

## University Senate

### **Meeting Minutes for Tuesday, November 28th, 2023**

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

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

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

Chair Woglom called the meeting to order at 3:12 pm. A quorum was present.

### **Members Present**

Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Capps, Cappuccio, Deshazier, Graham, Harmon, Hill, Holliday, LeVering, McGuire, Miller, Miyamoto, Mola, Pachmayer, Parker, Ramsier, Schroeder, A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Woglom,

### **Members Absent**

Ho'ā, Lancaster, Jackson, Ruiz

### **Guests**

Maxwell Schnurer, Andrea Delgado, Amber Blakeslee, Mira Friedman, Bella Gray, Bethany Gilden, David Hickcox, Frank Herrera, Michael Le, Jeff Crane, Jenni Robinson Reisinger, Mike Le, Raven Palomera,

### **Announcement of Proxies**

David Hickcox for Ho'ā, Aghasaleh for Lancaster, Mark Johnson for Jackson, Andrea Delgado for Ruiz, Miller for Stelter

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

M/S (Mola/Alderson) to amend the agenda to add 08-23/24-ERFSA – Resolution on the Sense of the Senate in Memoriam: Bernadette Cheyne (1949-2023) (08-23/24-ERFSA and Senate Executive – November 28, 2023)

Motion to approve the agenda as amended passed without dissent

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

### **Approval of Minutes from November 7, 2023**

M/S (Mola/Hill) Motion to approve the minutes from the meetings on November 7, 2023.

Motion to approve the November 7, 2023 passed without dissent

**Consent Calendar from the Integrated Curriculum Committee**

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

**General Consent Calendar**

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

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

- The Chair Report is attached.

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

**Academic Policies Committee (APC)**

Written Report

**Appointments and Elections Committee (AEC)**

AEC met to discuss Jorge Monteiro taking over as chair in Spring and working on the Institutional Anti-Racism Action Plan.

**Constitution and Bylaws Committee (CBC)**

No Report

**Faculty Affairs Committee (FAC)**

Written Report

**Integrated Curriculum Committee (ICC)**

Written Report

**University Policies Committee (UPC)**

No Report

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

Written report

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

ASCSU will be meeting on Friday to discuss collaborating with justice, equity diversity and inclusion.

**Associated Students (AS)**

Senator LeVering - AS is hosting a zero-waste conference happening this week. Students, staff, and faculty are invited to attend various events that will be happening around campus.

**California Faculty Association (CFA)**

No Comment

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

No Report

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

Written Report

## **Labor Council**

CSU is voting to ratify their contract, as well as APC. The Teamsters and CFA contracts are still outstanding.

## **Staff Council**

Staff council's president, Janessa Willie has left the university and the Staff Council is currently going through the process of electing an interim staff council President.

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

Senator Aghasaleh's open form statement is [Linked Here](#).

## **Professor Maxwell Schnurer open form statement and letter is as follows**

- I'm the chair of the communication department (he/him/his) and the Co. Chair of the Sexual Assault Prevention Committee here on campus and when we gathered together at our monthly Clearinghouse meeting on November 3rd 2023, we had the sexual Assault Prevention Committee had 45 folks who were interested in having conversation about preventing and responding to sexualized violence and one of the first things that we wanted to talk about was the prevailing crisis about the parking ban. And so we dedicated almost, I think, an hour of our meeting to drafting a letter asking the President's advisory team to reconsider the decision about the parking ban because of the relationship to sexualized violence, and we also asked that it be shared at the University Senate, and on November sixth we sent a copy over to Jim and asked that it be read at last week's meeting and it didn't get in last week. But we are here today to just try to share those pieces. And also we'd like it maybe entered into the record. Students living in their home cars or living houseless. And the implication of them being asked to move off campus, I think that we would ask, as the committee, that we consider the potential increased risks of retaliation and sexualized violence. So I'm gonna read the letter. The Sexual Assault Prevention Committee asks that the President's advisory team reconsider the recent decision to prohibit houseless students from camping in their vehicles. We note that houseless populations are at increased risk of sexualized violence, particularly stalking and domestic violence. As a working class university, we acknowledge the complexity of the issue and the need to ensure support for our students. The potential harm from camping in their vehicles on campus is reduced when students are allowed to camp on campus. Historically, this opportunity has provided many students in crisis with the ways to fulfill their education and also to reduce

their risk. Maxwell Schnurer, Communication: When students camp there is an increased risk of sexualized violence prohibiting students from camping on campus increases their vulnerability. Students who have to hunt for a place to camp or park. Their Rvs. May increase their risks of retaliation. targeting for stalking and domestic violence, distance and mobility operate as a barrier for students to get access to needed resources on campus. We ask that the camping ban be reconsidered, and student health and wellbeing be prioritized in the issue? Thank you very much for the consideration, and we would ask that the letter previously sent to the center be entered into the record formally. Thank you.

### **Professor Andrea Delgado open form statement is as attached**

### **Mira Friedman, MSW (she/her) Lead for Health Education and Medical Clinic Support Services**

- I just wanted to acknowledge that the handling of the situation of the students being asked for, evicted from the campus seemed rather harsh, and the offering of the options for resources in the community were actually not resources that were actually available. The Arcada Partnership house has a waiting list, and it's actually, in my opinion, not the best option for our student population. The other thing to know is that our students this year filled out the Cal application. I'm going to give you some statistics. They filled out the Cal application or they changed their sexual identity in their student center. 49% of those identified as queer in some capacity. When we think about homeless students, the number of LGBT students is much higher than our non LGBT students, and that increases the risk of harm and harm happens most often to our LGBT students. I wanna also acknowledge the reports from Jens, Mcguire and Rashida, Crunchfield. Both doctors at CSU LA. And here at Cal Poly, Humboldt one in 5 students are food insecure across the CSU's and one in 10 are houseless, homeless, couch surfing and I would just also let you know that last year Cal Poly Humboldt had 42 of our students visit the O Snap student food project 42% of our students population. That's almost half of our students. And that's just the number of students that actually, that's not the number of visits that happen. The actual number is about 19,000 visits. The last thing I'd like to offer is that as a person who's a part of the Sexual Assault Prevention Committee, the Basic Needs Committee and many other committees, such as the trans task force or gender diversity task force is when these types of things are going out through MARCOM or through whoever and are being communicated. Please reach out to those of us on committees who know about the resources that are available in our community because it's so important that we provide those accurate information. I would also ask that we consider changing the policy around parking on campus for those students that are needing to live out of their vehicles. That's a longer process, right? That's a much longer discussion. But it is imperative to understand the plight of our students, and we all understand the cost of food. At this point you can go to the grocery store and possibly pay \$5 for a can of soup. Our students are struggling with where to put their money, and sometimes that means not finding housing. Thank you.

**TIME CERTAIN: 3:30-4:00 PM – Update on Title IX Implementation Committee activities and future responses to Cozen O’Connor report.**

David Hickcox, Title IX Coordinator & DHR Prevention Administrator

- Great Feedback and Contributions,

Title IX implementation items are attached.

**TIME CERTAIN: 4:00-4:15 PM – Clery Act Presentation**

- Presentation is attached.

**Resolution on the Sense of the Senate in Memoriam: Bernadette Cheyne (1949-2023), 08-23/24 - ERFSA and Senate Executive — November 28, 2023**

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

**Vote Ayes:** Aghasaleh, Alderson, Benavides-Garb, Burkhalter, Cappuccio, Deshazier, Graham, Harmon, Hill, Holliday, Ho’ā (Proxy - David Hickcox), Lancaster (Proxy - Aghasaleh), LeVering, McGuire, Miller, Miyamoto, Mola, Ramsier, Ruiz, Schroeder, Stelter (Proxy Miller), A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Wolgom,

**Vote Abstentions:** Bell, Banks, Capps, Johnson, Parker,

**Vote Nays:** (None)

**Resolution to Recommend Dance BA Program (04-23/24-ICC – November 7, 2023 – Curriculum Reading)**

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

**Vote Ayes:** Aghasaleh, Alderson, Banks, Bell, Benavides-Garb, Burkhalter, Cappuccio, Deshazier, Graham, Harmon, Hill, Holliday, Ho’ā (Proxy - David Hickcox), Lancaster (Proxy - Aghasaleh), LeVering, McGuire, Miller, Miyamoto, Mola, Ramsier, Ruiz, Schroeder, Stelter (Proxy Miller), A. Thobaben, M. Thobaben, Tillinghast, Virnoche, Wolgom,

**Vote Abstentions:** Capps, Johnson, Parker,

**Vote Nays:** (None)

**Resolution on Combined Bachelor’s and master’s Pathway Policy (05-23/24-ICC – November 7, 2023 – First Reading)**

ICC reiterated the policy overview, and explained that this is a blended masters and bachelors pathway policy that is mentioned in the Chancellors curriculum and will overtake the 2012 blended program policy. Will have a Second reading

M/S (Holiday/Graham) to amend the agenda to move all remaining items to the next meeting.  
Motion to approve the agenda as amended passed without dissent.

