

University Senate

Meeting Minutes for Tuesday, February 25, 2025

Goodwin Forum and Zoom, Meeting ID 818 1954 9462

Chair Woglom called the meeting to order at 3:01 pm. A quorum was present.

Members Present

Aghasaleh, Banks, Benavides-Garb, Burkhalter, Deshazier, Capps, Cappuccio, Cruz, Evans, Fisher, Geck, Harmon, Holliday, Jannetta, Lancaster, Lepphaille, McGuire, Miller, Pachmayer, Perris, Ramsier, Silvaggio, Stelter, Sterner, Tillinghast, A. Thobaben, Virnoche, Woglom

Members Absent

Spagna, M. Thobaben

Guests

Sandra Brekke, Carmen Bustos-Works, Joice Chang, Adrienne Colegrove-Raymond, Deserie Donae, Bethany Gilden, Bella Gray, Kendra Higgins, Mike Le, Sarah Long, Cyril Oberlander, Emily Oparowski, Raven Palomera, Brigid Wall, Cade Webb, Carla Wharton, Kimberly White, Jeanne Wielgus

Announcement of Proxies

Bethany Gilden for Spagna, A. Thobaben for M. Thobaben

CFA Interruption Statement

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

Approval and Adoption of Agenda

M/S (Fisher/Virnoche) to amend the agenda to remove item 15.

Motion to adopt the agenda as amended passed without dissent.

Approval of Minutes from February 11, 2025

Consent Calendar from the Integrated Curriculum Committee

It was noted that there were no items on the ICC Consent Calendar.

General Consent Calendar

The attached item on the General Consent Calendar was approved by general consent.

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

Academic Policies Committee (APC)

Written report attached

Appointments and Elections Committee (AEC)

AEC presented about service opportunities at the new faculty orientation.

Constitution and Bylaws Committee (CBC)

No report

Faculty Affairs Committee (FAC)

Written report attached

Integrated Curriculum Committee (ICC)

Written report attached

It was discussed that there's a common course numbering project happening system-wide.

University Policies Committee (UPC)

UPC is working on the Policy on Policies and hopes to have an information item on it soon.

University Resources and Planning Committee (URPC)

URPC is continuing its divisional reports at its meetings.

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

No report

California Faculty Association (CFA)

CFA has the Council of Racial and Social Justice Equity Conference coming on March 12th and 13th.

Office of Diversity, Equity, and Inclusion (ODEI)

No report

Emeritus and Retired Faculty and Staff Association (ERFSA)

Written report attached

Labor Council

Labor Council emphasized that budget cuts should not impact instruction.

Staff Council

No report

President's Administrative Team (PAT)

Written report attached

Reports, Announcements, and Communications of the Chair

Written report attached

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

There were no speakers for the Open Forum.

Resolution on Course Numbering Policy (17-24/25-APC – February 25, 2025 – First Reading)

Senator Evans stated that the main change is to remove the requirement that GE courses have a 0 as the middle digit.

There was a discussion about students and advisors needing to rely on lists of GE courses instead of being able to identify one by the number. Senator Lepphaille, an academic advisor, said the advisors don't rely on the numbers. Faculty advisors said they do often rely on the number, but a class being a GE doesn't say which GE requirement it meets.

Resolution on Graduate Credit for Undergraduates (18-24/25-APC – February 25, 2025 – First Reading)

Senator Evans said that this will change the requirements for undergraduates taking a graduate course are being changed from being allowed in their final semester to their final year and that the 9 units restriction won't apply to students in combined bachelors and masters pathways.

Resolution on Management Position Program Hiring Policy (19-24/25-CBC – February 25, 2025 – First Reading)

Senator Aghasaleh discussed the new policy, highlighting that it would require faculty, staff, and student seats on all MPP hiring committees.

Senator Virnoche asked if this policy is compatible with Section 700 of the Faculty Handbook, and Senator Aghasaleh responded that this policy requires certain minimum representation on the hiring committee, but other people can still be included.

There was a discussion about what responsibility the hiring authority has to follow the recommendations of the committee, and when an MPP can be hired without going through this process. The hiring committee serves in an advisory role, but if this policy is disregarded in a hiring process, we will have that documented.

Bethany Gilden brought up the concern that, while this policy is aligned with HR's current practice, those procedures could change. Senator Aghasaleh said that the policy can be amended in that case, but also agreed to speak with HR again about making sure their hands aren't tied.

Resolution to Recommend the Combined Program Pathway for the Native American Studies Bachelors of Arts with the Environment and Community Masters of Arts (20-24/25-ICC – February 25, 2025 – Curriculum Reading)

Senator Sterner discussed the resolution. Senators Virnoche and Ramsier spoke in favor of the resolution.

Senate vote to approve the *passed without dissent*.

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

Nays: none

Abstentions: Capps, Silvaggio

~~TIME CERTAIN: 4:00-4:30 PM – Information Item: Humboldt Voluntary Separation Incentive Program~~

TIME CERTAIN: 4:50 PM-5:00 PM – Spring 2025 ERFSA Nomination Acknowledgements

Chair Woglom read the approved ERFSA nomination.

