at the next senate meeting.
 - Post Tenure Review Policy- We have developed a draft policy and will add finishing touches next week, then send it out to chairs for feedback.
 - We are beginning work on a campus-wide Minimal qualification for scholarship.
-

Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair

Members:

ICC 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
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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 22, 2024

Meeting Details:

A. Approval of the minutes from the meeting of October 8, 2024
B. Approval of Meeting Agenda for 10/22/24
<p>C. Proposal Review and Discussion (Consent and Voting Action Calendar - Voting Items)</p> <p>a. Consent Calendar:</p> <p>i. 23-2513 - Women's Studies Certificate of Study - Change Certificate Requirements</p> <p style="text-align: center;">Approved</p> <p>b. Voting Action Calendar Direct Link</p> <p>i. Anthropology Changes - Discussed and Approved</p> <ol style="list-style-type: none"> 1. 23-2422 - Anthropology, B.S. (Core) - Change Core Requirements 2. Anthropology, Archaeology Concentration, B.S. - Change Core Requirements - 23-2423 3. Anthropology, Biological Anthropology Concentration, B.S. - Change Core Requirements - 23-2424 4. Anthropology, Sociocultural Anthropology Concentration, B.S. - Change Core Requirements 23-2425 5. Anthropology, Linguistic Anthropology Concentration, B.S. - Change Core Requirements 6. Anthropology, Cross-Disciplinary Anthropology Concentration, B.S. - Change Core Requirements - 7. ANTH 103 - Biological Anthropology - Course Change - 23-2420 8. ANTH 103L - Biological Anthropology Lab - New Course - 23-2421 9. ANTH - 358 - 24-2631 - Course Change - Archaeology Lab <p>ii. Economics Course Change - Sustainability Focus: ECON - 104 - 24-2659 - Contemporary Topics in Economics - Course Change - Discussed and Approved</p> <p>iii. Elementary Education Program Change Package - Discussed and Approved</p> <ol style="list-style-type: none"> 1. Elementary Education: Preliminary Credential Program - Change Certificate Requirements - 24-2617 2. EED - 723 - 24-2615 - Course Change - Integrated Math/Science in Elementary School 3. EED - 723B - 24-2616 - Course Suspension - Integrating Math/Science in Elementary School 4. EED - 733B - 24-2618 - Course Suspension - Teaching English Learners. 5. EED - 733 - 24-2619 - Course Change - Teaching English Learners <p>iv. Fire/Forestry Program Package: See voting action calendar for full details: Direct bookmarked link to section - Discussed and Approved</p>

- v. **Linguistics Minor Change:** [Linguistics Minor - Change Minor Requirements - 23-2023](#) - **Discussed and Approved**
- vi. **Special Education Program Updates:** [Special Education: Preliminary Credential Program - Change Program Description - 23-2300](#) - **Discussed and Approved**
 - 1. [SPED 702 - 23-2373](#)
 - 2. [SPED 705 - 23-2374](#)
 - 3. [SPED 707 - 23-2375](#)
 - 4. [SPED 733 - 23-2376](#)
 - 5. [SPED 738 - 23-2377](#)
 - 6. [SPED 739 - 23-2378](#)
 - 7. [SPED 777 - 23-2379](#)
- vii. Special Programs GE Critical Thinking and Oral Comm Course Change: [SP - 210 - 22-2079 - Course Change - Minding the Gaps - Interdisciplinary Communication](#)
 - 1. **Discussed and Approved with some minor notes; notes added to Curriculog/MCC and communication shared with Rebecca Robertson (Originator)**
- viii. CRGS GE Oral Communication Course: [CRGS - 105 - 22-2102 - New Course - Storytelling and Public Speaking](#)
 - 1. **Discussed and Approved with some minor notes; notes added to Curriculog/MCC and communication shared with Andrea Delgado (Originator)**

