Cal Poly Humboldt.

University Senate

Meeting Minutes for Tuesday, October 28, 2025
Goodwin Forum and Zoom, Meeting ID 818 1954 9462

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

Members Present
Aghasaleh, Allison Govier, Benavides-Garb, Burkhalter, Cabot, Choi, Cruz, Deshazier, Dschida, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, McGuire, McKindley, Mola, Moyer, Pachmayer, Spagna, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Members Absent
Banks, Capps, Cappuccio, Lancaster

Guests
Michelle Caisse, Iridian Casarez, Joice Chang, Adrienne Colegrove-Raymond, Thomas Elliott, Erick Eschker, Bethany Gilden, Kendra Higgins, Melissa Hutsell, Heather Madar, Peggy Metzger, Raven Palomera, Nicholas Perdue, Sasheen Shailee Raymond, Jenni Robinson Reisinger, JoAnn Yamani, Shawna Young

Announcement of Proxies
Allison Govier for Banks, Heather Madar for Capps, Aghasaleh for Lancaster

CFA Interruption Statement
Chair Harmon read the Interruption Statement from the California Faculty Association.

Approval and Adoption of Agenda
M/S (Allison Govier/McGuire) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from October 14, 2025
M/S (Allison Govier/Mola) to approve the minute from October 14, 2025.

Motion to approve the minutes passed without dissent.

Reports, Announcements, and Communications of the Chair
Written report attached

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

Academic Policies Committee (APC)
Written report attached

Appointments and Elections Committee (AEC)
No report

Constitution and Bylaws Committee (CBC)
No report

Faculty Affairs Committee (FAC)
Written report attached

Integrated Curriculum Committee (ICC)
Written report attached

University Policies Committee (UPC)
No report

University Resources and Planning Committee (URPC)
Divisional updates are continuing. Enrollment Management, Academic Affairs, and Athletics are next.

Academic Senate of the California State University (ASCSU)
Written report attached

Associated Students (AS)
Written report attached

California Faculty Association (CFA)
Written report attached

Office of Diversity, Equity, and Inclusion (ODEI)
No report

Emeritus and Retired Faculty and Staff Association (ERFSA)
Written report attached

Labor Council
Written report attached

Staff Council
No report

Executive Cabinet
Written report attached

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

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

TIME CERTAIN: 3:15-3:30 PM – Open Forum for the Campus Community
There were no speakers for the Open Forum.

Information Item: MPP Hiring Policy Memo
Chair Harmon, Senator Aghasaleh, and Bethany Gilden discussed the attached draft memo.

Resolution to Recommend Community Health, B.A.
(03-25/26-ICC – October 28, 2025 – Curriculum Reading)
Senator Sterner gave an introduction to the resolution. Senator McGuire spoke in favor.

Senate vote to approve the Resolution to Recommend Community Health, B.A. *passed without dissent*.

Ayes (28): Aghasaleh, Benavides-Garb, Burkhalter, Cabot, Capps, Choi, Cruz, Deshazier, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Nays (0): none

Abstentions (4): Allison Govier, Banks, Cappuccio, Evans

Resolution to Recommend the Suspension of the Geospatial Certificate of Study (Basic) Program
(04-25/26-ICC – October 28, 2025 – Curriculum Reading)
Senators Sterner and Allison Govier gave an introduction to the resolution. Nicholas Perdue discussed the overall changes to the Geospatial certificates.

Senate vote to approve the Resolution to Recommend the Suspension of the Geospatial Certificate of Study (Basic) Program *passed without dissent*.

Ayes (29): Aghasaleh, Allison Govier, Benavides-Garb, Burkhalter, Cabot, Capps, Choi, Cruz, Deshazier, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Nays (0): none

Abstentions (3): Banks, Cappuccio, Evans

Resolution to Recommend Approval of the Geospatial Basic Certificate of Study
(05-25/26-ICC – October 28, 2025 – Curriculum Reading)
Nicholas Perdue gave an introduction to the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Geospatial Basic Certificate of Study *passed without dissent*.

Ayes (28): Aghasaleh, Allison Govier, Benavides-Garb, Burkhalter, Cabot, Capps, Choi, Cruz, Deshazier, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Nays (0): none

Abstentions (4): Banks, Cappuccio, Evans, Pachmayer

Resolution to Recommend Approval of the Geographic Information Science (GIS) Certificate of Study
(06-25/26-ICC – October 28, 2025 – Curriculum Reading)
Nicholas Perdue gave an introduction to the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Geographic Information Science (GIS) Certificate of Study *passed without dissent*.

Ayes (29): Aghasaleh, Allison Govier, Benavides-Garb, Burkhalter, Cabot, Capps, Choi, Cruz, Deshazier, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Nays (0): none

Abstentions (3): Banks, Cappuccio, Evans

Resolution to Recommend Approval of the Remote Sensing Certificate of Study
(07-25/26-ICC – October 28, 2025 – Curriculum Reading)
Senate vote to approve the Resolution to Recommend Approval of the Remote Sensing Certificate of Study *passed without dissent*.