- ~~Resolution on the Credit for Prior Policy (03-23/24-APC – November 7, 2023 – First Reading)~~
  - ~~Resolution on Office Hours Policy (07-23/24-FAC – November 28, 2023 – First Reading)~~
- 

M/S (Lancaster/Graham) adjourn

Meeting adjourned at 5: 00PM

November 15, 2023

To: President Tom Jackson, Provost Jenn Capps; College of Arts, Humanities, and Social Sciences Dean Jeff Crane, College of Natural Resources and Sciences Dean Eric M. Riggs, College of Professional Studies Dean Shawna Young, Dean of Students & AVP of Student Success Mitch Mitchell, Interim Chief of Staff to the President's Office Adrienne Colegrove-Raymond, Associate Vice President and Campus Diversity Officer Rosamel Benavides-Garb

RE: Failure to Retain Umoja Center for Pan African Student Excellence Director, Douglas Smith

As the Council of Racial and Social Justice Representative for the Humboldt chapter of the California Faculty Association and a member of the Institutional Anti-Racism Action Plan Taskforce, I write this letter on behalf of campus community members to express our deep disappointment at Cal Poly Humboldt's unwillingness to ensure the retention of Douglas Smith, Director of the Umoja Center for Pan African Student Excellence from July 2019 through October 2023. Douglas Smith has been instrumental in fostering spaces that welcome, uplift, and retain students of color. As evidence of his outstanding contributions to our campus community, Douglas won the 2022/2023 Staff Recognition Award sponsored by the Office of the President, in collaboration with the Staff Council. A Humboldt alumnus, Douglas was a dedicated member of the Humboldt community who continually assumed key leadership roles on sub-committees, task forces, and any number of ad-hoc social justice initiatives at the institution and in our local community. The list below highlights only a portion of the important initiatives and responsibilities Douglas consistently worked towards during his tenure at CPH:

- Diverse Male Scholar initiative (DMSI) central committee (a collaboration with CPH and College of the Redwoods)
- Truth, Racial Healing, and Transformation CPH Campus Team
- Campus Safety and Policing Committee
- President's Diversity, Equity, and Inclusion Council
- Institutional Anti-Racism Action Plan Taskforce
- Building bridges to our local community through engagement in and collaboration with such organizations as Black Humboldt, Eureka Chapter of the NAACP, Equity Arcata, and College of the Redwoods Multicultural & Equity office
- Mentoring and Revitalizing the Black Student Union
- Black to the Land Farm Project, which connects CPH students to hands-on agricultural knowledge and food production, and the history of Black farming
- Afro-Latinx Dialogue via weekly Talking Drum
- Black and Asian Solidarity including hosting Akemi Kochiyama visit
- Campus/Community Dialogue on Race planning committee

- Social Justice Summit
- Black Liberation Month
- Black Graduation Celebration
- Academic advising for the retention of 100+ Black students
- Library's Lifelong Learning Lounge (L4Humboldt) summer program teacher
- Create robust partnerships with departments and faculty from Critical Race, Gender and Sexuality Studies, English, Journalism, and many others to mentor Black students across disciplines and to create meaningful programming, such as bringing renowned poets and scholars Nikki Giovanni, Afro-Latinx poet Raina León, Featured Speaker Kyle Mays on *An Afro Indigenous History of the United States*, and connecting with author Amde Hamilton for future events planned for Spring 2024

Douglas Smith is synonymous with the Umoja Center, and vice versa. [Upon Douglas' arrival in 2019](#), his priority was to create an environment where students felt like they belonged. This points to how much work, love, effort, and intention the Cultural Center Directors pour into the centers, often going far above and beyond their job descriptions. I fear that students who looked to the Umoja Center for stability, recognition, and sustenance will feel unmoored now that the center is without a director.

It is not a coincidence that at the same time when our Cultural Centers are being threatened with being further defunded, our Latinx student population has dropped. As an institution, we pride ourselves on being an HSI, yet we continually fail to invest in and retain the members of our community who tirelessly serve our most impacted student populations. If these trends continue, it would not be surprising if Humboldt begins to resemble its other polytechnic sibling schools in their less diverse demographics.

I urge the administration to note that the great loss of Douglas Smith, like other staff and faculty of color who contribute directly to the retention of students, especially students of color, deeply harms our institution's reputation, both internally and externally. When Cal Poly Humboldt is looking to develop our enrollment numbers based on students beyond Humboldt County, particularly from communities of color in southern California, this is both a moral and existential quandary for our institution.

Sincerely,



Andrea Delgado, Council of Racial and Social Justice Representative, CFA Humboldt; Assistant Professor, Department of English

[Lisa Tremain](#)



Chair, English and Philosophy

Ana Bernal

Project Director, Sexual Assault Prevention Committee (OVW-DOJ)

Lecturer, CRGS

Ramona j.j. Bell

Professor and Chair, Critical Race, Gender & Sexuality Studies

Janet Winston

Professor of English

Affiliated Faculty, CRGS

Graduate Coordinator, MA in English Program

Brianne Hagen

Librarian

Carly Marino

Librarian

Tim Miller

Librarian

Dylan McClure

Lecturer Representative, CFA Humboldt

Lecturer, Social Work Department

Janelle Adsit

Associate Professor, English

Tony Silvaggio

Vice President, CFA Humboldt

Professor & Chair, Department of Sociology

Renée M. Byrd

Associate Professor, English

Daniela Cerbino

Assistant Professor, Department of World Languages & Cultures and Department of English

Christina Hsu Accomando

Professor, Departments of English and CRGS

Marcos Hernandez  
Lecturer, English

Loren Cannon  
Lecturer, Philosophy  
CFA Humboldt, Faculty Rights Chair

Paul Michael Leonardo Atienza  
Assistant Professor, CRGS  
Affiliated Faculty, Graduate Program in Environment and Community  
Staff Advisor, Asian Desi Pacific Islander Collective (ADPIC)

Chipo Mable Hatendi  
Lecturer, CRGS Department

Garrett Purchio  
Librarian

Isaac Torres  
Lecturer, CRGS  
Academic Advisor, CNRS

Maureen Loughran  
CFA Senior Field Representative

Jennifer Maguire  
Associate Professor, Social Work Department

Kerry Marsden  
Lecturer, Departments of English and CRGS

Morgan Barker  
Librarian

Pamela H. Bowers  
Associate Professor, Social Work Department

Nicola Walters

Lecturer, Politics

Roberto Mónico  
Assistant Professor, CRGS

Maxwell Schnurer  
Professor and chair of Communication Department

Meridith Oram  
Academic Advisor, CAHSS and CPS

Kimberly Stelter  
Librarian

Janae' N. Sykes  
Academic Advisor, CAHSS & CNRS

Natalie Giannini  
Lecturer, Department of English

Tania Marin-Zeldin  
EOP/SSS Admissions & Summer Bridge Coordinator  
Chief Steward - Academic Professionals of California (APC)

Sarah Ben-Zvi  
Lecturer, Department of English

Nancy Perez  
Assistant Professor, Critical Race, Gender & Sexuality Studies

Kayla Begay  
Associate Professor, Chair of Native American Studies

Corrina Wells  
Director, Promotoras Critical Scholars Project

Kaitlin Reed  
Assistant Professor, Native American Studies  
Graduate Coordinator, Environment & Community

Marlene' Dusek

Lecturer , Native American Studies

Program Coordinator , Rou Dalagurr Food Sov. Lab and TEK Institute

Josh Meisel

Professor, Department of Sociology

Mary Virnoche, Professor of Sociology

Graduate Program Coordinator, MA in Public Sociology,

Member, Institutional Anti Racism Action Plan (IARAP), Task Force

Senator, Academic Senate of the CSU (ASCSU), Justice, Equity, Diversity & Inclusion

Advisory Board, CSU Student Success Network

Michihiro Sugata

Assistant Professor, Department of Sociology

Program Lead, Criminology & Justice Studies

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

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

05-23/24-ICC - November 7, 2023 - First Reading

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

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

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

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

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

***Rationale:*** No current university policy exists to guide the development of a combined Bachelor's to Master's degree pathway at Cal Poly Humboldt. Coded Memorandum [AA 2012-01](#) specifies the minimum requirements for establishing a "blended degree model", which at Cal Poly Humboldt shall be referred to as the Combined Bachelor's and Master's Pathway (CBMP) Policy. The CBMP will support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a Master's degree in their area of study.