D. Reports & Updates -:

- a. AP/Curriculum
- b. CDC
- c. GEAR
- d. APP
- e. APC
- f. General ICC

University Policies Committee

Submitted by Chris Harmon, UPC Chair

Members: Chris Harmon, Eduardo Cruz, Heather Honig, Kijung Ryu, Tawny Fleming, Michelle Anderson, Sulaina Banks

Meeting Date(s): 10.22.24

Meeting Details: UPC engages with the Policy on Policies, Procedures, and Guidelines. The Policy stipulates that it (along with all other Policies, technically) must be reviewed every 5 years and this is two years past due. We are working to clarify the differences between policies and procedures/guidelines and how they are developed through the lens of shared governance.

University Resources and Planning Committee

Submitted by

Jaime Lancaster, URPC Faculty Co-Chair.

Members

Jenn Capps, Jaime Lancaster, Rosanna Overholser, Dave Janetta, Ramesh Adhikari, Steven Margell, Nate Cacciari-Roy, Jeffrey Cane, Mike Fisher, Chrissy Holliday, Mark Johnson, Wysdem Singleton, Samuel Ramos, Sarah Long, Patrick Orona, Melanie Bettenhausen, Kevin Furtado, Kendra Higgins, Michael Le, Brigid Wall.

Past Business | Open Forum / Budget 101

Thank you to everyone who attended the University Resources and Planning Committee (URPC)'s Open Forum for the campus community this past Tuesday, October 22, 2024. The purpose of the forum was to introduce University [budgeting concepts](#), processes, timelines, and the functions of the URPC and provide information on the state of the budget at Cal Poly Humboldt, the CSU, and the state. If you missed it, you can view the presentation [here](#).

Upcoming Business | Divisional Updates,

Your next opportunity to engage with the URPC is this Friday, the start of the URPC's Divisional Budget Update Series for the campus community. As you may remember last Spring, the URPC asked representatives from each of the seven divisions to present to the URPC and campus about their priorities, plans for budget reductions, and possible implications. There was an ask at that time from the campus community to have divisions return in the Fall to report back on what reductions they actually took and what the current implications are.

The schedule of divisional presentations [via Zoom](#) are as follows:

Friday, Nov. 1, 2024- URPC meets from 1 - 2:30 p.m.

President's Office, 1:20 p.m.

University-Wide, 1:35 p.m.

Administrative Affairs, 1:55 p.m.

Friday, Nov. 15, 2024- URPC meets from 1 - 2:30 p.m.

Academic Affairs (time certain TBD)

Enrollment Management and Student Success (time certain TBD)

Friday, Dec. 6, 2024- URPC meets from 1 - 2:30 p.m.

Advancement (time certain TBD)

Intercollegiate Athletics & Campus Recreation (time certain TBD)

Campus community members wishing to attend the divisional presentations and participate in the Q&A following each brief presentation are invited to join us via Zoom [here](#). Looking forward to seeing you on Friday for the first set of presentations.

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The ASCSU held its interim meetings on Friday, October 18, 2024. The next committee meetings and ASCSU plenary is November 13, 14, and 15.

ASCSU proposal to amend the ASCSU Constitution add three seats to the ASCSU dedicated to lecturer faculty

All Unit 3 faculty should have received a ballot asking for a vote on ratification of this amendment. The deadline to vote is noon October 31. We advocate for a yes vote on this measure. Any lecturer nominated and selected by the electorate will be eligible for assigned time for their service.

Interim Time, Place, Manner policy

Thank you to Rouhollah Aghasaleh, Jim Graham, Tim Miller, and Lisa Tremain, who volunteered along with Senator Stephanie Burkhalter to provide a close reading and feedback to the ASCSU on the CSU Interim Time, Place, Manner policy and Humboldt Addendum. The feedback was provided to the ASCSU Academic Affairs committee which is further developing a resolution for second reading and vote at the November plenary. The CSSA (California State Student Association) also provided an analysis and the CFA has pointed to several elements of the policy that it thinks are misguided, infringe on academic freedom and/or are unconstitutional according to the ACLU. The CFA and CSUEU contend that the interim policy does not apply to represented employees despite Chancellor Garcia's claim in her letter to CSU presidents in August 2024 that it is effective immediately for all campus community members.

