

## University Senate

### **Meeting Minutes for Tuesday, December 12th, 2023**

**Location:** In Person - Goodwin Forum NHE 102

**Online: Zoom Meeting ID:** 890 8752 0102

**Passcode:** 328012 & **Link:** [Zoom](#)

Chair Woglom called the meeting to order at 3:00 pm. A quorum was present.

### **Members Present**

Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Deshazier, Graham, Harmon, Hill, Ho'ā, Holliday, Lancaster, LeVering, Miller, Miyamoto, Mola, Parker, Ramsier, Ruiz, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

### **Members Absent**

Jackson, Cappuccio

### **Guests**

Adrienne Colegrove-Raymond, Amber Blakeslee, Andrea Bright, Arifa Khan, Bella Gray, Bethany Gilden, Carmen Bustos-works, Cyril, Elizabeth Lujan, Enoch Hale, Fernando Paz, Jeanne Wielgus, Jeff Crane, Joice Chang, Khristan Lamb, Michelle Williams, Mike Le, Mitch Mitchell, Molly Kresl, Patrick Malloy, Robert Yunker, Sasheen Raymond

### **Announcement of Proxies**

Mark Johnson for Jackson, Chris Harmon for Cappuccio,

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

M/S (Alderson/Miller) to add part B ICC calendar to agenda, that was passed during the 12/12/2024 ICC meeting.

Motion Approved without dissent

2/3rd Senate Vote to Adopt the Agenda (AA), Senate **passed.**

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Holliday, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Parker, Ruiz, McGuire, Pachmayer, Tillinghast, Jackson

**Vote Nays:** none

M/S (Alderson/Miller) Motion to approve the agenda as amended passed without dissent

### **Review of Community Participation Options**

#### **Approval of Minutes from November 28, 2023**

M/S (Alderson/) Motion to approve the minutes from the meetings on November 28, 2023.

Dissent/Correction: Kimberly Stelter - Proxy was Tim Miller, and a friendly reminder that anytime someone votes as a proxy to please send communication (chat or email) to ASC on how your vote should be counted.

M/S (Alderson/Lancer) Motion to approve the minutes from the meetings on November 28, 2023 with revisions/corrections.

Motion to approve the November 28, 2023 passed without dissent

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

The attached Consent Calendar from the Integrated Curriculum Committee was approved by general consent.

#### **General Consent Calendar**

It was noted there were no items on the General Consent Calendar for consideration.

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

- The Chair Report is attached.

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

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

Written Report attached

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

No report

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

No Report

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

Written Report attached

**Integrated Curriculum Committee (ICC)**

Written Report attached

**University Policies Committee (UPC)**

No Report

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

Written report attached

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

No Report

**Associated Students (AS)**

No Report

**California Faculty Association (CFA)**

No Report

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

Written Report attached

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

No Report

**Labor Council**

No Report

**Staff Council**

No Report

**PAT Report**

No Report

**TIME CERTAIN: 3:05-3:15 PM – Resolution on the Credit for Prior Learning Policy (03-23/24-APC – December 12, 2023 – Second Reading)**

Motion (Wolgom) for 3/4th vote to move forward with the Second reading for Resolution (03-23/24-APC) Senate

**Votes Aye:** Alderson, Lancaster, Ramsier

**Votes Opposition:** None

3/4th Motion to move Resolution (03-23/24-APC) to Second Reading **passed** without dissent

Resolution is attached

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

Dr. Khan open form statement summarized is that that she is bringing forth a student grievance concerning her son. This information has been shared with Office and Academic Affairs, Title IX and departments in which it maybe of concern.

**TIME CERTAIN: 3:30-3:35 PM – Resolution on Office Hours Policy (07-23/24-FAC – December 12, 2023 – First Reading)**

Resolution is attached

**TIME CERTAIN: 3:35-3:45 – Resolution on Combined Bachelor’s and Master’s Pathway Policy (05-23/24-ICC – December 12, 2023 – Second Reading)**

Motion (Wolgom) for 3/4th vote to move forward with the Second reading for Resolution (05-23/24-ICC) Senate

**Votes Aye:** Alderson, Parker

**Votes opposition:** None

3/4th Motion to move Resolution (05-23/24-ICC) to Second Reading **passed** without dissent

Resolution is attached

**TIME CERTAIN: 3:45-4:00 PM – Enrollment Report**

Fall 2023 Senate Enrollment Update is attached

**TIME CERTAIN: 4:00-4:45 – Institutional Anti Racism Action Plan Workshop**

IRAR plan workshop with Community conversation themes to date is attached

**Resolution on the Credit for Prior Policy (03-23/24-APC – December 7, 2023 – Second Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho’ā, Holliday, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** none

**Resolution on Combined Bachelor's and Master's Pathway Policy (05-23/24-ICC – December 12, 2023 – Curriculum Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Holliday, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** none

**Resolution to Recommend Nursing ADN to BSN Concentrations (09-23/24-ICC - December 12, 2023 - Curriculum Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Holliday, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** none

**Resolution to Recommend Cannabis Studies Minor – 22-1944 (10-23/24-ICC - December 12, 2023 - Curriculum Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Lancaster, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Aghasaleh, Capps, Holliday, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** LeVering

**Resolution to Recommend Criminology and Justice Studies Minor – 22-1944 (11-23/24-ICC - December 12, 2023 - Curriculum Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Holliday, LeVering, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** none

**Resolution to Recommend New Concentration Applied Music – 22-1944 (12-23/24-ICC - December 12, 2023 - Curriculum Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Holliday, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** none

**Resolution to Recommend New Minor in Arts in Health and Narrative Medicine (13-23/24-ICC - December 12, 2023 - Curriculum Reading)**

Resolution is attached

Senate Vote to approve the Senate **passed**.

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Deshazier, Graham, Harmon, Proxy - Harmon, Hill, Ho'ā, Lancaster, LeVering, Miller, Miyamoto, Mola, Ramsier, Schroeder, Stelter, Thobaben, Thobaben, Virnoche, Woglom,

**Vote Abstentions:** Capps, Holliday, Parker, Ruiz, McGuire, Pachmayer, Tillinghast,

**Vote Nays:** none

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**M/S (Lancaster/Graham) adjourn**

**Meeting adjourned at 5: 00PM**

## Integrated Curriculum Committee

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### Consent Calendar

[CHEM - 109 - 23-2310 - Course Change - General Chemistry I](#) - Update prerequisites: math placement category I or II or MATH 101 or MATH 101I or MATH 109G. Students with Math category III and IV do not have a strong enough background in algebra to do the math that is required in CHEM 109. This update includes the new course [MATH 109G](#).

### Voting Action Calendar

#### Art Changes

[Art, B.A. \(Core\) - Change Core Requirements - 22-2146](#). Adds the new course ART 368 Photography II Studio Practice to the upper division studio art electives. Adds ART 308 Topics in Media Art History to UD art history electives.

[Art, Art Education Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2148](#). This proposal adds two new elective options: new GE course ART 105E Digital Media Foundations (lower division art studio elective; replaces ART 108 elective option, which is being deleted) and new course ART 368 Photography II Studio Practice (upper division art studio elective).

[Art, Art Studio Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2147](#). This proposal adds two new elective options: new GE course ART 105E Digital Media Foundations (lower division art studio elective, replacing ART 108 elective option, which is being deleted) and new course ART 368 Photography II Studio Practice (upper division art studio elective).

[Fine Arts, B.F.A. - Change Core Requirements - 22-2132](#). Summary from CDC: 3 Changes: 1) Adding ART 303M as required for art history bin. 2) Updating C-Classification for ART 494 (changing from C-05 seminar to C-07 activity, 4 to 6 hours, 4 to 3 units). 3) Adding three new courses of art studio electives: ART 105E, ART 368, ART 308 (art history bin).

These changes are to make the changes made to a similar degree, BA Studio Art, align. The BA studio art degree had to be revised to fulfill EO1071. It has therefore made the requirements slightly different for the BA Studio Art and BFA- potentially leading students to take more units than needed if they are accepted into the BFA. We have to keep the BFA to no more than 70 units, but also needed to add the 1 unit 303M to align with the BA. Therefore, we are updated the C-classification of the ART 494 class, which will now better align with the format of other studio classes. Additionally, this proposal adds three new elective option: ART 105E Digital Media Foundations (lower division art studio elective) and ART 368 Photography II Studio Practice (upper division art studio elective) and ART 308 Topics in Media History (art education studio elective.)

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[Art History Minor - Change Minor Requirements - 22-2145](#). Adds new course, ART 308 Topics in Media Art History, to the UD art history elective options.

[Art Studio Minor - Change Minor Requirements - 22-2155](#). Adding a few new courses to LD and UD options: ART 368 and ART 105E. Also adding in ART 105C and 105D that were left off earlier in error. Making ART 105B an elective versus requirement. Removing ART 108 Digital Media as Studio elective option because being deleted.

[ART - 105E - 22-2151 - New Course - Digital Media Foundations](#). In order to better align with the discipline, we are changing the content of the class away from graphic design to a broader emphasis in digital media. Graphic design implies a more limited scope of what is addressed in the classes and course descriptions. Creating a new course, ART 105E Digital Media Foundations, to replace ART 108 Digital Media I, broadening scope of course to update curriculum. Used in: GE Area C1, ART BA Art Education Concentration (core), ART BA Art Studio Concentration (elective), Art Studio Minor (elective), Fine Arts BFA (elective), Literary Publishing Minor (elective), ENST BA Media Production Emphasis (elective).

[ART - 108 - 22-2149 - Course Deletion - Digital Media I](#). ART 108 is being deleted and replaced with a new course, ART 105E, which will serve as an elective option to Literary Publishing Minor, Fine Arts BFA, ART BA Art Education concentration, ART BA Art Studio concentration, Art Studio Minor, GEAR LD C1, and eventually Media Arts BFA.

[ART - 308 - 22-2143 - New Course - Topics in Media Art History](#). New course will add an elective option to ART BA Core, Art History Minor, Fine Arts BFA, and GEAR UD C1. This course is cross-listed with FILM 308. It will offer students an option that focuses specifically on media arts issues- and will be applicable to the existing Art and Film majors- as well as the new polytech BFA in Media Arts that is slated to be offered beginning in Fall 2026. It does not increase the total number of GE courses being offered.

[ART - 340 - 22-2152 - Course Change - Digital Media II](#). Making a slight revision to the catalog description and updating prerequisite (changed from ART 108, which is being deleted, to the new course ART 105E).

[ART - 368 - 22-2063 - New Course - Photography II Studio Practice](#). New course will be used in Fine Arts BFA, ART BA Art Education concentration, ART BA Art Studio concentration, and Art Studio Minor. This course addition is to help clarify the upper division studio topics in photography for the art major. Currently, there is ART 367 Photography II, and students are encouraged to repeat the course in fall and spring because the topics rotate. However, making unique course numbers will be clearer for students.

[ART - 372 - 22-2153 - Course Change - Digital Media: Studio Topics](#). Updated Prereq: replace ART 108 (being deleted) with new course ART 105E.



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[ART - 373 - 22-2154 - Course Change - Illustration II](#). Changing one of the prerequisites from ART 108 (being deleted) to new course ART 105E.

[ART - 494 - 22-2133 - Course Change - B.F.A. Practicum in Studio Art](#). Changing C-classification from C-05 seminar to C-07 activity; reducing from 4 to 3 units; increasing weekly class hours from 4 to 6; excluding freshman, sophomores, juniors, and graduates (just for seniors).

### **Cannabis Studies**

[Cannabis Studies, Equity and Social Justice Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2000](#). I propose to change the name of the "Equity and Social Justice" concentration to "Policy Stewardship."

### **Economics Changes**

[Economics, B.A. - Change Core Requirements - 22-1965](#).

We are making two changes - the combined changes will change our Econ Major units from 53-65 to 55-65 - note that the current catalog says 53-61, but that is incorrect - the upper end should be 65 (43+22 = 65).

One change is minor and just cleaning up the change we made last year: We are splitting out our Data Science/GIS track into two tracks - one for data science (20 units) and one for GIS (18 units) - this reduces our units in the Applied Quantitative Emphasis from 15-22 to 15-20 (and the emphasis section from 12-22 to 12-20). Wilson met with GSP faculty on April 12 to develop GIS track and ensure that courses are offered regularly. Based on that discussion, we include a choice between GSP 270/272 and we are including flexibility for the last elective.

The other change is the key focus of this proposal: We are changing how we administer our LD core Principles of Economics requirement. This does not fundamentally change the program. Principles of Economics - both micro and macro, is still the foundational requirement for this major. We are simply replacing our single-semester Econ 210: Principles of Economics (both micro and macro) with the 2-semester split courses - Econ 202 (principles of micro) and Econ 203 (principles of macro). This increases the Econ Core units from 41-43 to 43-45)

- Econ 210 is equivalent to the combined Econ 202 and Econ 203. Listing both is an intermediate step clearly shows the equivalency of these 2 options.
- Currently, students transfer in with the 2-semester split courses (all CA colleges/universities and the vast majority of US colleges/universities offer the 2-semester split) and the registrar's office articulates both courses as equivalent for our Econ 210.

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Summary notes from CDC: Adding option to instead of taking ECON 210 (4 units) in one semester, take it across two semesters via two new courses ECON 202 (3 units) and ECON 203 (3 units). This new 2-semester option will add two units to the ECON Major, Econ Minor, and Business Major. ECON 210 has a high DFW rate, so this 2-semester approach will increase student success and will also be better for articulation with community colleges. NB: Business Administration does not support splitting ECON 210 into ECON 202 + ECON 203. ECON is therefore not officially suspending/canceling ECON 210, but does not plan to teach it again, so effectively is forcing BA to take the 2-semester version. Not sure how ICC feels about this approach; has CPS Dean and Associate Dean support.

Also, within the Applied and Quantitative Emphasis, splitting the Data Science / GIS Track into two tracks: Data Science Track (20 units) and GIS Track (18 units).

[Economics Minor - Change Core Requirements - 22-1967](#). The goal is to provide an alternative option to Econ 210 (4 units, high DFW rate) with 2-semester split courses - Econ 202 (3 units) and Econ 203 (3 units). This change is in response to external reviewer recommendation and will facilitate more ADT articulations.

[ECON - 202 - 22-1963 - New Course - Principles of Microeconomics](#). Splitting ECON 210 (Principles of Economics, 4 units) into two courses: 202 (Principles of Microeconomics, 3 units, GE D) + 203 (Principles of Macroeconomics, 3 units, GE D) as an option instead of 210 (which has a high DFW rate). This change will also facilitate ADT articulations.

[ECON - 203 - 22-1964 - New Course - Principles of Macroeconomics](#). Splitting ECON 210 (Principles of Economics, 4 units) into two courses: 202 (Principles of Microeconomics, 3 units, GE D) + 203 (Principles of Macroeconomics, 3 units, GE D) as an option instead of 210 (which has a high DFW rate). This change will also facilitate ADT articulations.

[ECON - 305D - 22-2198 - Course Change - International Economics and Globalization - Additional Depth](#). Add ECON 202 and ECON 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

[ECON - 306D - 22-2199 - Course Change - Economics of the Developing World - Additional Depth](#). Add ECON 202 and ECON 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

[ECON - 308D - 22-2200 - Course Change - History of Economic Thought - Additional Depth](#). Add Econ 202 and Econ 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

[ECON - 309D - 22-2201 - Course Change - Economics of a Sustainable Society - Additional Depth](#). Add Econ 202 and Econ 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

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[ECON - 310 - 22-2205 - Course Change - Intermediate Microtheory and Strategy](#). Add Econ 202 as pre-req (keep Econ 210 because several students will have taken that course). NOTE: we don't need Econ 203 (principles of macro) as a prereq for intermediate micro. Econ 310 is sustainability-related, but Econ 311 is not.

