

Tuesday, December 13, 2022, 3:00pm, NHE 102, and Virtual Meeting ID: 842 7943 1214

Chair Monty Mola called the meeting to order at 3:02pm on Tuesday, December 13, 2022, via zoom and in Nelson Hall East 102; a quorum was present.

**Members Present**

Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Capps, Cappuccio, Colegrove-Raymond, Downs, Guerro, Harmon, McGuire, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Teale, A. Thobaben, M. Thobaben, Tillinghast, Woglom, Wrenn, Wynn

**Members Absent**

Abarca, Graham, Moyer

**Guests**

Joshua Meisel, Maxwell Schnurer, Michael Fisher, Wolf Koomson-Maiden

**CFA Interruption Statement**

Senator Wrenn read the attached Interruption Statement from the California Faculty Association

**Announcement of Proxies**

Bell for Abarca, Bustos-Works for Capps (as needed), Harmon for Moyer, Harmon for Graham

**Approval of and Adoption of Agenda**

M/S (Anderson/Harmon) to amend the agenda so the ICC Consent Calendar will come after item number 12, since the Course Numbering Policy Resolution includes an update as to how to number the GWAR courses, which, if not passed, would affect the approval of GWAR courses on the ICC Consent Calendar

Motion to approve the agenda as amended passed unanimously

**Approval of Minutes from the meeting on November 29, 2022**

M/S (Harmon/Wynn) to approve the minutes from the meeting on November 29, 2022

Motion passed unanimously

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

- Written report attached

In addition to the written report, Chair Mola reported that the Dean of Students search is still looking for faculty representatives, and that there will be a taskforce assembled to look at strategic scheduling. He asked that if anyone knows of folks who deal with scheduling and would be interested in serving, please drop him a line.

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

**Academic Policies:**

- Written report attached

**Appointments and Elections:**

Chair Mola reported that the committee met today, and that a call will be sent early next semester for Senate standing committee positions; he asked if anyone is thinking about running again or if anyone's term is up to let him know.

**Faculty Affairs Committee:**

Senator Miller reported that the second reading for the teaching evaluation resolution is upcoming during this meeting, and reported that the committee is looking at updating and revising the emeritus status process, noting that there is concern that the current rotation of nominees has stalled and hasn't been confirmed.

**Integrated Curriculum Committee**

- Written report attached

**University Policies:**

- Written report attached

**Staff Council**

- Written report attached

**Administrative Affairs:**

VP Gordon reported that Dr. Holliday, the new Vice President for Student Success is coming at the beginning of academic year, and the University has extended a conditional offer for a new Chief of Police.

**Student Affairs**

Interim AVP Colegrove-Raymond reported that: the Cultural Celebration for Graduation will be Friday at 11am in the Native Forum; the AVP Dean of Students search is underway; the Social Justice Summit will be held from March 1-3 and they are looking for proposals for staff, faculty, and students; the CA Bigtime will be held April 8; the University is expecting over 300 students for Spring Orientation; and that the team is working on retaining students and registering the for spring, and looking at yield for incoming class of 2023.

**President's Office:**

VP Gordon reported that the Board of Trustees item is the Craftsman's Mall project, which will be formally approved in early part of spring semester, breaking ground will be in March if all goes well with delivery in August 2025 of 964 beds.

**Consent Calendar from the Integrated Curriculum Committee**

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

**General Consent Calendar**

It was noted that there were no items for approval on the General Consent Calendar

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

Student Wolf Koomson-Maiden spoke on the policy for housing, citing personal difficulties with roommates, mediation, and the whole situation in general. They also noted that the quality of classes is the only reason that they have stayed enrolled at Cal Poly Humboldt; they described changes they'd like

to see in the policy on housing, roommates, consequences for toxic behavior, and mediation.

They also stated they'd like to be a space for calisthenics in the gym and boxing spaces, and asked to diversify the general gym since the athletics department seems to be taking over the other gym. They noted that they have mockups for what the gym should look like, and expressed willingness to give surveys to students to gauge interest in such a space.

They also asked faculty if they could do better at following up on emails, possibly within 48 or 72 hours. Stephen St. Onge offered to talk with Koomson-Maiden to talk about their gym concerns and housing concerns. They exchanged email addresses.

**Resolution to Address Bias in the Evaluation of Teaching Effectiveness Process (12-22/23-FAC - December 13, 2022 - Second Reading)**

Senator Miller reported there were some typographical changes to the resolution, but it is otherwise unchanged from the First Reading.

Senator Cannon spoke in favor of the Resolution, noting that he thinks the University owes it to the marginalized faculty to recognize bias and begin improving the University's record in retaining faculty.

Senator Aghasaleh spoke in favor of the Resolution and thanked the committee for their work on it. He offered a friendly amendment to the 7<sup>th</sup> resolved to use the title of "student feedback on learning experience" instead of "student feedback on learning effectiveness" as that is what the students can give feedback on, since they cannot arguably evaluate teaching effectiveness according to the literature on this topic.

M/S (Aghasaleh/Wynn) to approve the friendly amendment

Senator Ramsier noted that the RTP section is titled "Teaching Effectiveness" but that the student evaluation could also include information about the course itself.

Senate vote to approve the motion to edit the 7<sup>th</sup> Resolved to read to use the title of "student feedback on learning experience" instead of "student feedback on learning effectiveness" ***passed without dissent***

Ayes: Abarca, Aghasaleh, Anderson, Bell, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Guerrero, Harmon, A. Thobaben, M. Thobaben, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Tillinghast, Wrenn, Wynn

Nays: None

Abstentions: Capps, Colegrove-Raymond, Gordon

Senate vote to approve the Resolution to Address Bias in the Evaluation of Teaching Effectiveness Process ***passed without dissent***

Ayes: Abarca, Aghasaleh, Anderson, Banks, Bell, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Guerrero, Harmon, A. Thobaben, M. Thobaben, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Tillinghast, Wrenn, Wynn

Nays: none

Abstentions: Capps, Colegrove-Raymond, Gordon

Senator Wrenn motioned without a second to direct the Faculty Affairs Committee to report to the Senate on what would need to change in terms of language in Appendix J, or wherever else that is needed due to this name change in their next report

**Resolution on the Course Numbering Policy (13-22/23-APC - December 13, 2022 - First Reading)**

M/S (Ramsier/Anderson) to waive the First Reading of the Resolution on the Course Numbering Policy

Senate vote to waive the First Reading of the Resolution on the Course Numbering Policy ***passed without dissent***

Ayes: Aghasaleh, Anderson, Banks, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Guerrero, Harmon, A. Thobaben, M. Thobaben, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Tillinghast, Wrenn, Wynn,

Nays: None

Abstentions: Capps, Colegrove-Raymond, Gordon

Senate vote to approve the Resolution on the Course Numbering Policy ***passed without dissent***

Ayes: Aghasaleh, Anderson, Benevides-Garb, Burkhalter, Cappuccio, Graham, Harmon, A. Thobaben, M. Thobaben, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Tillinghast, Wrenn, Wynn

Nays: None

Abstentions: Banks, Cannon, Capps, Colegrove-Raymond, Gordon

**ICC Consent Calendar with GVAR Courses**

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

**TIME CERTAIN: 3:45 PM - Senate Vote to Confirm Fall 2022 Graduation Lists**

Senate vote to Confirm the Fall 2022 Graduation Lists ***passed***

Ayes: Abarca, Aghasaleh, Anderson, Banks, Benevides-Garb, Burkhalter, Cannon, Cappuccio, Graham, Guerrero, Harmon, A. Thobaben, M. Thobaben, Metzger, Miller, Miyamoto, Mola, Moyer, Ramsier, Tillinghast, Wrenn, Wynn

Nays: None

Abstentions: Capps, Colegrove-Raymond, Gordon

M/S (M. Thoaben/Anderson) to designate the Fall 2022 Graduation Lists as an emergency item for referral to the President before noon of the next business day

Motion passed without dissent

M/S (Anderson/Ramsier) to designate this as an emergency item to be transmitted to the President by noon of the next business day

Motion passed without dissent

**University Senate Social Hour in Goodwin Forum**

Chair Mola thanked the Senate for their hard work this year and motioned without that the meeting be adjourned so as to move to the Social Hour portion of the agenda.

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**Meeting adjourned at 4:03 PM**

### CFA Interruption Statement

As part of our continuing commitment to Racial Justice Work, when we experience examples of racial narratives, racism, or whiteness in our meetings, or as we conduct our business, we will speak up. This means we can interrupt the meeting and draw the issue to one another's attention. We will do this kindly, with care and in good faith. Further, as we engage interruptions we will take an intersectional approach, reflecting the fact that white supremacy and racism operate in tandem with interlocking systems of oppression of colonialism, class, cisheteropatriarchy, and ableism. This statement is a reminder that we commit to do this in the service of ending the system of racial oppression.

## **University Senate Chair Report December 13, 2022**

Thank you for all of your hard work this semester! As a Senate, we have been productive and collegial. We have discussed difficult topics, hosted many guests, and had a few chuckles. I truly appreciate everyone's humility, your willingness to ask hard questions, and the grace you have provided each of us this term. Thank you!

As I write this report, the representatives of Cozen O'Connor are finishing their last day on our campus. I hope those of you that were interested were able to attend an open forum with them. If you did not have an opportunity or felt uncomfortable talking about your experiences on our campus, please email them at [CalStateReview@cozen.com](mailto:CalStateReview@cozen.com) to set up a Zoom meeting or simply correspond by email. Likewise, there will be a campus wide survey coming soon, where you will be able to provide them with your feedback. During a meeting with the Cozen O'Connor attorneys just before the faculty & staff open forum, they let me know that in addition to the system wide report they will be providing to the Board of Trustees, there will also be campus specific recommendations. Therefore each campus is expected to identify an implementation team made up of faculty, staff, students and administrators to ensure the campus and system recommendations are carried out. I will have more information on our Campus's timeline and a call for nominees when we return from winter break.

Since our last meeting, Provost Capps has approved the new GVAR policy and the Assessment & Program Review Policy. FYI, the Senate Bylaws resolution does not need to be approved by the President (or his designee) as it is the Bylaws of a Senate standing committee, and the resolution removing the Senate approval of the graduates list must go to the General Faculty for a vote.

Lastly, though I tried to avoid having this week's Senate meeting, I am so glad that we are having it as we are reintroducing the end of fall semester Senate Social. Please join us in Goodwin Forum after we adjourn our meeting for some light refreshments. To ensure that we have enough snacks and drinks, please fill out this [Google Form](#) if you have not already done so.

Thanks,  
Monty

## **CAL POLY HUMBOLDT**

**University Senate Written Reports, December 13, 2022**

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

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### **Academic Policies Committee:**

Submitted by Marissa Ramsier, APC Chair

Members: Julie Alderson, Frank Cappuccio, Thomas Gray, Michele Miyamoto, Humnath Panta, Li Qu, Jenni Robinson Reisinger, Mark Wicklund. Vacant: AS Student 2nd Rep.

Meeting Date(s): November 30 via Zoom, December 7 independently

We completed revisions to the Course Numbering Policy and prepared it for a senate reading. The proposed revisions correspond with recent revisions to GE Areas E and F, offer the first formal definition of Supplemental Instruction at Cal Poly Humboldt, facilitate the identification of writing intensive courses as per GEAR requirements, and streamline/clarify policy language. We also worked on the Credit Hour Policy - we made revisions based on feedback from outside of the committee and anticipate it being ready for a senate first reading at the beginning of the Spring 2023 semester. We continued gathering feedback on the Credit for Prior Learning policy draft. We also set our Spring 2023 meeting time - Fridays 2:00-3:00.

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### **Integrated Curriculum Committee:**

Submitted by Jill Anderson, ICC Chair

Members: Ramesh Adhikari, Jill Anderson (ICC Chair), Brad Ballinger, Carmen Bustos-Works, Christine Cass, Eden Donahue (CDC Chair), Cameron Allison Govier, Bella Gray, Sara Jaye Hart, Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Joshua Smith, Amy Sprowles, Anna Thaler, Cyril Oberlander, Justus Ortega, Cutcha Risling-Baldy (GEAR Chair), Jenni Robinson, Sheila Rocker-Heppe, Melissa Tafoya, Carly Marino, Mary Watson, Mark Wicklund

Current Vacancies: Graduate Council representative, Student representatives (2), CAHSS Chair, CAHSS GEAR Rep, APC Chair, At-large Faculty Member CDC

Meeting Dates: December 6th 2022



Resources available for curricular proposal development and submission: [Asynchronous Curriculog Training](#), [Curriculum Guidelines, Policies and Procedures](#), and [Associated Curricular Forms](#)

### **ICC Consent and Voting Action Calendar**

The ICC consent calendar was approved without discussion with the exception of one proposal, ENGR 215 (to be renumbered ENGR 205). This proposal was discussed at length at the request of Dr. Maxwell Schnurer, who was a guest at the meeting, and our colleagues in Communication. While the CS 251 (to be renumbered CS 201) was also part of the discussion, it was not on the calendar for approval as it was at the Course and Degree Change subcommittee step still. These two proposals were under discussion as they were on the agenda for approval in GE Area A1 Oral Communication.

In the 22/23 AY, the new Engineering and Computer Science programs went through the shared governance process, part of which was submitting proposals for meeting GE requirements in the same way that the existing Environmental resource Engineering Program was. This proposal included a waiver for A1 “We are proposing that this requirement is met once students have completed ENGR 115, 215, 322 and 326 as outlined in Appendix 1.” The CO, having approved the rest of the proposal, indicated that, in part due to the ICAS process on the common transfer pathway (AB 928), a singular course would need to be identified for A1 in order for the programs to be approved for their fall 23 launch. In response to this message in consultation with the GEAR chair at the time, Dr. Lisa Tremain, and AVP Works, it was decided that the programs prepare a GE proposal to designate one course for A1 instead of meeting A1 across four courses. The ENGR 215 proposal was the culmination of that work and was on the ICC agenda after approval by the GEAR committee.