M/S (Harmon/Perris) to adjourn.

Meeting adjourned at 4:54 PM

Provost and Vice President for Academic Affairs

MEMORANDUM

February 5, 2025

To: ERFSA Committee
From: Office of Academic Affairs
RE: Emeritus status nominations for review

The following retired staff and faculty have been nominated for Emeritus status in spring 2025. Please review the nominations for recommendation to the University Senate.

1. Kenny Richards

kenny.richards@humboldt.edu

Past Position: Education Lecturer and Educational Leadership Program Leader 2014-2024

Nominated By: Jim Woglom (jw2311@humboldt.edu)

Dr. Kenny Richards joined our University community in 1973 when he was recruited to play football for the Lumberjacks at Humboldt State University. He graduated in 1976 with a BS in Business Administration and a Business Education teaching credential and was hired by the Northern Humboldt Union High School District. He then worked for Northern Humboldt for 36.5 years, serving as a business teacher, department chair, coach, athletic director, assistant principal, principal, assistant superintendent of business, and, finally, superintendent of the district for 15 years. During this time he accrued a preliminary administrative services credential, a clear administrative credential, and an MA in Education from Humboldt. He then pursued and completed a doctorate in Educational Leadership from the University of Laverne. Upon retirement from Northern Humboldt, Kenny was approached by Dr. Dale Olver and Greg Aslanian and asked to serve as the Program Leader and primary instructor in the Educational Leadership Administrative Credential Program at Humboldt State, where worked from 2014-2024. During this time, Kenny helped to prepare 204 Preliminary Administrator Credential Candidates. Kenny is a kind and caring man who consistently models a love for education, broadly, and the Humboldt Education community, specifically, and his contributions will continue to be felt in the School



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CAL POLY HUMBOLDT

University Senate Written Reports, February 25, 2025

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), Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Jacob Garcia (AS-External Affairs Rep.), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee). *Vacant: One Faculty Rep; AS Student 2nd Rep*

Meeting Date(s): 2/20/25

Meeting Details: APC met on February 20, 2025. Consultation with and feedback from ICC and SenEx on the Course Numbering Policy and Graduate Credit for Undergraduates policy revisions and resolutions were discussed. The policies are agendized for first reading at the February 25 Senate meeting. Looking ahead, the committee agreed to begin working on an ABC/NC grade mode policy, with an initial system-wide policy review scheduled for March 6.

Next meeting: March 6, 2025

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Meeting Details: no report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members: Rouhollah Aghasaleh, Chris Harmon, Kimberly Stelter, Sarita Chaudhury, Khristan Lamb, Whitney Ogle, Jill Anderson, Eduardo Cruz

Meeting Date(s): 2/10, 2/18

Meeting Details: Completed the resolution and first reading draft of the Policy on Hiring MPP.

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair

Members: Claire Till, Melanie Michalak, Kimberly Perris, Lisa Tremain, Anthony Silvaggio, Kimberly White.

Meeting Date(s): 2/19 and 2/12

Meeting Details: The committee continued work on finalizing the language to accompany the Post Tenure review policy, to send out to faculty for a second round of feedback.

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 Representative: Tadd Sexton, AS Legislative Vice President | Curriculum and Catalog Specialist: Cameron Allison Govier | Curriculum and Assessment Analyst: Khristan Lamb

Meeting Date(s): Tuesday, February 18, 2025

Meeting Details:

A. Approval of the minutes from the meeting of February 4, 2025
B. Approval of Meeting Agenda for 02/18/25
C. Information Items: <ul style="list-style-type: none">○ ICC Curriculum Development Planning 2025 Please share and encourage completion of the form to gather information about current and planned curriculum development for this submission cycle.○ Peer Review of Assessment due 2/27: Assignments + Exemplar
D. Consent and Voting Action Calendar - Voting Items Discussion + Voting

<ul style="list-style-type: none"> ● Consent Calendar: 	None
Voting Action Calendar Direct Link - Discussion + Voting	
Proposal Review: <ul style="list-style-type: none"> ● BA Native American Studies + MA Environment and Community - 23-2465 (PROGRAM: 2025-26 New CBMP Proposal Form (Chancellor's Office): 5-Year MAP + 3-Year Transfer MAP) 	
E. Reports & Updates - 5 Minutes Each: <ul style="list-style-type: none"> ○ AP/Curriculum ○ CDC ○ GEAR ○ APP ○ APC: Draft Course Numbering Policy Revision ○ General ICC Business: Discussion about subcommittee communication and considering the proposal review timeline and process. 	
F. PBLC Curriculum Discussion <ul style="list-style-type: none"> ○ Transition Curriculum: Transition Curriculum Summary and Learning Objectives.pdf ○ ICC Process ○ MAPs modification Considerations <ol style="list-style-type: none"> Onboarding <ol style="list-style-type: none"> Connecting students to PBLC First year MAPs for PBLC Connections and belongingness First year retention numbers 	
Next Up: <ul style="list-style-type: none"> ● Subcommittee Meetings: February 25, March 11, April 1, April 15, April 29, May 13 ● Full ICC Meetings: March 4, March 25, April 8, April 22, May 6 	

University Policies Committee

Submitted by Chris Harmon, UPC Chair

Meeting Details: no report

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair

Friday 2/21/25: First round of Divisional Presentations on Reduction Impact:

Thanks to the campus community for the robust turn-out for our first round of divisional presentations last Friday.