# HUMBOLDT STATE UNIVERSITY

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

[Policy Number]

[Responsible Office Name]

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

**Purpose of the Policy** No current university policy exists to guide the development of a combined Bachelor's to Master's degree pathway at Cal Poly Humboldt. Coded Memorandum [AA 2012-01](#) specifies the minimum requirements for establishing a "blended degree model", which at Cal Poly Humboldt shall be referred to as the Combined Bachelor's and Master's Pathway (CBMP) Policy. The CBMP will support students in the pursuit of advanced degrees in the same or different fields, and will streamline their path toward achieving a Master's degree in their area of study.

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

#### I. Establishment of a CBMP

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

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

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

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

## II. Minimum Admissions Requirements to a CBMP

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

## III. Change to Graduate Status in a CBMP

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

## IV. Award of Undergraduate Degree and Graduate Credits

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

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

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

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

Updated: March 8, 2018



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

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

XX-22/23-FAC — November 28, 2023 — First Reading

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

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

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

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

# Instructional Faculty Office Hours Policy

**[Policy Number]**

Office of the Provost

**Applies to: Instructional Faculty**

## **Purpose of the Policy**

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

## **Policy Details**

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

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

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

## **History**

Issued: MM/DD/YYYY

Revised: MM/DD/YYYY

Edited: MM/DD/YYYY

Reviewed: MM/DD/YYYY

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

**Resolution on the Credit for Prior Policy**

03-23/24-APC – November 7, 2023 – First Reading

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

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

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

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

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

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

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



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

**Applies to:** Faculty, students

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

### **Purpose of the policy**

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

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

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

### **I. Guiding Principles**

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

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

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

## II. General Limitations

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

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

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

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

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

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

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

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



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

3. The student presents reasonable preparation for the assessment.

F. Ways to earn credit:

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

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

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

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

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

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

## **V. Oversight and Responsibilities**

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

**Related Policies**

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

[WSCUC Credit for Prior Learning Policy](#)

**Expiration Date**

n/a

**History**

Academic Policies Committee: 10/30/2023

Reviewed: University Senate:

Reviewed: Provost:

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

**Sense of the Senate Resolution in Memoriam:**  
**Bernadette Cheyne (1949-2023),**  
**Past CSU Faculty Trustee & Humboldt Academic Senate Chair**  
08-23/24 - ERFSA and Senate Executive — November 28, 2023

**WHEREAS:** Bernadette Cheyne served for more than 20 years as a Professor of Theatre Arts at Humboldt State University (HSU); and

**WHEREAS:** Bernadette Cheyne educated hundreds of students in acting, directing, vocal production, dialects, as well as theatre history, theory, and criticism; and

**WHEREAS:** Bernadette Cheyne was passionate about theatre and was honored for her accomplishments via two Kennedy Center awards that “recognized her extraordinary contributions to the teaching and producing of theatre;” and

**WHEREAS:** Bernadette Cheyne was heavily involved and excelled in academic politics having served on the HSU Senate from 1993-2011, [Chair 1999-2001], on the Academic Senate of the California State University (ASCSU) from 2004-2011, as the CSU Faculty Trustee from 2011-2013, on the CSU-ERFSA Executive Committee from 2021-2023, as well as many, many committees including as Chair of the Faculty Rights Committee of the Humboldt Chapter of the California Faculty Association; and

**WHEREAS:** Bernadette Cheyne, after retiring in 2013, was a beloved member of the Humboldt-Emeritus and Retired Faculty and Staff Association (ERFSA) Executive Committee; and

**WHEREAS:** Bernadette Cheyne thoughtfully and eloquently engaged in dialogue across many higher education public forums and will be remembered as representing the faculty and her own deep commitment to shared governance with collegiality, grace, and conviction; and

**WHEREAS:** Bernadette Cheyne continued to serve our community as a childrens’ mentor through the Court Appointed Special Advocates (CASA) program; a juror, foreperson, and trainer for the Humboldt County Grand Jury; and as an actor and director with the Redwood Curtain Theater; and

**WHEREAS:** Bernadette Cheyne passed away on October 30, 2023 at the age of 74; be it therefore

**RESOLVED,** That the University Senate of Cal Poly Humboldt posthumously honors Bernadette Cheyne for her service to the campus, University Senate, and the California State University; and be it further

**RESOLVED,** That the University Senate wishes Bernadette Cheyne a peaceful rest, and offers sincere condolences to her family and friends who miss her dearly.

**Approved by Acclamation on November 28, 2023**

*This resolution draws partially from an obituary that appeared on November 16, 2023 in the Lost Coast Outpost.*

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

**Resolution to Recommend Dance BA Program**  
04-23/24-ICC - November 7, 2023 - Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the Dance BA program detailed in proposal [22-2117](#) be approved.

**RATIONALE:** This proposal elevates the Dance concentration, which currently resides under the Interdisciplinary Studies BA, to a stand-alone Dance BA. This elevation is undertaken in response to [EO 1071](#) and involves only one Insignificant change – the suspension of TA 494 and its replacement with a new course DANC 477W (cross-listed with MUS and TA).

The dance program is designed to unify the physical, intellectual, cultural, and artistic aspects of dance into an invigorating course of study, preparing students for careers in the dance arts and/or for graduate studies. The hands-on nature of the program allows for enhanced student learning supplemented by small class sizes. Experience and practice in a broad range of technical, performance, and creative skills develop the student’s capacity to form and transform thought into expressive composition and performance. By investigating the relationship of dance to other art forms, various ethnic groups and cultures, and to social trends through historic and contemporary periods, our students grasp the profound importance of dance as a fine art and as an essential component of human existence.

The Dance program requires 45-47 units of coursework, including a diverse core of 28 units and 7 units of dance electives. Students choose an additional 5-7 units of electives allowing them to delve into the aesthetics and philosophy of the arts, or concentrate on teaching methods as related to dance. Annually, the program produces two performances, a fall formal student “Choreography Showcase”, and a spring faculty/student “Dance Visions” formal concert.

**Bachelors of Art in Dance Program Learning Outcomes**

1. Students will be able to evaluate basic knowledge of dance from the historical, social and cultural contexts by using specific dance vocabulary. ILO 1,3,4,5
2. Students will be able to execute basic dance technique skills. ILO 1,3,4,5
3. Students will be able to demonstrate a basic knowledge of the body from anatomical and/or somatic perspectives. ILO 3,4,5
4. Students will be able to demonstrate knowledge of compositional craft for choreography. ILO 1, 3,4
5. Students will be able to identify necessary components of dance production. ILO 3, 4

**Bachelors of Art in Dance Student Learning Outcomes**

1. Students will through written form, identify historical, social and cultural contexts of dance using specific dance vocabulary. PLO 1

2. Students will demonstrate dance movements executing proper technique and stylization. PLO 2
3. Students will demonstrate, through written form, an understanding of the body from anatomical and/or somatic perspectives. PLO 3
4. Students will through written demonstration, critique artistic values of dance performance and choreography. PLO 4
5. Students will successfully complete tasks related to formal and informal dance concerts. PLO 5

## **Bachelors of Art in Dance Program Curriculum**

### ***CORE 29 UNITS***

DANC 103 Modern/Contemporary 1  
DANC 104 Modern/Contemporary 2  
DANC 287 Choreography/Rhythmic Anal  
DANC 303 Dance in World Cultures  
DANC 310 Ballet 2  
DANC 320 Jazz 2  
DANC 330 Modern/Contemporary 3  
DANC 350 Dance Science  
DANC 352 Bodyworks  
DANC 354 Teaching of Dance  
DANC 389 Choreography 2  
DANC 488 Dance Performance Ensemble  
DANC 489 Dance Theatre Production  
DANC 477W Career Skills for Perf.Artists

### ***Four of the following courses:***

DANC 240 African Dance  
DANC 241 Hip-hop Dance  
DANC 243 Tap Dance  
DANC 245 Middle Eastern Dance  
DANC 247 Mexican Folklorico Dance  
DANC 248 Danza Azteca

### ***5-7 units from the following:***

CD 209 Middle Childhood Development or CD 255 Early Childhood Development  
ES 202 Hip-hop and the Black Experience  
ES 305 African American Cultural History  
ES 314 Chicano Culture and Society

MUS 302 Music in World Cultures  
PHIL309B Perspectives: Humanities/Science/Social Sciences  
REC 320 Inclusive Recreation  
TA 105 Acting 1  
TA 221 Makeup for Stage and Screen  
TA 237 Production Techniques  
TA 307 Theatre of the Oppressed  
TA 333 Lighting Design  
TA 336 Costume Design