Dr. Schnurer communicated concerns over the criteria used to approve the course and desire to ensure that students were receiving the best possible education in A1 as a golden 4 area and area that has historically been met by COMM 100 exclusively. Dr. Schnurer asked 1) that GEAR establish criteria for the A1 classes that include discussion with disciplinary experts and look at models from other CSUs, 2) a pause on these two proposals so the standards for this area can be established, 3) more communication with impacted departments when issues come up. Dr. Schnurer offered collegiality in collaboration with the programs in the creation of a course to meet their needs and possibilities of co-teaching.

During the discussion that followed, multiple suggestions and concerns were raised including discontent with the timeline of approving these proposals, which are needed to launch the fall 23 programs and thus must meet the catalog deadlines. It has also been noted that more

explicit translation of the contents on the GEAR certification form to the syllabus for courses would be a noted improvement that could be made.

The ICC ultimately approved the proposal to go forward to the senate with the stipulation that a) The bigger picture of the GE program/courses will carry on, b) with a connection between communication and engineering faculty and c) Area A1 will be on the ICC agenda in January with a specific time and invitations to all parties. While there are no current parameters or guidelines for requiring collaboration between programs/departments nor criteria for what a “successful” collaboration would look like in order to have collaboration be a stipulation that holds the approval of a proposal, the ICC has and will continue to connect faculty in support of curricular evolution. As a result of this meeting, a message was sent to the faculty leads on the Engineering proposals, Dr. Eileen Cashman, and Computer Science proposal, Dr. Mark Rizzardi, as well as Dr. Schnurer and all parties in collaborative discussions on curriculum as well as the exploration of team teaching. Additionally, further discussion of A1, including the evolution of the criteria for A1 proposals, is on the agenda for the first ICC meeting of Spring on January 17th 2023. As the discussion on A1 criteria continues, it is anticipated that this will need to be responsive to the final decision from AB 928 (deadline of December 2023 for that decision) and note that, in alignment with the spirit of the GEAR recertification process developed in 20/21 and refined in 21/22, the A1 courses would recertify based on any new criteria.

On the point Dr. Schnurer raised about the committee communicating out more with departments; more campus wide communication on the proposals under review has been a goal of this year's committee. That work began with sending out emails to department chairs and program leads linking the new programs under review and meeting agendas and will continue to evolve with the valuable feedback of our colleagues like Dr. Schnurer.

### **New Program Proposals**

The process for new program proposals was briefly mentioned, noting the topics that the Academic programs and Planning (APP) subcommittee had discussed in the previous meeting and a reminder that the divisional meeting in January would focus on this topic.

APP discussion noted that while the process for moving a proposal through the shared governance process and CO is set (one stop shop resources coming spring 23), the process for identifying the proposals to bring forward to the approval process was not. Area for consideration included:

- Revisiting the prospectus
  - How are we doing as far as the “buckets” for polytech
  - Were the 2026 and 2029 ideas proposed programs going to be maintained

- Improved communication between:
  - Faculty across programs/departments/and colleges
  - The polytech curricular working groups and other faculty
  - The administration and faculty
- Capacity and sustainability including
  - Being cognizant of curricular duplication
  - Staff hires to support the work
  - Longer lead time on formal program proposal development
    - Facilitated collaboration and communication
    - Time for recruitment and catalog updates for advertisements
    - Support for TT hires
- Evolution of curriculum
  - Being responsive to enrollment and industry needs
  - Considering what makes more sense as a degree program, concentration, minor and certificate
  - Faculty collaboration between the new ideas and existing curriculum
  - Looking beyond the prospectus to all new humboldt programs

Additionally, the process for program suspension and deletion and possible need to update the policies governing those processes was noted.

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## **University Policies Committee:**

Submitted by Chris Harmon, UPC Chair

Members: Chris Harmon, Adrienne Colegrove-Raymond, Troy Lescher, Sara Sterner, Michelle Williams, Sulaina Banks

Meeting Date(s): 12.02.22

Mike Le and Amy Moffat presented the newly written on-line survey coordination policy. The committee discussed this policy and we will take a second look at our last meeting of the semester. We expect to bring this to the Senate/SenEx at the start of next semester.

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## **Staff Council:**

Submitted by Senator Sulaina Banks

Meeting Date(s): Thursday, December 15, 2022 from 1:00 pm - 2:00 pm

Meeting Zoom Information: <https://humboldtstate.zoom.us/j/4691064340>, Meeting ID: 469 106 4340

The End of the Year event will be taking place on Thursday, May 25, 2023 from 4:00 pm - 7:00 pm at the Arcata Community Center. Staff Council is working with the President's Office to invite faculty for the first time ever to the End of the Year event.

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

Tom Jackson, Jr., President  
Timothy Downs, Chief of Staff, Interim  
Sherie Gordon, CFO/VP Administration and Finance  
Jenn Capps, Provost and VPAA  
Cooper Jones, Executive Director of Athletics and Recreational Sports  
Frank Whitlatch, VP Advancement  
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement and Interim Dean of Students

#### **Pride**

Congratulations to the Cal Poly Humboldt Men's Rugby Team for winning the 2022 Small College National Championship over the weekend in the National Collegiate Rugby (NCR) Final Four Tournament in Houston!

#### **Global and Tribal Outreach and Education**

- Cal Poly Humboldt hosted a **Yurok Tribal Education** meeting on December 9, 2022 to discuss bringing Native American language into the university curriculum, and to focus on Native American teachers and increasing Native American student enrollment numbers.
- Cal Poly Humboldt students, along with faculty and staff, will travel to Cebu, Philippines for a newly launched [International Service Learning Program](#) this spring to explore Philippine history and culture, work with peers, and engage in hands-on learning experiences with local high schools.

#### **People**

Dr. Cornelius "Kip" Darcy has been appointed Cal Poly Humboldt Interim Director of Admissions, beginning December 12th. Dr. Darcy has extensive experience in enrollment management, revenue generation, communication, marketing and brand management.

**Integrated Curriculum Committee Consent Calendar**  
**December 13, 2022**

[Business Administration, Economics Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1853](#). ECON 490 (Capstone) is increasing in units from 2 units to 3 units, because Economics is using this course for the GVAR and it needs to be a 3-unit course. Consequently, the number of units in the Economics Concentration is increasing from 22 to 23 units.

Replacement of BA 332 with BA 422 (overlooked when change was made in the Business Administration, BA program and the Bus Admin/Finance Concentration in 2020).

[Economics, B.A. - Change Core Requirements - 22-1852](#). Increase ECON 490 Capstone Experience from 2-3 units in support of GVAR guidelines and external reviewer. The number of units in our Core is increasing from 40-42 to 41-43 and units in our Major are increasing from 52-60 to 53-61.

[ENGL - 110 - 22-1735 - Course Change - Academic Literacies Support and Seminar](#). Change the C-classification from a laboratory classification (C13) to a seminar classification (C5) and increase student credits units from 1 to 2 (WTU increase from 1.3 to 2 is offset by the removal of ENGL 215). Course description update.

**Current course description:** Individualized and small group support and instruction for students concurrently enrolled in any of the following courses.

**Proposed course description:** Offers support and seminar discussion for students who are concurrently enrolled in courses in the composition and rhetoric program: ENGL 102, 103, or 104. Explore critical reading strategies and apply these strategies to make visible connections between reading and writing. Designed to support the development of students' reader, writer, and researcher identity through the development of knowledge, strategies, and dispositions you need to be a scholarly - or powerful - reader, writer, and scholar.

[ENGL 215 - 22-1806 - Course Suspension - Information Literacy and Writers Seminar](#). Indefinite suspension of ENGL 215. Going forward, the curricular need for this course will be met with new course ENGL 304 (a writing and information literacy course available to all majors and that fulfills GVAR).

[ENGR - 215 - 22-1811 - Course Change - Introduction to Design](#). Change ENGR 215 course number to ENGR 205 to align its number with the newly approved GE A1 designation. This change is being proposed to keep all undergraduate engineering programs at 120 units. There is also a modification to the prerequisite and course description. The prerequisite will now restrict the course to all engineering majors (not just ERE).

**Current Course Description:** Engineering design process, including critical analysis of problems, teamwork, Internet, word processing, spreadsheets, computer-aided drawing. Engineering design applications.

**Proposed Course Description:** Engineering design process through real client-based projects iterating from opportunity identification, empathy building and research through to creative problem solving, analysis and testing. Special emphasis on communication, teamwork, and time management as well as tools such as spreadsheets, word documents, and computer-aided design.

[ENGR - 536 - 22-1784 - New Course - Solid Waste Engineering](#). This 3-unit course is co-listed with ENGR 436 with additional assignments and expectations for graduate credit. It increases course options for MS students while requiring no additional resources needs.

**Course description:** "Nature and scope of solid waste problem. Collection, disposal, and recycle technology. Management alternatives considering social, economic, and technical constraints, including resource recovery. Engineering design applications."

[ENGR - 551 - 22-1878 - Course Deletion - Water and Wastewater Treatment Engineering](#). The ENGR 551 course is being deleted and replaced by the newly proposed ENGR 553. ENGR 551 was a 4-unit course that included both water and wastewater treatment. ENGR 553 is a 3-unit course that includes only wastewater treatment design. A different course set ENGR 452/552 covers drinking water treatment design.

[ENGR - 552 - 22-1785 - New Course - Drinking Water Treatment Engineering](#). This 3-unit course is co-listed with ENGR 452 with additional assignments and expectations for graduate credit. It increases course options for MS students with no additional resources needs.

**Course description:** "Drinking water treatment systems: physico-chemical processes, reactor kinetics, applications to the design of specific water treatment operations. Engineering design applications."

[ENGR - 553 - 22-1786 - New Course - Wastewater Treatment Engineering](#). This 3-unit course is co-listed with ENGR 453 with additional assignments and expectations for graduate credit. It increases course options for MS students while requiring no additional resources needs.

**Course description:** "Wastewater treatment systems; bench-scale treatment operations. Engineering design applications."

[ENGR - 578 - 22-1783 - New Course - Electricity Grids and Distributed Renewable Energy](#). This 3-unit course is co-listed with ENGR 478 with additional assignments and expectations for graduate credit. It increases course options for MS students while requiring no additional resources needs.

**Course description:** "Foundations and topics in the design and operation of electric power systems ("the Grid"), integrating renewable electricity generation with the grid, and distributed energy systems with generation, storage, and demand-side management."

[Environmental Science and Management, Ecological Restoration Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1898](#). Add New Course ESM 469: Field Course in Environmental Science and Management to the list of electives available for the concentration.

[Environmental Science and Management, Environmental Planning and Policy, B.S. - Change Concentration/Emphasis Requirements - 22-1900](#). Add New Course ESM 469: Field Course in Environmental Science and Management to the list of electives available for the concentration.

[Environmental Studies, B.A. - Change Concentration/Emphasis Requirements - 22-1710](#). Remove GSP 280 (special topics course) and add GSP 272 (GIS for Social Science) in the geospatial emphasis area. The course has already been approved and will begin to show in the catalog AY23-24.

[Environmental Systems, Energy Technology and Policy Concentration, M.S. - Change Concentration/Emphasis Requirements - 22-1879](#). This proposal removes four 400-level undergraduate engineering design electives (ENGR 436, 452, 453, and 478) and replaces them with their graduate level co-listed equivalents (ENGR 536, 552, 553, 578).

[Environmental Systems, Environmental Resources Engineering, Concentration, M.S. - Change Concentration/Emphasis Requirements - 22-1880](#). This proposal removes four 400-level undergraduate engineering design electives (ENGR 436, 452, 453, and 478) and replaces them with their graduate level co-listed equivalents (ENGR 536, 552, 553, 578).

[ESM - 469 - 22-1799 - New Course - Field Course in Environmental Science and Management](#). 1-4 units, C-7, Variable topics course. The Mattole Restoration Field Course (1 unit) has been offered several times as ESM 480 (Selected Topics). In summer 2022, the Klamath Basin Field course (3 units) was also offered as ESM 480 (Selected Topics). This proposed new course will create a designated number (**469**) for field courses in ESM, so that they don't have to continue to offer them as 480 courses (which are designed to be temporary).

[GSP - 316 - 21-1541](#). Cartography (4). Course change changing prerequisites from GSP 101 (C) and GSP 101L (C) to "GSP 101 and GSP 270 or GSP 272 for undergraduate students; GSP 510 for graduate students".

[MUS - 107H - 21-1643](#). "Mariachi de Humboldt" (1). New ensemble class that supports Cal Poly's HSI designation. Cross-listed with MUS 407H.

**Course Description:** *"Explore, study, and perform various mariachi styles from Mexico. Open to beginning and experienced performers on violin, trumpet, voice, guitar, vihuela, and guitarrón."*

[MUS - 110L - 21-1642](#). "Music Fundamentals Support" (1). C-10 activity. New course proposal to create supplemental instruction for MUS 110 which has historically had a high failure rate amongst students with minimal music-reading skill level. The department experimented with several different 180 courses and determined that a side-by-side support course is most effective in helping students be successful in MUS 110.

**Course Description:** *"Provides students extra assistance meeting the goals of MUS 110. Activities include practice matching pitch and using the voice, keyboard practice, note reading practice, rhythm practice, and beginning ear training as well as homework assistance. This course is especially encouraged for*

*students entering the music major who largely perform by ear or are not strong readers on their instrument or voice."*

[MUS - 407H - 21-1644](#). "Mariachi de Humboldt" (1). New ensemble class that supports Cal Poly's HSI designation. Cross-listed with MUS 107H.

**Course Description:** *"Explore, study, and perform various mariachi styles from Mexico. Open to beginning and experienced performers on violin, trumpet, voice, guitar, vihuela, and guitarrón."*

[Music, B.A. - Change Core Requirements - 21-1645](#). This proposal adds the newly proposed Mariachi Ensemble courses (MUS 107H/407H) to the list of available Ensembles required for all Music students as part of the program core.