We heard from VP's and delegates from the President's office, University Wide, Advancement and Administrative affairs. Each presentation outlined reductions necessary to meet the 5%, 7% and 9% reduction scenarios.

Recordings as well as slides will soon be posted to the URPC website.

Friday 2/28/25: 12:30 – 3:00 pm Second round of Divisional Presentations

Please Join us to hear from Academic Affairs, Enrollment Management & Student Success, and Athletics.

[ZOOM link](#)

Presentation Schedule: (15–20 minutes of presentation, followed by Q&A)

- Academic Affairs: 12:40pm– 1:20pm
- Enrollment Management and Student Success: 1:20pm–1:50pm
- Athletics: 1:50pm–2:20pm

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The next ASCSU meeting takes place March 12-March 14.

The next CSU Board of Trustees meeting will take place March 24-26

ASCSU Senators Leadership Conference on Saturday, March 15, 2025. There may be an opportunity for a few additional faculty to participate. Let Stephanie and Mary know if you are interested and we will keep you posted.

State of California Assembly Budget Subcommittee #3 on Education Finance: For those of you who want to get into the weeds a bit on the development of the current state budget for higher education, watch the Tuesday, February 18 hearing of Assembly Budget Subcommittee #3 on Education Finance:

<https://www.assembly.ca.gov/media/assembly-budget-subcommittee-no-3-education-finance-20250218>

Here are a few time stamps for your convenience:

00:26:30 meeting starts

00:31:30 opening statements Fong and Muratsuchi

00:33:50 LAO reports out

1:23:50 Chancellor Garcia reports out

1:33:00 Questions from the committee

1:58:00 ASM Rogers (visiting member) questions primarily relating to Sonoma State University, which is in his district

2:24:00 ASM Al Muratsuchi comments in support of keeping CSU and UC funded

3:00:00 ASCSU Vice Chair Adam Swenson public comment

3:01:00 ASCSU Immediate Past Chair Beth Steffel public comment

3:03:00 ASCSU Chair Elizabeth Boyd public comment

ASCSU Lecturer Electorate and ASCSU Lecturer Seats: Lecturers will soon see a call for nominations for the newly created ASCSU lecturer electorate. The electorate is a group of 23 lecturers - one representative from each campus. The only responsibility of the electorate as a body is to elect three members from their group to serve on the ASCSU in newly added seats designated for lecturers. Once elected to the electorate, you may choose to self nominate to run for one of the three ASCSU lecturer seats. ASCSU lecturer senators in each seat receive 3 WTU assigned time each semester for their service. Note: "Lecturer senators and alternates replacing lecturer senators must hold a one-year (or longer) appointment and be full-time or part-time with a time base entitlement of at least 0.6." Please let us know if you have any questions about this process or the commitment and responsibilities of serving as an ASCSU senator.

Associated Students

Submitted by Eduardo Cruz, AS President

Meeting Details: no report

California Faculty Association

Submitted by Anthony Silvaggio, CFA/Humboldt Chapter President

Meeting Details: no report

Office of Equity, Diversity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Meeting Details: no report

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

You're invited to attend:

March 13, 2025, Humboldt-ERFSA Luncheon Presentation at Baywood Golf and Country Club, 3600 Buttermilk Ln, Arcata , CA

11:30am: Servers will be available to take your lunch orders.

Noon: Special Guest: **Lisa E. Feldman**, Assistant United States Attorney, Cyber and Intellectual Property Crimes Section, U.S. Department of Justice, United States Attorney's Office, **is making a special trip to Cal Poly Humboldt to give a talk on "Cyber and Intellectual Property Crimes" for Humboldt-ERFSA members, the Cal Poly Community and Community members.**

She will be speaking about the latest sophisticated cyber-crimes and how to avoid them. She will also discuss cases involving intellectual property crime.

Humboldt-ERFSA Small Grant Program for Tenure-track Faculty, Lecturers, and Staff: Applications are due by Thursday, March 27, 2025, at 3 p.m. PST.

<https://www.humboldt.edu/emeritus-and-retired-faculty/grant-program-tenure-track-faculty-lecturers-and-staff>

Sponsored by the Humboldt-Emeritus and Retired Faculty and Staff Association, grant awards are intended to help tenured-track faculty, lecturers, and staff with less than 5 years employment at Cal Poly Humboldt seeking to expand professional qualifications.