***Dance Electives – 7 units from the following:***

DANC 103 Modern/Contemporary 1  
DANCE 103T Mod/Contemporary 1 Skills Maintenance  
DANC 104 Modern/Contemporary 2  
DANCE 104T Modern/Contemporary 2 Skills Maintenance  
DANC 110 Ballet 1  
DANCE 110T Ballet 1 Skills Maintenance  
DANC 120 Jazz Dance Styles 1  
DANCE 120T Jazz Dance Styles 1 Skills Maintenance  
DANC 240 African Dance  
DANCE 241 Hip-hop Dance  
DANC 243 Tap Dance  
DANCE 245 Middle Eastern Dance  
DANC 247 Mexican Folklorico Dance  
DANCE 248 Danza Azteca  
DANC 310 Ballet 2  
DANCE 310T Ballet 2 Skills Maintenance  
DANC 320 Jazz Dance Styles 2  
DANCE 320T Jazz Dance Styles 2 Skills Maintenance  
DANCE 330 Modern/Contemporary 3  
DANC 330T Modern/Contemporary 3 Skills Maintenance  
DANCE 380 Special Topics in Dance  
DANC 480 Special Topics in Dance  
DANCE 488 Dance Performance Ensemble  
DANC 489 Dance Theatre Production  
DANCE 499 Directed Study  
PE 192 Latin Dance  
PE 196 Swing Dance

**Total units for the major: 45-47**

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**Communication Changes**

[Communication, B.A. - Change Core Requirements - 22-1972](#). Curriculum redesign emphasizing the fundamental skills needed for graduates in a new economy with frameworks of social advocacy and engaged critical learning. 10 newly proposed courses. 3 revised courses, and multiple suspended courses.

[Communication Minor - Change Minor Requirements - 22-2118](#). Updated Communication Major will have some impact on the Communication minors. This updates the minor to be in alignment with the new major. No substantial change in the number of units or courses required.

[Social Advocacy Minor - Change Minor Requirements - 22-2119](#). The revision of the Communication major added a number of courses to the Social Advocacy minor. The minor removed a number of other courses and have added several courses that cover social justice, organizing and social movements to the electives section of the minor.

[Sustainable Food Systems Minor - Change Minor Requirements - 22-2150](#). Currently, COMM 411 is in the "Food Stories & Literature" section of the minor. We will be removing 411 from the minor because COMM is suspending the course. In its place, we are adding COMM 412: Communication for Sustainable Development and Social Change, and COMM 429: Food Studies.

[COMM - 108 - 22-1973 - Course Change - Oral Interpretation](#). Course description change from: "*Perform prose and poetry.*" to "*Performing of literature aloud to communicate meaning to an audience.*" Add Hybrid Instruction Mode.

[COMM - 110 - 22-1980 - Course Change - Argumentation and Debate](#). Course number, title, units, and description change as a part of the overhaul of the Communication major. Add Hybrid Instruction Mode. The C-78 MOU with the College of Arts Humanities and Social Sciences is revised to map the labor expectations associated with coaching students at weekend debate tournaments.

**Current:** COMM 110. Intercollegiate Speech and Debate (1-3 units). Prepare for intramural/intercollegiate forensics.

**Proposed:** COMM 210 . Argumentation and Debate (3 units). Students will develop practical argumentation, speaking critical listening and persuasion skills by preparing for speech and debate competition.

[COMM - 300 - 22-1977 - Course Change - Contemporary Public Discourse](#). Course title and description change to be more inclusive and accurate to the content. "American" public



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discourse is felt to be unnecessarily ethnocentric and limiting. Add Hybrid and Online Instruction Modes.

**Current: American Public Discourse.** Critique genres of discourse and their importance in American culture.

**Proposed: Contemporary Public Discourse.** Examine and critique key contemporary communication moments and controversies. Includes discourse, rhetoric and advocacy framing.

[COMM - 312 - 22-1976 - Course Change - Group Communication.](#) Change division and course numbering (COMM 312 becomes COMM 212). Number of units and weekly contact hours reduced from 4 to 3. Add Hybrid and Online Instruction Modes.

[COMM - 319W - 22-1978 - Course Change - Communication Theory and Research.](#) Course title and description change as a result of re-visioning of the required research methods course in the Communication major. The change corresponds with pedagogical changes in the class itself.

**Current: Communication Research.** Social scientific and humanistic research methods.

**Proposed: Communication Theory and Research.** Explore and practice the central communication research methods and theories to develop analytic, advocacy, and writing skills.

[COMM - 321 - 22-1979 - New Course - Digital Communication.](#) This course has been taught twice as a Communication 480 course to great success. The course matches many current employment needs and student interest areas. This is a part of the overhaul of the Communication major.

[COMM - 324 - 22-2084 - Course Suspension - Nonverbal Communication.](#) Course will be suspended. 324: Nonverbal comm - last taught Spring 2024, one of two courses the portion of the major and the other course will be available to students after the change. Small possibility that we may revise the course to become a lower division class in the major at a future date, but not planned to be offered after 2024-5.

[COMM - 404 - 22-2120 - Course Suspension - Theories of Communication Influence.](#) 404: Theories of comm influence - last taught Fall 2025, one of three courses in a “two-out-of-three” rotation cycle. This class will be sunsetted in consultation with all majors who need any part of this requirement. Those students who still need the class the Communication Department advisors will substitute either Digital Communication or Leadership Communication if appropriate.

[COMM - 411 - 22-2121 - Course Suspension - Organizational Communication.](#) 411: Organizational comm - last taught Fall 2024. Part of a “one-of-two” classes option for the major.

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The other course will still be available (in a revised form). This course will be suspended and is not currently planned for the updated Communication BA.

[COMM - 412 - 22-1984 - New Course - Communication for Sustainable Development and Social Change](#). This course is part of the specialization portion of the updated Communication BA program.

[COMM - 414 - 22-2122 - Course Suspension - Rhetorical Theory](#). 414: Rhetorical theory - last taught fall 2024 or fall 2025 depending on student need. We anticipate that this course could be suspended after 2024. Pending enrollment of Fall 2023 there is a very small chance that we will need to offer a section of the class or one of the other theory rotation, (a “two-of-three”) course offering.

[COMM - 416 - 22-2123 - Course Suspension - Social Advocacy Theory and Practice](#). 416: Social Advocacy theory & practice - last taught spring 2024. This course will be transformed into the updated Comm 315. Most students should be able to get the class before it is suspended and then those that are impacted in the transition, we should be able to use either the updated Comm 315 or one of the new Specialization courses that cross over to advanced communication and social advocacy.

[COMM - 420 - 22-1985 - New Course - Rhetoric of Science](#). This course is part of the specialization section of the revised Communication BA program. It offers bridges to science communication fields and practical training in polytechnic learning modes.

[COMM - 423 - 22-1986 - New Course - Health Communication](#). This course is part of the specialization of the revised Communication BA program.

[COMM - 429 - 22-1987 - New Course - Food Studies](#). This course is part of the specialization pathway for the revised Communication BA.

[COMM - 432 - 22-1988 - New Course - Critical Cultural Communication](#). This course is part of the specialization section of the revised Communication BA proposal.

[COMM - 435 - 22-1989 - New Course - Negotiation Mediation and Crisis Communication](#). This course is part of the upper division specialization section of the revised Communication BA.

[COMM - 438 - 22-1981 - New Course - Leadership Communication](#). This course is being created as a flagship required major course for all communication majors. We believe that the skills this course offers will transfer to a variety of employment and educational opportunities. The course is a part of the overhaul of the Communication BA program.

[COMM - 450 - 22-1982 - New Course - Strategic Communication](#). This course is one of the new required major core for the updated Communication major. The skills of strategic

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Communication will serve our students well, offer polytechnic practice in job-related learning and distinguish the program for prospective students and graduates.

[COMM - 474 - 22-1983 - New Course - Communication Wizards](#). New course proposal: "Communication Wizards (1 unit). *The Communication Wizards are Cal Poly Humboldt's oral communication tutors. These undergraduates provide tutoring for lower-division students in Public Speaking and Oral Interpretation.*"

This course has been offered as a Comm 495 program for several years and is the anchor for the peer tutoring support for the Area A1 Oral Communication courses. Creating a standalone class and consistent scheduling strategy will help students to understand their opportunities for applied activities in the new major.

### Critical Race & Gender Studies Changes

[CRGS - 101 - 23-2217 - New Course - Peace and Justice Studies](#). Cross-listed course. GE A3 . This course proposal has been under construction for over two years. introduction to the (currently proposed) minor in Peace & Justice Studies; introductory course to the RS major; develops collaboration between RS and CRGS, on topics central to both disciplines.