[Music, Music Studies Concentration, B.A. - Change Concentration/Emphasis Requirements - 21-1646](#). Add MUS 110L *"Music Fundamentals Support"* to the list of restricted electives. Since 110L is a lower division course, remove all mention of Upper Division Electives.

[Music, Performance Concentration, B.A. - Change Concentration/Emphasis Requirements - 21-1648](#). 1. Add MUS 110L *"Music Fundamentals Support"* to the list of restricted electives in the Instrumental and Guitar emphases. Since 110L is a lower division course, remove all mention of Upper Division Electives. 2. Add MUS 407H: Mariachi de Humboldt to the list of upper division Ensembles for the Guitar, Instrumental, and Vocal emphases.

[NAS - 101 - 22-1841 - New Course - Traditional Ecological Knowledge and Place Based Learning](#). 3 units, C1, Critical Thinking course. This course is answering a need from faculty and students across the campus to explore TEK and the ethical implementation of place-based learning through an Indigenized curriculum.

**Course description:** "Introduction to traditional ecological knowledge (TEK) and ethical engagement of place-based learning. Apply critical thinking skills to responsible incorporation of Indigenous knowledges and explore how critical and creative thinking occurs within Indigenous contexts. Engage with informed present-day issues and explore how TEK can inform critical and creative thinking and problem-solving skills across disciplines."

[NAS - 306 - 22-1745 - Course Change - Indigenous Peoples of the Americas](#). Update the course description to better reflect the Latin American content of the course. Change from DCG: Domestic to DCG: Non-Domestic classification.

**Current Description:** Traditional cultures, historical development, and contemporary social and political situations.

**Proposed Description:** Traditional cultures, historical development, and contemporary social and political situations of Indigenous peoples of South, Central, and North America, with an emphasis on Latin America (Abya Yala).



[PSYC - 644 - 22-1848 - New Course - Suicide Risk Assessment and Intervention](#). The Psychology department would like to add a .5 unit C-04 course to its Counseling Psychology M.A. curriculum in order to meet the newly established by the Board of Behavioral Sciences requirement for the Marriage and Family Therapy (MFT) license in the state of California (minimum of 7 hours of instruction). This course has been taught as a 680 special topic for the past couple of years and the department must propose it as a standalone course in order to continue to offer it.

**Course Description:** "Assessment and documentation of suicide risk and interventions for working with clients with suicide ideation. Factors that contribute to suicide risk."

[PSYC - 650 - 22-1849 - New Course - Assessment and Treatment of Child Abuse](#). The Psychology department would like to add a .5 unit C-04 course to its Counseling Psychology M.A. curriculum in order to meet the newly established by the Board of Behavioral Sciences requirement for the Marriage and Family Therapy (MFT) license in the state of California (minimum of 7 hours of instruction). This course has been taught as a 680 special topic for the past couple of years and the department must propose it as a standalone course in order to continue to offer it.

**Course description:** "Assessment and reporting of child abuse. Interventions for intervening in cases of abuse and working with individuals with previous abuse."

[PSYC - 678 - 22-1851 - New Course - Comprehensive Exam Preparation](#). The Psychology department would like to add this new 3-unit C-05 course which was designed to help students review and integrate knowledge across the discipline, in preparation for the comprehensive exam. This course has been taught as a 680 special topic in the past and it must be offered as a standalone course in order to be offered in the future. The 3 units that students earn in this course count towards the 60 units required by the California Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT) by the state of California.

**Course description:** "Prepare for and review material for the comprehensive exam, including integrating knowledge across major content areas of the discipline and applying knowledge to clinical cases."

[Counseling Psychology, M.A. - Change Core Requirements - 22-1847](#). The Psychology department would like to make the following changes to this program:

1) Add two .5 unit courses: PSYC 644 "Suicide Risk Assessment and Intervention" and PSYC 650 "Assessment and Treatment of Child Abuse . The Counseling Psychology program provides the educational requirements for the Marriage and Family Therapy (MFT) license in the state of California and must follow all curriculum requirements mandated by the California Board of Behavioral Sciences (BBS). The BBS recently added these two curriculum requirements. These courses have been taught as 680's for the past couple of years and must now be added to the curriculum as standalone courses.

2) Add a 3-unit PSYC 678 "Comprehensive Exam Preparation" course to the curriculum. The primary purpose of this course is to improve student learning and student success on the exam. This course also

counts towards the 60-units required by the California Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT) by the state of California. The comprehensive exam along with this preparation course are an alternative to the 3-unit thesis culminating experience option.

3) Remove PSYC 642 from the program requirements. This course is not required by the BBS. Students already complete one research course (PSYC 641), which is sufficient for their training as therapists.

With the proposed changes, the total number of units for the Counseling Psychology Program is exactly 60, the minimum required by the board.

[TA - 107 - 22-1801 - Course Deletion - Dramatic Writing](#). This course is being changed to an upper division level and getting a GEAR certification. The lower division version is being deleted.

***These two items have originally been approved by the ICC on Oct 4, 2022 and the University Senate on Oct 11, 2022, but the first item requires the indicated amendment:***

[Wildlife - Change Concentration/Emphasis Requirements - Wildlife Management and Conservation Concentration - 21-1101](#)

- Suspend the Conservation Biology/Applied Vertebrate Ecology Concentration so that Wildlife has a single ~~major without any~~ concentration
- ***Amendment: Rename the remaining concentration from Wildlife Management and Conservation to Wildlife Ecology, Conservation, and Management***
- Add more choices of courses - CHEM 228 added to the Physical Science courses; add Math 105 as a Math course choice; add GEOG 301/ESM 301, EMS 305, ECON 309, NAS 331, and NAS 332 to the choices in the "Ethics" requirements; Create a Taxonomy and Management requirement that provides choices of "Ology" courses (ZOOL 354: Herpetology, FISH 310: Ichthyology, ZOOL 314: Invertebrate Zoology, Zool 358: General Entomology" and Wildlife Management courses (WLDF 420,421, 422, 423); Add FISH 474 to choices in the Advanced Classes list; Add an elective section with Any Taxonomy & Management course or Advanced course, STAT 333, GSP 370, ESM 425, ESM 430, FISH 458, BIOL 434, BIOL 340, or any other relevant upper-division course with the approval of major adviser.

All affected departments have been consulted and approved of these revisions.

[Wildlife - Suspend Program - Conservation Biology - Applied Vertebrate Ecology concentration - 21-1108](#). Suspend Wildlife Conservation Biology and Applied Vertebrate Ecology concentrations. The continuing students will be able to complete the suspended concentrations or switch to the new simplified single concentration.

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

**Resolution to Address Bias in the Evaluation of Teaching Effectiveness Process**

12-22/23-FAC —December 13, 2022 — Second Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends the following changes to Appendices J, K, and M be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

**RESOLVED:** That these changes become effective at the beginning of the 2023 - 2024 Academic year upon approval by the General Faculty; and

**RESOLVED:** That these updates address bias in the Student Evaluations of Teaching Effectiveness (SETs) process to mitigate bias in the RTP process; and

**RESOLVED:** That the University Senate of Cal Poly Humboldt acknowledges that bias exists in the process of gathering student feedback as well as in the collegial evaluation of student feedback and that this be acknowledged in the Faculty Handbook; and

**RESOLVED:** That the University Senate of Cal Poly Humboldt defines bias as “a conscious or unconscious attitude or stereotype that affects our understanding, actions, and decisions. Implicit, or unconscious, biases often contradict our openly-held beliefs or attitudes, undermining our intentions”;<sup>1</sup> and

**RESOLVED:** That departments should acknowledge that bias exists in the teaching evaluation process; and

**RESOLVED:** That the naming for SETs be changed to ‘student feedback on teaching effectiveness’; and

**RESOLVED:** That the faculty handbook should be revised to include instructions on how candidates can object to biased content in their personnel file, including collegial and student evaluations (in accordance with the collective bargaining agreement); and be it further

**RESOLVED:** That faculty personnel committees should have support and training in understanding how to recognize and deal with bias when evaluating faculty files.

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<sup>1</sup> Cheryl Staats et al., “STATE OF THE SCIENCE: IMPLICIT BIAS REVIEW” (Kirwan Institute, 2016), <https://kirwaninstitute.osu.edu/research/2016-state-science-implicit-bias-review>.

## **RATIONALE:**

Research demonstrates that bias in the SETs process exists and disproportionately impacts faculty of color and faculty who identify as femme, trans, women, or non-binary. The evidence also has found bias against faculty with other identities and characteristics, including sexual orientation, age, rank, disability, accent, pregnancy or parental status.<sup>2</sup> These biases add to the myriad of circumstances that make it difficult for faculty from marginalized groups to advance through the RTP process and take on leadership roles in the University.

The [2021-2022 UFPC End of Year Report](#) recommends developing “guidance to address student and collegial biases in evaluating the teaching effectiveness of women faculty and faculty of color.”<sup>3</sup>

These proposed changes to the Faculty Handbook appear modest, but are a significant first step in acknowledging and addressing bias, which is currently not reflected in the handbook. Faculty evaluations are directly related to hiring, range elevations, retention, promotion and tenure. Acknowledging bias in student evaluations is a major step in mitigating bias in the entire evaluation process: it opens discussion about bias, creates opportunities for bias awareness, and demonstrates that bias needs to be addressed in faculty evaluation processes. The proposed changes also aim to clarify the process by which faculty can address bias in their SETs, which currently exists, but is not well-known.

This proposal institutes widely recognized internal and interpersonal bias mitigation strategies, including promoting self-awareness, understanding the nature of bias, discussing bias, and implementing bias literacy trainings. It also includes institutional strategies, including the

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<sup>2</sup> Lillian MacNell, Adam Driscoll, and Andrea N. Hunt, “What’s in a Name: Exposing Gender Bias in Student Ratings of Teaching,” *Innovative Higher Education* 40, no. 4 (August 1, 2015): 291–303, <https://doi.org/10.1007/s10755-014-9313-4>; Peterson, David A. M., Lori A. Biederman, David Andersen, Tessa M. Ditonto, and Kevin Roe. “Mitigating Gender Bias in Student Evaluations of Teaching.” *PLOS ONE* 14, no. 5 (May 15, 2019): e0216241. <https://doi.org/10.1371/journal.pone.0216241>; Rebecca J. Kreitzer and Jennie Sweet-Cushman, “Evaluating Student Evaluations of Teaching: A Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform,” *Journal of Academic Ethics* 20, no. 1 (March 1, 2022): 73–84, <https://doi.org/10.1007/s10805-021-09400-w>; Anne Boring and Kellie Ottoboni, “Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness,” *ScienceOpen Research*, January 7, 2016, <https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1>; Friederike Mengel, Jan Sauermann, and Ulf Zöllitz, “Gender Bias in Teaching Evaluations,” *Journal of the European Economic Association* 17, no. 2 (April 1, 2019): 535–66, <https://doi.org/10.1093/jeea/jvx057>; Anish Bavishi, Juan M. Madera, and Michelle R. Hebl, “The Effect of Professor Ethnicity and Gender on Student Evaluations: Judged before Met,” *Journal of Diversity in Higher Education* 3 (2010): 245–56, <https://doi.org/10.1037/a0020763>; Bettye P. Smith and Billy Hawkins, “Examining Student Evaluations of Black College Faculty: Does Race Matter?,” *The Journal of Negro Education* 80, no. 2 (2011): 149–62; Dana A. Williams, “Examining the Relation between Race and Student Evaluations of Faculty Members: A Literature Review,” *Profession*, 2007, 168–73. <https://www.jstor.org/stable/25595863>

<sup>3</sup> The University Faculty Personnel Committee (UFPC), “2021-2022 UFPC End of Year Report,” April 29, 2022, <https://hraps.humboldt.edu/2021-2022-ufpc-end-year-report>.

development of clear, concrete, objective indicators and standardized criteria for faculty evaluation.<sup>4</sup>

Changes to mitigate bias in the RTP process and creating transparency in how faculty can address bias in their files arguably also protect the university from lawsuits. Our current lack of documentation in addressing bias and the lack of acknowledgement of bias does not insulate us from this well-documented phenomenon, but arguably leaves us open to liability.<sup>5</sup>

This resolution does not address certain aspects of the SETs process that require more extensive work (such as changing the evaluation instrument itself) and it does not address aspects that must be changed through the Collective Bargaining Agreement. However, the Faculty Affairs Committee plans to continue working on this, with more extensive revisions perhaps in spring 2023.

[Proposed changes to Appendix J](#)  
[Proposed changes to Appendix K](#)  
[Proposed changes to Appendix M](#)

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<sup>4</sup> “Unconscious Bias Training | Office of Diversity and Outreach UCSF,” accessed November 17, 2022, <https://diversity.ucsf.edu/programs-resources/training/unconscious-bias-training>; “Implicit Bias Module Series,” accessed November 17, 2022, <https://kirwaninstitute.osu.edu/implicit-bias-training>.

<sup>5</sup> Ann Owen, “The Next Lawsuits to Hit Higher Education,” Inside Higher Ed, June 24, 2019, <https://www.insidehighered.com/views/2019/06/24/relying-often-biased-student-evaluations-assess-faculty-could-lead-lawsuits-opinion>.

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

**Resolution on the Course Numbering Policy**

13-22/23-APC - December 13, 2022 - First Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the President that the attached revision to the Course Numbering Policy be approved.

**RESOLVED:** That the policy be implemented immediately for all new courses and course revisions, and that the Office of Academic Affairs and the Integrated Curriculum Committee work to bring existing courses into alignment by AY 25/26.

**RATIONALE:** The proposed revisions correspond with recent revisions to GE Areas E and F, offer the first formal definition of Supplemental Instruction at Cal Poly Humboldt, facilitate the identification of writing intensive courses as per GEAR requirements, and streamline/clarify policy language.