The CSU interim Time, Place, Manner policy is similar to policies enacted at other universities in Summer 2024, such as [this one](#) at Indiana University. These policies have been critiqued as being excessively restrictive on speech in public spaces and as infringing on students' and faculty's academic freedom. At its meeting on Tuesday, October 15, 2024, the San Francisco State University Academic Senate passed RF24-471 "Resolution to suspend implementation of Interim CSU Time, Place and Manner Policy". Campuses such as SF State are calling for dialogue between administrators, faculty, staff and students, to create a framework for a new Time,

Place, Manner policy to be developed. Because the interim policy was imposed unilaterally by the Chancellor's Office, with only one week given for CSU employees and students to provide feedback, such a conversation has not taken place, and to many faculty, the policy as written is fatally flawed.

Common Course Numbering Project

We receive at least one email a week about CSU faculty participation in the [Common Course Numbering project](#) and are doing our best to share information. An overview of the entire Fall convenings and survey opportunities is described below in the recent email to ASCSU Chair Betsy Boyd from the Academic Senate of the California Community Colleges. This is particularly relevant to colleagues in Anthropology, Child Development, Communication Studies, and Sociology. We expect other disciplines to be the focus in Spring convenings.

October 23, 2024

ASCSU Chair Betsy Boyd,

As a reminder, the Academic Senate for California Community Colleges (ASCCC) is hosting three virtual Phase II Common Course Numbering (CCN) faculty events to address 23 courses across 12 disciplines this fall. We invite your faculty to participate in this process through the **appointment of up to two faculty members per discipline** (with Biology split into two groups), for a total of **26 California State University (CSU) faculty**, by the cutoff dates listed below. Involving our intersegmental partners in efforts related to higher education courses and the common course numbering legislation enhances faculty discussions and lays the groundwork for successful implementation. Please draw your attention to the **November faculty convening appointment cutoff date of Sunday, October 27th**.

The 26 CSU faculty will participate in discipline-specific CCN Faculty Workgroups (CCNFWs) with intersegmental faculty from across the state to review survey data received from faculty-at-large with the goal of creating finalized Phase II CCN Course Templates for the next round of California Community College (CCC) high enrollment general education courses. Unlike the Phase I summer convenings, in most cases faculty will develop templates for multiple courses in a discipline.

Faculty Convening and Appointment Information

Dates	Time	Disciplines (Number of Courses)	Faculty Appointment Cutoff
October 28, 29 & 30	1pm - 4pm	History (two courses) English (two courses) Economics (two courses) Art History (two courses)	Closed
November 18, 19, 20, & 21	1pm - 4pm	Biology (three courses) Chemistry (three courses) Math (four courses) Astronomy (one course)	October 27th
December 2, 3 & 4	1pm - 4pm	Anthropology (one course) Communication Studies (one course) Sociology (one course) Child Development (one course)	November 11th

Participating faculty members will be expected to attend each day of the multi-day discipline-specific CCN virtual event. The ASCCC will provide faculty participants a \$150 stipend for each CCN Course Template created within the discipline-specific CCNFW with funding provided by the CCC Chancellor's Office...

If you are unable to appoint 26 CSU faculty members, any open slots will be filled by CCC faculty members in order to ensure robust faculty input. To have your faculty considered to participate in this process, it is crucial that the appointment cutoff periods are met. You are welcome to return the attached Excel spreadsheet with faculty appointments for all discipline gatherings at once, or return the faculty appointments by convening, ensuring adherence to each cutoff date.

Survey Opportunity

Please note that while the number of faculty participating in these events is limited, your faculty-at-large have an opportunity to provide feedback in the CCN process through pre-development and post-development surveys for each of the identified CCN courses to help shape the fall convening discussions and outcomes. A comprehensive list of all open pre-development surveys with related links is attached to make sharing easier.