Labor Council

Submitted by Steve Tillinghast, Labor Council Delegate

Meeting Details: no report

Staff Council

Submitted by Senator Sulaina Banks

Meeting Details: no report

President and President's Administrative Team Report to University Senate

Michael Spagna, President

Bethany Gilden, Chief of Staff

Jenn Capps, Provost and VP for Academic Affairs

Michael Fisher, VP for Administration & Finance and CFO

Chrissy Holliday, VP for Enrollment Management & Student Success

Mark Johnson, VP for University Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

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

Connie Stewart, Executive Director of Initiatives

MOMENTS OF PRIDE

[Jacks Punch Their Ticket!](#) The California Collegiate Athletic Association (CCAA) officially announced that Cal Poly Humboldt men's basketball has punched its ticket to the CCAA Tournament in San Marcos, set for March 6-8, following the completion of this weekend's conference games.

ACADEMICS

Distinguished Faculty Lecture Series

You are invited to the upcoming Distinguished Faculty Lecture Series presented by the 2023-24 faculty award recipients. Award recipients are nominated by their colleagues or students for excellence in their field, and then reviewed by a Faculty Awards Committee.

The upcoming events are an opportunity for award recipients to engage with the campus and local community by giving a public lecture or performance or a different activity of their choosing. Please join us for this semester's upcoming talks. The first talk is:

Andrea Juarez- Excellence in Teaching: Wednesday, February 26, 2025, 5:00-7:00 pm

Goodwin Forum, NHE102

Title: Beyond "Pedagogy": Why Mentoring & Career Matter Too

Summary: A 2024 Inside Higher Ed survey found that more than half of students believe their professors should be mentors and should help them prepare for careers. Andrea will discuss ways she helps students succeed in and after college by fostering a classroom with engaging content, teaching curiosity and building confidence.

Free and open to students, faculty, staff, and members of the local community.

INCLUSIVE EXPERIENCE

The President approves the Committee Governance and Oversight Policy (11-24/25-CBC) and appreciates the background work and ongoing commitment to transparency and accountability.

Hey Cal Poly Humboldt!

Hope all y'all are well and finding happiness where you can. I've been watching a lot of brass band streams in anticipation of Mardi Gras, and while it makes for a weird sentence, nothing brings me joy like a tuba.

I was travelling for much of last week, so I feel a little out of the loop; thank you to Jayne McGuire for stepping in while I was out.

Given this, I'd like to use my report to just reflect on a couple of things going on today. At the end of today's meeting we will likely be celebrating our newly appointed emeritus faculty and ERFSA member, Kenny Richards. Kenny has worked at the School of Education as the Program Leader of our Educational Leadership/Administrative Credential Program since 2014, helping to get local teachers the required licensure to become Principals for our local schools. For as long as I have been at the School of Ed, Kenny has been engaged in helping his students and candidates there.

Prior to joining us at the School of Education, Kenny worked in local school districts in multiple capacities, ranging from teacher and coach to district superintendent, for 37 years. All told, Kenny has been working to support our educational systems for close to 48 years. Besides being proud of and happy for my friend and colleagues, I am in awe of the realization of commitment to life of service to education. I, probably like most of us, aspire to living and having lived a similar life and commitment, and it is reassuring to take note of those who put in the work.

In keeping with the idea of "putting in the work", a number of Senators, including myself, met with a group of new faculty members in the CTL today. During that meeting we all sort of pontificated upon what service has meant to us in our given contexts, and what we learned or gained from engaging in committees and shared governance. I didn't think of anything smart at the time, but while leaving, I considered how being engaged in University service allows us to be democratic stewards of a public trust. During an era of widespread existential upheaval around democratic expectations and public services, we, in our local, finite capacity, get to be bulwarks against erosion of those services and norms. We get a space to try to fix our processes so that they best serve our students and our community. We get to help people, or at least try to help people, as a means of employment. I don't want to downplay the complexities and the hurt and the injustices wrapped up in all of what we do and talk about, but, at a base level, I work at a school and that feels kinda good to me, today, despite all of the stuff.

best,
jim

CAL POLY HUMBOLDT
University Senate

Resolution on Course Numbering Policy
17-24/25-APC – February 25, 2025 – First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the University adopt the attached policy regarding the numbering of courses; and be it further

RESOLVED: That this policy supersedes the Cal Poly Humboldt 2022 Course Numbering Policy ([VPAA 22-13](#)).

RATIONALE: This revision simplifies course numbering by removing restrictions on general education course numbers. Additionally, it eliminates policy language regarding circumstances under which students can enroll in courses.

DRAFT Course Numbering Policy

Policy Number

Academic Policies Committee

Applies to: Faculty, Students

Supersedes: VPAA 22-13

Purpose of the policy: Establishes numbering and lettering conventions for courses of various designations.

Policy Details:

1. General numbering scheme.

001-099: Pre-Baccalaureate courses

~~**100-109:** Courses satisfying lower division general education requirements in breadth areas A, B, C, D, E & F.¶
Exception: Foreign language courses numbered 105.~~

100-199: Courses typically taken as a first-year student while pursuing a baccalaureate degree.

~~**200-209:** Courses satisfying lower division general education requirements in breadth areas A, B, C, D, E, & F.~~

200-299: Courses typically taken as a second-year student/sophomore while pursuing a baccalaureate degree.