### Engineering Changes

[ENGR - 430 - 23-2246 - Course Change - Manufacturing I](#). Prerequisite changes: remove ENGR 211 and ENGR 322, add ENGR 330. Prerequisites will be: "ENGR 123 and ENGR 330. Energy Systems Engineering, Environmental Resources Engineering, Mechanical Engineering majors only."

### Environmental Science & Management Changes

[ESM - 435 - 23-2268 - Course Change - Grant Proposal Writing](#). We propose a 1-unit increase to ESM 435: Grant Proposal Writing, this would take the course from a 2-unit course to a 3-unit course. Add a prerequisite that is already shared on the current syllabus - Junior standing or above. Update Instruction Mode to add Hybrid and Online.

The reason for this proposal is to better align the workload with the expectations of the course. Each semester we hear from students that due to the class being "only" a 2-unit class that they did not plan for adequate time in their schedules for completing the work of the course and/or are feeling very burdened by what they perceive as an additional workload beyond the units. The ESM 435 instructors see the validity to this point of view. Over the years the instructors have worked to streamline the grant writing process for this course, however developing well-planned proposals and strong writing takes time and attention over a stretch of time for writing, reflecting, giving/getting feedback, revising, rewriting, etc.

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Making ESM 435 a 3-unit class would better align the expectations and the realities of the class and would also allow for some additional support for many of our students who struggle with the process.

[Environmental Science and Management, B.S. \(Core\) - Change Core Requirements - 23-2269.](#)

If the course change proposal ESM - 435 - 23-2268 is approved to increase the total number of units in ESM 435 from 2 units to 3 units, then this will increase the overall ESM core by 1 unit.

### **History Changes**

[History, Education Concentration, B.A. - Change Core Requirements - 23-2306.](#) Because PSCI 230 is increasing from 3 units to 4 units, the "History: Education Concentration, B.A." concentration will increase from 24 to 26, and the major units from 52 to 54.

Added in many Upper Division Geography classes that Hist-Ed students take in lieu of GEOG 470/470S since those classes have not been offered for many years. These courses fulfill the same Geography requirements as 470/470S and are approved by the State of California for meeting the Single Subject Social Science Credential requirements for Geography.

[History, Education Concentration, B.A. MAP - Change Program Description - 23-2307.](#) Instead of uploading a MAP to accompany proposal 23-2306: History Education program change, the MAP was revised in the Curriculum Schema within this proposal.

### **Music Changes**

[Music, B.A. \(Core\) - Change Core Requirements - 22-2022.](#)

Piano: Combine our current Piano I with our current Music Fundamentals to create a new hybrid Theory/Piano course: MUS 218: Keyboard Musicianship (2). Re-number Piano II, III, and IV as Piano I, II, and III.

Music Theory: the new MUS 218: Keyboard Musicianship (2) becomes the pre-req for new course MUS 219: Foundations of Harmony (3). This course will teach the harmonic concepts currently covered in Theory I, II, and III *without* asking students to do any writing/composition exercises. This course will become the prereq for just about every other music course. Until enrollment demand increases, we will teach this course once a year in the Spring. It will be required for music minors as well. MUS 341: Harmonic Connections: Voice-leading (3) repeats all the concepts from MUS 219, except that in this class the students use the information in composition exercises. MUS 342: Form and Analysis (3) covers all the form study from the current Theory I, II, and III plus we've added some popular music forms. The current Theory I, II, and III will be deleted, and students will be required to take 219: Foundations, 341: Harmonic Connections, and 342: Form and Analysis. Because 341 and 342 have just 219 as a prereq, students can take the courses in a variety of orders, and we will need to offer each of these classes only once every 2 years. Our current Theory IV class covers musical techniques

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since 1900. In the new curriculum we will give students a choice of taking MUS 343: Post-Tonal Theory (3) (which is simply a re-named and numbered Theory IV) OR MUS 344: Jazz Harmony in Theory and Practice (3). This permits students to choose what is most relevant for their needs. Again, 219 will be the prereq. As with the other 300-level theory classes, we will offer these courses once every 2 years.

Ear Training: - no changes

Music History and Repertoire: All students will be required to take MUS 104 (which has been re-named Exploring Classical Music), which ensures that all students have some education in Classical Music. Then students choose 3 of four upper division courses: MUS 301: Rock: An American Music (3), MUS 302: Music in World Culture (3), MUS 305: Jazz: An American Art Form (3), or new course MUS 444: History of Music in the European Tradition (4). Students in the Music Ed and Applied Music concentrations will be required to take MUS 444. MUS 444, will be offered once every 3 semesters, and will replace 6 units of MUS 348: Music History to 1750 and MUS 349: Music History 1750 to present.

Applied Instruction: 4 units of lower-division applied instruction have moved into the core. (It used to be in the concentrations.) To support students interested in composition, students may choose to replace 4 units of applied instruction with MUS 324: Contemporary Composition Techniques (2).

Increase total units from 43 to 45-46.

LK: Suspending courses and creating new courses, this changes course offerings in various core bins and also changes some prereqs. Piano bin, students take a new course that combines two suspended courses and also take three renumbered courses. Music Theory bin, students take three new courses then choose between a changed course and another new course. Ear Training bin, no changes, students take 4 1-unit courses. Music History and Repertoire bin, students take one changed LD course and then choose 3 of 4 UD courses, with these courses consisting of 3 unchanged courses and one new course; the new course is required for two concentrations and replaces two suspended courses. Applied Instruction bin, 4 units LD of applied instruction moved into core from concentrations; if students interested in composition, can replace applied instruction units with composition courses.

[Music Minor - Change Minor Requirements - 22-2080.](#)

Change the required minor courses **from:** MUS 104: Intro to Music; MUS 110: Music Fundamentals **to:** MUS 104: Exploring Classical Music: Music for Court and Stage (3) **or** 101: Music in Society (3), MUS 218: Keyboard Musicianship (2), and MUS 219: Foundations of Harmony (3).

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Because the new MUS 219 will be a prereq for almost every other music course, the list of electives will be substantially expanded. In addition, because there are 2 more units of required courses, the number of units of electives will be reduced from 6 to 4.

LK: Used to require MUS 104 and 110 for minor core. Changing minor core to require new course MUS 101, changed course MUS 104, and new course 219; this increases core by 2 units. Because MUS 219 is a prereq for many courses, many more elective choices are possible; required elective units are dropping from 6 to 4 because of increased 2 units to core; 4 elective units are indeed possible b/c a lot of courses in elective bin are 2-units.

[Music, Performance Concentration, B.A. - Discontinue Program - 22-2068](#). Discontinue the Music Performance Concentration. We will combine the existing Performance and Composition Concentrations into one new Concentration in Applied Music. The number of units required for Applied Music will be significantly fewer than the current Performance Units. This change is in response to feedback from our accreditor.

[Music, Composition Concentration, B.A. - Discontinue Program - 22-2069](#). Discontinue the Music Performance Concentration. We will combine the existing Performance and Composition Concentrations into one new Concentration in Applied Music. The number of units required for Applied Music will be significantly fewer than the current Performance Units. This change is in response to feedback from our accreditor.

[Music, Music Education \(Pre-Credential\) Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2070](#). Add MUS 108G: Beginning Guitar to the concentration (because Music Teachers increasingly need Guitar Skills). Replace the MUS 109V requirement with MUS 108V: Beginning Voice OR MUS 109V because we have not been able to offer MUS109V often enough to support the Music Education Majors.

Change the Concentration Title to Music Education (Pre-Credential) to meet National Association of Schools of Music requirements.

The Lower Division lessons that used to be part of the Music Education Concentration will move to the core.

[Music, Music Studies Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2075](#). Move Studio lessons to the Core (and reduce from 5 semesters to 4).

Change 6 units of electives requirement to 1 Technology course (chosen from a list of 4) and a Capstone Career Skills course.

Total units for the degree will be reduced by 2-4 units.

[MUS - 101 - 22-2066 - New Course - Music and Society](#). MUS 104 (Currently named Into to Music, soon to be re-named Exploring Classical Music) is a Classical-music focussed course.



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In the process of clarifying the title of MUS 104, we felt that we needed a more general LD Music class that would address multiple musical styles. Thus we are seeking to add this course.

We currently offer 2 sections of 104 each semester. With this change, we will offer 1 section of 104 and one section of 101. We plan to offer 101 F2F one semester and online the other. Music majors have to take MUS 104. Music minors will have the choice of taking either 104 or 101. LK: Adding new GE Area C course for general musical styles rather than exclusively classical. Minors will have the option of this course or 104; GE.

[MUS - 104 - 22-2045 - Course Change - Exploring Classical Music: Music for Court and Stage.](#) Update course title and description to more accurately reflect course content.