Added ~~removed~~

[Link to resolution](#)

[Link to clean version in final format](#)

**Course Numbering Policy**  
**[Policy Number]**  
**Academic Policies Committee**

**Applies to:**

**Supersedes:**

**~~HUMBOLDT STATE UNIVERSITY~~ Cal Poly Humboldt**  
**Course Numbering System**

**1. General Numbering Scheme.**

**001--099:** ~~Pre-Baccalaureate Remedial~~ courses

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

**100--199:** ~~Courses typically taken as a first-year student while pursuing a baccalaureate degree. Courses appropriately taken in the Freshman year in order to make reasonable and orderly progress toward satisfying baccalaureate degree requirements.~~

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

**200--299:** ~~Courses typically taken as a sophomore while pursuing a baccalaureate degree. Courses appropriately taken in the Sophomore year in order to make reasonable and orderly progress toward satisfying baccalaureate degree requirements.~~

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

**300--399:** ~~Courses typically taken as a junior while pursuing a baccalaureate degree. Courses appropriately taken in the Junior year in order to make reasonable and orderly progress toward satisfying baccalaureate degree requirements.~~

~~**400:** Upper division courses meeting general education requirements in area E.~~

- 400--499:** Courses typically taken as a senior while pursuing a baccalaureate degree. ~~Courses appropriately taken in the Senior year in order to make reasonable and orderly progress toward satisfying baccalaureate degree requirements. These courses satisfy the advanced degree requirements for a baccalaureate degree and can satisfy some portion of the requirements for a master's degree, at the discretion of the college/department.~~
- 500--599:** Graduate courses which may be taken **with instructor's approval** by qualified seniors on an elective basis.
- 600--699:** Graduate courses open only to graduate students.
- 700--799:** Credential/Licensure courses.

## **2. Special courses.**

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

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

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

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

**490/690:** Senior/Master's Thesis

**491/691:** Baccalaureate/Master's Comprehensive Examination

**492/692:** Baccalaureate/Master's Project

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

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

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

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

## **3. Letter suffixes.**

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

## **4. Service learning courses.**



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

### **5. Writing intensive courses**

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

### **6. Other lettering conventions.**

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

### **7. Courses lasting two or more terms.**

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

### **8. Courses assigned the same number.**

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

### **History:**

Academic Policies Committee: 10/28/14

Reviewed: Provost: 12/15/2014

Revised: Academic Policies Committee: 02/02/2018

Reviewed: University Senate: 02/20/2018

Reviewed: Provost: 03/01/2018

Revised: Academic Policies Committee: 11/30/2022

Reviewed: Academic Policies Committee: 11/30/2022

Reviewed: University Senate:

Reviewed: Provost:

**Integrated Curriculum Committee Consent Calendar**  
**December 13, 2022**

[ANTH - 310W - 22-1724 - Course Change - Critical Histories of Race, Culture, and Science](#)

(1) Certify as a writing-intensive course for GWAR as per Executive Order 0665. (2) Update course title and description to better match course content as it has been taught in recent years and to broaden the scope of the course to open it up to non-majors. (3) Remove the prerequisites - ANTH determined that the prerequisites were not important to successfully completing ANTH 310 and having the prerequisites interferes with smooth enrollment of first-semester transfer students who commonly take this course. Also, removing the prerequisite opens this course to nonmajors.

**Current: Theory and History in Anthropology.** Examines the shifting paradigms driving anthropological theories and ethnographic research from the foundations of the discipline to the present.

**Proposed: Critical Histories of Race, Culture, and Science.** Examines counter-lineages and counter-histories of anthropological thought across time through a multivocality of diverse thinkers to interrogate knowledge production of fraught concepts such as race, primitiveness, and self/other.

[ART - 410W - 22-1798 - Course Change - Art History Seminar](#). GWAR certification for Art, B.A. / Art History. **Course description:** "Capstone class for art history. Advanced topics in art history. Focus on research skills and art historical writing."

[ART - 437W - 22-1796 - Course Change - Professional Practices in Art](#). GWAR certification for Art, B.A. / Studio Art and Fine Art, B.F.A. **Course description:** "Capstone course for art majors. Development and refinement of professional practices related to visual arts."

[Business Administration, Economics Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1853](#). ECON 490 (Capstone) is increasing in units from 2 units to 3 units, because Economics is using this course for the GWAR and it needs to be a 3-unit course. Consequently, the number of units in the Economics Concentration is increasing from 22 to 23 units.

Replacement of BA 332 with BA 422 (overlooked when change was made in the Business Administration, BA program and the Bus Admin/Finance Concentration in 2020).

[CD- 469W - 22-1775 - Course Change - Contemporary Issues in Child Development](#). GWAR certification in support of Child Development and Family Relationship, B.A. and Child Development/Elementary Education, Liberal Studies, B.A. students. Change Grade Mode from Optional Grade Mode to Mandatory Letter Grade. Change Permission to Enroll to Instructor Consent Required. Change Required Pre-requisites from "Pre-requisite: [CD 310](#); junior standing or greater" to "Senior standing". Add Recommended Preparation: "Should have taken at least one growth & development class and CD 257".

**Course description:** “Define issues, trace historical antecedents, recognize underlying assumptions, organize relevant facts, draw warranted conclusions. Seminar format.”

[COMM - 319W - 22-1754 - Course Change - Communication Research](#). Designate this class writing intensive to fulfill the GWAR requirements as per EO665 for Communication majors. Adds Zero Cost Course Materials attribute. **Course description:** “Social scientific and humanistic research methods.”

[Counseling Psychology, M.A. - Change Core Requirements - 22-1847](#). The Psychology department would like to make the following changes to this program:

1) Add two .5 unit courses: PSYC 644 "Suicide Risk Assessment and Intervention" and PSYC 650 "Assessment and Treatment of Child Abuse . The Counseling Psychology program provides the educational requirements for the Marriage and Family Therapy (MFT) license in the state of California and must follow all curriculum requirements mandated by the California Board of Behavioral Sciences (BBS). The BBS recently added these two curriculum requirements. These courses have been taught as 680's for the past couple of years and must now be added to the curriculum as standalone courses.

2) Add a 3-unit PSYC 678 "Comprehensive Exam Preparation" course to the curriculum. The primary purpose of this course is to improve student learning and student success on the exam. This course also counts towards the 60-units required by the California Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT) by the state of California. The comprehensive exam along with this preparation course are an alternative to the 3-unit thesis culminating experience option.

3) Remove PSYC 642 from the program requirements. This course is not required by the BBS. Students already complete one research course (PSYC 641), which is sufficient for their training as therapists.

With the proposed changes, the total number of units for the Counseling Psychology Program is exactly 60, the minimum required by the board.

[CRIM - 325W - 22-1755 - Course Change - Law and Society](#). Modify description and designate this course as meeting GWAR requirement.

**Current description:** Examines creation and maintenance of systems of law and social control. Focus on courts, surveillance, policing, informal and formal mechanisms of social control impacting individuals to societies. Writing intensive course.

**Proposed description:** Examines creation and maintenance of systems of law and social control. Focus on critical legal consciousness, and the construction of (il)legality. Writing intensive course. Meets GWAR requirement.

[DATA - 450W - 22-1825 - Course Change - Data Science Capstone](#). GWAR certification in support of Data Science, B.S. students. **Course description:** “Semester-long, student-led Data Science group project culminating in a written and an oral presentation. Projects explore an area of application. Preparation for

professional life after graduation, including graduate school attendance, working as a Data Scientist, or other quantitative careers.”

[ECON - 306W - 22-1726 - Course Change - Economics of the Developing World](#). Course change to designate course as Writing Intensive for GWAR. Note, this is not for the Econ major, but for programs/students interested in meeting the GWAR with an UD GE course (option #1). Course is an option/elective in International Studies major & minor, Economics major & minor, and Sustainable Food Systems Minor. **Course description:** “Explore economic theory underlying development policies. Evaluate World Bank & IMF policy. Case studies covering poverty, inequality, trade & growth policy, debt issues, health, education, population, sustainable development, women in agriculture. Economics and business administration majors MUST co-enroll in ECON 306D.”

[ECON - 490W - 22-1723 - Capstone Experience](#). The course is certified to fulfill the GWAR requirement for Economics majors per EO 0665. 1 unit is added so that it is a 3-unit course. Adding the extra unit was a suggested action item from our external reviewer in our last program review, “[3 units] is typical in most other programs as the course includes both career guidance and assessment activities.” **Course description:** “Develop career planning tools and skills. Produce a portfolio that articulates proficiency of program learning outcomes, including writing. Produce a legacy project.”

[Economics, B.A. - Change Core Requirements - 22-1852](#). Increase ECON 490 Capstone Experience from 2-3 units in support of GWAR guidelines and external reviewer. The number of units in our Core is increasing from 40-42 to 41-43 and units in our Major are increasing from 52-60 to 53-61.

[ENGL - 110 - 22-1735 - Course Change - Academic Literacies Support and Seminar](#). Change the C-classification from a laboratory classification (C13) to a seminar classification (C5) and increase student credits units from 1 to 2 (WTU increase from 1.3 to 2 is offset by the removal of ENGL 215). Course description update.

**Current course description:** Individualized and small group support and instruction for students concurrently enrolled in any of the following courses.

**Proposed course description:** Offers support and seminar discussion for students who are concurrently enrolled in courses in the composition and rhetoric program: ENGL 102, 103, or 104. Explore critical reading strategies and apply these strategies to make visible connections between reading and writing. Designed to support the development of students' reader, writer, and researcher identity through the development of knowledge, strategies, and dispositions you need to be a scholarly - or powerful - reader, writer, and scholar.

[ENGL 215 - 22-1806 - Course Suspension - Information Literacy and Writers Seminar](#). Indefinite suspension of ENGL 215. Going forward, the curricular need for this course will be met with new course ENGL 304 (a writing and information literacy course available to all majors and that fulfills GWAR).

[ENGL - 304W - 22-1794 - New Course - Writing in the Public Sphere](#). This course will be offered as an upper division Area C General Education course to students in any major. It will support students to meet recent graduation requirement changes in regard to the Graduate Writing Assessment Requirement (GWAR) and Executive Order 665. **Course description:** “Accommodate and transform research and academic writing for different audiences. Explore rhetorical, cultural, technological and practical dimensions of writing and research in the current era. Project-based learning course.”

[ENGL - 309W - 22-1819 - Narrative Medicine: Communication in Health Care](#). This new 3-unit C-03 GE Area C and GWAR course is tailored for students in the pre-med program and related fields. It also expands how English majors can think about the applicability of their degree program, helping majors to recognize the relationship between narrative competencies and communication in the clinical encounter. This course will be a required core course in the Health Advocacy major.

**Course description:** “Analyze the forms of communication practiced in the clinical encounter, including the role of story in patient / provider communications. Emphasis on cultural humility and the relationship between culture and health. Introduction to trauma-informed and healing-centered care. Understand the role and importance of medical interpretation and practice National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Healthcare. Tailored for both healthcare practitioners and anyone interested in improving healthcare experiences.”

[ENGL - 406W - 22-1822 - Course Change - Theories and Technologies of Writing](#). GWAR certification in support of English, B.A. students. **Course description:** “Current theories/methods of teaching writing, and current technology for studying and teaching in the English discipline.”

[ENGR - 215 - 22-1811 - Course Change - Introduction to Design](#). Change ENGR 215 course number to ENGR 205 to align its number with the newly approved GE A1 designation. This change is being proposed to keep all undergraduate engineering programs at 120 units. There is also a modification to the prerequisite and course description. The prerequisite will now restrict the course to all engineering majors (not just ERE).

**Current Course Description:** Engineering design process, including critical analysis of problems, teamwork, Internet, word processing, spreadsheets, computer-aided drawing. Engineering design applications.

**Proposed Course Description:** Engineering design process through real client-based projects iterating from opportunity identification, empathy building and research through to creative problem solving, analysis and testing. Special emphasis on communication, teamwork, and time management as well as tools such as spreadsheets, word documents, and computer-aided design.

[ENGR - 536 - 22-1784 - New Course - Solid Waste Engineering](#). This 3-unit course is co-listed with ENGR 436 with additional assignments and expectations for graduate credit. It increases course options for MS students while requiring no additional resources needs.

**Course description:** "Nature and scope of solid waste problem. Collection, disposal, and recycle technology. Management alternatives considering social, economic, and technical constraints, including resource recovery. Engineering design applications."

[ENGR - 551 - 22-1878 - Course Deletion - Water and Wastewater Treatment Engineering](#). The ENGR 551 course is being deleted and replaced by the newly proposed ENGR 553. ENGR 551 was a 4-unit course that included both water and wastewater treatment. ENGR 553 is a 3-unit course that includes only wastewater treatment design. A different course set ENGR 452/552 covers drinking water treatment design.

[ENGR - 552 - 22-1785 - New Course - Drinking Water Treatment Engineering](#). This 3-unit course is co-listed with ENGR 452 with additional assignments and expectations for graduate credit. It increases course options for MS students with no additional resources needs.

**Course description:** "Drinking water treatment systems: physico-chemical processes, reactor kinetics, applications to the design of specific water treatment operations. Engineering design applications."

[ENGR - 553 - 22-1786 - New Course - Wastewater Treatment Engineering](#). This 3-unit course is co-listed with ENGR 453 with additional assignments and expectations for graduate credit. It increases course options for MS students while requiring no additional resources needs.

**Course description:** "Wastewater treatment systems; bench-scale treatment operations. Engineering design applications."

[ENGR - 578 - 22-1783 - New Course - Electricity Grids and Distributed Renewable Energy](#). This 3-unit course is co-listed with ENGR 478 with additional assignments and expectations for graduate credit. It increases course options for MS students while requiring no additional resources needs.

**Course description:** "Foundations and topics in the design and operation of electric power systems ("the Grid"), integrating renewable electricity generation with the grid, and distributed energy systems with generation, storage, and demand-side management."