~~**300-309:** Upper division courses meeting general education requirements in breadth areas B, C, D & F.~~

300-399: Courses typically taken as a third-year student/junior while pursuing a baccalaureate degree.

400-499: Courses typically taken as a fourth-year student/senior while pursuing a baccalaureate degree.

500-6599: Graduate level courses, which may be taken with instructor's approval by qualified seniors on an elective basis.¶

~~**600-699:** Graduate courses open only to graduate students.¶~~

700-799: ~~Post-baccalaureate~~**Graduate**, professional level courses ~~leading to credential or licensure / continuing education courses.~~**Credential/Licensure courses.**

2. Special courses.

The numbers assigned to the following special courses shall be used by all academic units:

180/280/380/480/580/680/780: Baccalaureate/Master's Special Topics

482/582/682: Baccalaureate/Master's Internships

485/585/685: Senior/Master's Seminar

490/690: Senior/Master's Thesis

491/691: Baccalaureate/Master's Comprehensive Examination

492/692: Baccalaureate/Master's Project

293/493: Supplemental Work (to make up deficiencies in previous coursework)

495/695: Senior/Master's (Field, Applied, Directed) Research

198: Supplemental instruction (SI). SI courses are led by trained peer leaders who utilize collaborative learning activities in small groups to review course content and enhance student experience and performance in another specific course.

199/299/399/499/599/699/799: Baccalaureate/Master's Directed Independent Study

3. Letter suffixes.

Activity, discussion, laboratory, major, and research courses, which are associated with a lecture but may be offered independently from the lecture, shall be given the same number as the appropriate lecture course, with the addition of the suffixes **A**, **D**, **L**, **M**, and **R**, respectively. For example, BIOL 114 (Genetics) and BIOL 114L (Genetics Laboratory).

4. Service learning courses.

The use of **S** in a course number is reserved for courses designated as service learning courses through the university curriculum process. For example, SPAN 208S is an approved service learning course; SPAN 208 is the same course taught using a different methodology.

5. Writing intensive courses

The use of **W** in a course number is reserved for courses designated as writing intensive courses through the university curriculum process. Completion of a W-designated course satisfies the Graduation Writing Assessment Requirement (GWAR). For example, PSCI 485W

indicates an approved writing intensive course.

6. Other lettering conventions.

The use of **X, Y, Z** designates courses in a sequence meeting general education requirements. There are two limitations: (1) the entire sequence must be completed in order to earn the credit (the student must complete the "Z" course before any units count toward general education requirements); (2) not all units earned in the sequence count toward the requirement, only the number specified (usually three).

7. Courses lasting two or more terms.

Courses that last for two or more terms shall be given sequential numbers, not letter suffixes. Sequential course numbers do not always indicate courses lasting for two or more terms.

8. Courses assigned the same number.

Letters **B, C, E, F, G, H, I, J, K, N, O, P, Q, T, U,** and **V** may be used to distinguish between courses assigned the same number (for example, THEA 103, 103B, 103C). Such courses may or may not be a part of a sequence.

History:

Academic Policies Committee: 10/28/14

Reviewed: Provost: 12/15/2014

Revised: Academic Policies Committee: 02/02/2018

Reviewed: University Senate: 02/20/2018

Reviewed: Provost: 03/01/2018

Revised: Academic Policies Committee: 11/30/2022

Reviewed: Academic Policies Committee: 11/30/2022

Reviewed: University Senate: 12/13/2022

Reviewed: Provost: 12/14/2022

Revised: Academic Policies Committee: 2/6/2025

Reviewed: Academic Policies Committee: 2/6/2025

Reviewed: University Senate:

Reviewed: Provost:

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200-299: Courses typically taken as a second-year student while pursuing a baccalaureate degree.

300-399: Courses typically taken as a third-year student while pursuing a baccalaureate degree.

400-499: Courses typically taken as a fourth-year student while pursuing a baccalaureate degree.

500-699: Graduate level courses.

700-799: Graduate, professional level courses

2. Special courses.

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History:

Academic Policies Committee: 10/28/14

Reviewed: Provost: 12/15/2014

Revised: Academic Policies Committee: 02/02/2018

Reviewed: University Senate: 02/20/2018

Reviewed: Provost: 03/01/2018

Revised: Academic Policies Committee: 11/30/2022

Reviewed: Academic Policies Committee: 11/30/2022

Reviewed: University Senate: 12/13/2022

Reviewed: Provost: 12/14/2022

Revised: Academic Policies Committee: 2/6/2025

Reviewed: Academic Policies Committee: 2/6/2025

Reviewed: University Senate:

Reviewed: Provost:

CAL POLY HUMBOLDT
University Senate

Resolution on Graduate Credit for Undergraduates
18-24/25-APC – February 25, 2025 – First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the University adopt the attached revision to the catalog language on Graduate Credit for Undergraduates.

RATIONALE: This revision extends the window during which undergraduate students may take courses for graduate credit from their final semester to their final year of undergraduate studies. These changes acknowledge the reality that many graduate-level courses are offered only once per academic year, thus providing students greater flexibility in accessing these courses while facilitating more efficient pathways into graduate programs.