[MUS - 110 - 22-2131 - Course Suspension - Fundamentals of Music.](#) Suspend MUS 110. It's content is moving into the new MUS 218: Keyboard Musicianship.

[MUS - 112 - 22-2015 - Course Suspension - Piano I.](#) Suspend this course as part of the Music Curriculum revisions. Content being combined with Fundamentals of Music (MUS 110, also being suspended) into new course MUS 218 Keyboard Musicianship, which will be part of core in Piano bin.

[MUS - 113 - 22-2047 - Course Change - Piano I.](#) Update the course title (from Piano II to Piano I), description, and prerequisite as part of the larger Music Curriculum Change. Course content is not changing as the content from the previous Piano I will now be located in MUS 218: Keyboard Musicianship.

[MUS - 130 - 22-2048 - Course Change - Piano II.](#) Update the course title (changing from Piano III to Piano II), description, and prerequisite (MUS 113 or IA) as part of the larger Music Curriculum Change. Course content is not changing.

[MUS - 214 - 22-2016 - Course Suspension - Theory I.](#) Suspend the course as part of the Music Curriculum changes. Theory I, II, III being suspended and put into MUS 342 Form and Analysis (3), which will be part of core in Theory bin of classes.

[MUS - 215 - 22-2018 - Course Suspension - Theory II.](#) Suspend course as part of Music Curriculum changes. Theory I, II, III all being suspended and put into new course MUS 342 Form and Analysis (3), part of core in Theory bin.

[MUS - 216 - 22-2032 - Course Change - Ear Training I.](#) Change the co-requisite to be new course MUS 218: Keyboard Musicianship. Course Description will be changed, accordingly.

[MUS - 217 - 22-2033 - Course Change - Ear Training II.](#) Change course description and pre-reqs to reflect changes in Music Curriculum. Old description: "Continues MUS 216;" new description: "Continue development of skills introduced in Ear Training I." Old pre-reqs MUS 214 Theory I and 216 Ear Training I, w/ coreq 215 Theory II change to new prerequisites—new

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course MUS 218 Keyboard Musicianship with corequisite new course 219 Foundations of Harmony.

[MUS - 218 - 22-2053 - New Course - Keyboard Musicianship](#). As part of the Music Curriculum revision, we are combining MUS 110: Music Fundamentals and MUS 112: Piano I into one course. We think the students will learn the material better, and the combination reduces the total units in the degree. This new course will be part of the major core and will be a prereq for many courses.

[MUS - 219 - 22-2058 - New Course - Foundations of Harmony](#). This is part of the larger Music Curriculum Revision. The changes to the theory sequence will reduce the number of prerequisites, which will give students more flexibility in the order they take courses. This course will be the prereq to many music classes.

[MUS - 314 - 22-2019 - Course Suspension - Theory III](#). Suspend course as part of Music Curriculum revisions. New course MUS 342 Form and Analysis (3) covers Theory I, II, III; these courses will be deleted; 342 required in the Theory bin of core.

[MUS - 315 - 22-2046 - Course Change - Post-Tonal Theory](#). Change the title from Theory IV to Post-Tonal Theory, course number from 315 to 342, as part of the Music Curriculum Change. Change the course prerequisite from MUS 314 Theory III which is being suspended to new course MUS 219 Foundations of Harmony. There is no change to the course content.

[MUS - 316 - 22-2108 - Course Change - Ear Training III](#). Change course pre-reqs from MUS 215 (suspended) and MUS 217 with MUS 314 (suspended) as coreq to just new course MUS 219 and MUS 217. Removed initial sentence of the Description to remove reference suspended MUS 314 Theory III. All changes are part of the new curriculum.

[MUS - 317 - 22-2109 - Course Change - Ear Training IV](#). Update prerequisites to reflect the Music Program change. Used to be C MUS 314 Theory III (suspended) and C MUS 316 Ear Training III and Coreq MUS 315 Theory IV; now new course MUS 219 Foundations in Harmony and MUS 316 Ear Training III.

[MUS - 318 - 22-2020 - Course Suspension - Jazz Improvisation](#). Suspend course as part of Music Curriculum Changes. Was an elective in three concentrations (two of which are being deleted) and the minor.

[MUS - 319 - 22-2034 - Course Change - Elementary Music Methods](#). Change the course prerequisite to new course MUS 219 Foundations in Harmony because the old prereq MUS 314 Theory III is being suspended as part of the Music Curriculum Change.

[MUS - 320 - 22-2035 - Course Change - Composition: Film Scoring](#). Change the course prerequisite to new course MUS 219 Foundations in Harmony. The old pre-req courses are being eliminated as part of the Music Curriculum Change.



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[MUS - 320B - 22-2021 - Course Suspension - Composition: Jazz and Pop Arranging](#). Suspend course as part of Music Curriculum Changes.

[MUS - 320C - 22-2037 - Course Change - Composition: Electronic Music](#). Remove MUS 315 Theory IV prerequisite, so there will be no prerequisite classes.

[MUS - 323 - 22-2038 - Course Change - Jazz Pedagogy](#). Change the course prerequisite to new course MUS 219 Foundations in Harmony. The old pre-req course MUS 214 Theory I is being suspended as part of the Music Curriculum Change.

[MUS - 324 - 22-2039 - Course Change - Contemporary Composition Techniques](#). Change the course prerequisite to new course MUS 219 Foundations in Harmony. The old pre-req course MUS 214 Theory I is being suspended as part of the Music Curriculum Change.

[MUS - 326 - 22-2024 - Course Suspension - Counterpoint](#). Delete as part of music curriculum changes; Composition Concentration being deleted.

[MUS - 330 - 22-2049 - Course Change - Piano III](#). Update course title (from Piano IV to Piano III) and pre-reqs (was MUS 130 and coreq MUS 314, changing to just MUS 130) as part of larger Music Curriculum change. Course content is not changing.

[MUS - 334 - 22-2040 - Course Change - Fundamentals of Conducting](#). Change the course prerequisite to new course MUS 219 Foundations of Harmony. The old pre-req course, MUS 314 Theory III is being eliminated as part of the Music Curriculum Change.

[MUS - 338 - 22-2041 - Course Change - Vocal and Instrumental Scoring](#). Change the course prerequisite to new course MUS 219 Foundations of Harmony. The old pre-req course, MUS 215 Theory II, is being suspended as part of the Music Curriculum Change.

[MUS - 340 - 22-2025 - Course Suspension - Junior Recital](#). Part of Music Curriculum Revision.

[MUS - 341 - 22-2059 - New Course - Harmonic Connections: Voice Leading](#). This is part of the larger Music Curriculum revision.

[MUS - 342 - 22-2060 - New Course - Form and Analysis](#). Part of Music Curriculum Redesign.

[MUS - 344 - 22-2062 - New Course - Jazz Harmony in Theory and Practice](#). Part of the Music Curriculum Revision - intended to offer students more choices in their Theory courses.

[MUS - 348 - 22-2026 - Course Suspension - Music History: Antiquity to 1750](#). Suspend course as part of Music Curriculum change.

[MUS - 349 - 22-2027 - Course Suspension - Music History: 1750 to Present](#). Part of Music Curriculum Revisions.

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[MUS - 356 - 22-2028 - Course Suspension - Lyric Diction](#). Part of Music Curriculum revision.

[MUS - 422 - 22-2107 - Course Reactivation - Studio Flute for Performance and Music Education](#). This course should never have been suspended. Please un-suspend it. If we have Music Ed or Performance students whose primary instrument is flute, we will need this course. Until then, it needs to stay waiting in the catalog - at least partially because prospective students need to be able to see the course exists.

[MUS - 444 - 22-2067 - New Course - History of Music in European Tradition](#). Part of the Music Curriculum revision - goals reducing units, increasing class size, making curriculum more relevant to our students. Replacing MUS 348 & 349, which are being suspended.

[MUS - 453 - 22-2029 - Course Suspension - Career Skills for Musicians](#). Part of Music Curriculum Change.

[MUS - 455 - 22-2042 - Course Change - Secondary Music Methods](#). Change the course prerequisite to new course MUS 219 Foundations of Harmony; remove old prereq of MUS 319 Elementary Music Methods.

[MUS - 477W - 22-2081 - New Course - Career Skills for Performing Artists](#). This course will be a cross-listed course (with Dance and Theatre) that combines the existing DANC/TA Senior Seminar and the existing Music Career Skills classes into one GWAR-focussed course. None of our programs currently have sufficient enrollment to support stand-alone courses, but we believe the content is essential for students.

### **Political Science Changes**

[Political Science, B.A. - Change Concentration/Emphasis Requirements - 22-2156](#). Add PSCI 320: Career Workshop to the list of upper division electives from which students can choose.