Thank you for your collaboration in ensuring your segment is represented in this CCN faculty opportunity. Please feel free to reach out with any questions or concerns.

Respectfully,

Holly Demé (*she/her/hers*)

Common Course Numbering Project Manager

Academic Senate for California Community Colleges

One Capitol Mall, Suite 230, Sacramento, CA 95814

Survey Deadline 11/3

Phase II Common Course Numbering Survey: [Anthropology Course](#)

Phase II Common Course Numbering Survey: [Communication Studies Course](#)

Phase II Common Course Numbering Survey: [Sociology Course](#)

Phase II Common Course Numbering Survey: [Child Development Course](#)

Associated Students

Submitted by Wysdem Singleton, AS President

Members:

Meeting Date(s):

Meeting Details: no report

California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

Office of Equity, Diversity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details: No Report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Members:

Meeting Date(s):

Meeting Details: no report

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: no report

Staff Council

Submitted by Senator Sulaina Banks

Members:

Meeting Date(s):

Meeting Details: No Report

Michael Spagna, Interim President

Mark Johnson, Chief of Staff and VP Advancement

Michael Fisher, Acting 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

Dear Campus Community,

It is with a mix of joy and sadness that we announce that Dr. Nancy Pérez has accepted a position at California State University, Northridge in the Department of Central American and Transborder Studies beginning this Fall 2024. Dr. Pérez joined the Department of Critical Race, Gender & Sexuality Studies (CRGS) in 2018 and in Spring 2024 was awarded tenure and promotion to Associate Professor at Cal Poly Humboldt.

Her research focuses on understanding Mexican and Central American migration, labor histories, and transnational cultures of memory and resistance from interdisciplinary perspectives. Her article, “Red Dust: Migration and Labor as Seismic Fractures to the Anthropocene” (Spring 2022), was included in a special issue on Chicana/o Environmental Justice. This work examines the intersections between immigrant labor, extractivism, and critical environmental justice. This piece engaged with community-based archives, which required building relationships with community members from the Montebello Historical Society in Los Angeles. This inspired other projects and has expanded her work to the fields of environmental humanities, prompting an invitation to be an editorial board member of *Regeneration: Environment, Art, Culture*, an upcoming digital environmental humanities, peer-reviewed journal contracted with the Open Library of the Humanities. Her past research examined the domestic worker experience, writing a thesis titled “Corpo(r)realities: Domestic Workers and Embodied Inscriptions of Power.” She has also researched the domestic worker rights movement in the U.S., publishing an article stemming from her dissertation titled “Migrant Domestic Workers and the Changing Landscape of Activism.” Nancy obtained her B.A. and M.A. degrees in Chicana/o Studies from California State University Northridge, and her Ph.D. in Justice Studies from Arizona State University.

Dr. Pérez made valuable contributions to the department, university, and the community. She was instrumental in the production of *CouRaGeous Cuentos*, a collection of multilingual personal reflections, testimonios, essays, manifestos, photography, and artwork. Since its first volume launched in 2016, the journal has grown to what seems like a *CouRaGeous Cuentos* movement under the leadership of Dr. Pérez. Audriana "Audri" Peñaloza, a student who worked closely with Dr. Pérez, reminds us that, “Each volume is unique in that it captures the struggles, movements, and spirit of the campus and local community, as well as the efforts by students to engage in action and create change. Their writings also offer insights into the multifaceted experiences, knowledge production, and organizing of students, their families, and communities.” The journal became so popular and much needed that Dr. Pérez developed a student journal

production course, ES 210 *Courageous Cuentos*, with annual publications that reside in our library's digital commons and are available in print. With the publication, she brought together many organizations and people on and off campus. Alongside Cal Poly Humboldt students, faculty, and staff, Dr. Pérez collaborated with the Promotorx Transformative Educators Program in the School of Education, Latinx students in local high schools, and community members. This impactful collaboration culminated in community events that celebrated underrepresented voices throughout Humboldt County. She expanded *Courageous Cuentos* in the last five years to emphasize student-community partnerships and has received grant funding to meet growing demand and participation. In related work, Dr. Pérez, in collaboration with Jody Smith, was awarded a \$25,000 grant for a project called *Courageous Cuentos Retrospective* for the 24-25 AY. This project will be launched in Spring 2025. For more information, see the CRGS website.