Existing catalog language:

Graduate Credit for Undergraduates

Undergraduate students may earn graduate credit by petition under the following circumstances:

- Only courses taken in the final semester of the senior year are applicable;
- No more than 6 units remain to complete requirements for the bachelor's degree;
- Cumulative GPA is 2.5 or higher;
- Applicable courses are upper division or graduate level and, if being used for graduate credit, are not also being used for undergraduate credit;
- Application for graduation (degree check) is on file with the Registrar;
- No more than 9 units taken as an undergraduate may be applied to the master's degree;

Students must complete the Petition for Graduate Credit (To be Earned in Final Semester of Senior Year) form available on the [HSU Forms website](#).

Draft Revision with markup

Graduate Credit for Undergraduates

Undergraduate students may earn graduate credit by petition under the following circumstances:

- Cumulative GPA is 2.5 or higher;
- Applicable courses are upper division or graduate level and, if being used for graduate credit, are not also being used for undergraduate credit;
- Application for graduation (degree check) is on file with the Registrar;
- Only courses taken in ~~the final semester of~~ the ~~senior year~~ final undergraduate year are applicable;

- ~~• No more than 6 units remain to complete requirements for the bachelor's degree;~~
- No more than 9 units taken as an undergraduate may be applied to the master's degree unless the student has been admitted to a Combined Bachelor's and Master's Pathway (see [VPAA 24-05](#));

Students must complete the [Petition for Graduate Credit](#) ~~(To be Earned in Final Semester of during the final undergraduate year. Senior Year)~~ form available on the [HSUCal Poly Humboldt Forms website](#).

Draft Revision without markup

Graduate Credit for Undergraduates

Undergraduate students may earn graduate credit by petition under the following circumstances:

- Cumulative GPA is 2.5 or higher;
- Applicable courses are upper division or graduate level and, if being used for graduate credit, are not also being used for undergraduate credit;
- Application for graduation (degree check) is on file with the Registrar;
- Only courses taken in the final undergraduate year are applicable;
- No more than 9 units taken as an undergraduate may be applied to the master's degree unless the student has been admitted to a Combined Bachelor's and Master's Pathway (see [VPAA 24-05](#));

Students must complete the [Petition for Graduate Credit](#) during the final undergraduate year.

CAL POLY HUMBOLDT
University Senate

Resolution on Management Position Program Hiring Policy

19-20/21-[Constitution and Bylaws Committee](#) — [February 25, 2025](#) — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the President to adopts this Management Position Program Hiring Policy; and be it further;

RESOLVED: That the Faculty Handbook Section 700 (Article 701) be amended to reflect this policy

Current Language:

701. CONSULTATION RELATED TO APPOINTMENT OF ADMINISTRATIVE POSITIONS

The University observes a policy of collegiality that includes the participation of faculty, staff, and students (where appropriate) on search committees that review the applications of persons applying for administrative positions in the University. These committees will have access to documents relating to the candidates, will participate in the interview process, and make their recommendations known to the President or other administrator, who is responsible for making the appointment. Unless specified otherwise below, all search committees for administrative positions not under the Division of Academic Affairs, at the level of Associate Vice President or higher, will have a minimum of two General Faculty members, appointed by the President in consultation with the Senate Executive Committee (Academic Senate Resolution #19-05/06-EX, March 7, 2006)

Amended Language:

701. CONSULTATION RELATED TO APPOINTMENT OF ADMINISTRATIVE POSITIONS

The University follows the *Management Position Program Hiring Policy* as the guiding framework for hiring administrative positions. In alignment with the University's commitment to collegiality, faculty, staff, and, where appropriate, students participate in search committees that review applications for administrative roles. These committees will have access to relevant candidate documents, engage in the interview process, and provide recommendations to the President or the appropriate administrator responsible for making the appointment.

RATIONALE: To establish a structured, transparent, and equitable process for recruiting, selecting, and onboarding management personnel. This policy ensures compliance with legal and institutional regulations, promotes diversity and inclusion, and upholds shared governance by involving faculty, staff, and students in hiring decisions. It strengthens leadership accountability and aligns hiring practices with the university's mission and strategic objectives.

Management Position Program Hiring Policy
[Policy Number]
Constitution and Bylaws Committee

Applies to: Faculty, staff, students, and administrators.

This policy establishes a transparent hiring process for management positions, ensuring compliance with regulations, equity principles, and strategic goals. It outlines structured recruitment, selection, and onboarding procedures while emphasizing diversity, fairness, and accountability. Regular reviews maintain alignment with best practices and institutional priorities.

Supersedes: #19-05/06-EX

Purpose of the Policy

The purpose of this policy is to ensure a transparent, equitable, and structured hiring process for management positions that align with the university’s mission, strategic goals, and commitment to diversity and inclusion. By establishing clear guidelines for recruitment, selection, and onboarding, the policy upholds best practices, regulatory compliance, and shared governance principles while fostering effective leadership and institutional accountability.

Definitions

Search Committee: A group of representatives tasked with overseeing candidate evaluation and selection.