[Political Science, Global Politics Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2157](#). Add PSCI 320: Career Workshop to the list of upper division electives from which students can choose.

[Political Science, Law and Policy Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-2158](#). Add PSCI 320: Career Workshop to the list of upper division electives from which students can choose.

[Political Science, B.A. \(Core\) - Change Core Requirements - 23-2273](#). Change the lower division core courses (PSCI [220](#), [230](#), and [240](#)) to be four units each, and suspending [PSCI 280](#). In addition, change PSCI 295 (another lower division core course) to [PSCI 395](#). Therefore, after all the proposed changes are approved, the core courses (total of 23 units) will have the following:

- Lower Division Core (12 units)

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- PSCI 220 (4 units)
- PSCI 230 (4 units)
- PSCI 240 (4 units)
- Upper Division Core (8 units)
  - PSCI 395
  - PSCI 485W
- Upper Division Experience (3 units)
  - PSCI 413 and PSCI 414, OR
  - PSCI 376 and PSCI 377, OR
  - PSCI 482

[Political Science, Politics of Environment and Sustainability Concentration, B.A. - Change Concentration/Emphasis Requirements - 23-2274](#). Remove PSCI 306M: Majors Research and add PSCI 371: Experiential Workshop to concentration requirements. Add new course PSCI 320: Career Workshop to the list of electives.

[Political Science Minor - Change Minor Requirements - 23-2276](#). PSCI 220, 230, and 240 are becoming four units each, and this will increase the number of units for the minor to 24.

[PSCI - 220 - 23-2259 - Course Change - Introduction to Political Theory](#). Increase the course units from 3 to 4. This is part of a larger change adjusting the three core courses for majors (PSCI 220, 230, 240) from 3 units to 4 units, simultaneously suspending the 1 unit PSCI 280 Core Discussion Seminar. This will result in a 2 unit increase to the major program as a whole, from 41 to 43 units.

[PSCI - 230 - 23-2260 - Course Change - Introduction to Comparative Politics](#). Increase the course units from 3 to 4. This is part of a larger change adjusting the three core courses for majors (PSCI 220, 230, 240) from 3 units to 4 units, simultaneously suspending the 1 unit PSCI 280 Core Discussion Seminar. This will result in a 2 unit increase to the major program as a whole, from 41 to 43 units.

[PSCI - 240 - 23-2261 - Course Change - Introduction to International Relations](#). Increase the course units from 3 to 4. This is part of a larger change adjusting the three core courses for majors (PSCI 220, 230, 240) from 3 units to 4 units, simultaneously suspending the 1 unit PSCI 280 Core Discussion Seminar. This will result in a 2 unit increase to the major program as a whole, from 41 to 43 units.

[PSCI - 280 - 23-2262 - Course Suspension - Core Discussion Seminar](#). Suspending the 1 unit PSCI 280 Core Discussion Seminar. (Content will move into the 4-unit core courses.) Generally we don't suspend 280 courses, as these are variable topics classes. When the department needs a variable topics 280 course in the future, they will be able to reactivate it.

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[PSCI - 295 - 22-1993 - Course Deletion - Political Research and Analysis](#). Delete this course because it is being moved to be an upper division core requirement. Most social science research methods courses are taught at the upper division level.

[PSCI - 305W - 22-2085 - Course Change - Food Politics and the American Dream](#). Change title of the course to just "Food Politics" to more accurately reflect the course description.

[PSCI - 306M - 23-2263 - Course Suspension - Environmental Politics - Majors Research Seminar](#). Suspend this one-unit class. The content will now be found in PSCI 371.

[PSCI - 320 - 22-2138 - New Course - Career Workshop](#). 1 unit, C-5, 20 students, once a year. Rationale: PSCI students who are unable to take the internship class (PSCI 482) can benefit from a one-unit class that would help them explore career options and develop professional skills. Adding this class to the existing curriculum will provide students the tools to enhance their post-graduation career options, including writing resumes/cover letters, networking, and interviewing.

[PSCI - 323 - 22-1996 - Course Change - Topics in Political Theory](#). Change the course's C-Classification from C-02 to C-05 to more accurately reflect its course structure and the way it has been taught.

[PSCI - 395 - 22-1994 - New Course - Political Research and Analysis](#). We are deleting PSCI 295 Political Research and Analysis and making it an upper division (PSCI 395) course. Most social science majors at Humboldt and elsewhere offer research methods at the upper-division level.

# Title IX Implementation Plan

Overview

## Links To Recommendations

- Infrastructure & Resources
- Communications
- Prevention Education & Training
- Responding to Other Conduct of Concern

# Infrastructure and Resources

- **Coordinate with the Regional Director, Systemwide Title IX/Civil Rights Division, and subject matter experts to:**
  - Map the case resolution process from reporting and intake through to investigation and resolution process
    - Compare the current process against standard practices and identify any concerns related to timeliness, conflicts, gaps in communication, or gaps in consistent process.
    - Identify, map, and reconcile intersections with faculty/staff grievance and disciplinary processes.

# Infrastructure & Resources (Cont'd.)

- Infrastructure & Resources

- Develop internal protocols and written tools (e.g., templates and checklists) for intake and outreach, oversight of supportive measures, and decision-making regarding emergency removal or administrative leave
- Seek to hold an intake meeting with all individuals who make a report of conduct that would potentially violate the Nondiscrimination Policy
- Develop protocols for notifying and coordinating with the confidential advocate at the intake meeting, if possible
- Develop or update protocols for information sharing to ensure that the Title IX/DHR Office can fulfill its responsibility of documenting all supportive measures offered, requested, implemented, and if denied, the reasons for the denial
- Create a feedback loop to acknowledge responsible employee reports and confirm receipt of the report and next steps
- Establish standardized protocols for outreach to complainants that involve multiple modalities, systems to document outreach, and a protocol for how and when to make additional outreach in cases with non-responsive complainants, including the potential for outreach through a third-party or a responsible employee



# Infrastructure & Resources (Cont'd.)

- Develop integrated, written processes for initial assessment designed to evaluate known facts and circumstances, assess and implement supportive measures, facilitate compliance with Title IX and Clery responsibilities, and identify the appropriate institutional response after triaging the available and relevant information; as part of the initial assessment, the Title IX Coordinator/DHR Administrator should:
  - Take steps to respond to any immediate health or safety concerns raised by the report
  - Assess the nature and circumstances of the report to determine whether the reported conduct raises a potential policy violation and the appropriate manner of resolution under the Nondiscrimination Policy
  - Assess the nature and circumstances of the report, including whether it provides the names and/or any other information that identifies the complainant, the respondent, any witness and/or any other individual with knowledge of the reported incident
  - Provide the complainant with both oral and written information about on- and off-campus resources (including confidential resources), supportive measures, the right to contact (or decline to contact) law enforcement or seek a civil protection order, the right to seek medical treatment, the importance of preservation of evidence, the right to be accompanied at any meeting by an advisor of choice, and an explanation of the procedural options available
  - Refer the report to appropriate campus officials to assess the reported conduct and determine the need for a timely warning or other action under the Clery Act
  - Assess the available information for any pattern of conduct by respondent

# Infrastructure & Resources (Cont'd.)

- Discuss the complainant's expressed preference for manner of resolution and any barriers to proceeding (e.g., confidentiality concerns)
- Explain the policy prohibiting retaliation and how to report acts of retaliation
- Determine the age of the complainant, and if the complainant is a minor, make the appropriate report of suspected abuse consistent with state law
- Evaluate other external reporting requirements under federal or state law or memoranda of understanding
- Develop, and follow, a comprehensive written checklist/form to ensure that all required actions are taken under state and federal law
- Develop checklist of factors to consider in determining whether to move forward without a complainant or whether informal resolution is appropriate and ensure sufficient documentation of the determination
- Provide a written statement of concern at the conclusion of the initial assessment to ensure that the complainant (and as appropriate, the respondent) have a clear understanding of the nature of the report and the proposed resolution path

# Infrastructure & Resources (Cont'd.)

- Separate support/advocacy functions from investigation to avoid role confusion and ensure clear demarcation between the individuals who provide supportive measures to a complainant, respondent or other individual in need of assistance, and the investigator
- Strengthen campus collaboration and information-sharing through a multidisciplinary team (MDT) model
  - The Title IX Coordinator/DHR Administrator, in conjunction with the Chancellor's Office, should identify essential university partners to serve on the MDT and set standards for meeting goals and sharing real time information. MDT members may include representatives from the OSSR, Human Resources & Academic Personnel Services, UPD, the Title IX Coordinator/DHR Administrator, Clery Coordinator, and University Counsel
  - The MDT should meet regularly and at a minimum, weekly, to review all new reports
  - The MDT should ensure that all known and available information about the parties and the reported incident is shared with TIX/DHR to inform TIX/DHR's initial assessment and any steps it determines to take in response (including information maintained outside of Title IX/DHR's recordkeeping systems and information that may only be known to another unit or individual)
  - The Title IX Coordinator/DHR Administrator should follow a protocol for securely sharing parties' university ID numbers or names and basic information about the reported incident in advance of MDT meetings to enable all participants to query their records systems and bring forward any relevant information