[ENST - 395W - 22-1767 - Course Change - Environmental Studies Research and Analysis](#). Certify course for GWAR. **Course description:** "Introduction to academic research approaches appropriate to environmental studies; includes qualitative, quantitative, and examination of environmental knowledge."

[Environmental Science and Management, Ecological Restoration Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1898](#). Add New Course ESM 469: Field Course in Environmental Science and Management to the list of electives available for the concentration.

[Environmental Science and Management, Environmental Planning and Policy, B.S. - Change Concentration/Emphasis Requirements - 22-1900](#). Add New Course ESM 469: Field Course in Environmental Science and Management to the list of electives available for the concentration.

[Environmental Studies, B.A. - Change Concentration/Emphasis Requirements - 22-1710](#). Remove GSP 280 (special topics course) and add GSP 272 (GIS for Social Science) in the geospatial emphasis area. The course has already been approved and will begin to show in the catalog AY23-24.

[Environmental Systems, Energy Technology and Policy Concentration, M.S. - Change Concentration/Emphasis Requirements - 22-1879](#). This proposal removes four 400-level undergraduate engineering design electives (ENGR 436, 452, 453, and 478) and replaces them with their graduate level co-listed equivalents (ENGR 536, 552, 553, 578).

[Environmental Systems, Environmental Resources Engineering, Concentration, M.S. - Change Concentration/Emphasis Requirements - 22-1880](#). This proposal removes four 400-level undergraduate engineering design electives (ENGR 436, 452, 453, and 478) and replaces them with their graduate level co-listed equivalents (ENGR 536, 552, 553, 578).

[ESM - 469 - 22-1799 - New Course - Field Course in Environmental Science and Management](#). 1-4 units, C-7, Variable topics course. The Mattole Restoration Field Course (1 unit) has been offered several times as ESM 480 (Selected Topics). In summer 2022, the Klamath Basin Field course (3 units) was also offered as ESM 480 (Selected Topics). This proposed new course will create a designated number (**469**) for field courses in ESM, so that they don't have to continue to offer them as 480 courses (which are designed to be temporary).

[FILM - 306W - 22-1803 - Course Change - Art of Film: 1950s to the Present](#). Updated course to include a signature assignment and rubric to satisfy the GVAR requirement for Film, B.A. students (EO 0665). Additionally, the course enrollment capacity is right sized to match its current C-02 classification and an online course delivery mode is added alongside the existing face-to-face modality. **Course description:** "Motion picture as popular art. Contributions of individual artists in their historical contexts."

[GSP - 316 - 21-1541](#). Cartography (4). Course change changing prerequisites from GSP 101 (C) and GSP 101L (C) to "GSP 101 and GSP 270 or GSP 272 for undergraduate students; GSP 510 for graduate students".

[HIST - 490W - 22-1774 - Course Change - Senior Seminar](#). GVAR certification. **Course description:** "Directed, individual investigation. Prepare senior research paper. Apply techniques of historical research and criticism."

[INTL - 410W - 22-1727 - Course Change - Global Issues Analysis](#). GVAR Certification for International Studies, B.A. students. **Course description:** "Interdisciplinary analysis of global issues bridging the perspectives of politics, economics, and culture with an emphasis on research and writing skills in the service of critical analysis."

[KINS - 492W - 22-1722 - Course Change - Senior Seminar in Kinesiology](#). GVAR certification for Kinesiology, B.S. students. Updated the name to "Senior Project in Kinesiology" to align with course content and course numbering policy.



Course description changed from: "Selected trends." to "Develop a final project using research and scientific reasoning in a selected topic that will align with a desired career path within Kinesiology. Gain experience in career specific interviewing." to increase clarity.

[MATH 445W - 22-1823 - Course Change - Mathematics Capstone](#). GWAR certification in support of Mathematics, B.A. students. **Course description:** "Student-led mathematics project culminating in a written and an oral presentation. Projects explore an area of pure or applied mathematics or mathematics education beyond the scope of the core Mathematics curriculum. Preparation for professional life after graduation, including graduate school attendance, teaching mathematics, or other quantitative careers."

[MUS - 107H - 21-1643](#). "Mariachi de Humboldt" (1). New ensemble class that supports Cal Poly's HSI designation. Cross-listed with MUS 407H.

**Course Description:** *"Explore, study, and perform various mariachi styles from Mexico. Open to beginning and experienced performers on violin, trumpet, voice, guitar, vihuela, and guitarrón."*

[MUS - 110L - 21-1642](#). "Music Fundamentals Support" (1). C-10 activity. New course proposal to create supplemental instruction for MUS 110 which has historically had a high failure rate amongst students with minimal music-reading skill level. The department experimented with several different 180 courses and determined that a side-by-side support course is most effective in helping students be successful in MUS 110.

**Course Description:** *"Provides students extra assistance meeting the goals of MUS 110. Activities include practice matching pitch and using the voice, keyboard practice, note reading practice, rhythm practice, and beginning ear training as well as homework assistance. This course is especially encouraged for students entering the music major who largely perform by ear or are not strong readers on their instrument or voice."*

[MUS - 407H - 21-1644](#). "Mariachi de Humboldt" (1). New ensemble class that supports Cal Poly's HSI designation. Cross-listed with MUS 107H.

**Course Description:** *"Explore, study, and perform various mariachi styles from Mexico. Open to beginning and experienced performers on violin, trumpet, voice, guitar, vihuela, and guitarrón."*

[Music, B.A. - Change Core Requirements - 21-1645](#). This proposal adds the newly proposed Mariachi Ensemble courses (MUS 107H/407H) to the list of available Ensembles required for all Music students as part of the program core.

[Music, Music Studies Concentration, B.A. - Change Concentration/Emphasis Requirements - 21-1646](#). Add MUS 110L "Music Fundamentals Support" to the list of restricted electives. Since 110L is a lower division course, remove all mention of Upper Division Electives.



[Music, Performance Concentration, B.A. - Change Concentration/Emphasis Requirements - 21-1648](#). 1. Add MUS 110L "*Music Fundamentals Support*" to the list of restricted electives in the Instrumental and Guitar emphases. Since 110L is a lower division course, remove all mention of Upper Division Electives. 2. Add MUS 407H: Mariachi de Humboldt to the list of upper division Ensembles for the Guitar, Instrumental, and Vocal emphases.

[NAS - 101 - 22-1841 - New Course - Traditional Ecological Knowledge and Place Based Learning](#). 3 units, C1, Critical Thinking course. This course is answering a need from faculty and students across the campus to explore TEK and the ethical implementation of place-based learning through an Indigenized curriculum.

**Course description:** "Introduction to traditional ecological knowledge (TEK) and ethical engagement of place-based learning. Apply critical thinking skills to responsible incorporation of Indigenous knowledges and explore how critical and creative thinking occurs within Indigenous contexts. Engage with informed present-day issues and explore how TEK can inform critical and creative thinking and problem-solving skills across disciplines."

[NAS - 301W - 22-1814 - Native American Literature](#). GVAR Certification added to the course. **Course description:** "Contemporary. Topics vary from a broad introduction to focus on one of the following genres: poetry, prose, fiction, nonfiction, and native autobiography."

[NAS - 302W - Course Change - Oral Literature and Oral Tradition](#). GVAR certification added to the course. **Course description:** "Identify, interpret, and decipher native symbols depicted in tribal myths, legends, songs, art, oratory, poetry, prose."

[NAS - 306 - 22-1745 - Course Change - Indigenous Peoples of the Americas](#). Update the course description to better reflect the Latin American content of the course. Change from DCG: Domestic to DCG: Non-Domestic classification.

**Current Description:** Traditional cultures, historical development, and contemporary social and political situations.

**Proposed Description:** Traditional cultures, historical development, and contemporary social and political situations of Indigenous peoples of South, Central, and North America, with an emphasis on Latin America (Abya Yala).

[NAS - 312W - 22-1818 - Course Change - Grant Writing for Social and Environmental Justice](#). GVAR certification added to the course. Update course description, add sustainability-related designation, add zero cost materials.

**Current description:** "Teaches the mechanics of proposal writing and the political and social aspects of "grantsmanship," including a focus on skills in identifying sources of grant funding, doing useful research to support applications, and tailoring proposals to specific audience

interests. Provides a broad overview of federal, state, and foundation grants aimed at program and project development for the social sciences with a focus on programs for social and environmental justice. Includes several short writing assignments and an independent project. Students may also be asked to engage in a collaborative grant project to help build their skills in collaboration or to work on a grant application for submission. Those interested in working with nonprofit, state, or tribal organizations will learn how to navigate grant writing, grant submission, and grant planning. Provides context for a critical discussion of decolonial methodologies for grantsmanship and program and project development."

**Proposed description:** "Mechanics of proposal writing and political/social aspects of "grantsmanship." Focus on identifying sources of grant funding, doing research to support applications, and tailoring proposals to specific audiences. Provides broad overview of federal, state, and foundation grants aimed at program and project development for the social sciences with a focus on programs for social and environmental justice."

[NRSG - 460W - 22-1795 - Course Change - Nursing Leadership and Management Dynamics](#). GWAR certification for Nursing, B.S. students. **Course description:** "Review and analysis of the principles related to organizational theory, socioeconomic political trends and healthcare delivery systems. This course focuses on leading and managing comprehensive care coordination in at-risk, rural, and/or vulnerable populations."

[OCN - 495W - 22-1813 - Course Change - Field Cruise I](#). GWAR certification for Oceanography, B.S. students. **Course description:** "Develop a research proposal. Conduct research on extended cruise. Use oceanographic techniques and theory on-board ship."

[PSCI - 303W - 22-1810 - Course Change - Global Inequalities](#). GWAR certification and C-class change from C-02 to C-04. **Course description:** "Examination of the politics of inequality and power in low-income countries from historical, economic, social, cultural, and international perspectives."

[PSCI - 305W - 22-1750 - Food Politics and the American Dream](#). GWAR certification of UD GE Area D course. Course classification is changed from C-02 to C-04. **Course description:** "Explores a variety of topics in the politics of food, including political, economic, social, and cultural dynamics of food production and consumption; the intersection of food and identity; food and the environment; food regulatory policy; alternative food systems."

[PSCI - 485W - 22-1706 - Course Change - Capstone Seminar in Politics](#). Course certifying as GWAR. **Course description:** "Seminar topic varies each semester. Format emphasizes critical analysis, class presentations, and a substantial research paper. Integration of concepts and skills from previous courses in the major."

[PSYC - 644 - 22-1848 - New Course - Suicide Risk Assessment and Intervention](#). The Psychology department would like to add a .5 unit C-04 course to its Counseling Psychology M.A. curriculum in order to meet the newly established by the Board of Behavioral Sciences requirement for the Marriage and

Family Therapy (MFT) license in the state of California (minimum of 7 hours of instruction). This course has been taught as a 680 special topic for the past couple of years and the department must propose it as a standalone course in order to continue to offer it.

**Course Description:** "Assessment and documentation of suicide risk and interventions for working with clients with suicide ideation. Factors that contribute to suicide risk."

[PSYC - 650 - 22-1849 - New Course - Assessment and Treatment of Child Abuse](#). The Psychology department would like to add a .5 unit C-04 course to its Counseling Psychology M.A. curriculum in order to meet the newly established by the Board of Behavioral Sciences requirement for the Marriage and Family Therapy (MFT) license in the state of California (minimum of 7 hours of instruction). This course has been taught as a 680 special topic for the past couple of years and the department must propose it as a standalone course in order to continue to offer it.

**Course description:** "Assessment and reporting of child abuse. Interventions for intervening in cases of abuse and working with individuals with previous abuse."

[PSYC - 678 - 22-1851 - New Course - Comprehensive Exam Preparation](#). The Psychology department would like to add this new 3-unit C-05 course which was designed to help students review and integrate knowledge across the discipline, in preparation for the comprehensive exam. This course has been taught as a 680 special topic in the past and it must be offered as a standalone course in order to be offered in the future. The 3 units that students earn in this course count towards the 60 units required by the California Board of Behavioral Sciences (BBS) for licensure as a Marriage and Family Therapist (MFT) by the state of California.

**Course description:** "Prepare for and review material for the comprehensive exam, including integrating knowledge across major content areas of the discipline and applying knowledge to clinical cases."

[RS - 300W - 22-1744 - Course Change - Living Myths: War and Peace](#). GVAR certification if UD GE course. Course description and title be amended to reflect long-standing practice, where only one of the listed possible sections (on War & Peace) is ever offered.

**Current Title and Description: Living Myths.** Examines how a culture's "sacred stories" express worldview, guide behavior, and empower personal quests for meaning. Sections offered under the following themes: War and Peace, Quest for Self, Beyond the Hero.

**Proposed Title and Description: Living Myths: War and Peace.** Examines how the nation's "sacred stories" have developed in the context of war mobilization and anti-war movements, with special attention to the experience of diverse, often marginalized and embattled, populations. Course is organized according to America's war eras, beginning with early colonialism and extending to the present. Foundational mythic themes - such as American exceptionalism, self-evident truths, and moral communities (e.g. "We the People), manifest destiny, and the frontier - are traced into

modern experience, highlighting the development of the nation's mythos through changing historical times.

[RS - 302W - 22-1764 - New Course - Cults, Clubs, and New Religious Movements](#). This class has been taught under a special topics course number (RS 393), and the department would like to transition it to being its own listed offering. This is a course that is standard in RS Departments worldwide, and its content sits at the center of Dr. Biondo's own research interests. The course is certified as UD GE D and GWAR.

**Course description:** Explore belief, belonging, and behavior outside of traditional religious communities. What makes a cult, and how is it different from a new religious movement, or a club? Sports, politics, and doomsday cults: find them all here.