[ECON - 311 - 22-2206 - Course Change - Intermediate Macroeconomics](#). Add Econ 203 as prereq (keep Econ 210 because several students will have taken that course). NOTE: we don't need Econ 202 (principles of micro) as a prereq for intermediate macro.

[ECON - 423D - 22-2202 - Course Change - Environmental and Natural Resources Economics - Additional Depth](#). Add Econ 202 and Econ 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

[ECON - 435 - 23-2244 - Course Change - Financial Institutions and Capital Markets](#). Title change from "Principles of Money and Banking" to "Financial Institutions and Capital Markets". Description change from "Nature and function of financial institutions and Federal Reserve System in the US economy. Monetary and fiscal policy and the international financial system. Implications of recent financial system deregulation legislation." to "Explore new and traditional financial markets including cryptocurrencies, stock markets, mortgage-backed securities, foreign exchange, fixed income, and money. Understand financial crises. Learn fundamentals of central bank policy and commercial bank operations." Add Econ 202 and Econ 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

[ECON - 450 - 22-2204 - Course Change - Energy Economics and Climate Policy](#). Add Econ 202 and Econ 203 as pre-reqs (keep Econ 210 because several students will have taken that course).

### Education Changes

[Education, M.A. - Change Concentration/Emphasis Requirements - 23-2248](#). Change by combining EED 724 with EED 724B and EED 728 with EED 728B. No change in units. Catalog changes are shown in the Curriculum Schema within the form and not a separate attachment.

[Elementary Education: Preliminary Credential Program - Change Core Requirements - 23-2247](#). Change with combining of EED 724 with EED 724B and EED 728 with EED 728 B. No change in units. Catalog changes are shown in the Curriculum Schema within the form and not a separate attachment.

[EED - 724 - 23-2240 - Course Change - Fine Arts in the Integrated Elementary Curriculum](#). Combining course with EED 724B per Commission of Teacher Credentialing requirements. Units will increase from 0.5-1 to 2 units.

[EED - 724B - 23-2241 - Course Suspension - Fine Arts in the Integrated Elementary Curriculum](#). Combining with EED 724 per California Commission of Teacher Credentialing.

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[EED - 728 - 23-2242 - Course Change - History/Social Science in the Integrated Elementary Curriculum](#). Combining course with EED 728B per Commission of Teacher Credentialing requirements. Units will increase from 0.5-1 to 2 units.

[EED - 728B - 23-2243 - Course Suspension - History/Social Science in the Integrated Elementary Curriculum](#). Combining with EED 728 per California Commission of Teacher Credentialing.

### English Changes

[Literary Publishing Minor - Change Minor Requirements - 23-2209](#). Summary from CDC: Updating course number and title for two elective options within the Literary Publishing Minor: 1) ES 210, CouRaGeouS Cuentos Production (replacing ES 280, Selected Topics in ES). 2) ART 105E, Digital Media Foundations (replacing ART 108 Digital Media, which is being deleted).

### Environmental Science & Management Changes

[ESM - 410 - 22-1730 - Course Change - Geospatial Capstone](#). GWAR certification for Geospatial Science and Technology, B.S. Numbering update per policy to ESM 410W. Pre-requisite changes to cross-list with GSP 410W.

[GSP - 410 - 22-1854 - Course Change - Geospatial Capstone](#). Part of the GWAR requirement for geospatial BS major (starts Fall 2023). Numbering update per policy to GSP 410W. Course description changes to cross-listed with ESM 410W.

[ESM - 411 - 23-2250 - Course Change - Energy and Climate Capstone](#). This proposal is to have ESM 411 be designated as meeting the GWAR requirement for ESM majors with a concentration in Energy & Climate. Course numbering change per the Course Numbering policy from ESM 411 to ESM 411W.

[ESM - 453 - 23-2251 - Course Change - Environmental Education and Interpretation Capstone](#). This proposal is to have ESM 453 be designated as meeting the GWAR requirement for ESM majors with a concentration in Environmental Education and Interpretation. Course numbering change from ESM 453 to ESM 453W per the Course Numbering Policy.

[ESM - 455 - 23-2249 - Course Change - Ecological Restoration Capstone](#). This proposal is to have ESM 455 be designated as meeting the GWAR requirement for ESM majors with a concentration in Ecological Restoration. Course numbering change from ESM 455 to ESM 455W per the Course Numbering Policy. Removed ESM Only from requisites.

[ESM - 475 - 23-2253 - Course Change - Environmental Planning and Policy Capstone](#). This proposal is to have ESM 475 be designated as meeting the GWAR requirement for ESM majors with a concentration in Environmental Planning & Policy. Course numbering changing from ESM 475 to ESM 475W per the Course Numbering Policy.

**Integrated Curriculum Committee**

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**Environmental Studies Changes**

[Environmental Studies, B.A. - Change Concentration/Emphasis Requirements - 23-2286](#). (1)

Adding NAS 308 Indigenous Ethnobotany to the Earth System Sciences upper division bucket of options. (2) Minor changes to Program Description. (3) Replacing ART 108 (course being deleted) with ART 105E (New Course).

Hey Humboldt!

Whew! We made it! (I think?) I don't know about y'all, but that semester felt like a doozy to me.

Before we head off into the unobstructed bliss of our respective winter breaks, we have one more senate meeting to conquer together. It is a hefty pile of legislation and reports, to be sure, and one that will likely strain my meager time-management skills, but I am confident that with y'all's support we will emerge victorious.

One point that has not been agendized, but that is definitely an area of conversation and concern on campus is the recent communication regarding the reporting of the Academic Master Plan and corresponding request for data regarding low degree conferring majors and areas of emphasis. Though the Senate does not currently have an information item regarding this message outside of what was written there for this meeting, we will engage with the plan to address the asks of the Chancellor's memo during the first SenEx and Senate meeting of the Spring. I know this likely feels like ignoring an elephant in the room, but we don't have additional actions on that front at this time. In the interim, I do encourage using the open forum or [senate@humboldt.edu](mailto:senate@humboldt.edu) or emailing me at [jw2311@humboldt.edu](mailto:jw2311@humboldt.edu) to raise any questions or concerns that we can collect to share together when we return in January.

For those of you who are interested in engaging in the art thing for this week, we will have a 10 minute dance party in the style of Adrian Piper's "Funk Lessons" to celebrate Julie Alderson's last day as Interim ICC Chair. Yay, Julie!

I appreciate you all so much. Thanks for being an incredible group of caring collaborators.

jim

## **CAL POLY HUMBOLDT**

**University Senate Written Reports, December 12, 2023**

**Standing Committees, Statewide Senators and Ex-officio Members**

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### **Academic Policies Committee:**

Submitted by Nicole Jean Hill, APC Chair

Members: Julie Alderson (Faculty-Art), Frank Cappuccio (Faculty-Chem), Harrelle Deshazier (Advisor-Umoja Center), Tyler Evans (Faculty-Math), Nicole Jean Hill (APC Chair Pro-Tem), Li Qu (Faculty-Bus), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment).

Vacant: AS Student 1st and 2nd Reps

Meeting Date(s): November 17 and December 8, 2023

Meeting Details: The committee continued working on the priority registration policy. Jenni will provide a flowchart to further clarify the implementation of the policy. A resolution will be included when it goes to the senate to revisit the scholar-parent portion of the policy to see if any revisions are needed once the impact of the policy is more understood. The committee has agreed to review one final pass of the document this semester via email so that it is ready to go to senate at the start of spring semester.

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### **Appointments and Elections Committee:**

Submitted by Jayne McGuire, AEC Chair

Meeting Details: No report

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### **Constitution and Bylaws Committee:**

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: No Report

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## **Faculty Affairs Committee:**

Submitted by Tim Miller, FAC Chair

Members: Ramona Bell, Kim Perris, Lisa Tremain, Marisol Ruiz Gonzalez, Kim White

Meeting Date(s): Wednesdays 11-noon, NHE 106 and Zoom (please email Tim at [tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu) for more details if you'd like to attend)

Meeting details:

[SAME REPORT AS 11/28/23]

Office hours policy

FAC is bringing forward an office hours resolution for first reading this week. This is a policy that will set a minimum office hours requirement for instructional faculty, but it leaves many of the details up to individual departments to decide. This policy is based on other CSUs, which handle office hours in various ways but for the most part require faculty to hold 3-4 office hours per week (for full-time faculty). We are leaving the finer details up to departments so that they can determine if there needs to be requirements for how office hours are held: online, asynchronous, etc.

We decided to keep it simple, borrowing from Sac State's example, and have kept this fairly straightforward (and hopefully it is clear). We have already gathered quite a bit of feedback from faculty and chairs (thank you everyone!) but are still open to ideas and suggestions so that we can ensure this works for all departments.

Student Feedback Surveys

We are also working on bringing forward some resolutions to update the student feedback process in early spring.

If you are interested in being part of the conversation, we would love to hear from you! Contact Tim ([tim.miller@humboldt.edu](mailto:tim.miller@humboldt.edu)).

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## **Integrated Curriculum Committee:**

Submitted by Julie Alderson, ICC Chair

Members: Julie Alderson (Interim Chair), Paul Michael Atienza, Cindy Bumgarner, Carmen Bustos-Works, Christine Cass, Amanda Dinscore, Eden Donahue, William Fisher, Cameron Allison



Govier, Sara Jaye Hart, Alison Hodges, Tasha Howe, Nicole Jean Hill, Lucy Kerhoulas, Khristan Lamb, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Marissa Ramsier, Mark Rizzardi, Jenni Robinson Reisinger, Joshua Smith, Lisa Tremain, Melissa Tafoya, Mark Wicklund, Jim Woglom

Meeting Date: 12/5/23

Meeting Details: ICC met on December 5th. The committee processed items that are now coming forward on this week's Senate Consent Calendar. The Provost attended a portion of our meeting, and we spent time discussing the low-degree conferring program messaging she was soon to share with campus. The committee was unable to complete discussion of all of the curricular proposals on our agenda. In order to complete our work for the semester, the ICC will meet one last time on 12/12/23.

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## **University Policies Committee:**

Submitted by Chris Harmon UPC Chair

Members:

Meeting Date(s):

Meeting Details: No Report

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## **University Resources and Planning Committee:**

Submitted by Jaime Lancaster, URPC Co-Chair

Members: Jenn Capps, Jaime Lancaster, Amy Spowles, Dave Janetta, Ramesh Adhikari, Sarah Green, Jeffery Crane, Carla Ho'a, Chrissy Holliday, Frank Whitlatch, Samuel Parker, Vincent Zavala, Amber Blakeslee, Melanie Bettenhausen, Anthony Baker Ortiz, Kendra Higgins, Michael Le, Brigid Wall, Patrick Orona, Nate Cacciari-Roy.

Meeting Date(s): 12/8/2023

Meeting Details: Our discussions have been centering around three related pieces:

1. Discussion of the Early Exit Plan. The group is concerned about the impact of the program on institutional knowledge, morale and workload. However, in comparison to non-voluntary programs for reducing the workforce, it seems preferable. We would like to see any EEP work toward ensuring smooth transitions by ensuring work-flow

mapping, adequate training, and where needed, downsizing of responsibilities/services to accommodate a unit's smaller workforce.

2. Revision of Guiding Principles: We are working toward a revised set of guiding principles for achieving a balanced budget. Ample work has been completed on this previously, and we are adapting the existing document for brevity and to reflect the current fiscal environment.
3. Planning for meaningful involvement from Division Leaders: The URPC work is done best with information and dialog with division leaders that helps us understand their priorities, opportunities, challenges and strategies. We are working to develop a brief and collaborative strategy for dialog that can be instituted in the near future.

### Minutes from the 11/17/2023 Meeting

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1. Welcome and review and approval of the minutes from 11/3/2023
  - a. Minutes from 10/20/2023 and 11/3/2023 M/S (Dave/Ramesh) – Approved without alterations
2. Informational item: Bunsis Report
  - a. CFA worked with Dr. Howard Bunsis to prepare a Financial Analysis of the CSU System. The analysis has been recently released and concludes there is sufficient funding available to support the increased wages that CFA is advocating for during collective bargaining negotiations. Dr. Bunsis' recommended funding source for the increased position costs include the use of reserves and investment earnings. Both funding sources are one-time which will lead to a structural deficit and funding has restrictions associated with their use. For example, Housing fees may only be used to support the Housing program.
3. Share [Activity / Note](#) Document for next two agenda items
4. Divisional Reports:
  - a. From the bylaws: *The Committee shall review reports on budget and expenditure outcomes and impacts; it shall receive, review and advise on annual reports from division leaders concerning achievements relative to projected goals and objectives*
  - b. Annual Report Process
    - i. Structure (Carla)
      1. VP Ho'a shared report structure used at previous institutions:
        - a. In person presentation provided to URPC:
          - i. Priorities in the next year/five years
          - ii. Challenges/Opportunities
          - iii. Resources needed – financial/non-financial
    - ii. Timing (Fall - report on last year; Winter/Spring - thinking about next year)

- iii. Committee discussion on formalizing structure, timing, and feedback loop.
- 5. Cost Savings and Revenue Generation Strategies
  - a. [Fiscal Year 2024-25 Budget Planning Scenarios – Parameters/Potential Gaps](#) was shared with the committee.
    - i. Baseline Scenario estimates a budget planning deficit of just over \$7 million based on the following parameters:

Parameter	Baseline Scenario
Enrollment – first-time undergraduate and transfers	3% increase
Enrollment – continuing undergraduate	2.2% increase
First Year Retention	76.5% retention
<i>Total Enrollment</i>	<i>2.6%</i>
State Funding Claw Back (enrollment recalibration)	3% reduction over five years
Compensation Increase*	5% increase

- b. Review [Guiding Principles](#) established by URPC in 2019
  - i. Committee will review and revise the Guiding Principles during the next meeting.
- c. Formalize practical considerations for budget reduction (loss of institutional knowledge, unfilled workforce gaps, decline in morale) & identify important components for success (training, workflow mapping, software implementation)
- d. Apply these frameworks to evaluate possible budget reduction approaches
  - i. Review and robust discussion of the draft list of budget saving strategies to be considered by the committee.
- 6. Back Burner: Response to forum questions draft here and share out strategy (GOAL = to draft campuswide response by November break)

## Academic Senate CSU (ASCSU):

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Members:

Meeting Date(s):

Meeting Details: No Report

## Associated Students:

Submitted by Samuel Parker, AS President

Members:

Meeting Date(s):

Meeting Details: No Report

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## **California Faculty Association:**

Submitted by Marisol Ruiz, CFA/Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: No Report

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

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer

Members:

Meeting Date(s):

Meeting Details:

\*This report is not exhaustive, as it only focuses on main events and activities, not regular committee work, etc. For details contact the ODEI at (707) 826-4503 or [diversity@humboldt.edu](mailto:diversity@humboldt.edu). The following efforts, engagements, and initiatives are listed in alphabetical order.