Dr. Pérez developed *Creando Raíces*, a Place-Based Student Learning Community (PBLC) as part of the Developing Hispanic Institutions Grant (DHSI) at Humboldt State University. As Faculty Lead, she was responsible for implementing changes that revised the vision and focus of the PBLC to one that strengthened the education, community, and social justice goals of the grant. These goals included supporting the academic achievement of our Latinx students and increasing the number and diversity of students interested in becoming educators and social justice advocates. Dr. Pérez put together a program of courses from Critical Race, Gender, & Sexuality Studies, Native American Studies, English, and Education that met general education requirements.

Dr. Pérez was instrumental in building the Ethnic Studies discipline in CRGS. She has taught *Chican@/Latinx Lives*, *The U.S. & Mexico Border*, *Chicano Culture and Society*, *Growing Up Chicano/Latinx*, and *Radical Futures: Race, Environment, and Social Justice* (a course she created). She served as co-chair of the Ethnic Studies Council where she helped lead the struggle to implement at Cal Poly Humboldt the aims of AB 1460, a statewide mandate that students take ethnic studies as a graduation requirement in the California State University system. She has served as an advisor to many CRGS students since she first arrived in 2018. Her advising work was crucial for student retention, especially among first-generation, Chican@/Latinx, queer, students of color.

While we are deeply disappointed that Cal Poly Humboldt did not find a way to keep Dr. Nancy Pérez at our university, we wish her much success and thank her for her profound contributions to our students, our department, and the wider Humboldt community.