[RS - 305W - 22-1766 - New Course - Yoga: Spiritual Practice & Applied Health](#). New 3-unit C-03 GEAR course. The course already includes assignments and assessment protocols that suit it for Writing Intensive status, as a possible path by which students might fulfill the GWAR, and so that certification is also proposed. The course is certified as UD GE Area D, DCG: Non-Domestic, and GWAR.

**Course description:** "Explores the historical development of yoga with an eye to contemporary concerns: post-colonial perspectives, cultural appropriation, and secular yoga in the health and wellness industry."

[SOC - 310W - 22-1793 - Course Change - Sociological Theory](#). GWAR certification for Sociology, B.A. students and minor description change. **Course description:** "Foundational people and theories in sociology. Social, economic, political, intellectual, biographical contexts of theory development. Appraise theoretical relevance to contemporary society."

[TA - 107 - 22-1801 - Course Deletion - Dramatic Writing](#). This course is being changed to an upper division level and getting a GEAR certification. The lower division version is being deleted.

[TA - 302W - 22-1808 - New Course - Dramatic Writing](#). This is a new course for UD GE Area C, and GWAR. Similar content to TA 107, which is being suspended. **Course description:** "Basic principles including structure, dramatic action, and characterization. Exercises and writing projects for stage and film."

[WLDF - 490W - 22-1773 - Course Change - Senior Project](#). GWAR certification in support of Wildlife, B.S. students. **Course description:** "Independent research conducted under faculty supervision."

[WLDF 495W - 22-1771 - Course Change - Senior Project](#). GWAR certification in support of Wildlife, B.S. students. **Course description:** "Independent research, including proposal writing, fieldwork, and completion of a scientific paper."

***These two items have originally been approved by the ICC on Oct 4, 2022 and the University Senate on Oct 11, 2022, but the first item requires the indicated amendment:***

[Wildlife - Change Concentration/Emphasis Requirements - Wildlife Management and Conservation Concentration - 21-1101](#)

- Suspend the Conservation Biology/Applied Vertebrate Ecology Concentration so that Wildlife has a single major without any concentration
- ***Amendment: Rename the remaining concentration from Wildlife Management and Conservation to Wildlife Ecology, Conservation, and Management***
- Add more choices of courses - CHEM 228 added to the Physical Science courses; add Math 105 as a Math course choice; add GEOG 301/ESM 301, EMS 305, ECON 309, NAS 331, and NAS 332 to the choices in the "Ethics" requirements; Create a Taxonomy and Management requirement that provides choices of "Ology" courses (ZOO 354: Herpetology, FISH 310: Ichthyology, ZOO 314: Invertebrate Zoology, ZOO 358: General Entomology" and Wildlife Management courses (WLDF 420,421, 422, 423); Add FISH 474 to choices in the Advanced Classes list; Add an elective section with Any Taxonomy & Management course or Advanced course, STAT 333, GSP 370, ESM 425, ESM 430, FISH 458, BIOL 434, BIOL 340, or any other relevant upper-division course with the approval of major adviser.

All affected departments have been consulted and approved of these revisions.

[Wildlife - Suspend Program - Conservation Biology - Applied Vertebrate Ecology concentration - 21-1108](#). Suspend Wildlife Conservation Biology and Applied Vertebrate Ecology concentrations. The continuing students will be able to complete the suspended concentrations or switch to the new simplified single concentration.

## **College of Arts, Humanities & Social Sciences**

### **Bachelor of Arts**

#### **Major in Anthropology**

Haley Amanda Alvarez  
Serena Nichele Baltazar  
Panda Arleen Gomez  
Tegan McKenzie Malone  
Boston Kane O'Donohue  
Neri Hercilia Rodarte  
Matthew T. Root\*  
Ravyn Torres

### **Bachelor of Arts**

#### **Major in Art**

Zetzengari Alvarez\*  
Johanna Clare Baca  
Kayla R. Buchanan  
Alex Derama  
Megan Goff  
Alyssa Suzanne Hinkley  
Cita Edris Hunter  
Cass Jensen  
Joy Tesson Johnston  
Olivia Margaret Keller\*  
Kaitlyn Alexis Ladines  
Jack Edward Miklik  
Mikayla Helen Nicholas  
Emily Ann Orth\*  
Clare Petersen\*  
Jose A. Rivera Cruz  
Courtne Scarlett  
Melodie Sidhu\*  
Piper Delaney Stallings\*  
Jacqueline M. Vasquez  
Valie Ward\*  
Serenity Aleta Wood\*

### **Bachelor of Arts**

#### **Major in Communication**

Blake E. Abeln  
Sidney Rain Shabnam Afsarzadeh  
Natalie S. Alcala  
Kourtney K. Avila  
Jerry Butkiewicz  
Krysteanna Cabanas  
Christopher Carbajal  
Carson Alexander Cohn

Hannah Marie Endicott  
Conor J. Finnegan  
Michael Gamble  
Morgan Harper  
Arek Hickernell  
Sara Kovis  
Abigail Lormans  
Collin Mather  
Williams Pena  
Aymee Rose Perry  
Emma Marie Piazza  
Daniel Thomas Powell  
Abigail Rosales  
Sayed Ahmad Shah  
Sydney Stack  
Jaden Allen Zvolanek\*

**Bachelor of Arts  
Major in Criminology & Justice Studies**

Tariq Alqahtani  
Amal Amoorah  
Shantel Bell  
Michael Benner  
Emily Charlotte Black\*  
George Cristino  
Evanston Joseph Edkin  
Haneen Eltaib  
Panda Arleen Gomez  
Tammy Gonzalez  
Samantha Green  
Austin Faber McCartney  
Mitzy Najera  
Zachary Noakes  
Juan Patino  
Dagmar Darlene Ramirez Arroyo  
David Anthony Ramirez  
Bianely Regalado  
Darlene Silva  
Hannah Christine Smith  
Paige Alexandra Snyder  
Mohammad A. Tahib  
Kaamilya Uqdah  
Nataley Nicole Zaucha\*

**Bachelor of Arts  
Major in Critical Race, Gender & Sexuality Studies**  
Amal Amoorah

Julianne Blandford  
Isabela Escobedo  
Daniel Garcia  
Baron Adrian Parks  
Jonathan Alexander Pena Centes  
Angelina Maria Ramirez Peirano\*  
Lalo Rivera\*  
Spencer Thomas Schoening  
Jaguar Smith  
Serr Bryn Yatsko\*

**Bachelor of Arts**  
**Major in Dance Studies (Interdisciplinary Studies)**  
Rosemae Alexanderia Dyer

**Bachelor of Arts**  
**Major in English**  
Sophia M. Bernardino  
Nicole Alexis Booker\*  
Tara Burrows\*  
Scott Claymore  
Alec Reid Cox  
Destiny Cypres  
Sarah Fett  
Norma Francisco  
Daniel Kazules\*  
Lima Leana  
Adalberto Celedon Macias, Jr.\*  
Elijah Jamal Moore  
Sarah Mouchet  
Kyle David Munoz  
Anissa Marie Ramirez  
Daniella Elizabeth Sanchez  
Shelby Smith  
Sam R. Springston  
Rachel Carolynn Stone  
Laura H. Thompson  
Serenity Aleta Wood\*

**Bachelor of Arts**  
**Major in Environmental Studies**  
Anna Christina Beissert  
Logan Michael Cherland  
Sophia Marie Cimino  
Nicolas S. Costa  
Andrea Hanna Dorman  
Ryan Dunne  
Ameera Foster



Benjamin Garaway  
Lawrence Charles Griffin  
Octavia Victoria Holt  
Briana Zagnithe Juarez  
Kinsley Nicole Kaeser  
Tiffany Nicole Lopez  
Rose Maxwell\*  
Chavely Morales Martinez  
Justin Michael Purdy  
Alexa Ramirez  
Monica Citlali Vargas

**Bachelor of Arts**

**Major in Film**

Adrian Lawrence Tercero

**Bachelor of Fine Arts**

**Major in Fine Art**

Gabriel Macks Burbank\*  
Ciara Aerin Craig\*  
Russell Leon Grayson  
Karissa Ashley Haff  
Kaitlyn Alexis Ladines  
Emily Ann Orth\*  
Alyssa Eden Ravenwood  
Jacqueline M. Vasquez

**Bachelor of Arts**

**Major in French & Francophone Studies**

Kennedy Ruth Fox\*

**Bachelor of Arts**

**Major in Geography**

Brenda Aguirre  
Cassandra Avila-Estrada  
Logan Michael Cherland  
Brad E. Ellis\*  
Keegan Thomas Ibanez  
Otto Schmitt

**Bachelor of Arts**

**Major in History**

Zachary Hesse Kennard  
Jacqueline Gianna McIntosh  
Charles Edward Pierce

**Bachelor of Arts**

**Major in International Studies**

Laura Francesca Gurney\*

Abby Carlin Reina-Guerra

**Bachelor of Arts  
Major in Journalism**

Lori Alcantara  
Poppy May Cartledge  
Justin Rocco Celotto  
Cherish Alicia Fulcher  
Bee Lynn Laurenson  
Raven Luvenia Linton  
Raven Edith Marshall  
Dobby Morse  
Cash Rion  
Frank Rocha  
Annamarie Concepcion Rodriguez  
Cheyenne Marie Wise

**Bachelor of Arts  
Major in Music**

Christopher Antolin-Wilczek  
Brandon David Barbosa  
Rhiannon Marie Chavez Miramontes  
Dulcie Rose Feinstein  
Aaron Lopez  
Emily Ann Morse  
Job Jeremiah Rene  
Theo Singer  
Charlie Teague

**Bachelor of Arts  
Major in Native American Studies**

Julia Elizabeth Jones\*  
Jason Andoni Martinez  
Georgina Lilith Quinn\*

**Bachelor of Arts  
Major in Philosophy**

Angel Cortes

**Bachelor of Arts  
Major in Political Science**

Kate Renee Bourne  
Demarlo Tobias Cobbins  
Kai Lee Cooper  
Michael Franco Coyne  
Mustafa Zuhair Khan  
Tony Lee  
Juliet Messier\*

Nathan Gregory Moriarty  
Alida Maria Elizabeth Nicklas  
Joseph Benjamin Reed  
Nicholas Sean Schuler  
Noah Henry Stoicoff  
Brandi Maria Welts Soderberg  
Ana Zamorano

**Bachelor of Arts**  
**Major in Religious Studies**

Luke Martin Gavin  
Cass Jensen  
Althea Annmarie Newman  
Madeleine Dax Wilson  
Nathan Wx

**Bachelor of Arts**  
**Major in Sociology**

Sylis N. Alcocer Kemp  
Denali Rose Bishop  
Alexandra Nicole Chown  
Umami Zakiyyah Clark  
Mikenzy Lee Frye  
Kylee Girard\*  
Chaylin Rose-Marie Johnson  
Julia Elizabeth Jones\*  
Dylan Patrick Lee  
Aaron Lemas  
Jennifer Ashley Lowry  
Magen May Mefferd\*  
Elizabeth Ann Offill-Jackson  
Michaela Old

**Bachelor of Arts**  
**Major in Spanish**  
Gaby Nadine Saavedra

## **College of Natural Resources & Sciences**

### **Bachelor of Science**

#### **Major in Biology**

Alyssa May Arington  
Miranda Michelle Arnett  
Cheyenne Sierra Bailey  
Alexander Sbacchi Bairstow\*  
Rawad Adib Barouki  
Cherie Joanne Bell  
Elizabeth Christine Boucher  
Calvin Simon Cacy  
Sierra Cheyenne Castro  
Michael Alexander Chapin  
Parker Chapman\*  
Haley Corder  
Gregory Nicholas Cosma, II  
Izzy Del Carlo  
Alexis Diaz  
Carissa Forest  
Ciera Lynne Green  
Alexander James Halter  
Cody Alden Henrikson  
Karissa Lisandra Hernandez  
Madeline Joy Hobart  
Christopher James Hogan  
Collin Infuso\*  
Casen Alexander Robert Jaquez  
Dylan Johnson  
Cameron Mitchell Jones  
Anthony Joseph Kieffaber  
Mackenzi Beth Lamb  
Steven Paul Langley  
Hannah Darlene Larsh  
Bryan Lee  
Danielle Mariah Maggio  
Joshua Martinez  
Alix M. Mitchell  
Joshua Elias Moreno\*  
Julia Joann Navasero  
Danele Belen Quijas  
Victoria Stephanie Ramos  
Arlyn Esmeralda Rodriguez  
Dean Roell  
Luis Eduardo Roman Cortez  
Colton Schesser

Carly Ann Stiverson  
Ammathee Miranda Stott  
Laurel Tappert  
Melissa Torres  
Dazia Nichole Traylor  
Lucille Rose Wetzel  
Emily Rose Wolover

**Bachelor of Science**

**Major in Botany**

Taylor Lee Atchison  
Isabella Lynn Bangs  
Erik Contreras  
Victor Garcia Balderas  
Rosemary Gavidia  
Ava Guillen  
Phoebe Sarah Hughes\*  
Lexi Johansen  
Harrison Lee Kummer  
Jasmin Rebecca McLean  
Aster Rogers  
Nina Sahagun  
Thomas West

**Bachelor of Arts**

**Major in Chemistry**

Breanna Nicole Cotton  
Ezerom S. Yosief

**Bachelor of Science**

**Major in Chemistry**

Vini-Fiorella Buttino  
Laura Nicole Martin  
Laurel Tappert

**Bachelor of Science**

**Major in Computer Science**

Lauren Lea Baichtal  
Aj Bealum  
Ryan Beck  
Jordon Bruton\*  
Brian Buchmiller  
Obi Chukwuemeka  
Kyle Filice  
Odysseas Fourakis  
Troy Furlow  
Jordan Rodrigo Grace-Reyna-Sanchez\*  
Brent Hayes

|  
Toby Hennessy  
Daysi Victoria Hilario  
Teddy Horvath  
Jacob Alexander Huckins  
Ling Ching Liu  
Gage Wyatt Machado  
Nicolas Nellum  
Morgan Plants  
Jake Ritter\*  
Jordan Urbany  
Vanja Venezia\*  
Rhen Villarreal  
Kai Masato Yukihiro