### **Black Student Success Action Plan Proposal**

- On 8/25/23, the CSU Chancellor's Office requested all institutional members to complete an inventory evaluating the status of current campus efforts that align with or meet the recommendations set forth in the Chancellor's Strategic Workgroup Black Student Success Report. The directive included the identification of up to three recommendations to implement within the next 18 months. One-time funding has been allocated to support a select number of university action items.
- Cal Poly Humboldt's Black Student Success Task Force is chaired by Chrissy Holiday, Vice President of Enrollment Management and Student Success, and includes leaders from across campus, including ODEI AVP Rosamel Benavides-Garb. A final report was submitted to the Chancellor's Office in October with recommendations to support Cal Poly Humboldt's Black student success. The Task Force is awaiting a response.

### **Campus and Community Dialogue on Race**

- ODEI was a proud financial sponsor and participant in the 25th Annual Campus and Community Dialogue on Race, held in October. ODEI organized multiple *Creando Conciencia* presentations, participated in Dr. Tara Yosso's Cultural Wealth workshop, facilitated an Ethics of Care Workshop, and facilitated the Institutional Anti-Racism Action Plan (IARAP) Task Force Open Forum for all campus community members.

### **CSU GI 2025 Inclusive Student Success Conference, San Diego**

- Rosamel Benavides-Garb, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer attended the CSU GI 2025 conference with a group of institutional representatives, which was held 10/22 through 10/24 in San Diego.
- The CSU Senior Diversity Officers (SDO) Council convened at the conference and participated in a discussion about the Ethics of Care in Higher Education, led by Dr. Benavides-Garb. The SDO Council has invited Cal Poly Humboldt's ODEI to further present the Ethics of Care at a near-future convening.

### **Diversity, Equity, Inclusion, and Accessibility (DEIA) Grant Program Request for Proposals opens on March 4, 2024.**

- ODEI and the DEIA Grant Program Award Committee invites Cal Poly Humboldt students, student organizations, staff, and faculty to submit proposals for programs offered on campus to the university community that cultivate awareness and inclusivity of Diversity, Equity, Inclusion, and Accessibility (DEIA). Grants are awarded for up to \$5,000 to be used to implement programs during the 2024/25 Academic Year. For more information, please visit the [DEIA Grant Program webpage](#).

### **DEIA Workshop Development**

- The purpose of the DEIA Workshop Initiative, which is in partnership with the Center for Teaching and Learning, is to utilize the expertise of our faculty and staff to build a sustainable library of diversity, equity, inclusion, and accessibility-related workshops to be offered to the campus and broader community. The initiative is led by ODEI Campus and Community Development Coordinator, Fernando Paz. ODEI has projected to finalize five DEIA workshops by the end of the Spring '24 semester.

### **Ethics of Care**

- ODEI is invested in building communities of care, fostering genuine people-to-people relationships, and cultivating compassionate accountability to achieve individual, mutual, and collective success. We see Cal Poly Humboldt as an intersectional and interdependent network of individuals and organizations working together to achieve the institution's vision to improve the global human condition and our relationship with the environment. Cal Poly Humboldt's vision guides our work with a commitment to an equity mindset and emphasis on inclusion, "modeling what we want to see in the world." To this end, ODEI has been introducing our campus to the Ethics of Care in which the nurturing of interpersonal relationships, responsiveness, compassion, and respect are the foundation of how we operate collectively in service to our community.

- An inaugural Ethics of Care workshop was presented at the Campus and Community Dialogue on Race and is available to departments upon request. Contact Fernando Paz at [ffp1@humboldt.edu](mailto:ffp1@humboldt.edu).

#### **equity arcata:**

- Cal Poly Humboldt's partnership with the City of Arcata, equity arcata, has officially transitioned its leadership structure from an Advisory Council to a Board of Directors. The Board is composed of ten members representing Cal Poly Humboldt, the City of Arcata, and multiple community organization partners, including, in alphabetical order:
  - Aubrey Pongluelert, City of Arcata, equity arcata Network co-Coordinator
  - Cinthya Ammerman, Cal Poly Humboldt, Department of Native American Studies
  - Karen Diemer, City of Arcata
  - Kintay Johnson, College of the Redwoods, Eureka NAACP
  - Lisa Bond-Maupin, Cal Poly Humboldt, equity arcata Network co-Coordinator
  - Ron White, Humboldt Area Foundation and Wild Rivers Community Foundation
  - Roger MacDonald, Northern Humboldt Union High School District
  - Rosamel Benavides-Garb, Cal Poly Humboldt
  - Sarah Kerr, Open Door Community Health Centers
  - Sarah Schaefer, Arcata City Council
- A *Home Away From Home* event was held on 12/3/23 at the D Street Neighborhood Center. Cal Poly Humboldt students gathered for a complimentary potluck-style meal with food provided by community members through Los Giles Taqueria. Students also received a complimentary bag of household supplies. The equity arcata *Home Away From Home* working group's purpose is to create positive connections between Arcata area college students and non-student community members by coordinating free meal and household supply distributions. *Home Away From Home* is thankful for the countless ways college students make our community stronger and these distributions are a small way to express our community's gratitude.
- The Summer/Fall 2023 Newsletter can be found on their website, linked here: [equity arcata](#), or by using the following link: [ea Summer/Fall 2023 Newsletter](#).

#### **CSU Equity Priority #5 Initiative**

- The offices of Academic Programs, ODEI, and the Center for Teaching and Learning (CTL), are collaborating to host the CSU Equity Priority #5 Faculty Learning Community (FLC). The goal of the learning community is to inspire faculty collaboration to implement innovative equitable policies and practices that eliminate DFW inequities in the classroom. The program will support faculty to collaboratively engage with diversity, equity, and inclusion-related research, data, and dialogue that will lead to the framing and implementation of evidence-based practices that can be expanded to other faculty and departments. A cohort of six faculty from the Biology Department have committed to the inaugural program which is funded by the the CSU Chancellor's Office in support of Equity Priority #5, which is an CSU-wide effort to positively impact courses that have historically high DFW rates.

### ***Festejando Nuestra Comunidad (Celebrating our Community):***

- In partnership with equity arcata, el Centro, ODEI, and many community partners, *Festejando Nuestra Comunidad* took place on 9/16/23 at the College of the Redwoods. The celebration was a community resource fair with the purpose of promoting unity, culture, and well-being within the local Latinx community. The event featured interactive workshops, cultural performances, and all-age activities focused on fostering community connections, highlighting diverse cultural expressions. It is anticipated that *Festejando* will occur at the Cal Poly Humboldt campus during Latinx Heritage Month (9/15/24 to 10/15/24) next year.
- Assessment of this event was organized by equity arcata and conducted by the Masters of Social Work graduate student program led by Professor Pam Bowers.

### **Institutional Anti-Racism Action Plan Task Force (IARAP Task Force):**

- The IARAP Task Force is a collaboration between ODEI, the Center for Teaching and Learning, and the University Senate. The IARAP Task Force charge recognizes Cal Poly Humboldt's commitment to being the institution of choice for students and employees who seek to improve the human condition and our relationship with the environment. The University is committed to positively elevate the experiences of all students and employees, and to be a community where BIPOC students and employees thrive. The Institutional Anti-Racism Action Plan animates this commitment.
- The IARAP Task Force has completed a summary of the Professional Development Day, Fall 2023 breakout session notes, including recommended takeaways and action items, and has coded the session notes into more than 30 themes.
- The IARAP Task Force facilitated a Campus Open Forum in alignment with the Campus and Community Dialogue on Race on 10/25/23. Approximately 60 guests attended, most of whom were students. The notes provided by the attendees and gathered during the open conversation have also been coded into themes with attention to capturing the nuances of the sentiments provided in the conversations.
- The IARAP Task Force has also held consultative meetings with the Office of Academic Affairs Leadership team and the Critical Race and Gender Studies Department. Additional organizational consultative meetings are planned for the Spring 2024 semester.
- The IARAP Task Force is presenting a first report and consultative conversation with the University Senate on 12/12/23.
- A student centered open forum is planned for 2/2/24, followed by a campus open forum in alignment with the Social Justice Summit during the first week of March.
- If any campus organization would like to meet with the IARAP Task Force, please contact Pearl Podgorniak, ODEI's Confidential Administrative Support at [pip5@humboldt.edu](mailto:pip5@humboldt.edu).

### **Professional Pathways Initiative**

- **Dr. Mario Lopez**, Director of Diversity, Equity, and Inclusion at UC San Francisco Law visited Cal Poly Humboldt on 9/7/23. Dr. Lopez oversees diversity partnerships between UC San Francisco Law and other universities, first-generation programming, the

[California Scholars Program](#), and diversity recruitment at UC San Francisco Law. As a guest of ODEI, Dr. Lopez discussed with multiple stakeholders unique professional opportunities for our graduating BIPOC students to pursue a career in law.

- **Law School Info Night** will be held this week on December 13th at 5 pm in the Library Fishbowl. This presentation has been collaboratively organized by a dedicated team of faculty and staff, including, Joice Chang (Political Science and Pre-Law Advisor), Jennifer Marlow (Environmental Science and Management), Andrea Juarez (Journalism, El Leñador), and Fernando Paz (ODEI), and is part of a campus-wide effort that underscores our commitment to diversity, equity, and inclusion in the legal profession. Our goal is to create an environment where all students feel empowered to explore the possibilities within a legal career, centering the experience of students who identify in whole or in part as Black, Indigenous, and People of Color (BIPOC) across all academic fields. Sydney Verga, a first-year law student, is the featured guest speaker and will share their experiences, offering invaluable perspectives on the journey from Cal Poly Humboldt to law school. This is a rare opportunity to engage with someone who has successfully transitioned into the legal realm.

### Seal of Excelencia

- In partnership with the offices of Academic Programs and the Office of Diversity, Equity, and Inclusion (ODEI), the Office of the President has reactivated the Seal of *Excelencia* Application Committee to prepare an application for *Excelencia* in Education's national certification, Seal of *Excelencia*. The Seal of *Excelencia* is awarded to institutions of higher education that strive to go beyond enrollment to more intentionally SERVE Latinx students, becoming institutions where the Latinx community thrives.
- The committee will maintain its charge to create an inspired and engaged process to systematically assess Cal Poly Humboldt's unique strengths in serving our Hispanic/Latinx population as a designated Hispanic Serving Institution. The Committee will align its application process to the Seal of *Excelencia* Framework to evaluate a comprehensive institutional strategy for Latinx community success, informed by the intersections of data, practice, and leadership.
- The HSI Seal of *Excelencia* Application Committee is composed of nine Cal Poly Humboldt colleagues, and led by two Co-chairs:
  1. Carmen Bustos-Works, AVP of Academic Programs (Co-chair)
  2. Chelsea Mooney, Associate Director of Strategic Student Communications
  3. Fernando Paz, Campus and Community Development Coordinator, ODEI
  4. Ivan Contreras Mendoza, Admissions Counselor/HSI-STEM Transfer Specialist
  5. Mark Johnson, President's Chief of Staff
  6. Mark Wicklund, Director of Institutional Assessment
  7. Mitch Mitchell, Dean of Students
  8. Pearl Podgorniak, Confidential Administrative Support, ODEI
  9. Rosamel Benavides-Garb, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer (Co-Chair)
  10. Stephanie Souter, Research Analyst, Institutional Research, Analytics, and Reporting; Faculty, Department of Psychology



### **Six Pillars of Inclusive Excellence**

- ODEI has initiated conversation with non-academic units about the Six Pillars of Inclusive Excellence. ODEI will continue this process on an ongoing basis. The Six Pillars of Inclusive Excellence has been embedded into the university's Strategic Plan, *Future Forward*, 2021-2026 and addresses inclusive excellence at the non-academic program level. The Six Pillars of Inclusive Excellence is a consideration of Cal Poly Humboldt's diversity, equity, and inclusion efforts, as assessed by the Western Association of Schools and Colleges (WASC). The effort is being led by Arlene Wynn, Inaugural Staff Diversity and Equity Fellow with ODEI, and Fernando Paz, ODEI Campus and Community Development Coordinator.
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### **Emeritus & Retired Faculty & Staff Association**

Submitted by Marshelle Thobaben, Senate Representative for ERFSA

Meeting Details: No Report

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### **Labor Council:**

Submitted by Steve Tillinghast, Labor Council Delegate

Members:

Meeting Date(s):

Meeting Details: No Report

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### **Staff Council:**

Submitted by Senator Sulaina Banks

Meeting Details: No Report

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

Tom Jackson, Jr., President

Mark Johnson, Chief of Staff

Carlo Ho'ā, Interim VP Administration and Finance/CFO

Jenn Capps, Provost and VP Academic Affairs

Chrissy Holliday, VP Enrollment Management and Student Success

Frank Whitlatch, VP Advancement

Nick Pettit, Executive Director of Intercollegiate Athletics and Recreational Sports

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

## **MOMENTS OF PRIDE**

- Men's Rugby team has advanced to the National Championship in Houston Texas. Congratulations on placing 3rd.
- Joint MOU signing between College of the Redwoods, Cal Poly Humboldt and the Hoopa Valley Tribe.
- Cal Poly received a \$2.8 million grant from the U.S. Department of Education's Developing Hispanic-Servicing Institutions (DHSI) Program to increase retention and graduation rates and enhance the community college transfer success of Hispanic, low-income, and underserved students through the Caminar Juntos (Walking Together) Project.

## **COMMUNITY**

In an effort to strengthen tribal relations, President Jackson and team met with the Cher-Ae Heights Indian Community of the Trinidad Rancheria to develop a MOU and specific projects related to the needs of the Tribe. This was a government to government consultation requested and led by the Tribe.

The **President's Community Advisory Committee** convened to share Cal Poly Humboldt's current infrastructure projects, timelines, and progress. An update on the Healthcare Education Hub and planned healthcare academic programs was shared. In addition the community members were provided an update on current and projected enrollments.

## **ACADEMICS**

College Reading and Learning Association (CRLA) Recertifies Learning Center Tutoring Training Program  
The Learning Center has been awarded recertification as a Level I certified tutor training program by the internationally recognized College Reading and Learning Association (CRLA) by successfully completing the International Tutor Training Program Certification (ITTPC) peer review process. Achieving certification means that the Cal Poly Humboldt Learning Center has met CRLA's high standards for tutor selection, training, direct service, and evaluation as an integral part of their overall tutoring and writing assistance programs. Since 1999, 379 instructional student assistants have earned tutor certification through the center.

## **INCLUSIVE EXPERIENCE**

Many thanks to members of the campus community who participated in recent registration and enrollment events, including an Instant Admit event at College of the Redwoods on 11/14 and 11/15, and the Spring Registration Drive in the Depot for our current students. Successful enrollment and

retention efforts are tied to enhanced visibility, access to admissions and registration information, and the ability to interact in different venues with our Cal Poly Humboldt community.

## **INFRASTRUCTURE**

**Reporting Incidents of Concern and Complaints:** In order to streamline our processes, the campus now has a one-stop web hub for reporting incidents of concern or complaints regarding students, staff, faculty, or administrators. The [reporting site](#) makes it simple for someone to identify the type of concern or complaint they have, and begin the process with the appropriate contacts, forms, and necessary information to complete a report. This was developed as a direct result of feedback from our campus community, and it is one step towards enhanced support for those in need of assistance.

## **INNOVATION AND SUSTAINABILITY**

Athletics Introduces Men's and Women's Indoor Track and Field, starting the 2023-24 season. This will bring the department's total to 14 programs offered at the NCAA Division II level. The inclusion of Indoor Track & Field allows athletes to dedicate more time during the fall and winter to refine their skills and participate in competitive races that surpass the benefits of regular practice sessions in the winter months. This preparation positions them to achieve better performance marks early in the outdoor season, thereby enhancing their chances of qualifying for postseason outdoor championships.