# Infrastructure & Resources (Cont'd.)

- The Title IX Coordinator/DHR Administrator should ensure that the multidisciplinary team is trained to treat information confidentially, with sensitivity, and consistent with state and federal privacy laws
- The MDT should engage in consultation to inform decisions, including those about emergency removal, administrative leave, the reasonable availability of supportive measures, and questions about the scope of the university's education program or activity
- The MDT meetings should serve as natural opportunities for documenting the factors considered in reaching key decisions and documenting what information was known, when it was known, by whom it was known, and what impact it had on the Title IX Coordinator/DHR Administrator's analysis
- The MDT should facilitate the development of shared fluency and knowledge among key university partners related to the legal and regulatory requirements, policy frameworks, and considerations related to care and informed and equitable processes

# Infrastructure & Resources (Cont'd.)

- Oversee investigations for quality and consistency of prompt and equitable processes
  - Establish a protocol to ensure the timeliness of investigations, with routine quality control mechanisms throughout investigation process
  - Develop quality control processes for monitoring active investigations for thoroughness and timeliness and ensure timely communications to parties throughout the investigative process (e.g., calendar internal 30-day, 60-day and 90-day alerts to prompt the investigator or case manager to make outreach to the parties)
  - Ensure each report has sufficient review by the Title IX Coordinator/DHR Administrator and University Counsel (for legal review of sufficiency and adherence to policy)

# Communications

- Ensure distribution of a clear and consistent communication plan each semester that includes, at a minimum:
  - Dissemination of the Notice of Nondiscrimination
  - Dissemination of the Nondiscrimination Policy
  - Information about reporting and resources

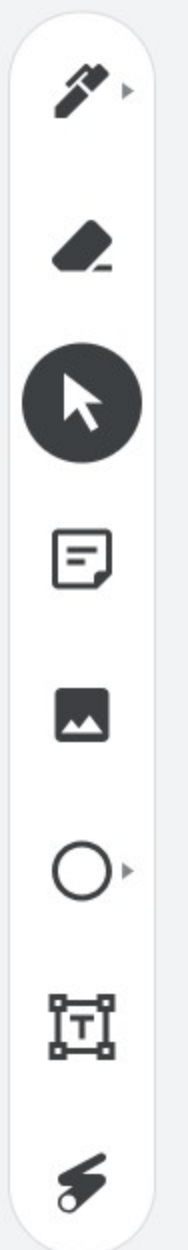
# Prevention, Education & Training

- Allot sufficient budget lines to ensure consistent, baseline funding for personnel, legally-required programming, and technology/learning management systems
- Proactively coordinate with system-level subject matter experts to assist with education, training, materials and communications related to complex and difficult issues facing all CSU institutions
- Designate one individual with specific oversight of all university prevention and education planning and programming, preferably a full-time role without other job responsibilities
- This coordinator should be tasked with oversight of and responsibility for all legally-required programming under Title IX, the Clery Act, and California law

# Responding to Other Conduct of Concern

- In conjunction with the Chancellor's Office and CSU's Office of General Counsel, develop a written policy, document, or statement by senior leadership to establish expectations, guidelines, and/or definitions of conduct
  - The written framework should address unprofessional conduct, abusive conduct, microaggressions, acts of intolerance, and other disruptive behavior in the living, learning and working environment
  - The written framework must also address intersections with free speech and academic freedom, including the explicit recognition that the CSU cannot discipline for protected speech





# Understanding Cal Poly Humboldt's 2023 Annual Security Report

The full report is available at: [clery.humboldt.edu](https://clery.humboldt.edu)



# General Overview

- Clery Act: Federal law in 1990, considered consumer protection that focuses on transparency around campus crime policy and statistics
- Named for the year it's published - 2023 ASR
- Statistics are collected for a calendar year, rather than an academic year
- Also contains:
  - current security and safety-related policy statements
  - emergency preparedness and evacuation information
  - crime prevention and sexual assault prevention information
  - information about drug and alcohol prevention programming

# Why comply?

## “Stick”

- Compliance with Clery Act is tied to our access to Title IV funds (Federal student aid) - lack of compliance can result in our funds getting revoked
- Fines: \$67,544 per instance, with increases each year, e.g.:
  - Missing policy statements in the ASR
  - Inaccurate crime statistics
  - Issues with daily crime or fire logs

## “Carrot”

- Transparency for campus and community members
- Allows for individuals to create a safety plan for themselves
- Safety/security related policy statements and procedures are all in one place

# “Reported”

- ASR has reported statistics
- It is not a confirmation that a crime has definitively occurred
  - Investigations (if they occur) often happen after a report is made
  - If an investigation turns up that the crime did not take place as reported, the statistic remains in the ASR unless UPD has determined that the report was purposely false or baseless (i.e. **unfounded**)
- Numbers will differ across reports because of location of incident, what’s shared, how reports are worded, confidentiality, etc.
  - Title IX department annual report, ASR, CAT, Safer Campus Survey, UPD

# Unfounded Crimes

A crime is considered **unfounded** for Clery Act purposes only if sworn or commissioned law enforcement personnel (UPD) make a formal determination that the report is **false** or **baseless**.

- **False:** only if the evidence from a complete and thorough investigation establishes that the crime reported was not, in fact, completed or attempted in any manner
- **Baseless:** only if the allegations reported did not meet the elements of the offense or were improperly classified as crimes in the first place

A reported crime cannot be designated **unfounded** if no investigation was conducted or the investigation was not completed; nor can a crime report be designated **unfounded** merely because the investigation failed to prove that the crime occurred.

# What happens after something is reported?

1. The initial report is made to UPD, Title IX, Housing, CARE, Office of Student Rights & Responsibilities, or any other **Campus Security Authority**
2. The report is assessed by the Clery Director and UPD to determine if there is an ongoing threat to the campus and if it falls within **Clery Geography**
  - a. If yes, we issue a **Timely Warning** to campus
3. UPD puts the crime statistic on the **Daily Crime Log**
4. All crimes are totaled for the calendar year and included in the **Annual Security Report**

# What happens (continued)

If a report references sexual assault, dating or domestic violence, or stalking, AND the survivor's name is included in the report, Title IX & DHR Prevention Office shares with the survivor:

- confidential support options such as the Campus Advocate Team and CAPS
- additional campus and community resources
- their rights and options under the **CSU Nondiscrimination Policy**, including the option to request supportive measures
- the option to meet with the Title IX & DHR Prevention Office



# What statistics get included in the ASR?

- Included based on the year they were reported, not the year they occurred.
- Every incoming report to Housing, Title IX, OSRR, CARE, and UPD is assessed for the following:
  - Is it considered one of the ***Clery-reportable crimes***?
  - Did it occur on ***Clery geography***?
  - Was it reported to a ***Campus Security Authority***?

# Clery Reportable Crimes

## Criminal Offenses

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

## Hate Crimes

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

## Violence Against Women Act (VAWA)

- Domestic violence
- Dating violence
- Stalking

## Arrests and Referrals for Disciplinary Action

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

Click [HERE](#) for full details and definitions

## A note on definitions...

The classification happens “behind the scenes”.

Those who experience harm can use whatever words and phrases to describe their experience.

Students and employees can request supportive measures from campus regardless of if what they describe “matches” a definition of a Clery Reportable crime.

# Clery Geography

There are four geography categories in the ASR:

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

# Examples

Assuming the following (fictional) scenarios are reported to UPD or another CSA, they MAY be counted in the year they were reported, depending on the circumstances:

- Someone's car is stolen from a campus parking lot
  - motor vehicle theft
- Someone has marijuana in their possession, in their residence hall room, and they are under 21 years old
  - drug referral or arrest
- Someone's residence hall room is broken into
  - burglary
- Someone is drinking alcohol on the University Quad
  - alcohol referral or arrest
- Someone says an ex partner is showing up outside of all of their classes and they are feeling scared to go to class because of this
  - stalking

You can obtain a copy of  
the report by contacting  
the Clery Director or  
stopping by the office:

**Nicki Viso**

Clery Director  
707-826-5175

[nicki.viso@humboldt.edu](mailto:nicki.viso@humboldt.edu)

Title IX & DHR Prevention Office  
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