From the Department of Critical Race, Gender & Sexuality Studies

Professor and Chair, Dr. Ramona j.j. Bell

Professor, Dr. Christina Accomando

Distinguished Lecturer, Maral Attallah

Assistant Professor, Paul Michael Leonardo Atienza

Lecturer, Chipu M. Hatendi

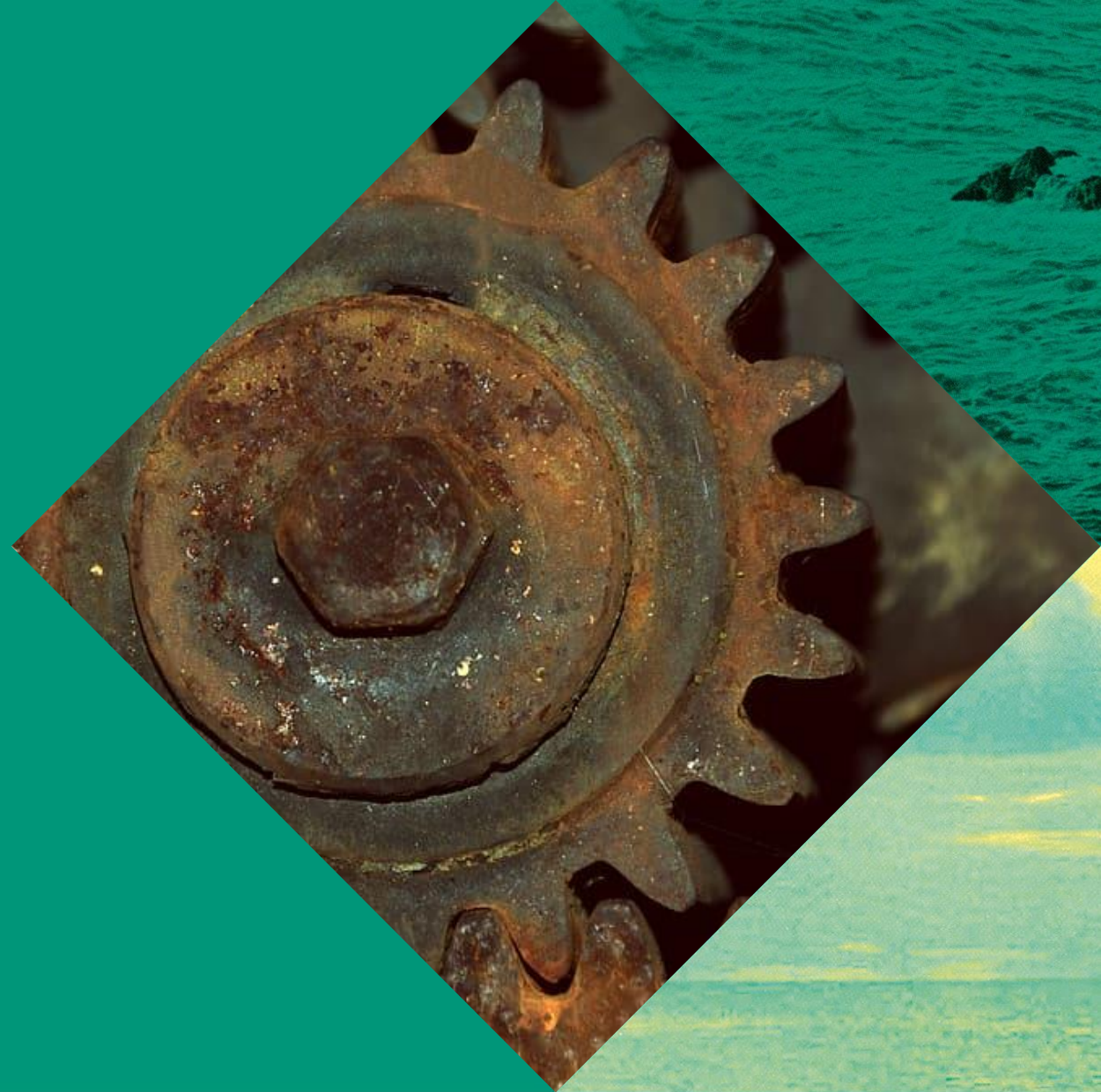
Lecturer, Rain Marshall, JD

Assistant Professor, Roberto A. Mónico, PhD

Lecturer, Tony Wallin-Sato

Administrative Support Assistant, Jeremy Nichols

GEAR Updates: Program Change & Program Review



GEAR Program Change

➤ GEAR Program Change Background

- **2021:** Assembly Bill 928, the Student Transfer Achievement Reform Act, required establishment of a single lower division GE transfer pathway for CA community college students to transfer to a CSU or UC
- **Feb 1, 2023:** California General Education Transfer Curriculum (Cal-GETC) revised
- **March 27, 2024:** CSU Board of Trustees approved changes to Title 5 CSU GE requirements to match Cal-GETC
 - CO has updated CSU GE Education Policy (EO 1100)

➤ **GEAR Program Change Substance**

Determined by CSU-wide Cal-GETC implementation requirements for AY 25/26

What's Changing?

- Naming Conventions
- Scientific Inquiry and Quantitative Reasoning (B) is split into Mathematical Concepts and Quantitative Reasoning (2) and Physical and Biological Sciences (5)
- The Lifelong Learning requirement (E) has been discontinued
- 3 Units Removed from LD Arts and Humanities (Area 3)
- 1 Unit Lab Requirement Added to LD Science