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Establish a University-wide Office Hours Policy**

XX-22/23-FAC — December 12, 2023 — First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President that the attached university-wide office hour policy be approved; and be it further,

**RESOLVED:** That the attached policy be implemented in the 2024-25 academic year.

**RATIONALE:** *There is currently no office hours policy for the entire campus. Establishing a policy helps to clarify what is expected of faculty as they progress through the RTP process and also establishes a campus norm for students to better understand how to find support.*

*The proposed policy language sets a minimum expectation and allows for additional specific requirements to be set by department or at the college level (such as with the current CNRS guidelines). This policy specifically refers to 'instructional load' in order to adjust the number of hours for faculty with assigned time and other full-time faculty positions with less than a full instructional load (such as first year tenure-track appointments), as well as part-time faculty.*

# Instructional Faculty Office Hours Policy

**[Policy Number]**

Office of the Provost

**Applies to: Instructional Faculty**

## **Purpose of the Policy**

This university-wide office hours policy establishes minimum requirements for instructional faculty and how office hour schedules will be made available.

## **Policy Details**

Office hours provide students with regular opportunities to meet with faculty outside of lecture or lab to find support for coursework, engage in professional conversation, and to seek academic advising and career counseling. Office hours enrich the academic life of faculty, students and members of the community.

For a faculty member with a full instructional load (12 or more WTUs), the minimum expectation is that they will hold three (3) scheduled hours of office hours per week. For part time faculty and/or faculty with a reduced instructional load, the number of hours shall be scaled commensurate to the instructional workload.

Further specifics, such as the acceptable methods of holding office hours, may be determined by department or college policy (for example, virtual office hours for online courses). Office hours shall be finalized no later than the sixth day of instruction and shall be stated in course syllabi and posted at the faculty member's office.

## **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution on the Credit for Prior Policy**

03-23/24-APC – December 12, 2023 – Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the president that the attached Credit for Prior Learning Policy be approved; and be it further

**RESOLVED:** That the policy be implemented beginning AY 24/25; and be it further

**RESOLVED:** That departments should work towards identifying courses that cannot be challenged for credit for prior learning by the end of AY 23/24; and be if further

**RESOLVED:** That the Office Of Academic Programs, in consultation with the University Registrar, faculty and appropriate campus offices, shall oversee the development and implementation of mechanisms to support and compensate faculty for campus-based prior learning assessments; and be it further that

**RESOLVED:** That an implementation oversight working group with the stakeholders above be established for the 2024-25 academic year to ensure all courses are appropriately identified in the university catalog, as well as addressing the procedures of equitable access to credit for prior learning, balanced with issues around resources and compensation of faculty evaluators, etc.

**RESOLVED:** That the policy be revisited by the APC in AY 25/26 to evaluate its efficacy.

**RATIONALE:** The purpose of this policy is to define the ways in which students may earn academic credit at Cal Poly Humboldt, toward admission eligibility and/or academic program, for prior learning. This policy is in compliance with the revised CSU Policy on Credit for Prior Learning (formerly Executive Order 1036) released 10/2021 and revised 3/4/2023.



**Credit for Prior Learning Policy**  
**Policy Number**  
**Academic Policies Committee**

**Applies to:** Faculty, students

**Supersedes:** Articulation with Certain Standardized [Exams 10-06/07-EP; Resolution on Articulation of International Baccalaureate Exams \[APPROVED NOV 2006\]](#); [#25-06/07-EP Resolution on Articulation of International Baccalaureate Exams \[APPROVED APRIL 2007\]](#)

### **Purpose of the policy**

The [California State University \(CSU\) Policy on Credit for Prior Learning](#) (formerly Executive Order 1036) had significant revisions in October 2021, with minor clarifications released March 4, 2023 and August 22, 2023. Credit for prior learning includes academic credit earned from (1) examinations (standardized and Cal Poly Humboldt faculty-developed); (2) learning, skills, and knowledge acquired through experience; (3) learning acquired outside formal higher education; and/or (4) education, training, and service provided by the Armed Forces of the United States (i.e. military credit).

This comprehensive credit for prior learning policy establishes the Cal Poly Humboldt principles that govern procedures related to credit for prior learning, including types of credit awarded; student, faculty, and administrative responsibilities; limitations; and oversight. This policy is in compliance with the revised [CSU Policy on Credit for Prior Learning](#) (08/22/2023) and with the [WSCUC Credit for Prior Learning Policy](#) (11/2015).

Credit for prior learning only pertains to the granting of credit (units)—it does not include situations in which credit is not earned, such as waiving a prerequisite/requirement or establishing achievement/readiness via a placement exam.

### **I. Guiding Principles**

- A.** Cal Poly Humboldt is committed to providing students with opportunities to validate and recognize what they already know and can do via credit for prior learning. Many students arrive with diverse experiences, including prior learning that takes place in formal and/or informal settings, which may be equivalent to college-level learning. Awarding academic credit for prior learning promotes access for fair and equitable

recognition of prior learning, helps support student retention and persistence, reduces time to graduation and assures quality and equity across various academic experiences.

- B. Credit for prior learning shall be awarded **based on evidence of learning**, not solely on the basis of experience or time spent in a particular field. Prior learning must be demonstrable and measurable, in accordance with reputable criteria.
- C. Faculty/staff with appropriate subject matter expertise will create and evaluate assessments and determine the amount and application of credits for prior learning.
- D. Credit for prior learning shall be awarded for a specific university course or a specific requirement such as a major/minor/certificate program area, a General Education and All-University Requirement (GEAR) area, or general elective units, if appropriate. Every effort should be made to apply credit for specific courses, as this is generally in the best interest of the student. Additionally, excess elective credits may cause future challenges with financial aid unit limits or if the student changes their chosen course of study. Approval of general electives must be used sparingly.
- E. Students shall be allowed to appeal decisions through existing campus grade appeal procedures.

## II. General Limitations

- A. Credit for prior learning shall not be used to fulfill:
  - a. Any of the required number of units in residence at Cal Poly Humboldt pursuant to Title 5 and CSU policy.
  - b. The minimum of 50 units towards the bachelor's degree that must be from Cal Poly Humboldt or another accredited 4-year degree-granting institution.
- B. In compliance with the [WSCUC Credit for Prior Learning Policy](#), no more than 25 percent of the total credits required for the degree/certificate may be credit awarded for prior learning, which means that:
  - 1. For the bachelor's degree, no more than 30 semester units may be fulfilled by credit for prior learning.
    - a. Within this limit, Cal Poly Humboldt further specifies that no more than 25 percent of requirements specific to the major program of study may be fulfilled by credit for prior learning.
  - 2. For the graduate degree, no more than 7.5 semester units may be fulfilled by credit for prior learning.
  - 3. For the certificate of study, no more than 25 percent of the minimum required units may be fulfilled by credit for prior learning.



4. Exception: International Baccalaureate and Advanced Placement Tests standardized exams are NOT subject to this limit pursuant to CSU Credit for Prior Learning Policy, Article 1.3.d.
  5. Within the above limits, ACE recommended credits for learning outside of traditional higher education (Section III.C.3) shall count outright (without further assessment by internal means outlined Section IV) for:
    - a. No more than 9 semester units towards a bachelor's degree
    - b. No more than 3 semester units towards a graduate degree, certificate of study, or minor.
    - c. Exception: Students who enter Cal Poly Humboldt with an associate degree for transfer (ADT) will be able to count credits beyond the 9 and 3 unit maximums herein if the credits are transcribed on their ADT transcripts, subject to the maximum 25 percent limitations described above.
- C. Credit for prior learning shall not count toward full-time/part-time status at Cal Poly Humboldt (for scholarships, tuition, and other purposes) nor is this credit eligible for the award of financial aid at Cal Poly Humboldt. However, credit for prior learning will count toward the maximum time frame (i.e. attempted units) to graduation for federal financial aid purposes, and thus it may *reduce* overall aid awarded while pursuing the degree.
- D. Non-duplication of credit:
- a. Care shall be taken not to award duplicate credit because of overlapping tests, assessments, and/or college-level courses. Where there is partial overlap, the amount/distribution of credit shall be reduced accordingly as determined by Cal Poly Humboldt.
  - b. Credit for prior learning shall not be awarded if the student has received credit for a course at a level more advanced than the content level of the requested credit for prior learning. For example, credit cannot be earned for a language at level II when the student is enrolled in or has completed level III.
  - c. Credit for prior learning shall not be awarded if the student has taken the course and received any grade (including a passing grade or a different mark such as "I", "RP", "F", "WU", "NC") or academic renewal.

### **III. External Sources of Credit for Prior Learning**

- A. Verified credit for prior learning from external sources included herein shall be applied toward the degree as well as to determinations of admission eligibility as described below.

- B.** In order to have external credits for prior learning recognized, students must submit official transcripts and/or official test scores to Cal Poly Humboldt. Students with military credit must submit a military Joint Services Transcript (JST) to the Veterans Enrollment Transition Services (VETS) Center.
- C.** Ways to earn credit:
- 1. Credit for standardized external examinations [CSU Article 1-B]**
    - a.** Cal Poly Humboldt shall award credit to students who pass a standardized examination, in accordance with minimums established in the [CSU Systemwide Credit for External Examinations](#) document (updated annually).
    - b.** Credit shall be applicable to General Education and All-University Requirements (GEAR), major, and elective credits at Cal Poly Humboldt in accordance with the systemwide list provided by the Office of the Chancellor and course articulations vetted through the articulation officer within the Office of the Registrar and through applicable department chairs and the dean of undergraduate studies.
  - 2. Learning acquired outside traditional higher education (ACE recommended credits) [CSU Article 3]**
    - a.** Students may earn academic credit based on recommendations provided by the American Council on Education (ACE), which conducts evaluations of trainings offered by employers or the military. Examples of industry-recognized credentials that are listed in the [ACE National Guide to College Credit for Workforce Training](#) include SHRM (Society of Human Resource Management), IBM Corporation, Google IT, and Fire and Rescue Training. Campuses shall accept and award course credit as recommended by the ACE National Guide to College Credit for Workforce Training, as appropriate for a student's academic objectives.
    - b.** Assignment of credit shall be vetted through the articulation officer within the Office of the Registrar and, as appropriate, through applicable department chairs and the dean of undergraduate and graduate studies.
    - c.** See ACE-specific limitations in Section II.
  - 3. Military credit for education, training, and service provided by the Armed Forces of the United States [CSU Article 4]**
    - a.** Cal Poly Humboldt shall award students credit for learning acquired through education, training, and service provided by the Armed Forces of the United States as recommended by the [American Council on Education \(ACE\) Military Guide](#).

- i. When applicable, pursuant to federal law, Cal Poly Humboldt will maintain a written record of credit granted.
- ii. Basic Training: Completion of basic military training (boot camp) shall be used to satisfy Area E in the university's general education requirements, Title 5, Section 40405.1(A)(5). Satisfaction of Area E in this manner does not exempt students from completing health courses required to earn a teacher credential.
- iii. Defense Language Proficiency Test (DLPT): Cal Poly Humboldt shall award academic credit for the Defense Language Proficiency Test (DLPT) utilizing the ACE recommendations: three lower-division semester hours for language shall equate to three semester units in CSU GE Breadth Subarea C2.

#### **IV. Internal (Cal Poly Humboldt) Sources of Credit for Prior Learning**

- A. Cal Poly Humboldt may award credit for prior learning for demonstrated learning, knowledge, or skills acquired through experience.
- B. Credit shall not be used in determining eligibility for admission unless it was previously transcribed on the student's academic record.
- C. The student seeking credit shall be matriculated at Cal Poly Humboldt and must be enrolled in the semester the prior learning credit is requested.
- D. Credit shall be for a specific course or program area. Courses that are not appropriate for credit for prior learning shall be clearly communicated in the university catalog (see Section V).
- E. To request approval to attempt to earn credit, students shall submit a request through the Office of the Registrar before the add/drop deadline of the semester in which they request to pursue credit. The request shall be reviewed by the chair of the department that offers the course, or, if the request does not align with a particular Cal Poly Humboldt course or department, it shall be reviewed by the associate dean of the most aligned college and the dean of undergraduate and graduate studies. The request shall be approved and evaluation shall proceed if the request is found to be appropriate according to all three of the following guidelines:
  1. Learning outcomes associated with the particular course - or when not associated with a course, the competencies expected for a particular program area requirement - can be assessed via challenge exam or portfolio assessment.
  2. The department chair or associate dean identifies a subject matter expert (such as a faculty member in the department or college) who is available and willing to develop, conduct, and/or evaluate assessment methods appropriate to the

request. Department chairs and associate deans shall be cognizant of workload implications when seeking subject matter experts to oversee assessments — duties should typically fall to faculty with appropriate departmental assigned time, and chairs should communicate with colleges as appropriate to request support.

3. The student presents reasonable preparation for the assessment.

F. Ways to earn credit:

1. **Cal Poly Humboldt challenge examination (campus-originated challenge exam)**  
**[CSU Article 1-A]**

- a. Students may challenge courses offered by Cal Poly Humboldt by taking examinations at Cal Poly Humboldt.
- b. For the purposes of this policy, a challenge exam is a test to assess whether a student meets the learning outcomes of a particular course. A challenge exam may include multiple components/formats (e.g., hard copy, electronic, written, activities, interviews, performative or practical requirements).

2. **Portfolio assessment of demonstrated experiential learning [CSU Article 2]**

- a. Students may submit a portfolio to demonstrate learning, knowledge, or skills acquired through experience.
- b. Credit may be awarded for a particular course or program requirement. However, credit shall not be applied toward General Education and All-University Requirements (GEAR) unless it either:
  - i. Is awarded as credit for a particular Cal Poly Humboldt course that is certified in the GEAR area; or
  - ii. Meets the outcomes/competencies associated with the GEAR area and is approved by associate deans of the colleges that offer courses in the applicable GEAR area and the dean of undergraduate studies.
- c. Preparation and content of the portfolio is the responsibility of the student. A portfolio should include at least the following: An essay describing how the student's prior learning meets the learning outcomes of the course or program requirement; examples of work that demonstrate skills/knowledge (e.g., written work, products, artwork, recorded performances); and, if applicable, documentation of completion of learning activities and supporting information supplied by a supervisor and/or employer.
- d. Faculty evaluators may offer students the opportunity to provide additional evidence of prior learning if the initially submitted portfolio is not sufficient for credit but evinces potential for credit.

G. Evaluation and documentation of credit for challenge exams and portfolios:

1. Once requests to attempt challenge exams or portfolio assessments are approved, students shall follow the timeline set by the faculty overseeing the exam/assessment. Faculty shall make every effort to set a timeline such that the student is made aware of the result prior to when registration opens for the subsequent term, but in all cases no later than the final week of the term.
2. Students shall earn credit for challenge exams and portfolio assessment if they demonstrate a performance equivalent to a score of 70 percent or higher.
3. For portfolios, credit may be awarded for fewer credits than requested.
4. Credit shall be documented as credit (CR) for the number of applicable units. The grade mode shall be mandatory (vs. optional) CR/NC, and thus CR may fulfill major requirements, if applicable.
5. Before earned credit becomes a part of the student's official academic record, the student must demonstrate a satisfactory pattern of learning in residence at Cal Poly Humboldt by completing 15 units in residence as an undergraduate or 3 units in residence as a graduate student. Once official, credit shall be posted on the Cal Poly Humboldt transcript in the semester in which it was attempted.