**Bachelor of Science**  
**Major in Environmental Resources Engineering**

Mai N. Alqattan  
Max Adrian Alvin  
Dylan James Bardin  
Tom Hunter Cheney  
Kyra Elizabeth Cohen  
Mason Scott Davidson  
Jiovanna Marie Garcia-Diaz\*  
Taylor Pauline Goodwyn  
Justin Hawkins\*  
Dustin Helliwell  
Karly Elizabeth Johnson  
Andrew Kizer\*  
Alyssa Marie Regan  
Jacob Robert Rivera\*  
David Topete  
Pedro Andreas Valverde  
Albert Zeb Wolff

**Bachelor of Science**  
**Major in Environmental Science & Management**

Ben Armstrong  
Eleanor Mia Blaine\*  
Raymond Miguel Burns  
Owen James Chambers\*  
Kevin Michael Christensen  
Jasmine De Casas  
Aaron Michael DeBoever  
Ronald Eugenio Diaz  
Katie Dickinson\*  
Eloise Dresser  
Bo Field

Dev Fields  
Bryna Gegg-Mitchell\*  
Alexandra Chantel Gonzalez  
Haley Hoisington  
Aliyah Michael Ingram  
Ashleigh Nicole Jay  
Rose Marie Johnasen  
Jessica Susan Lee\*  
Leonardo Lopez  
Andrew Miro  
Ellyn Moll  
Nicole Dominique Muniz\*  
Tristan Fraser Parkinson  
Kalani Brunno Perez-Cryan  
Logan William Peterson  
Valentina Pfeifer\*  
Georgina Lilith Quinn\*  
Allysa Quintero  
Johnathan Louis Rizzo-Mosbaugh  
Natalie Ellen Rynne  
Taylor Willamina Sanchez  
Brandon Jordan Sassone  
Carson Nicole Schulz  
Malia Esther Seeley  
Alexander Donnellan Smith  
Micah Smith  
Trice E. Smith  
Kyle Spears  
Christian Kit Stanfield  
Melanie A. Stevenson  
Riley James Switzler  
Allison Marie Tapaya  
Izaul Venegas-Hernandez  
Allexandria Kayley Vogt  
Kloe Rochelle Walter\*

**Bachelor of Science  
Major in Fisheries Biology**

Nicholas Burns  
Emmanuel Pihneefich Cyr  
Emily Grace Durham  
Alex Ryunosuke Eaton\*  
Benjamin Joel Fujita\*  
Nolan Robert Santala  
Joe Xiong

**Bachelor of Science**

**Major in Forestry**

Perris Jade Alfonzo\*  
David Brasil Azevedo  
Daniel Ronald Bell  
Alex G. Boock  
Luke A. Cady  
David Mauricio Campos  
Gerardo Cisneros  
Megan Goff  
Emily Nichole Guidas  
Nick Hanoka  
Zane Herr  
Brian F. Kelly  
Abie Ladd  
Duncan A. McDougall  
Jayrlin Monseratt Molina  
Edward Lewis Owens  
Dominic M. Pignata  
Nicholas Kennedy Ristrom  
Louis Thorndike Roth, II  
Katherine May Rynearson  
Kelsi Marie Sigurdson  
Evan Cole Tontini  
Jonathan Paul Trozera  
Hanna Upton\*  
Jacob Nathaniel Willcox

**Bachelor of Arts****Major in Geology**

Matthew Alexander Monez  
Kyle Yoshizuka

**Bachelor of Science****Major in Geology**

Brittany Q. Brelle  
Marvin Vernell Davis  
Naomi G. De La Torre  
Jack Calvert Bullard Small  
Kari Lynn Stockdale  
Ethan Ray Villalta

**Bachelor of Arts****Major in Mathematics**

Jessica Samantha Ordaz  
Elizabeth Lopez Rubio  
Aleya Marie Serrano\*



**Bachelor of Science**  
**Major in Oceanography**

Heath John Boulanger  
Ian Fournier  
Heather Theresa Hollingsworth  
Bennett Carter Hosselkus\*  
Marin Kathleen Maple

**Bachelor of Science**  
**Major in Physics**

Miguel Camarena  
River Galaz\*  
Bennett Carter Hosselkus\*  
Eduardo Esteban Ortiz  
Darius Voina

**Bachelor of Science**  
**Major in Rangeland Resource Science**

Aliah Marie Bueno-Strong  
Ezra Huebner\*  
Kyle Benjamin McDaniel  
Arianna Skikos  
Joseph Anthony Ulloa

**Bachelor of Science**  
**Major in Wildlife**

Cesar Aguilar\*  
Sage Alexander  
Saul Alejandro Baca  
Tylor Bell-Rogers  
Cleo Bickley  
Dakota Lynne Blackstone  
Kylie Charlene Briggs  
Ceshawny Reina Crosby  
Olivia Ranee Curran\*  
Shea Kylie Daly  
Nicholas James Derrick  
Sandy Elizabeth Diaz  
Rowan Elizabeth Farrell\*  
Soro Roxanne Frankenbach  
Breana Franklin  
Jack Lammert Gerstenberg  
Mitchell Gildersleeve  
Ellis Hanson  
Em Marie Harvey  
Tatiana Harvey  
Jessica Isabel Hernandez  
Bree Marie Holthus

Shea Brieann Hudspeth  
Nicholas Angelo Isola\*  
Genevieve Elise Jamar  
Katherine Christine Larson\*  
Trinh Ngoc Le  
Hannah Rose Lee\*  
Edwin Carlton Millard\*  
Coby Christopher Morrison  
Ivy Munnerlyn  
Jasmine Nandino  
Angelica Amada Orellana-Nava  
Darrin Anthony Ortiz  
Ciara Parenzin  
Joseph Michael Parvin\*  
Matt P. Pass  
Christian Robert Placet  
Ron Reyes  
Brandon Rios  
Alexandro Rivera  
Noemi Rodriguez  
Destiny R. Rojas  
Louis M. Salas\*  
Emily Rosalba Salciccia\*  
Aleesha Rose Sanchez  
Mitchell Schlickemayer  
Alexandra Sistena-Kerin  
Madison L. Switzer  
Ashlyn Thomas  
Stacy L. Tursi  
Kellie Marie Ullom  
Angela Valladares  
Dama Valle\*  
Kelly Van Horn  
Whitney Vickers\*  
Ash AnnMarie Walker  
Kristen Walton  
Nicole Marie Wise

**Bachelor of Science**

**Major in Zoology**

Ethan Spencer Acevedo  
Kelsey Briscoe  
Austin Michael Campbell  
Stacy Doreen Cannon  
Jeanette Maeva Carini  
Tatiana Citali Carty Figueroa  
Olivia Chang\*

Shelby Alessandra Cheng  
Dana Nicole Dixon  
Bryan A. Foster  
Jose Juan Garcia  
Amber Hughes  
Laura Alexia Iriarte Weinberg  
Vincent Emilio Keenan Jackson  
Brenden T. Keschull  
Natalie Jeanette Keesaw  
Paige Cherise Lindner  
Eli Otto Cutting  
Jocelyn Romero  
Angelina Rosa Spence  
Kimberly M. Villeda  
Mallory Nicole Walker  
Brandon Zelaya

## **College of Professional Studies**

### **Bachelor of Science**

#### **Major in Business Administration**

Daniel O. Adeyeye  
Rafi Raeid Alsaigh  
Steven Amezcua Figueroa  
Diana Alejandra Amezcua  
Justin Edward Barrett  
Wade Thomas Bitzer\*  
Thomas William Boyer\*  
Daniel Branson  
Shelby Marie Cabral  
Jonae Calderon  
Kenia Jocelyne Campos Tavera  
Rosio Ceja  
Jaxon Patrick Clausen  
Casandra Concepcion Cortes Garcia\*  
Chelsey Drausin  
Wyatt Cole Frerichs\*  
Charles Aaron Friedenbach  
Zack Lee Gamble  
Eduardo J. Garcia  
Jesse Diego Garcia  
Mariah Jazmine Garcia  
Christian Emmanuel Gonzalez  
Joaquin G. Gonzalez  
Judith Vanessa Henriquez  
Angel Herrera  
Francine J. Lewis  
Trevor Lee Lewis  
Lenox Ann Loving\*  
Francisco Levy Martinez  
Antonia Lauren Mills  
Geoff Moberg\*  
Hugh Rumi Monteagudo Chomentowski  
Naji Neshat  
Hayden Brooke Oliver  
Maria Monique Ortega  
Esteban Osorio Alvarado  
Alan Alexis Perez  
Dru Sebastian Pizzimenti  
Najah Anani Shikari Pumphrey  
Vanessa Marie Rivera  
Jordan Robinson  
Fatima Sall  
Richard William Schwartz

Elias Cuahtemoc Sifuentes  
Macy Thomas\*  
Dylan Patrick Tovani\*  
Neftaly Vasquez\*  
Eamon William Wuertz  
Tria Xiong  
Christian Refugio Zuniga

**Bachelor of Arts**

**Major in Child Development & Family Relationships**

Valerie Lopez  
Ariel Miranda  
Lauren O'Grady\*  
Kaitlin A. Parks  
Makailee Lynnrose Scott  
Katya Sky  
Magdalena Stypulkoski\*  
Alexis Simone Takaki

**Bachelor of Arts**

**Major in Child Development (Liberal Studies)**

Mercedes Elena Avila-Baca  
Noel LaFay Ann Bivins  
Carmen Guadalupe Bravo\*  
Yolexiz Camacho\*  
Kimberly Ann Deal  
Haley Huffaker\*  
Crystal Ortega Martinez  
Wendy Yamilet Rodriguez-Hernandez  
Veronica Andrea Rosales  
Kendal Marie Spencer  
Kelsey Alexandra Taylor\*

**Bachelor of Arts**

**Major in Economics**

Silas Eden Graves\*  
Justin A. Herrera  
Jack Edward Miklik  
Evin Charles Parker  
Logan Mason Pinaroc  
Joseph Benjamin Reed

**Bachelor of Arts**

**Major in Elementary Education (Liberal Studies)**

Kirra Jean Lisson

**Bachelor of Science**

**Major in Kinesiology**

Riley A. Ahola  
Janay Samantha Aoga  
Sarah Isabella Ayala  
Anna Jade Babuchiyeva\*  
Brandon David Barbosa  
Annaka Rose Barragan  
J.W. Barrett  
Emily Lorraine Bath\*  
Keefe Angus Brotherton  
Hal Brown  
Kalvin James Buffington  
Derek Joseph Burgess II  
Marisol Marie Camargo  
Mia Castaneda  
Cinthya Andrea Duenes Adame  
Mikey Edwards-Gonzales\*  
Lexi Gillette\*  
David Grubb  
Mikayla Nicole Harris\*  
Jevan Harrison-Morelock  
Tony Hicks  
Julia Erin Humphreys\*  
Juliana Marie Jamison-Espinoza  
Robert Christian Landgraf  
Ben Maupin\*  
Paige Kathryn McCollum  
Emmett Zane McMahan  
Jackson Miller  
Stephen Cornell Powers  
Patrick J. Riley  
Stephanie Lizeth Romero  
Sierra Nichole Sanchez  
Peggy Manuelita Scarborough\*  
Paul Christos Scott  
Jack Harold Smith  
Gessica Rae Stepanenko  
Margo Jestinia Thornhill\*  
Jorge Salvador Valencia  
Jessica Nichole Villalobos

**Bachelor of Arts**

**Major in Leadership Studies (Interdisciplinary Studies)**

Blake Andersen  
Brent Bartlett  
Robert John Bull  
Vivian Dianet Castillo  
Missy Fay\*

Jamila K. Hall  
Joseph Le  
Rachael Lopez\*  
Alana Puerto  
Shannon Jennie Shaffer-Killey\*  
Whitney Weighall

**Bachelor of Science**

**Major in Nursing**

Theann Renee Faucher  
Cecilia Talley

**Bachelor of Arts**

**Major in Psychology**

Guillermo Augustin Alonzo Ceron  
Isabella Alvarez  
Anna Jade Babuchiyeva\*  
Arynn Eileen Baldwin  
Grace Belt\*  
Isabella Lucille-Jane Berman  
Emily Charlotte Black\*  
Chela Boss  
Samantha Jo K. Cairns  
Lucas E. Campbell\*  
Kassandra Athena Carpenter  
Paige Lynn Chambers  
Brandon Chiasson  
Maxine Lavone Dearwester  
Amanda Faye Desimone\*  
Osvaldo Diaz  
Miranda Dimiceli  
Jordan Leipzig Edmond  
Erica Marie Embree  
Aimee Flores  
Jeffrey Frederick  
Ebony Gallegos  
Kayley Kristine George  
Elisa Beth Gibbs  
Mackenzie Hawkins  
Portia T. Herger\*  
Kylee Jenelle Hidalgo  
Cierra Milan Holmes  
Jordan Howery  
Mary Hubert  
Adava Hunt  
Cozy Cheri Hunter  
Christopher Hans Charles Jablonka

Gabriela Juarez-Carrillo  
Donovan James Kimenker  
Allison Lara  
Emelia Jane Lindsey  
Leslie Lopez  
Jaqueline G. Losada  
Cameron Thomas Lusby\*  
Manuel S. Maciel  
Angela Mattison  
Elli McCool  
Supaha McCovey  
Jazmin Mercado Mondragon  
Sylver Robert Milton\*  
Kylie Anne Minshe  
Irais Morales  
Litzhyne Maybellin Morales  
Sarah Moseley  
Nika Nagy  
Travis Nichols\*  
Emily Mathilde Nyquist  
Rosalina Ortega  
Priscilla Bernice Paniagua\*  
Desmond Patrick  
Jacob Payton  
Andrew Perez  
Ryan Perryman  
Nathaniel Pimentel  
David Clark Porreca  
Xelha Berenice Puc  
Jillian E. Rammell\*  
Brook Cameron Reeser  
Angelica Grace Sarto  
Erik Curtis Schmidt  
Chloey Catherine Scott  
Sara Ann Spydell  
Chloe Teese\*  
Steven Minh Tong\*  
Yessenia Torres  
Trinity Nadine Tumidanski  
Bailey Vandergriff  
Gabriel E. Vasquez\*  
Nicolas Santana Vasquez  
Catarina Miracle Vibanco  
Cheyenne D. Wilson\*  
Joshua Leslie Worthington\*  
Dayton Cruz Wyss