Current GE	Changes for Fall 25	Notes about changes
A1 Oral Communication	1C Oral Communication	
A2 Written Communication	1A English Composition	
A3 Critical Thinking	1B Critical Thinking	
B1 Physical Science	5A Physical Science	
B2 Life Science	5B Biological Science	
B3 Lab in B1/B2	5C Lab in 5A/5B	+1 unit for lab – embedded or stand-alone
B4 Math./Quant.Reasoning	2 Math. Concepts & Quant. Reasoning	
B Upper Division	2/5 UD (in either 2/5)	UD 2 and UD 5 will be presented to students as Area 2/5 (rather than Area 2 <i>or</i> Area 5)
C1 Arts	3A Arts	Remove additional 3 units Arts/Humanities (will be two courses - one per area) -3 units
C2 Humanities	3B Humanities	
C Upper Division	3 UD Arts & Humanities	
D Social Sciences (2 courses)	4 Social & Behavioral Sciences (2 courses)	
D Upper Division	4 UD Social & Behavioral Sciences	
E Lifelong Learning	Removed	-3 units
F Ethnic studies	6 Ethnic studies	

➤ **GEAR Program Change Timeline**

- **10/29:** GEAR Committee reviewed and voted to approve
- **11/5:** ICC Review
- **12/3:** Should ICC approve, it will be brought to Senate
- **AY 25/26:** Changes will appear in the catalog per CSU requirements

The GEAR committee recommends that all students be moved to the new GE pattern for the Fall 25 semester, with the ability to opt out.

GEAR

Program

Review

Program Review Introduction

Cal Poly Humboldt has never before conducted a full GEAR program review in a manner comparable to the regular reviews of major programs.

This GEAR program review, planned and prepared during the 2023-2024 AY, will be completed during the 2024-2025 AY.

GEAR committee members will organize and facilitate outreach, informational sessions, and feedback opportunities through the colleges, and commit to transparency, clarity, and a spirit of open engagement throughout the process.

➤ **Program Review Self-Study Contents**

Section 1: Introduction

Section 2: History of GEAR

Section 3: Protocols and Processes

Section 4: GEAR Course and Delivery Data

Section 5: Structure, Staffing, and Resources

Section 6: Student Experience and Student Success

Section 7: Conclusion



View the Cal Poly Humboldt GEAR Program Review Self-Study here or scan the QR code

➤ Program Review Timeline

- **AY 23/24:** GEAR committee plans and prepares for program review
- **Summer 2024:** GEAR self-study drafted
- **10/18/2024:** GEAR self-study presentation to Associated Students
- **10/29/2024:** GEAR self-study presentation to Senate
- **11/21/2024:** GEAR self-study presentation to college CoCs
- **11/27/2024:** Deadline to submit comments / suggestions
- **Spring 2025:** External reviewer to visit campus
- **March 2025:** Final presentation of recommendations / action plan to ICC
- **April 2025:** Final presentation of recommendations / action plan to Senate

› Questions and Feedback

**Do you have
comments or
suggestions about the
GEAR self-study?**

**Send them to us via
our Google Feedback
Form!**



➤ Resources Shared (Links Out)

Campus Specific:

- Cal Poly Humboldt GEAR Page
- Cal Poly Humboldt GEAR Questions and Feedback Form
- Cal Poly Humboldt 2024 Self-Study
- 2023 Cal Poly Humboldt GEAR Survey Responses found here and here

CSU Specific:

- Assembly Bill 928
- California General Education Transfer Curriculum
- Changes to Title 5 CSU GE requirements
- EO 1100

CAL POLY HUMBOLDT
University Senate

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

03-24/25-Academic Policy Committee — October 29, 2024 — Second 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.

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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~~ 10/29/2024
Approved by Provost/President: MM/DD/YYYY

Template Updated: February 28, 2024

DRAFT

Enrollment Management & Student Success

Exploring Our On
Campus Living
Requirement



› **Fast Facts**

- **Approved under prior leadership:** timed to roll out with the opening of new housing facilities at the Craftsman site to address continuing student housing needs
- **First semester:** begins for those entering newly in Fall 2025
 - Communication launched with new recruitment cycle
 - Focus = certainty in housing availability
- **Impacted population: New , first-year** students for Fall 2025 who:
 - Graduated from high schools outside of Humboldt/Del Norte counties