## **V. Oversight and Responsibilities**

- A. Oversight for implementation of the policy is provided by the Office of the Registrar in coordination with the Office of Academic Programs.
- B. Programs should communicate to the Office of the Registrar and the Office of Academic Programs which courses are not appropriate for credit for prior learning (e.g., due to external accreditation, fieldwork components, necessary observation of student competence during potentially hazardous laboratory/applied situations).
  - a. Programs with external accreditation should contact their respective accrediting agencies to determine if they allow credit toward the program for demonstrated learning, knowledge, or skills acquired through experience.
- C. The Office of the Registrar shall be responsible for ensuring that courses and/or requirements that are not appropriate for credit for prior learning shall be identified in the university catalog.
- D. Annually, the Office of the Registrar shall report to deans and the Academic Policies Committee (APC) on the distribution of credit for prior learning awarded across programs, courses, and faculty. The deans and the APC shall review the report and recommend changes to policy if warranted.
- E. The Office of Academic Programs shall identify appropriate resources to support professional and continuing development for faculty and support staff as related to the assessment of prior learning.

**Related Policies**

[California State University \(CSU\) Policy on Credit for Prior Learning](#)

[WSCUC Credit for Prior Learning Policy](#)

**Expiration Date**

n/a

**History**

Academic Policies Committee: 10/30/2023

Reviewed: University Senate: 12/12/2023

Reviewed: Provost:

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution on Combined Bachelor's and Master's Pathway Policy**

05-23/24-ICC - December 12, 2023 - Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the University adopt the attached policy regarding the blending of Bachelor's and Master's Pathways; and be it further

**RESOLVED:** That this policy supplements the [Chancellor's Office 2012 Policy Policy on "Blended" Bachelor's and Master's Degree Programs](#); and be it further

**RESOLVED:** That the decision to offer a CBMP would be exclusively the decision of the department/school faculty; and be it further

**RESOLVED:** That curricular approval for any such CBMP will follow Cal Poly Humboldt ICC processes; and be it further

**RESOLVED:** That programs interested in establishing a CBMP be allowed to offer a pathway as described in this policy.

***Rationale:*** No current university policy exists to guide the development of a combined Bachelor's to Master's degree pathway at Cal Poly Humboldt. Coded Memorandum [AA 2012-01](#) specifies the minimum requirements for establishing a "blended degree model", which at Cal Poly Humboldt shall be referred to as the Combined Bachelor's and Master's Pathway (CBMP) Policy. The CBMP will 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.



# HUMBOLDT STATE UNIVERSITY

## Combined Bachelor's and Master's Pathway Policy

[Policy Number]

[Responsible Office Name]

**Applies to:** *Faculty, staff, students*

**Purpose of the Policy** No current university policy exists to guide the development of a combined Bachelor's to Master's degree pathway at Cal Poly Humboldt. Coded Memorandum [AA 2012-01](#) specifies the minimum requirements for establishing a "blended degree model", which at Cal Poly Humboldt shall be referred to as the Combined Bachelor's and Master's Pathway (CBMP) Policy. The CBMP will 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.

### Combined Bachelor's and Master's Pathway Policy

#### I. Establishment of a CBMP

Academic units that choose to establish a CBMP must follow the campus ICC curricular approval timeline as for a new degree program beginning with a Curriculog submission. Combined pathways programs must meet the following minimum criteria:

1. Curricula for a CBMP must adhere to existing campus curriculum policies for both Bachelor's and Master's degrees.
  - a. If permissible by the program and approved via existing campus curriculum processes, a student may double-count up to 12 semester units between the undergraduate and graduate degree. Therefore, a minimum of 138 semester units (e.g., BS 120 + MS 30, subtracting 12 units double counted) are required in blended programs with approval for double counting.
  - b. As described in the CSU policy, "None of the required graduate courses can be replaced by an undergraduate course, and graduate courses that will also count toward the bachelor's degree must either require mastery of the more rudimentary knowledge



taught at the undergraduate level or cover the content of the undergraduate courses that they replace.”

2. The program must be submitted for approval through the ICC
3. The Offices of Graduate Studies, Academic Programs, and the Registrar shall develop guidelines and processes for administration of a CBMP, in close consultation and collaboration with the Financial Aid Office and Student Financial Services.

## II. Minimum Admissions Requirements to a CBMP

1. Minimum admission requirements must be consistent with existing policy (including policy guiding combined programs, currently found in Coded Memorandum AA 2012-01).
2. The student must successfully have completed a minimum of 60 undergraduate degree applicable units and not more than 90 undergraduate degree applicable units at the time of application.
3. A program may stipulate more rigorous standards for admission than the minimum criteria.

## III. Change to Graduate Status in a CBMP

1. The Registrar’s Office in consultation with the Office of Graduate Studies shall develop processes for transitioning students from undergraduate to graduate status following all appropriate policies (including policy guiding combined programs, currently found in Coded Memorandum AA 2012-01).

## IV. Award of Undergraduate Degree and Graduate Credits

1. The student applies to graduate from the Bachelor’s degree the semester the student achieves senior standing (completion of 90 semester units). The Bachelor’s degree will be awarded when requirements for both degrees are complete.
2. If a student admitted into a CBMP opts out of, or fails to complete, the Master’s degree portion of the program, the following will apply:
  - a. Upon evaluation of the Bachelor’s degree requirements, the Bachelor’s degree will be awarded with a degree-conferred date reflective of the term that all undergraduate degree requirements were complete.

b. Credit earned for graduate coursework and used to complete the Bachelor's degree may not be used to satisfy unit requirements of the Master's degree

c. Credit earned for graduate coursework, counting toward the Master's degree shall be available for application to a Cal Poly Humboldt graduate program upon subsequent approval by the program and subject to general requirements for the Master's degree programs as specified by Title 5. University policy limits the number of units transferred from the undergraduate to post-baccalaureate career to 9 semester units completed in the last semester of the undergraduate career. A student who reapplies after leaving the CBMP will reapply as a regular Master's degree-seeking student subject to the admissions requirements of the program at Cal Poly Humboldt.

Issued: MM/DD/YYYY  
Revised: MM/DD/YYYY  
Edited: MM/DD/YYYY  
Reviewed: MM/DD/YYYY

Updated: March 8, 2018

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recommend Nursing, B.S. – AND to BSN New Concentration**

09-23/24-ICC December 12, 2023 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the new AND to BSN Concentration for the Nursing, B.S. detailed in proposal [22-2304](#) be approved.

**RATIONALE:** The Cal Poly Humboldt Nursing Program is proposing a second concentration to allow for the development of the North Coast Concurrent Enrollment (NCCE) program. Each concentration will have the same core courses just completed in a different sequence. Please see the email communication from the CSU Chancellor's Office about the rationale for setting up the Nursing Programs as concentrations for student reporting; EO 1071 does not apply to this concurrent enrollment nursing program. The NCCE will allow the Cal Poly Humboldt Nursing Program to establish MOUs with partnering community colleges (e.g., College of the Redwoods) so associate degree in nursing (ADN) students can simultaneously take ADN nursing courses and BSN nursing courses to decrease their overall time to graduate with a BSN degree. These changes will help nursing students earn a BSN degree, which is highly recommended for registered nurses based on national standards, like The Future of Nursing 2020-2030 report, as well as recognition programs for healthcare organizations (i.e., Magnet Recognition). More healthcare organizations are moving towards hiring BSN-prepared RNs and/or requiring RNs to earn their BSN within a certain amount of time.

With the enhanced collaboration between Cal Poly Humboldt and College of Redwoods nursing programs, there have been multiple conversations with nursing faculty and administrators over the years about how to coordinate and strengthen this partnership. The development of a concurrent enrollment program would allow each university the ability to focus on its strengths and build out existing programs: College of the Redwoods focuses on the associate's degree and registered nurse (RN) licensure so students can move into nursing practice whereas Cal Poly Humboldt focuses on the bachelor's degree so students can pursue leadership roles, quality improvement projects, and advanced education. The concurrent enrollment program is modeled across many community colleges and CSU campuses already. The nursing students at College of the Redwoods also expressed interest in a concurrent enrollment pathway. Of the students surveyed (n=79), 95% expressed interest in obtaining their BSN through a concurrent pathway model with Cal Poly Humboldt. Important considerations for students interested in the concurrent pathway are the completion of lower division courses and overall GPA; 65% of students responded that they completed the lower division GE requirements with 25% unsure and 91% of students responded that they had an overall GPA of 2.75 or higher.

There is also regional support and funding to support the partnership between College of the Redwoods and Cal Poly Humboldt as the Healthcare Education Hub is in the design phase, with the end goal of having the health programs, including nursing programs, co-located in one building.

**Program Description:** The bachelor of science degree with a major in nursing is designed for students who want to advance their skills in leadership, evidence-based practice, community health, and health promotion. The program's curriculum prepares students to address physical and psychosocial health needs and inequities within the communities they serve, including rural and tribal communities. The program is holistically designed so students can reflect on and improve the well-being of others and themselves. With a focus on community health, students will gain the necessary skills to evaluate healthcare issues at the individual, community, and systems levels. Throughout the program, students learn about social justice, inequities, policies, and advocacy. For more information about the Nursing Program, course modalities, and the North Coast Concurrent Enrollment (NCCE) program, please visit the [Nursing Program website](#).

The baccalaureate degree program in nursing at California State Polytechnic University, Humboldt is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). This program is also approved for the Public Health Nurse (PHN) Certification by the California Board of Registered Nursing (BRN).

**Program Admission Requirements:** To be eligible for admission to the program, candidates must:

- be a graduate of a regionally accredited associate degree in nursing program OR be enrolled in an associate degree in nursing program participating in the North Coast Concurrent Enrollment (NCCE) program
  - have an active, unrestricted California Registered Nurse (RN) license with no disciplinary action pending or imposed before enrolling in NRS 470/471
  - have a minimum cumulative GPA of 2.75 from all transfer institutions
  - have completed the following eight CSU systemwide nursing program prerequisites (CSU GE Breadth Areas A and B) with a grade of C or better. **Note:** Courses in parentheses are examples of Cal Poly Humboldt courses that meet this prerequisite.
    - Oral communication (COMM 100)
    - Written communication (ENGL 104)
    - Critical thinking
    - Chemistry: general, inorganic, organic or integrated\* (CHEM 107, CHEM 109, CHEM 128)
    - Human anatomy with required lab ( ZOO 270)
    - Human physiology with required lab (ZOO 113)
    - Microbiology with required lab
    - Statistics (STAT 108)
- \* with associated lab, if required at the institution where the course was taken.

**Program Learning Outcomes:**

1. Identify ways to improve healthcare in the US and acquire leadership skills necessary to advocate for such improvements in rural populations
2. Apply knowledge of social and cultural factors to the care of diverse populations
3. Integrate patient care technologies as appropriate to address the diverse needs of a rural patient population
4. Develop a nursing philosophy that formulates how they will apply their personal strengths to the care of others while nurturing their own personal health and wellness
5. Analyze data and apply relevant research to identify evidence-based solutions in their area of specialization

**Required Courses (27 units):**

HED 451 - Nutrition for Healthy Communities **Units: 3**

NRSB 348 - Development for Professional Practice **Units: 3**

NRSB 350 - Pathophysiology for Nursing Practice **Units: 3**

NRSB 372 - Health Assessment and Promotion Across the Lifespan **Units: 3**

NRSB 390 - Nursing Informatics and Information Literacy and Competency **Units: 3**

NRSB 460W - Nursing Leadership and Management Dynamics **Units: 3**

NRSB 470 - Community/Public Health Nursing **Units: 3**

NRSB 471 - Community/Public Health Nursing Lab **Units: 3**

NRSB 490 - Introduction to Nursing Research **Units: 3**

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recommend Cannabis Studies Minor**  
010-23/24-ICC December 12, 2023 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the Cannabis Studies Minor detailed in proposal [22-1944](#) be approved.

**RATIONALE:** Cannabis Studies (CST) students explore the historical, cultural, social, political, and legal contexts of cannabis through social and environmental justice frameworks. Students in our interdisciplinary major will find an engaged faculty from 18 academic fields who will prepare students to be stewards of social change in complex policy landscapes. Committed to the goals of liberal arts degrees, Cannabis Studies students will develop skills in critical and analytic thinking, writing, communication with diverse communities, as well as critical engagement with science and research. These skill sets are valued across areas of employment and advanced study and position our graduates for a broad range of professional pathways inside and outside those related to Cannabis: public policy and law, equity and justice advocacy, human services and regulatory agency work, research, and Masters or Doctoral degrees. The Cal Poly Humboldt Cannabis Studies major does not include training or curriculum in cultivating, processing, or selling cannabis.

A minor in Cannabis Studies would go well with just about any major offered by Cal Poly Humboldt, since public and private sector professional outcomes often require advanced knowledge in specific knowledge areas that do not, at this point, include cannabis studies. Many students are very interested in cannabis studies but still want in-depth training in more traditional majors, allowing them more flexibility in their career paths beyond the concentrations currently offered by the Cannabis Studies major. Many students will want to try out Cannabis Studies curriculum before committing to getting a degree in a brand-new field, so knowing that they can walk with at least a minor will incentivize enrollment in Cannabis Studies classes. In this way, the minor can also serve as a gateway to the major. Finally, given current administrative guardrails, the major cannot at this time offer industry-specific curriculum related to professional studies (for example, business) or most CNRS-related training (analytic chemistry, for example) but if they are able to pair this minor with professionally relevant majors will increase the overall recruitment power of the university in other majors.

This minor will provide Cal Poly students flexibility to add a specialization in cannabis studies in whatever degree paths they choose. It will also provide undeclared students an opportunity to try out cannabis studies curriculum and decide for themselves whether they want to pursue the major without losing time towards graduation while making that decision, because they will at

least gain a minor rather than sacrifice limited elective scope in their undergraduate journey. This minor will also help recruiting for other majors and programs that prospective students can pursue at other universities, since only at Humboldt can they bundle those generally found majors with something only found here

### **Cannabis Studies Minor Learning Outcomes**

1. Students will apply an intersectional analysis to explain the sources of social justice challenges relating to cannabis prohibition and legalization
2. Students will apply an intersectional analysis to develop potential remedies for social justice challenges relating to cannabis prohibition and legalization
3. Students will evaluate the sustainability of cannabis production and regulation strategies
4. Students will identify, access, evaluate, and use needed information to support the development of regulations and/or programs that emphasize sustainability and/or equity
5. Students will evaluate the strengths and weaknesses of research evidence regarding the relationship between cannabis and specific communities and ecosystems
6. Students will produce a written policy analysis project in which they identify their interdisciplinary context and purpose, competently develop content, and cite sources and evidence for their claims

### **Requirements for the Minor (15 units)**

- CANN 120 (3) Introduction to Cannabis Studies
  
- And at least one of:
  - CANN 202 (3) Humboldt and Cannabis [LD GE Area E]
  - Or
  - CANN 240 (3) Global Cannabis
  
- And at least one of:
  - CANN 325 (3) Cannabis and Social Equity
  - Or
  - CANN 335 (3) Cannabis and Environmental Sustainability
  
- And complete 6 additional units of electives from any 3-unit course in the major with a CANN prefix, inclusive of special topics offerings.

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recommend Criminology and Justice Studies Minor**

011-23/24-ICC December 12, 2023 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the Criminology and Justice Studies Minor detailed in proposal [22-2124](#) be approved.