Alexia Breyawna Zambrano

**Bachelor of Arts**

**Major in Recreation Administration**

Joseph Migel Aguilar

Zoe Jeanine DeVine

Kia Lo\*

Grace Mckenna Oliva\*

Christie Ana Parr

Ian Matthew Tinney

Christian Joseph Winnie

**Bachelor of Arts**

**Major in Social Work**

Clio Alexandra Gentry

Cinthia Isabel Ibarra Romo

Ruby Nadine Reed

Diana Salcedo Trejo

Molly Schoberl

**Education Specialist Credential**

Ricardo Cueva

**Multiple Subject Credential**

Jenifer Rose Knudsen

Vanessa Marie Duncan

**Single Subject Credential**

Scotlyn Kent

Kelsey Brooke Walton

Connor Joseph Pardini

Anayeli Auza

Cesar Augusto Vasconcelos Martins

**College of Arts, Humanities & Social Sciences**

**Master of Arts ~ Major in Applied Anthropology**

Berlin Loa ~ *Counter Archives: Unfolding Hidden Stories* Advisor: Professor Mary L. Scoggin

Gabriella Nicole Oglietti ~ *Comprehensive Examination* Advisor: Professor Barbara K. Klessig

**Master of Arts ~ Major in Social Science, Environment & Community**

Josefina Angelica Barrantes ~ *Report on Edible Landscapes at California State Polytechnic University, Humboldt* Advisor: Professor Nicholas A. Perdue

Christopher Jesus Garcia Berumen ~ *The Underappreciated Essential Worker We All Rely On* Advisor: Professor Sarah J. Ray

Vikki Preston ~ *Comprehensive Examination* Advisor: Professor Cutcha Risling Baldy

Katherine Rose Schmoke ~ *Comprehensive Examination* Advisor: Professor Cutcha Risling Baldy

**Master of Arts ~ Major in Sociology**

Sabrina Grandia ~ *Sex Work and COVID-19* Advisor: Professor Jennifer L. Eichstedt

Evan Ross Morden ~ *Organizing for Power: Defining the Flow of Social Power in Community Organizing in Northern California* Advisor: Professor Jennifer L. Eichstedt

## **College of Natural Resources & Sciences**

### **Master of Science ~ Major in Biology**

Jessica Chu ~ *Reconstructing an Early Devonian Cladoxylopsid - With an Update on The Permineralized Plant Diversity in The Battery Point Formation (Quebec, Canada)*

Advisor: Professor Alexandru M. Tomescu

Allison B. Lui ~ *Marine Mammal Stranding Patterns of Northern California* Advisor:

Professor Dawn Goley

Ariah Dawn Mackie ~ *Nutrient Deprivation and its Application to Niemann-Pick Disease Type C* Advisor: Professor Amy Sprowles

Franklin David Moitoza ~ *Destructive Urchin Grazing Modifies the Recruitment of Benthic Marine Organisms* Advisor: Professor Sean F. Craig

Jaclyn Mavis Patmore ~ *Cellular Changes During Olfactory Metamorphosis in the Koh Tao Island Caecilian (Ichthyophis kohtaoensis)* Advisor: Professor John O. Reiss

Johnny Stephen Roche ~ *Potential Mitigation of Ocean Acidification Effects by Eelgrass (Zostera marina) on the Development of Native (Ostrea lurida) and Non-Native (Magallana Crassostrea gigas) Oysters* Advisor: Professor Joe Tyburczy

Luisa Nereyda Segovia ~ *Investigating the genetic diversity of immune genes in a non-native population of American bullfrogs (Lithobates catesbeianus)* Advisor: Professor Karen M. Kiemnec-Tyburczy

Jonas Sotingco ~ *Arbuscular Mycorrhizae Fungi Species Diversity and Auxin-producing Root Bacteria Presence in Astragalus applegatei Conservation* Advisor: Professor Catalina Cuellar Gempeler

Alexander Strawhand ~ *The Effects of Copper Antifoulant Biocides on Larval Behavior and Settlement Success of a Non-Native Bryozoan Cryptic Species Complex*

(*Watersipora subtorquata* and *Watersipora* 'new species') Advisor: Professor Sean F. Craig

Megan Beth Teigen ~ *Bacterial Communities Facilitating Prey Item Breakdown in the Carnivorous Plant *Darlingtonia californica** Advisor: Professor Catalina Cuellar Gempeler

Erin Trent ~ *Detection, Isolation, and Characterization* Advisor: Professor Jianmin Zhong

Claire Windecker ~ *The Role of *Mytilus californianus* Beds as Thermal Refuges for Associated Communities on the Northern California Coast* Advisor: Professor Sean F. Craig

### **Master of Science ~ Major in Environmental Systems**

A. Cowan ~ *Late Pleistocene Glacier Fluctuations at Picayune Lake, Northern California* Advisor: Professor Laura B. Levy

Robert Monroe Cowdrey ~ *Investigation of an Ecolian Cap Deposited on Multiple-Aged Surfaces in the Humboldt Bay Region of Northwest California* Advisor: Professor Mark A. Hemphill-Haley

Miles Munding-Becker ~ *Examining Baseflow Storage Capacity of Beaver Dam Analogues* Advisor: Professor Laura B. Levy

Hamidah Naishur Nakimuli ~ *Market Surveillance to Support Quality Assurance and Consumer Protection for the Solar PAYG Products Market in East and West Africa* Advisor: Professor Arne E. Jacobson

Galen O'Toole ~ *Pressure Retarded Osmosis as Integrated Energy Recovery for Reverse Osmosis Seawater Desalination* Advisor: Professor Margaret M. Lang

George Ross ~ *Community Benefits Packages in Hawaii Renewable Energy Projects* Advisor: Professor Arne E. Jacobson

Nicole Cristina Salas ~ *Exploring the Knowledge and Tolerance of Air Quality Risks within a High-Risk Wildfire Rural Community in San Diego County, California* Advisor: Professor Arne E. Jacobson

### **Master of Science ~ Major in Natural Resources**

Emily Armstrong Buck ~ **Toxoplasma gondi* as a Potential Risk Factor for Wildlife on Rota CNMI, Including the Marina Crow (*Corvus kubaryi*)* Advisor: Professor Richard N. Brown

Joshua David Cahill ~ *From Agriculture Developments to Habitat for Early Emigrants: Assessing Coho Salmon Production Change Through Time in Restored Wetland Habitat of Humboldt Bay, CA* Advisor: Professor Darren Ward

Jaime Elizabeth Carlino ~ *Assessing Multiple Measures of Nest Site Quality and Intrinsic Quality of Barn Owls (*Tyto furcata*)* Advisor: Professor Matthew D. Johnson

Rebecca Carniello ~ *Mammalian Carnivore and Ungulate Response to Livestock in a Grazed Forest Ecosystem* Advisor: Professor Micaela Szykman Gunther

Samantha Danielle Chavez ~ *Effects of Landscape Configuration and Composition Variables on Barn Owl Nest Box Selection and Preferred Hunting Landscape*  
Advisor: Professor Matthew D. Johnson

Laura Mariana Echavez ~ *Polymorphism of Melanin-Based Pigments in Barn Owls (Tyto alba) in Winegrape Vineyards*. Advisor: Professor Matthew D. Johnson

Zachary Erickson ~ *Investigating Tribal and State Agency Views on Co-Management of California's Public Lands* Advisor: Professor John-Pascal Berrill

Karolyn Marie Fagundes ~ *Assessing Soil Disturbance of a Tethered Whole Tree Logging Operation in Northern California* Advisor: Professor Hunter Harrill

Natasha Hope Ficzytz ~ *Inferring Exposure to Harmful Pseudo-Nitzschia Blooms from Ocean-to-Estuary Gradients in Domoic Acid Concentrations in Humboldt Bay Bivalves* Advisor: Professor Eric P. Bjorkstedt

Sean Fleming ~ *Satellite-Based Phenology Analysis in Evaluating the Response of Puerto Rico and the U.S. Virgin Islands' Tropical Forests to the 2017 Hurricane* Advisor: Professor James J. Graham

Zachary James Gigone ~ *Erosion Rates from Forest Roads Affected by the August Complex Fire in Northern California* Advisor: Professor Andrew P. Stubblefield

Jessica Erin Guenther ~ *Do Steller's Jays Respond to Human Providers?* Advisor: Professor Jeffrey M. Black

Braden Alexander Herman ~ *Towards Refining eDNA Surveys: Using Foreign eDNA to Evaluate eDNA Distributions in Natural Stream Settings* Advisor: Professor Eric P. Bjorkstedt

Breana Hernandez ~ *Assessing Impacts of Site-Specific Habitat Characteristics and Landscape Characteristics on Amphibian Use of Restored Wetlands in the California Central Valley* Advisor: Professor Micaela Szykman Gunther

Haley Jones ~ *Gray Fox Habitat Selection and Habitat Use on Trespass Cannabis Grows* Advisor: Professor Richard N. Brown

Corrina Rebecca Kamoroff ~ *Demographic Modeling of Conservation Strategies for the Yosemite Toad* Advisor: Professor Daniel C. Barton

Lonyx Bata Landry ~ *Soil Movement as a Pathway for Phytophthora Pathogen Transmission* Advisor: Professor Sheila E. Rocker-Heppe

Yvette Marie Lindler ~ *Analyzing and Optimizing Curbside Pickup for Food Waste in Humboldt County* Advisor: Professor Kevin R. Fingerman

Sean Tanner Lindley ~ *Identifying Mechanisms of Post-Fire Regeneration in Serotinous and Non-Serotinous Conifer Species of Northern California*. Advisor: Professor David F. Greene

Sydney Leann McCluskey ~ *Using Novel and Traditional Survey Techniques to Monitor Small Mammal Species in Northwestern California* Advisor: Professor Barbara A. Clucas

- Kagat Gabriel McQuillen ~ *Factors Affecting The Yield of Berries of the Red Huckleberry Plant In The Redwood Experimental Forest* Advisor: Professor Yvonne F. Everett
- Steffen Daniel Peterson ~ *Using Spatially Explicit Capture-Recapture Techniques to Estimate Black Bear (Urses americanus) Density and Space-Use in an Arid Mountain Ecosystem* Advisor: Professor Micaela Szykman Gunther
- Robert Wayne Raibley ~ *The Effects of Post-Harvest Residue on Plantation Forest Soils and Early Growth of Redwood and Douglas Fir Seedlings in Humboldt County California* Advisor: Professor John-Pascal Berrill
- Andre Sanchez ~ *Evaluating Water Use in Oak Woodlands of Northwestern California* Advisor: Professor Andrew P. Stubblefield
- Jason T. Shaffer ~ *Comparing Environmental DNA and Snorkel Surveys to Determine the Spatial Distribution of Coho Salmon (Oncorhynchus kisutch) in the Smith River Basin, California* Advisor: Professor Andre Buchheister
- Sean Stewart ~ *Utilizing Integral Projection Models to Analyze and Forecast Extant and Transplant Populations of Applegate's milkvetch* Advisor: Professor Kerry Byrne
- Erika Rae Thalman ~ *Long-Line Culture of Red Seaweed in the Pacific Northwest* Advisor: Professor Rafael Cuevas Uribe
- Shaun Thornton ~ *Return to the Staging Grounds - A Reassessment of Aleutian Goose Spring Staging Distribution in the Arcata Bottoms* Advisor: Professor Jeffrey M. Black
- Arron Wilder ~ *Evaluating Changes to Soil Aluminum, Soil pH and Soil Organic Matter Before, During, and After an Annual Rye (Lolium multiflorum,) Winter Cover Crop- A Before-After Observational Field Study* Advisor: Professor Susan E. Marshall

## **College of Professional Studies**

### **Master of Business Administration**

Maria Lysette Avila Overton ~ Comprehensive Examination Advisor: Professor Ramesh K. Adhikari

### **Master of Science ~ Major in Kinesiology**

Carlos Hernandez ~ Myth or Science: Increasing Your Glute Activation Increases Your Running Efficiency Advisor: Professor Justus D. Ortega

Delaney Hughes ~ A Meta-Analysis of the Impact of School-Based Aquatic Programs on Children with Disabilities and their Health Related Fitness Advisor: Professor Rock E. Braithwaite

Mishell Lopez ~ Geospatial Analysis of Rural Older Adult Fall Risk and Prevention Needs: An Analysis of the North Coast Fall Prevention Survey Data Advisor: Professor Justus D. Ortega

Eden Gad Marquez ~ A Preliminary Study for the Development of Free Weight Back Squat Muscular Fitness Normative Data for Adults Aged 19-29 Years Advisor: Professor Young S. Kwon

Teron Harriett Ann Schaeffer ~ The Effects of Brain Breaks on Student Behaviors: A Meta-Analysis. Advisor:

### **Master of Arts ~ Major in Psychology**

Jordan C. McDowell ~ *Prototypicality Threat and Framing on BLM Support* Advisor: Professor Amber M. Gaffney

Joseph Pang ~ *Diversity Among University Students in the U.S.: An Analysis of Student Ethnic Group Preferences and its Impact on Campus Friendship Diversity* Advisor: Professor Amber M. Gaffney

Jeffrey Lee Frederick ~ *Hormonal Medications and Partner Odor Preferences* Advisor: Professor Amanda C. Hahn