Equity Advocate: A committee member responsible for promoting fairness and impartiality in the hiring process.

Onboarding: The process of integrating a new hire into the university, including orientation, training, and ongoing support.

Policy Details

1. Introduction and Scope

1.1 The purpose of this policy is to establish a structured and transparent framework for hiring qualified management personnel who will uphold and advance the university’s

mission and strategic objectives. Recognizing the critical role that effective leadership plays in fostering academic and organizational success, this policy is designed to ensure that hiring processes align with best practices, university policies, and equity principles.

1.2 Management Personnel Program (MPP) refers to a classification of employees who serve in management, supervisory, and leadership roles. MPP employees are exempt from collective bargaining and have responsibilities that include policy development, program administration, budget oversight, and personnel management.

MPP positions are categorized into four levels:

MPP Level 1 – First-line supervisors and entry-level managers.

MPP Level 2 – Mid-level managers with broader oversight.

MPP Level 3 – Senior managers, including associate/assistant vice presidents.

MPP Level 4 – Executive leadership, such as campus presidents and vice presidents.

MPP employees are subject to CSU policies rather than union agreements, and their employment is at-will, meaning they serve at the discretion of the CSU administration.

1.3 The policy covers all stages of the hiring process for management positions, from position identification to onboarding, to support a robust, consistent, and fair approach to recruitment and selection.

2. Authority and Compliance

2.1 The Human Resources department and designated hiring committees oversee the hiring process and maintain transparency and adherence to regulatory and policy standards.

2.2 All hiring practices must comply with relevant federal and state regulations, including but not limited to:

- Equal Employment Opportunity laws, such as the Civil Rights Act.
- The Americans with Disabilities Act (ADA).
- The Fair Labor Standards Act (FLSA).

- Any applicable state labor laws.

2.3 University policies regarding hiring, anti-discrimination, and conflict of interest must be strictly followed, ensuring an impartial process that aligns with institutional values.

2.4 Shared governance policies, resolutions, guidelines, and procedures must be upheld by involving diverse university community members, including faculty, staff, and students, in hiring decisions to maintain accountability and trust.

3. Position Identification and Justification

3.1 The hiring authority shall conduct a comprehensive needs assessment to identify gaps in management and justify the need for a new or vacant position. This assessment should clearly outline:

- Specific departmental and institutional needs that the position will fulfill.
- Alignment with strategic goals, including examples of anticipated impacts.
- Cost-benefit analysis of creating/filling the position versus other solutions (including the cost of the search itself, See Section 4.4).

3.2 The hiring authority shall submit a detailed justification for the hiring to the Senate Executive Committee that includes:

- An explicit description of the job's responsibilities.
- Expected outcomes and measurable objectives.
- An explanation of how the role supports the university's strategic priorities.

The Senate Executive Committee shall review and approve level 3 and 4 MPP position justifications. Level 1 and 2 MPP position justifications should be information items for the Senate Executive Committee.

3.3 The hiring authority shall obtain approval from relevant oversight bodies, such as the Board of Trustees or senior administration, to ensure consistency with the university's mission and resource allocation priorities.

3.4 The hiring authority shall follow Human Resources procedures and paperwork regarding an MPP Position Description.

4. Search Committee

4.1 Hiring authority shall form a search committee with diverse representation, including:

- A chair at the same rank or higher than the position being filled.
- Members appointed by the Senate Appointment and Election Committee, Staff Council, Associated Students, and administration.
- A trained Equity Advocate (non-voting).
- The composition of the search committee should ensure that administration-appointed and ex-officio members together do not constitute a majority.

4.2 The university Human Resources shall provide mechanisms (e.g., via Office of Diversity, Equity, and Inclusion) for training all search committee members, covering:

- Methods to mitigate unconscious bias.
- Objective evaluation techniques.
- The role of an equity advocate is to ensure the fair treatment of all candidates.

4.3 The search committee shall specify standardized procedures for screening applications:

- Use a scoring rubric to evaluate candidates against the required qualifications.
- Apply the same criteria consistently to each application, maintaining confidentiality and impartiality throughout.

4.4 The search committee may consider the option to engage a recruitment firm when the position requires specialized expertise or for roles with limited candidate pools.

5. Recruitment and Selection Criteria

5.1 The search committee shall develop a recruitment plan outlining specific internal and external channels for reaching qualified candidates, including:

- University and CSU job portals and internal postings.
- Professional networks, associations, and higher education recruitment platforms.

- Targeted industry publications and diversity-focused job boards.
- Campus-wide communications to encourage internal applicants.

5.2 To promote diversity, equity, and inclusion in recruitment, the hiring process shall:

- Advertise in media and associations that serve underrepresented groups.
- Set targets for outreach to increase diversity in candidate pools.
- Measure recruitment effectiveness through detailed reporting on candidate demographics, applicant response rates, and documented success in attracting and including underrepresented populations. Periodic reviews shall assess compliance and outcomes.