**RATIONALE:** Students minoring in Criminology and Justice Studies at Cal Poly Humboldt find an active and supportive department culture with a dynamic curriculum intentionally focused on analyzing systems of power from a justice studies perspective. Critical criminology challenges traditional understandings of harm and seeks to unearth the social and historical processes that constitute 'crime'. Coursework addresses law, policy, social justice and how systems of oppression are produced and reproduced by the criminal punishment system. Courses are primarily taught through a sociological perspective, which allows students to develop critical thinking about systems-structures and research skills.

The primary rationale for offering a Criminology and Justice Studies minor is to meet student demand. The minor will allow students to gain a specialized knowledge of issues pertaining to the criminal punishment system, the social construction of crime and criminality, and alternative visions of social justice, in addition to providing these students with formal recognition of the specialized knowledge gained via this coursework.

The minor will allow students to gain a specialized knowledge of issues pertaining to the criminal punishment system, the social construction of crime and criminality, and alternative visions of social justice.

The minor will support all of Cal Poly Humboldt's Institutional Learning outcomes, most notably those of critical thinking and equity and social justice. Via its embrace of critical criminology, the minor invites students to question taken-for-granted assumptions about criminality, punishment, and justice. It analyzes racial, ethnic, and socio-economic disparities in the criminal "justice" system, encouraging students to envision alternative approaches to justice.

**Criminology and Justice Studies Minor Program Learning Outcomes:**

1. Effectively communicate orally about social science theory and methods (oral communication)
2. Effectively communicate in writing about social science theory and methods (information literacy)
3. Think theoretically about crime, justice, and the process and significance of criminalization (social justice)



4. Explain the historical evolution of law in relation to social, economic, and political forces (critical thinking - theory)
5. Evaluate research designs and analytic techniques (critical thinking – methods)

**Criminology and Justice Studies Minor Curriculum (18-19 units):**

- CRIM 125 - Introduction to Criminology and Justice Studies **Units: 3**
- CRIM 225 - Inequalities / Criminalization **Units: 4**  
OR  
CRIM 225S - Inequalities / Criminalization (Service Learning) **Units: 4**

**Upper Division Elective Courses**

Complete 12 units of upper division criminology and justice studies coursework from the list below. No more than one sociology course (with a SOC prefix) and no more than one cannabis studies course (with a CANN prefix) may be counted toward the minor. To best meet student interests, minor electives should be selected in consultation with a CJS faculty advisor.

**Complete three of the following courses:**

- CRIM 325W - Law and Society **Units: 4**
- CRIM 362 - Genders, Sexualities and Crime **Units: 4**
- CRIM 410 - Theories of Crime and Justice **Units: 4**
- CRIM 420 - Drugs and Society **Units: 4**
- CRIM 430 - Law and Dissent **Units: 4**
- CRIM 431 - Juvenile Delinquency **Units: 4**
- CRIM 433 - Punishment and Justice in Cross-National Perspective **Units: 4**
- CRIM 455 - Policing Bodies: A Biopolitical History of Race, Riots and Surveillance **Units: 4**
- SOC 330 - Social Deviance **Units: 4**
- SOC 363 - Environmental Crime **Units: 4**
- SOC 480 - Special Topics (requires advisor approval) **Units: 4**
- CANN 325 - Cannabis and Social Equity **Units: 3**
- CANN 420 - Cannabis Law and Policy **Units: 3**

**CAL POLY HUMBOLDT**  
**University Senate**

**Resolution to Recommend New Concentration in Applied Music**  
012-23/24-ICC December 12, 2023 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the Concentration in Applied Music program detailed in proposal [22-2074](#) be approved.

**RATIONALE:** In the Applied Music Concentration students can focus on developing their skills as performers or composers. An audition is required. Students who are Freshmen at Cal Poly Humboldt audition in the Spring semester of their sophomore year. Transfer students audition at the end of their first semester. Studio teachers help prepare students for the auditions.

Feedback from the department's accreditor, the National Association of Schools of Music, included a statement that the current Performance and Composition concentrations had so many units that they looked more like Bachelor of Music degrees than Bachelor of Arts degrees. In addition, the department currently don't have enough students to support all the courses that are part of the current Composition concentration.

To address those issues, the Music program decided to combine the Performance and Composition concentrations into a single Applied Music Concentration. In addition, they have substantially reduced the number of units required. They will no longer require Junior Recitals, and the concentration has only 10 required units beyond the Core (4 units of Studio lessons, Senior Recital, 3 units of electives, and 3 units of a GEAR Career Skills course).

**Concentration in Applied Music Program Learning Outcomes:**

1. Students will demonstrate the ability to hear, identify, read, write, and work conceptually with the elements of music – rhythm, melody, harmony, and structure.
2. Students will demonstrate understanding of a wide selection of musical literature representing principal eras, genres, and cultural sources.
3. Students will demonstrate ability to perform a wide variety of musical styles in areas appropriate to the student's needs, interests, and degree path.
4. Students will demonstrate the ability to write clearly and effectively.

**Concentration in Applied Music Program Curriculum:**

**Music Core (45-46 units)**

**Piano:**

- MUS 218: Keyboard Musicianship (2)
- MUS 113: Piano I (1)
- MUS 130: Piano II (1)
- MUS 330 Piano III (1)

**Total Piano Units: 5**

**Music Theory:**

- MUS 219: Foundations of Harmony (3)
- MUS 341: Harmonic Connections: Voice-leading (3)
- MUS 342: Form and Analysis (3)
- MUS 343: Post-Tonal Theory (3) OR MUS 344: Jazz Harmony in Theory and Practice (3)

**Total Theory Units: 12**

**Ear Training:**

- MUS 216: Ear Training I (1)
- MUS 217: Ear Training II (1)
- MUS 316: Ear Training III (1)
- MUS 317: Ear Training IV (1)

**Total Ear Training Units: 4**

**Music History and Repertoire:**

- MUS 104: Exploring Classical Music: Music for Court and Stage

Choose 3 of the following:

- MUS301: Rock
- MUS 302: World Music
- MUS 305: Jazz
- MUS 444: 4-unit History of Music in the European Tradition \*Required for Music Education and Applied Music Majors

**Total History and Repertoire Units: 12-13**

**Applied Instruction:**

Four semesters of group or individual applied instruction chosen from MUS 220-238. Students may substitute MUS 108 or 109 classes by advisement. (4)

OR

Two semesters of group or individual applied instruction chosen from MUS 220-238. Students may substitute MUS 108 or 109 classes by advisement. AND MUS 324: Contemporary Composition Techniques (2)

**Total Applied Instruction Units: 4**

**Ensembles**

- MUS 106-107: Ensembles (1 unit each, for a total of 4 units)
- MUS 406-407: Ensembles (1 unit each, for a total of 4 units)

**Total Ensemble units: 8**

**Performance**

- Four semesters of applied instruction chosen from MUS 420-438. (4)
- MUS 440: Senior Recital (0)

**Total Performance units: 4**

**3 units of electives beyond the core:** Chosen from

- MUS 301: Rock - An American Music (3)
- MUS 302: Music in World Culture (3)
- MUS 305: Jazz – An American Art Form (3)
- MUS 319: Elementary Music Methods (2)
- MUS 320: Composition: Film Scoring
- MUS 320C: Composition: Electronic Music (3)
- MUS 323: Jazz Pedagogy (2)
- MUS 324: Contemporary Composition (2)
- MUS 334: Fundamentals of Conducting (2)
- MUS 338: Vocal and Instrumental Scoring (3)
- MUS 342: Post-Tonal Theory (3)
- MUS 343: Jazz Harmony in Theory and Practice (3)
- MUS 360: Music Tech: Midi and Finale (2)
- MUS 361: Music Technology: Recording, Production, and Live Sound (3)
- MUS 384: Advanced Conducting and Choral Literature (2)
- MUS 385P: Piano Performance Seminar (1)
- MUS 385V: Vocal Performance Seminar (1)
- MUS 387: Advanced Conducting and Instrumental Literature (2)
- MUS 391: Piano Pedagogy (1)
- MUS 391L: Piano Pedagogy Lab (1)
- MUS 392: Vocal Pedagogy (1)
- MUS 392L: Vocal Pedagogy Lab (1)
- MUS 455: Secondary Music Methods (2)

**Total Elective units: 4**

**Capstone**

- MUS 477W: Career Skills for Performing Artists (3)

**Total Capstone units: 4**

**Total Applied Music Degree Units: 56**

**CAL POLY HUMBOLDT**  
**University Senate**

Resolution to Recommend New Minor in Arts in Health and Narrative Medicine  
013-23/24-ICC December 12, 2023 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the Minor Arts in Health and Narrative Medicine program detailed in proposal [22-1868](#) be approved.

**RATIONALE:** This interdisciplinary minor option serves as an introduction to the fields of arts in health, narrative medicine, health humanities, and medical humanities with an emphasis on health justice (See [World Health Organization Health Evidence Network Synthesis Report: Evidence on the Role of Arts in Improving Health and Well-Being](#)). The minor also prepares students for careers that emphasize the connections between culture and health: including community health programs, prison arts, hospital artist-in-residence programs, teaching artist programs, and creative arts therapies. Graduates of this program are equipped to facilitate community-based public health learning opportunities with a skillset in arts and communication, as they also are able to support health organizations in building awareness campaigns. The curriculum emphasizes narrative competence and cultural humility, so that peoples' storied lives are better understood, and responded to, in the medical office and in community health frameworks. Moreover, the program equips California health practitioners with health justice frameworks that should guide their practice, supporting community health integration and culturally-relevant health models.

The California legislature has recognized the importance of Arts in Health for our state and our workforce. [California Senate Bill 628](#) (California Creative Workforce Act of 2021) says this about the relationship between arts and health: *“Creative arts workers and projects serve to heal communities, drive social-emotional learning, improve cultural competency and cohesion, address trauma, and inspire new thinking in communities with unmet needs. Arts and culture are essential drivers of civic participation and dialogue, and considerable research shows that integrating artists and creative workers into recovery drives better outcomes related to critical concerns including racial justice, health, education, community cohesion, and public safety.”* In January, Governor Newsom proposed a 40 million dollar budget to grow the creative arts workforce in our state (see [press release](#)). No other California state university has an arts in health program designed to respond to the needs expressed in this 2021 Workforce Act.

The [2020 Survey of Baccalaureate Programs in Health Humanities](#) demonstrates consistent growth in this field, yet California has only three universities that include health humanities program-level offerings: a Ethics and Medical Humanities concentration in the Human Biology Major at Stanford University and minor programs at UC Riverside and UC Irvine. No California university offers a BA degree program in the health humanities at this time; there is opportunity for growth in this area at Humboldt. See also: [State of the Field 2009 Report: Arts in Healthcare](#)

While we have only anecdotal evidence of student demand, multiple indicators of interest can be identified:

- Students in English department have been asking for narrative medicine offerings for some time as this area opens additional career paths. We've had at least two graduates of Humboldt's English department in recent years complete graduate programs in the field and go on to establish foundations, work in nonprofits, and participate in community health on a full-time basis.
- Students in the art, music, theater, and dance majors have asked for arts therapy programs.
- Students in the nursing program have sought out and benefited from reflective writing workshops that have been offered as extracurricular workshops.

While largely anecdotal at this stage, there is evidence that this program would match student interests. We have found that as student awareness of the opportunities associated with arts in health grows so does student interest.

### **Program Learning Outcomes**

- Recognize how culture, art, and health have been interrelated since time immemorial; recognize the continued understanding of culture as health among Indigenous peoples.
- Identify the range of settings where arts in health is practiced (including inpatient and community health sites).
- Respect scope of practice and the established professional ethics of the field.
- Distinguish professional boundaries and relationships between arts in health professionals, artists, creative art therapists, and clinical care teams.
- Identify the roles and responsibilities of an arts in health administrator.
- Design programs and identify practices that emphasize cultural understanding.
- Identify considerations for art curation and architectural design in healthcare environments.
- Demonstrate how philosophies of care can guide artists' work.
- Analyze structural determinants of health and recognize intersectional oppression as a public health issue.
- Contextualize Arts in Health and Narrative Medicine within health justice frameworks.
- Identify principles of Universal Design, disability justice, and antiracism.
- Develop an artistic practice and craft.

### **Requirements (17-18 units)**

#### **Core Courses (6 units)**

- HEAL 307/ENGL 307. Arts-Based Programs in Health (3)
- ENGL 309. Narrative Medicine. (3) \*Fulfills General Education: UD Area C

#### **Health Justice Requirement (3 units)**

- Choose one course:
  - ENST 471. Arts, Climate, & Health Justice. (3).
  - ES 309. Health Issues in African American Communities (3).
  - NAS 374. Native American Health. (3).
  - NAS 400. Decolonizing Public Health (3).

### **Practicum Hours (8-9 units)**

- Option 1: 9 units of studio art and community-based art:  
3-6 units of studio art and ART 497s Service Learning & Art Education I. If completing only 3 units of studio art, take 498s Service Learning & Art Education II.
- Option 2: Complete 8-9 units in a single artistic field: choose from the list of courses below in either dance, music, theatre, film, art, creative writing, or another creative art. Please consult the minor advisor to plan for this requirement.

#### Art

Take 9 units of art studio electives.

#### Film

- FILM 315. Filmmaking I
- FILM 375. Filmmaking II
- FILM 350. Writing for Film
- FILM 362. Social Change Digital Production
- FILM 378. Film/Digital Production Workshop (1-4 Variable Topic)
- FILM 478. Advanced Film/Digital Production Workshop (1-4 Variable Topic)

#### Dance

- DANC 103. Modern/Contemporary I
- DANC 104. Modern/Contemporary II
- DANC 110. Ballet I
- DANC 120. Jazz Dance Styles I
- DANC 240. African Dance
- DANC 241. Hip-hop Dance
- DANC 243. Tap Dance
- DANC 245. Middle Eastern Dance
- DANC 247. Mexican Folklorico Dance
- DANC 248. Danza Azteca
- DANC 310. Ballet II
- DANC 320. Jazz Dance Styles II
- DANC 330. Modern/Contemporary III

#### Music

- MUS 106 (any). (These are all large Ensembles - choirs, Wind Ensemble, Humboldt Symphony, etc.)
- MUS 107 (any). (These are generally smaller Ensembles - Chamber Music, etc.)
- MUS 108 (any). (These are beginning Voice and Instrument Classes)
- MUS 109 (any). (These are the continuations of 108 classes)
- MUS 220 - 238. Studio Lessons
- MUS 406 (any). (These are all large Ensembles - choirs, Wind Ensemble, Humboldt Symphony, etc.)
- MUS 407 (any) (These are generally smaller Ensembles - Chamber Music, etc.)

#### Theatre

- TA 104. Story Through Word and Image
- TA 105. Acting 1: Principles of Performance
- TA 106. Behind the Scenes in Theatre
- TA 215. Acting 2: Principles of Voice and Movement
- TA 221. Makeup for Stage and Screen
- TA 231. Production and Stage Management
- TA 237. Production Techniques
- TA 307. Theatre of the Oppressed
- TA 322. Creative Drama
- TA 328. Production Practicum

#### Creative Writing

- ENGL 211. Introduction to Creative Writing. (Prerequisite for ENGL314, ENGL315, & ENGL316)
- ENGL 212. Topics in Writing
- ENGL 311. Creative Writing for Environmental Justice
- ENGL 313. Critical Topics in Writing and Rhetoric
- ENGL 314. Creative Writing: Nonfiction
- ENGL 315. Creative Writing: Fiction
- ENGL 316. Creative Writing: Poetry
- ENGL 318. How Writers Persuade: Cross-Cultural Rhetorics
- ENGL 319. Podcasts, Social Media, and Web-Based Writing
- FILM 350. Writing for Film

#### **Recommended: Second Language**

It is recommended that students take at least 6 units in a second language (Spanish, French, American Sign Language, Indigenous linguistics, etc.).