➤ **Fast Facts (cont.)**

- **Exemption process:** eliminates the campus housing requirement for those who are:
 - Age 21 or older before the start of the academic term
 - Active duty military or veterans
 - Married/domestic partner or have legally dependent children
 - Independent students, per FAFSA-determined status
 - Navigating a medical or disability status that cannot be accommodated in campus housing
 - Living in proximity to campus with a relative or guardian
 - Studying abroad
- **Continuing students:** expanded housing coming online to support housing needs, no on-campus requirement

› Peers and Benefits

- National demonstration of **enhanced retention, completion, graduation** for students who live on campus
- **Humboldt-specific data** shows academic benefits for housing residents
- **Growing movement in higher ed:** we join 5 other CSUs with live-on requirements also seeking to sustain success efforts:
 - Two-year: Cal Poly SLO, San Diego State, Monterey Bay
 - One-year: Cal Poly Pomona
 - All years: Cal Maritime
- Addresses **known student concerns around housing availability** and access - new students enter with housing certainty, have both on and off-campus options for years 3 onward

➤ Initial Timeline

- ***Decision made prior to 2023, then engaged in consultation and operational planning***
 - Change is grounded in a student success framework - best practices around retention, support, and belonging
 - Part of Poly transformation planning, included in financial proformas for Poly-funded housing facilities
 - Part of ongoing EMSS strategy and structure convos with leadership around housing, career, and student engagement
 - January 2023 presentation to AS Board by Steve St. Onge
 - February 2023 presentation of housing plan/proforma to CSU Housing Proposal Review Committee, later spring to the BOT
 - Multiple 2023-24 meetings with AS presidents for feedback and further crafting (St. Onge & Holliday)
 - Ongoing housing team engagement with RAs, RHA, and other Housing student leaders

> Impact of Early Stage Input

- **Shaped the program parameters:**
 - Chose to start with only a new student cohort and honor current agreements with continuing students
 - Ensured that 2025 students would have all info to make a decision before being asked to accept admission/enroll
 - Protected the ability of local students to commute
 - Recognized the complexities of individual situations
- **Exemption process:** addressed real-world situations imagined by students or uncovered by peers in implementation
- **Programming** : need for second-year residential program with strong benefits to students
- **Continuing students:** expanded housing coming online to support housing needs, no on-campus requirement

➤ Recent Roll-out Work

- ***2024 focus on presenting housing requirements to new students with recruitment cycle launch***
 - Communication group (Housing, Admissions, Strategic Student Comms, MarCom) worked to develop language and FAQs prior to August 1, housing web update to come before housing app opens
 - Enrollment materials (i.e. viewbook and more) updated to reflect the requirement; ensured admissions team awareness
 - All enrollment and housing communications updated before cycle launch to outline requirements AND focus on student benefits of campus living
 - Created systems/processes for tracking, exemptions, etc.

➤ Next Steps

- ***2024 and 2025 focus on building out second-year programming, to be ready by Fall 2026***
 - Next opportunity for broad engagement by campus stakeholders - ideas for residential curriculum, activities programming, and campus partnerships
 - Intend to strongly connect with career-related outcomes in partnership with Career Development Services - part of strategic relocation to EMSS
 - Determine how to best build on Humboldt successes (PBLCs, Cultural Centers, themed living communities, etc.)
 - Donyet King, Executive Director of Housing & Residence Life, will lead this effort

➤ Selected Resources

- National Survey of Student Engagement/ACUHO housing report
- *Chronicle of Higher Education: Campus Housing for Tomorrow, 2024.*
- Virtue, E. E. , Wells, G. , Virtue, A. D. (2017). Supporting Sophomore Success Through a New Learning Community Model. *Learning Communities Research and Practice*, 5(2), Article 6.
- Schudde, Lauren. (2011). The Causal Effect of Campus Residency on College Student Retention. *The Review of Higher Education*. 34. 581-610. 10.1353/rhe.2011.0023.

> Questions?