5.3 To ensure transparency in the hiring budget, the Search Committee shall report to the Senate Executive Committee (SenEx) for level 3 and 4 MPP positions with a detailed breakdown of allocated funds for contractors and recruitment activities, including advertising, outreach initiatives, timeline, travel, receptions, and equity-focused strategies. Periodic audits shall be conducted to monitor adherence to budgetary guidelines and institutional priorities.

5.4 The position vacancy announcement shall include a job description and clear, role-specific qualifications based on required skills, competencies, and experience, including:

- Description of major responsibilities and specific duties.
- Minimum educational requirements (e.g., master's degree in a relevant field).
- Relevant professional certifications (e.g., Project Management Professional, Certified Public Accountant).
- Required years of experience in a similar role, specifying any management or leadership experience needed.

5.5 Selection criteria shall align with essential competencies and skills, such as:

- Technical expertise in financial management, project management, or team leadership.
- Leadership attributes, including effective communication, team building, and strategic planning skills.

- Commitment to diversity and inclusion, with demonstrable experience in fostering inclusive environments.

5.6 All qualifications and criteria shall be documented in the job description and screening materials to maintain consistency in evaluation.

6. Interview and Assessment

6.1 Search committee shall develop an interview procedure to ensure a fair and thorough evaluation:

- Use a structured interview format with a pre-set list of questions to assess essential competencies and skills.
- A comprehensive list of interview questions and task-oriented prompts shall be submitted to Human Resources for approval.
- Interviewers should include all members of the search committee.

6.2 Search committee shall provide specific guidelines for candidate assessments, such as:

- A scoring rubric for assessment aligned with the job description qualifications and responsibilities.

7. Reference and Background Checks

7.1 Search committee shall conduct a minimum of three reference checks for each final candidate to verify:

- Previous employment, including dates, role responsibilities, and overall performance.
- Professional competencies and ethical standards relevant to the position.
- Alignment with the university's values and standards for conduct.

7.2 Human Resources shall perform background checks including:

- Criminal record checks as legally permissible.
- Verification of educational credentials and employment history.

- Financial or credit checks relevant to the responsibilities of the role.
- Review of the candidate's background related to discrimination, including any involvement in Title IX cases, both as a respondent and in their handling of such cases under their leadership.

8. Offer and Negotiation

8.1 Hiring authority shall provide candidates with a detailed employment offer, including:

- Base salary in line with internal pay structures and comparable external positions.
- Clear description of benefits, such as health insurance, retirement plans, and leave policies.
- Outline of role expectations, reporting structure, and initial objectives.

8.2 Hiring authority shall ensure transparency in salary negotiations, following the university's compensation guidelines and allowing for equity adjustments where applicable.

8.3 Hiring authority shall provide a defined timeline for offer acceptance and a clear process for negotiating terms within established university parameters.

9. Onboarding and Orientation

9.1 Hiring authority shall facilitate a comprehensive onboarding program, which should include:

- An orientation to university policies, values, and culture.
- Department-specific training on key job responsibilities and expectations.
- Introduction to role-specific systems and tools required for job performance.

9.2 Hiring authority shall designate department contacts responsible for the new hire's orientation, providing support and mentorship during their transition.

9.3 Hiring authority shall outline an integration plan, with milestones for performance reviews, feedback sessions, and role-specific training.

10. Policy Review and Amendments

10.1 The Senate Executive Committee should schedule a review of this policy every five years to ensure that it remains aligned with best practices, legal requirements, and the university's evolving needs.

10.2 The Constitution and Bylaws Committee should solicit feedback from search committee members, Human Resources staff, new hires, and other interested parties to identify improvement areas and integrate suggestions.

10.3 All amendments shall undergo formal approval by the University Senate, and the President before implementation.

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:

Constitution and Bylaws:	02/18/2025
Reviewed by University Senate:	MM/DD/YYYY
Approved by Provost/President:	MM/DD/YYYY

Template Updated: February 28, 2024

CAL POLY HUMBOLDT
University Senate

**Resolution to Recommend the Combined Program Pathway for the Native American Studies
Bachelors of Arts with the Environment and Community Masters of Arts**
20-24/25-ICC - Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the elevation of the Combined Program Pathway for the Native American Studies Bachelors of Arts with the Environment and Community Masters of Art detailed in proposal [23-2465](#) be approved.

RATIONALE: [Combined Program Pathways](#) are intended to support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a master's degree in their area of study. This is accomplished by a bachelor's and master's program systematically identifying a program of study that incorporates up to 12 units of coursework counting towards both the bachelor's and master's degrees. Students in the Combined pathway meet the program learning outcomes of both programs and assessment is completed for each individual program following academic program review procedures.

The proposed combined program brings together Native American Studies Bachelors of Arts with the Environment and Community Masters of Art.

Major Academic Plans outlining the combined pathway:

[5-year MAP NAS BA + MA in E&C](#)

[3-year Transfer MAP NAS BA + MA in E&C](#)

Related Combined Program Pathway:

[23-2336](#) (BA in Critical Race, Gender, and Sexuality Studies + MA in Environment and Community)

[24-2464](#) (BA in Environmental Studies + MA in Environment and Community)