Depending on your major, some courses may double count for both your major and this minor. To fulfill the minor program, at least 9 units must be distinct and taken only for the minor.



# Fall 2023 Senate Enrollment Update



# ➤ **Fall 2023 Campus Enrollment & Broader Landscape**



# > Where are we today?

- Fall saw **growth of 2-3%**, depending on the indicator.
  - Headcount = 5,976 (+2% & +118 students)      Resident FTES = 5,099 (+3.4%)
- **Second consecutive** fall semester with growth
  - Demonstrates the decline has been stopped
  - Retention rate grew to 75.3%
- **Outperforming** state and national trends
  - CSU saw headcount decline by 1%, Resident FTES grow by 1%
  - National reports: overall undergrad headcount growth of 2.1% - BUT:
    - *National growth primarily at community colleges; new student declines at public 4-year institutions*



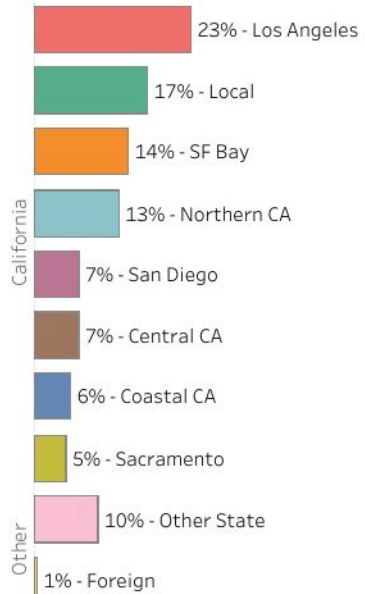
# Fall Semester All Students Enrollment Demographics

## County of Origin (Fall 2023)



© Mapbox © OSM

## Region of Origin (Fall 2023)



## Class Level

	Fall 2021	Fall 2022	Fall 2023
Freshmen	839	1,254	1,398
Sophomore	657	649	799
Junior	1,529	1,377	1,354
Senior	2,174	2,022	1,868
Total	5,199	5,302	5,419
Other PostBac	72	72	76
Credential	103	105	96
Master's	365	379	385
Total	540	556	557
Grand Total	5,739	5,858	5,976

## Sex (IPEDS)

	Fall 2021	Fall 2022	Fall 2023
Female	59%	58%	56%
Male	41%	42%	44%

## Campus Housing

	Fall 2021	Fall 2022	Fall 2023
Off-Campus	76%	65%	70%
On-Campus	24%	35%	30%

## First Generation

	Fall 2021	Fall 2022	Fall 2023
First-generation	48%	43%	40%
Not First-gen	49%	54%	57%
Unknown	3%	3%	3%

## Underrepresented Minority (URM)

	Fall 2021	Fall 2022	Fall 2023
Not URM	53%	56%	57%
Unknown	7%	6%	6%
URM	41%	39%	38%

## Median Humboldt Cumulative GPA

	Fall 2021	Fall 2022	Fall 2023
Freshmen	2.83	2.85	2.51
Sophomore	3.06	3.00	3.03
Junior	3.22	3.21	3.07
Senior	3.31	3.26	3.26
Total	3.20	3.15	3.11
Other PostBac	3.88	3.74	3.73
Credential	3.94	3.94	3.95
Master's	3.92	3.91	3.92
Total	3.92	3.90	3.91

## Pell Grant Recipient

	Fall 2021	Fall 2022	Fall 2023
No pell grant	54%	57%	62%
Pell grant recipient	46%	43%	38%

## Full-time Student

	Fall 2021	Fall 2022	Fall 2023
Full-time	87%	86%	87%
Part-time	13%	14%	13%

## Ethnicity/Race

	Fall 2021	Fall 2022	Fall 2023
African American	3%	3%	3%
American Indian	1%	2%	1%
Hispanic or Latino	32%	30%	29%
Pacific Islander	0%	0%	0%
Two or More Races	4%	4%	4%
Nonresident Alien	1%	1%	1%
Other/ Unknown	5%	4%	5%
Asian American	3%	3%	3%
Two or More Races	2%	3%	3%
White	48%	50%	50%

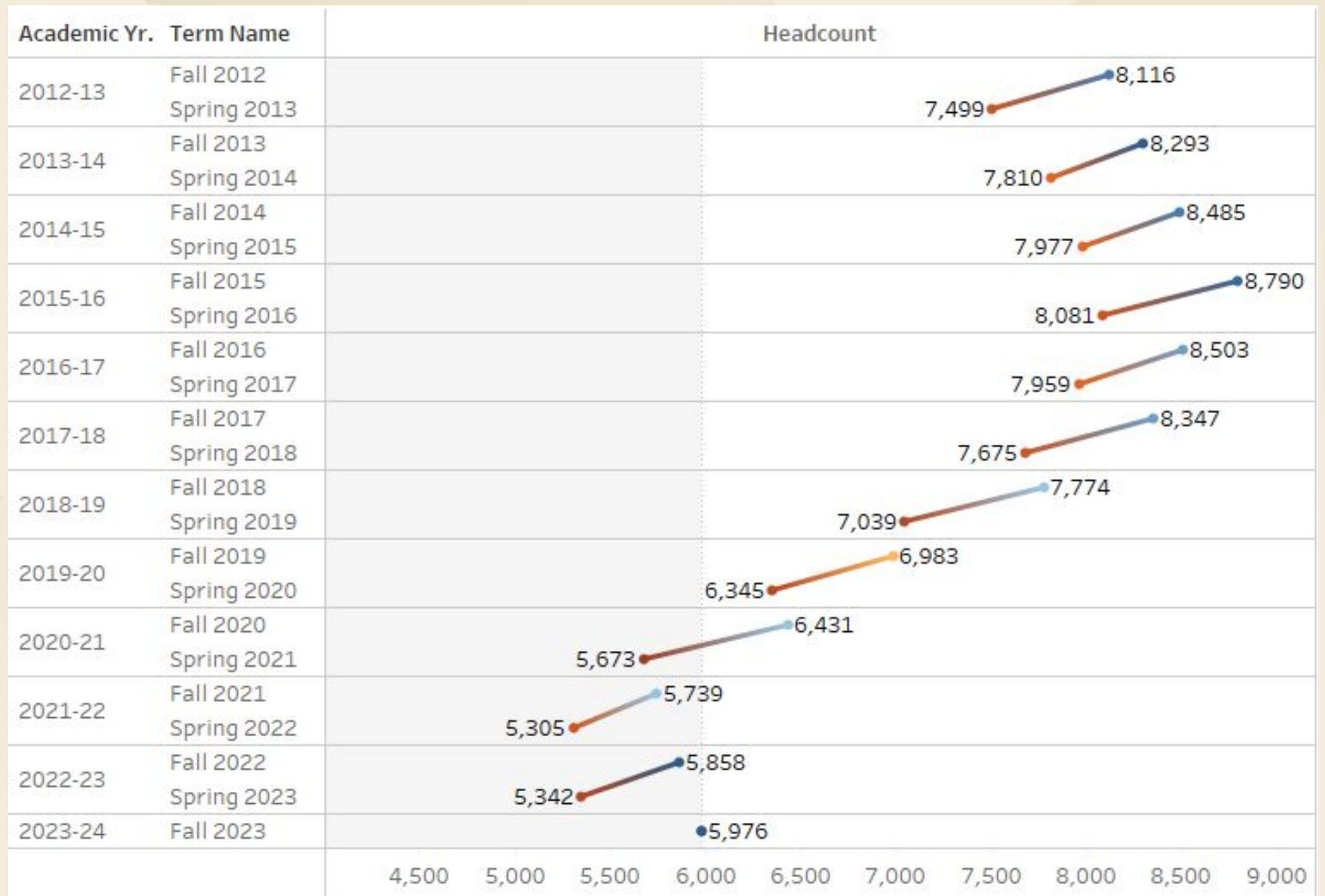
## Filters

- Anthropology
- Art
- Communication
- Critical Race Gender Se..
- English
- Environment and Com..
- Environmental Studies
- Geography Env Spatial ..
- History
- International Studies
- Journalism and Mass C..
- Music
- Native American Studi..
- Philosophy
- Politics
- Religious Studies
- Sociology
- Theatre, Film and Dance
- World Lang and Cultures
- Biological Sciences
- Chemistry
- Computer Science
- Engineering
- Environmental Science ..
- Fisheries Biology
- Forestry, Fire & Rangel..
- Geology
- Mathematics
- Oceanography
- Physics and Astronomy
- Wildlife
- Applied Health
- Applied Technology
- Business Administrati..
- Child Development
- Economics
- Education
- Psychology
- Social Work
- Null
- Advising Center
- General Studies

# Fall semester demographics



# Historical enrollment context



# ➤ Where are we headed?

	Fall 24	Fall 25	Fall 26	Fall 27	Fall 28	Fall 29	Fall 30
<b>Headcount TOTAL</b>	<b>7,550</b>	<b>8,598</b>	<b>9,864</b>	<b>10,521</b>	<b>11,007</b>	<b>11,630</b>	<b>12,132</b>
Annual FTES (.848)	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Annual Resident FTES Targets/Actuals	6,402	7,223	8,365	8,869	9,279	9,862	10,288
CSU Target Annual Resident FTES	7,603	7,603	7,603	7,603	7,603	7,603	7,603
Difference	-1,201	-380	762	1,266	1,676	2,259	2,685

	Fall 2024
New Students	3650
Continuing Students	3900
	<b>7550</b>
<b>2024 New Student Targets</b>	N
first year	1900
lower division transfer	275
upper division transfer	905
grad	210
other	360
total target:	<b>3650</b>

# ➤ **Broad Enrollment Strategy**



## ➤ **How are we getting there?**

Singular focus: **close the gap** between demonstrated interest and student commitment



# > 4 Keys for 23-24 Cycle

- **Funnel management** and pacing to targets
  - Enrollment Target Pacing team
- **Geographic strategy** - where should we be doing our work?
- **Process enhancement** - timing, clarity, service, academic partnership
  - Strategic Enrollment Management Plan Implementation team
- **Differentiation** - personalization, hallmarks, communications, student types

# 2024 FUNNEL GOALS

	FIRST YEAR	LD TRANSFER	UD TRANSFER
<b>INQUIRY</b>	75,000	1,870	7,200
<b>APPLICANT</b>	25,500	1,403	5,400
<b>COMPLETE</b>	23,460	1,178	4,806
<b>ADMIT</b>	21,583	854	3,893
<b>CONFIRM</b>	2,525	367	1,207
<b>ENROLL</b>	1,902	275	905

# Funnel Management

Prospect & inquiry pool development (search, ads, events) - ongoing

Application development & completion - ongoing

Decision - Nov. 30 onward

Confirm/Deposit - Dec. 15 onward

Enrollment/Yield



**(Red) Local Service Area - Sandy Younger:** 10 counties; Mendocino, Humboldt, Trinity, Del Norte, Siskiyou, Shasta, Tehama, Glenn, Colusa, Lake

**(Beige) Central Valley North - Ivan Contreras Mendoza:** 16 counties; San Joaquin, Calaveras, Alpine, Amador, Sacramento, Yolo, Sutter, Yuba, El Dorado, Nevada, Placer, Sierra, Butte, Plumas, Lassen, and Modoc

**(Blue) Bay Area - Paul Castillo:** 12 counties; Sonoma, Napa, Solano, Marin, Contra Costa, Alameda, San Francisco, San Mateo, Santa Clara, Santa Cruz, San Benito, and Monterey

**(Gold-Brown) Central Valley South - Jennifer Herzog:** (includes Central Coast): 13 counties; Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, Stanislaus, Tulare, Tuolumne, San Luis Obispo, and Santa Barbara

**(Yellow) Los Angeles/Ventura - Rickiyah McGrady:** 2 counties; Los Angeles, Ventura

**(Orange) Orange/Inland Empire - Noah Batchman:** 3 counties; Orange, Riverside, San Bernardino

**(Pink) San Diego/Imperial - Andrea Santamaria:** 2 counties; Imperial; San Diego

# > Questions?





Cal Poly  
**Humboldt.**

# **Institutional Anti-Racism Action Plan (IARAP)**



University Senate Engagement  
December 12, 2023

**H.** Cal Poly Humboldt  
Center for Teaching  
& Learning

**H.** Cal Poly Humboldt  
Office of Diversity,  
Equity & Inclusion

**H.** Cal Poly Humboldt  
University  
Senate



**H.**

## **IARAP Charge**

Cal Poly Humboldt is committed to being the institution of choice for students and employees who seek to improve the human condition and our relationship with the environment. The University is committed to positively elevate the experiences of all students and employees, and to be a community where BIPOC students and employees thrive. The Institutional Anti-Racism Action Plan animates this commitment.



# **IARAP Task Force**

## **Co-Chairs**

- **Ramona Bell**, Professor and Chair of Critical Race, Gender and Sexuality Studies, University Senator
- **Rosamel Benavides-Garb**, AVP of Diversity, Equity, and Inclusion and Campus Diversity Officer, University Senator

## **Members**

- **Adrienne Colegrove-Raymond**, Special Assistant to the President for Tribal Relations and Community Engagement
- **Andrea Delgado**, Assistant Professor, Department of English, CFA Executive Board Member
- **Enoch Hale**, Director of the Center for Teaching and Learning
- **Fernando Paz**, Campus and Community Development Coordinator, ODEI
- **Frank Herrera**, Coordinator for the Social Justice, Equity, and Inclusion Center, DMSI Mentor
- **Joseph Diémé**, Professor of World Languages and Cultures
- **Mary Virnoche**, Professor of Sociology, University Senator, Academic Senator, Academic Senate of the CSU
- **Michele Miyamoto**, Tutoring and Academic Coaching Coordinator, University Senator
- **Nancy Perez**, Assistant Professor of Critical Race, Gender and Sexuality Studies, Chair of Ethnic Studies Council
- **Pearl Podgorniak**, Confidential Administrative Support, ODEI
- **Sarah Peters**, Academic Advisor, Academic Advising Center
- **Sasheen Raymond**, Coordinator of the Indian Tribal & Educational Personnel Program & ELITE Scholars
- **Stephanie Souter**, Research Analyst, IRAR, Faculty Lecturer, Department of Psychology

# ➤ A Few Historical Markers of Humboldt Diversity, Equity, & Inclusion Work

- 1969 ITEPP (Indian Tribal & Educational Personnel Program) est.
- 1972 INRSEP (Indian Nat. Resources, Science and Engineering Program) est.
- 1993 Multicultural Center (MCC) est.
- 1994 1st Annual *Social Justice Summit* (spring)
- 1998 1st Annual *Dialogue on Race* (fall)
- 2002 1st “Diversity Action Plan” Team Established & Start Working
- 2007? ODI - Office of Diversity & Inclusion Established
- 2008 1st (annual) Professional Development Day on Diversity
- 2009-14 “Annual Diversity Reports” - ODI focus group processes +
- 2013 “Hispanic Serving Institution” Designation
- 2014 Centers for Academic Excellence (Cultural Centers) est.
- 2016 “Equity Arcata” - HSU joins this Humboldt Area Foundation Initiative
- 2021 ODEI Posts 2021-26 Institutional Anti Racism Action Plan
- 2021 University Senate Passes 2021-26 Anti-Racist Action Plan



# ➤ IARAP Task Force Broad Calendar

- 2023 Spring: Task force formed to research and write 2024-2029 IARAP
- 2023-24 AY: Outreach and bi-weekly meetings of task force, feedback analysis group, lexicon group
- 2024 Spring: Draft IARAP
- 2024 Fall: IARAP Comment Period - University Senate and Community Forums

# Outreach and Consultation Calendar

- 8/18/23** Professional Development Day - 200 participants
- 9/28/23** Admin & Finance Leadership Team
- 10/25/23** CDOR Community Open Forum - 60+ participants
- 11/14/23** OAA Leadership
- 12/8/23** CRGS Faculty
- 12/12/23** University Senate
- 2/2/24** Student-Centered - Community Open Forum
- 3/5/24** Social Justice Summit - Community Open Forum

# Analysis Processes are Iterative

## Academic Equity and Student Success Focus Group Notes

More relationship between the university and the community for this to become a more supportive community and space for students - need to be welcome/home

See students for the strengths and assets they bring, rather than students we need to academically fix.

Create welcoming spaces and affinity, but have a strong connection between to harness action together, dialogue, and avoid isolation...

Examples of institutional policies that create equity barriers - student scholars needing to front money to attend conferences/etc... and be reimbursed later...

Synergistic learning spaces - spaces of learning but also interaction, connection, allyship - not individualistic competencies but community

How to focus on replacing and changing courses rather than adding to them in order to increase equity.

Institutional structures can block the work that needs to be done in the classroom to create inclusion.

When people successfully re-do a class - making sure it happens again rather than dropping the good work away.

Student Success does not mean lack of rigor!!! Redefine this as an institution.

To advance equity in academics and student success, representation among faculty, administrators and staff across the university is critical. Especially in teaching.

Address the strong feeling of whiteness within the classroom, equipping and training faculty to dismantle that in their classroom spaces.

Pathways for undergraduates to advance to staff and faculty roles - can increase diversity among faculty and staff.

Visible pathways to find support and training for dismantling whiteness in the classroom and academic support

Shift to a community success focus as opposed to the dominant, white focus on individual success.

Need to do ongoing review of entry courses for the culture of the classroom and student success - this needs to be an ongoing cycle to review for inclusion

Actively address equity gaps on both macro and micro (course-by-course) through all the tools we have at hand.

Classes designed to be equity/inclusive spaces - championing curriculum that emphasizes non-western and diverse art, thought, experience.

Section	Original Note	Theme 1	Theme 2	Action Suggested?
Takeaways	How are we centering and representing faculty staff and students who are doing the work? Need for moving away from cultural taxation toward recognition and reward.	Division of Labor	Cultural Taxation	Compensate faculty of color fairly.
Takeaways	Need to make the information and how to do the work accessible to faculty, staff and students.	Access to Culturally Relevant Training		
Takeaways	Need for honest recruitment and retention efforts of faculty, staff and students.	Intentional and genuine recruitment/retention strategy for BIPOC faculty and staff		
Takeaways	Administration needs to be present and active in these conversations.	Visibility of Administration		
Action Items	Create opportunities like today's event specifically for students to create and build agency.	Access to participate and contribute	Inclusion of student voice	
Action Items	Make mandatory training for supervisors and admin for them to reflect on themselves and their privilege. Also experiential training to help admin understand students.	Access to culturally relevant training		
Action Items	Bring accountability into policies, practices and procedures.	Accountability		
Notes	Tokenism is not on the list - an issue in programs because labor is being placed on a lot of staff and faculty of color without compensation. This is an institution-wide issue.	Division of Labor	Cultural Taxation	
Notes	Administration support is perceived as poorly represented. Need for the admin to be present and be recognized.	Visibility of Administration		
Notes	Compassion exploitation - why are the people who care keep doing it without compensation? Consciously choosing to not do the work can lead to being called out.	Cultural Taxation	Compensation for care	
Notes	The diversity of our student body is more diverse than the faculty - an ongoing recruitment onboarding and retention challenge - retaining BIPOC faculty. How are we centering the faculty and staff who do the work?			Intentional and genuine recruitment/retention strategy for BIPOC faculty and staff
Notes	Also challenged by our rural area and lack of community diversity. It can be discouraging and easier to choose to leave the area.			
Notes	More outreach for students to enable students to understand the policy - policy written in more layman's terms to help them understand. There is space and necessity for student engagement, but if they do not know or understand - issue of accessibility and representation. Need for mentorship of our underserved students.	Access for students to understand policy	Inclusion of student voice	Provide mentorship for students
Notes	How do we center our university in a Care context to be cared for by the institution as complete human beings in the entire context of their time with us? How do we see our students not as having deficiency but as	University wide care framework for the	Access to cultural	



# Analysis Processes are Iterative

ATLASa Web

Document Manager

Code Manager

Quotation Manager

Memo Manager

Views

Project Settings

**Quotation Manager** Search /

Chart Filter Save as View

Name	Document...	Codes	Comment
<input type="checkbox"/> Built cultural centers, etc. but the budget doesn't match those imperatives.	Resource Allocation	building on cultural ce... 37	58 Making visible pathways and participation in anti-racist inclusive teaching and learning PD
<input type="checkbox"/> The directors of the Cultural Directors are not getting paid enough. The university does not recognize by not paying them their worth. If the university does not work to keep the staff and faculty here, you won't keep your students here.	Post Break All Room Conversation - CDOR - Sarah Notes	paying all employees e... 7 building on cultural ce... 37 retaining diverse empl... 7	37 building on cultural centers resourcing student holistic needs 32
<input type="checkbox"/> The Cultural Centers are doing all the work. The level of work puts stress and strain on the staff and students who work those centers.	Post Break All Room Conversation - CDOR - Sarah Notes	rewarding & elevating... 26 building on cultural ce... 37	26 rewarding & elevating staff/faculty DEI work 24 holding people accountable harm and providing support
<input type="checkbox"/> The cultural Centers need to be sustainable and have a future. When Fernando left El Centro, everything hit the fan. It looked really scary. No one knew what was going on. Fernando was the spine of the program. It didn't reflect that the school cared about their students at the moment. More money to hold culturally relevant events but President has two planes.	Post Break All Room Conversation - CDOR - Sarah Notes	building on cultural ce... 37	23 building "home" and belonging (with broader community) 17 experiencing "sweep" of BIPOC funds 17 retaining diverse employees at all levels
<input type="checkbox"/> Not just the harm done to the particular center but also the message sent to the entire community. Manifest tangible desire and intention to keep people here. Fight for the value of those people who are the pillars of the community. It sends a devastating message. People will leave. The sense is that if we all walked out, they would not care. Since 1997, all the actions taken feel like they go into the ether and we don't have any leverage. This is a feeling for both faculty and staff of being undervalued. The moral document of the budget - the Centers didn't even know their budget. They had money	Post Break All Room Conversation - CDOR - Sarah Notes	building on cultural ce... 37	3 diversifying faculty, staff, and administration 7 adopting asset-based orientations to students 7 paying all employees equitably 5 experiencing admin as invisible/absent/out of touch

**Quotation Manager** Search /

Chart Filter Save as View

Name	Document...	Codes	Comment
<input type="checkbox"/> Built cultural centers, etc. but the budget doesn't match those imperatives.	Resource Allocation	building on cultural ce... 37	58 Making visible pathways and participation in anti-racist inclusive teaching and learning PD
<input type="checkbox"/> The directors of the Cultural Directors are not getting paid enough. The university does not recognize by not paying them their worth. If the university does not work to keep the staff and faculty here, you won't keep your students here.	Post Break All Room Conversation - CDOR - Sarah Notes	paying all employees e... 7 building on cultural ce... 37 retaining diverse empl... 7	37 building on cultural centers resourcing student holistic needs 32
<input type="checkbox"/> The Cultural Centers are doing all the work. The level of work puts stress and strain on the staff and students who work those centers.	Post Break All Room Conversation - CDOR - Sarah Notes	rewarding & elevating... 26 building on cultural ce... 37	26 rewarding & elevating staff/faculty DEI work 24 holding people accountable harm and providing support
<input type="checkbox"/> The cultural Centers need to be sustainable and have a future. When Fernando left El Centro, everything hit the fan. It looked really scary. No one knew what was going on. Fernando was the spine of the program. It didn't reflect that the school cared about their students at the moment. More money to hold culturally relevant events but President has two planes.	Post Break All Room Conversation - CDOR - Sarah Notes	building on cultural ce... 37	23 building "home" and belonging (with broader community) 17 experiencing "sweep" of BIPOC funds 17 retaining diverse employees at all levels
<input type="checkbox"/> Not just the harm done to the particular center but also the message sent to the entire community. Manifest tangible desire and intention to keep people here. Fight for the value of those people who are the pillars of the community. It sends a devastating message. People will leave. The sense is that if we all walked out, they would not care. Since 1997, all the actions taken feel like they go into the ether and we don't have any leverage. This is a feeling for both faculty and staff of being undervalued. The moral document of the budget - the Centers didn't even know their budget. They had money	Post Break All Room Conversation - CDOR - Sarah Notes	building on cultural ce... 37	3 diversifying faculty, staff, and administration 7 adopting asset-based orientations to students 7 paying all employees equitably 6 experiencing admin as invisible/absent/out of touch



# ➤ **Community Conversations Prominent Themes to Date**

- Student Experience & Success (non-academic)
- Academic Journey (classroom and pedagogy)
- Administrative & Institutional Policy
- Resources and Finances
- Labor, Career, and Well-Being
- Social and Cultural Climate (equity and inclusion)

Prominent Themes and Subtopics for Breakouts - [PDF](#)

# › Senate & Guests IARAP Consultation

- **Small Group Conversations - 20 minutes**
- **One Note Taker**
- **Timekeeper/Facilitator**
- **Reporter**
- **Introductions**
- **Group Name:** Decide on a group name and enter it in the first question. Reporters will be called on using their group name. 1 minute or less report out please.
- **[Google Form](#)** (in chat - click in before you leave for small group)



# ➤ Conversation Agreements

1. Confidentiality
2. Amnesty
3. Put-Ups, Not Put-Downs
4. Right to Pass but Step Back/Step Up  
so we can create space for all if wanted
5. No Cross-Talk
6. No Piggybacking
7. Feelings
8. Respect/Listening
9. I-Statements
10. Try On The Process



## ➤ Reporting Out - Group Highlights







# Thank you!!

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Humboldt.

# Community Conversation Themes to Date

1. **Student Experience & Success (non-academic)**
  1. **Community Building**
  2. **Microaggressions/Discrimination**
  3. **Student voice Inclusion**
  4. **Holistic Student Success**
  5. **Recruitment of Diverse Staff & Faculty**
2. **Academic Journey (Classroom and pedagogy)**
  1. **Academic Equity**
  2. **Access to Culturally Relevant Training**
  3. **Anti-Racism Curriculum/Training**
  4. **Centering Students in our Work**
  5. **Course Reform**
  6. **Critical Thinking in Courses**
  7. **Grading/Alternative Grading**
  8. **Graduation Rates**
  9. **Program assessment and evaluation**
  10. **Retention Rates**
3. **Admin & Institutional Policy**
  1. **Admin Buy-in**
  2. **Admin Visibility**
  3. **Institutional Policy Reform**
  4. **Leadership Turnover**
  5. **Navigation of Institutional Structures**
4. **Resources and Finances**
  1. **Accountability**
  2. **Historical/Institutional memory**
  3. **Housing Concerns**
  4. **Policy Barriers to student success**
  5. **Prioritization of Space**
5. **Labor, Career, and well-being**
  1. **Division of Labor**
  2. **Equitable Representation**
  3. **Livable Wage/Pay Equity**
  4. **Student, Staff, and Faculty Well-being**
  5. **Student Work Experience/Career Preparation**
6. **Social and Cultural Climate (Equity and Inclusion)**
  1. **Celebrate Diversity**
  2. **Cultural Wealth**
  3. **Cultural Taxation**
  4. **Inclusive Campus Cultural Practices**
  5. **Silos and Communication Barriers**

To: Members of the Cal Poly Humboldt Community

From: Jenn Capps, PhD, Provost and Vice President of Academic Affairs

I want to provide you with information regarding the [directive](#) from the Chancellor's Office concerning low degree-conferring programs that was released in October 2023. This directive applies to each California State University (CSU) and is intended to simplify programs offered throughout the CSU system leading to a greater value proposition for our students and community as well as potential cost savings over time. This directive was, in part, a result of the Chancellor's Sustainable Financial Model Workgroup.

This is a CSU system decision and directive. Student demand and workforce needs shift over time while degree programs and concentrations tend to expand slowly and organically rather than systematically. The goal is for our University and the entire system to offer the most relevant and responsive programs that meet the needs of our students and do so within existing resources.

This directive consists of two parts:

### **Part 1: Fall 2023 Actions**

Each year, we are required to update our Campus Academic Master Plan and submit a report to the system office. Added to this year's update is a requirement to review a [list of low degree-conferring programs](#) identified by the Chancellor's Office. During this fall semester we have been working diligently with the Office of Institutional Research and Reporting (IRAR), Deans, Associate Deans, and Chairs to verify the accuracy of the data for the degrees listed on the report. Some programs listed have been discontinued and the numbers reported do not include degrees awarded after census. Additionally, there are a few low degree conferring programs that did not appear on the list. We will complete our normal, Ten-Year Campus Academic Plan, submitted annually, that lists all existing and projected degree programs.

By January 5, 2024, the update to our Academic Master Plan (AMP) is due to the Chancellor's Office. From the list of programs mentioned above, our submission is required to confirm the programs that are indeed conferring a low number of degrees and to identify metrics we will use this spring to evaluate these programs in more depth.

Initial evaluative criteria will include, but are not limited to, the following metrics:

- Enrollment
- Number of declared majors
- Graduation rate and degrees conferred
- Similar degrees at Humboldt
- Net cost (enrollment revenue minus expense)
- Documented regional workforce need and projected growth
- Programmatic accreditation
- General education/prerequisite contribution of department
- Special circumstances/equity/other considerations
- Importance to the identity of Humboldt

## **Part 2—Spring 2024 Actions**

By May 10, 2024, we are required to submit to the Chancellor's Office the actions we will take with regard to low degree-conferring programs identified in Part 1.

In full transparency, due to limited resources available to drastically revise or improve programs, it is possible that we will be required to discontinue some programs where demand is extremely low and is not predicted to change. We expect this to occur across the CSU system.

**Spring semester 2024 will require an intensive and transparent process of evaluation and input to arrive at specific actions and timelines.** This process will be led by the Provost's Office in partnerships with the Academic Deans and Associate Deans and committees of the University Senate like the Integrated Curriculum Committee (ICC) and the University Resources and Planning Committee (URPC). The Spring 2024 Academic Affairs Welcome Back on Friday January 12, 2024 from 9am-11am in the Great Hall will be the first opportunity for the campus community to provide input into the proposed actions and timelines for the Spring activities. Additionally, the update to the Academic Master Plan submitted to the Chancellor's office on January 5, 2024 will be provided.

Please expect continued communication, including access to relevant data, as we work through this process over the remainder of the academic year. Please note students will continue to be at the center of any actions we will take. Regardless of where this process may lead, the small number of affected students will be able to finish their degrees in a timely fashion. I know this directive may cause discomfort for valued members of our community, and I apologize for that. Please remember, this is a process. As we respond to our system requirements, our policies, regulations, contractual obligations, accreditation, and values will guide us.

Cal Poly Humboldt will remain a vibrant center for learning, community, and social mobility. We will continue to offer dynamic and relevant programs and opportunities for our students.