Ayes (28): Aghasaleh, Allison Govier, Benavides-Garb, Burkhalter, Cabot, Capps, Choi, Cruz, Deshazier, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Nays (0): none

Abstentions (4): Banks, Cappuccio, Evans, Pachmayer

Resolution to Recommend Approval of the Cartography Certificate of Study
(08-25/26-ICC – October 28, 2025 – Curriculum Reading)
Senators Tremain and Allison Govier spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Cartography Certificate of Study *passed without dissent*.

Ayes (29): Aghasaleh, Allison Govier, Benavides-Garb, Burkhalter, Cabot, Capps, Choi, Cruz, Deshazier, Dschida, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, A. Thobaben, M. Thobaben, Tremain, Virnoche, Woglom

Nays (0): none

Abstentions (3): Banks, Cappuccio, Evans

M/S (Mola/Sterner) to adjourn.

Meeting adjourned at 5:04 PM

Submitted by Patrick Malloy

University Senate Chair Report
October 28th, 2025

Hi All,

Welcome to week 10! Hard to believe, isn't it? I hope your classes are going well and that you are settling into the fall season. I'm a big fan of football and Halloween, but I'll pass on the pumpkin spice lattes. Regular 'ol black coffee for me!

I attended the GI 2025 conference in Los Angeles two weeks ago and had a great experience bonding with our local cohort, which included Ravin Craig, Patrick Orona, Michael Le, Chrissy Holliday, and Michael Spagna. I think we represented Cal Poly Humboldt really well. I also had the opportunity to meet in person with some of my fellow Senate Chair counterparts from our sister campuses, and it was delightful to revel in our shared experiences balancing chair duties, teaching classes, doing research with students, and doing our best to maintain a healthy work-life balance. There was a lot of data presented on GI 2025 metrics, as well as a future program putting student success at the front and center. Some of these ideas that were floated and discussed, I am really, genuinely excited about. At the first Senate meeting next semester, I intend to give a presentation summarizing some of the data that was shared, as well as the initiatives being put forward by the Chancellor's Office. I believe we have a real opportunity to shine with what they are proposing, as there is a large focus on experiential learning, which I think we are so good at here at Humboldt. More on this to come!

Advising and registration season is upon us. We have a new version of the DARS planner out, and there are several training sessions on that this week and next. Please make sure to attend one of these sessions (an email was sent out with dates and registration links) and reach out to your advisees to schedule meetings.

We have a large number of curricular items to discuss and approve for the remainder of the semester, many of which affect a good number of faculty across several different departments. Many of these are large curricular program proposals related to the polytechnic build-out (The Big 5, as the ICC has been referring to them as). I realize the development of these new polytech programs and the timing of getting them approved has been fast, much faster than our normal calendar for developing and approving these types of large programs. We do need to get these approved by semester's end due to calendar restrictions and requirements from the Chancellor's Office. So, for the remaining three Senate meetings of the semester (yes, only three!), we will discuss and vote on these items. A draft version of the meetings on November 18th and December 9th has been made, which also includes some of these large curricular items. We will pause on information items and presentations to allow ample time for discussion and voting on these important items. If you anticipate any issues with these program proposals, sticking points, questions, concerns, etc., please reach out to the relevant folks right away. The ICC has done a fantastic job of including relevant stakeholders, but not everyone can attend ICC meetings, and sometimes it is difficult to engage with a committee's activities offline. That being said, I'm super impressed with the efficiency and hard work the ICC has done, and they have modeled shared governance very well.

As we engage in our discussion and voting items for the remainder of the semester, let's do so with an open mind, let's listen to each other, and let's give each other the benefit of the doubt that we all want the same thing: for our university to grow into this Polytech thing with our unique Humboldt flavor and for our students to be successful!

Have a great week, everyone, and Happy Halloween, and ¡Feliz Día de los Muertos!

CH

{University Senate} additions to my report

Chris W. Harmon <ch1557@humboldt.edu>   Wed, Oct 29, 2025 at 8:53 AM
To: University Senate <university-senate@humboldt.edu>

Apologies for neglecting to include this in my original report!

On October 7th and 21st, the Senate Executive Committee participated in a "De-escalation training" given by Dr. Elizabeth McCallion, Director of CAPS, to address the general question, "what to do if our meetings are interrupted." The slides to that presentation may be found here. In that training session, we played out two scenarios:

1. During [the] open forum, a community member is speaking and goes over the 3-minute mark. When they are asked to yield the floor, they say "I'm not done" in an agitated tone and are showing physical signs of possible escalation (fists clenched, sweating, speaking loudly).

2. A large group of protestors enters the meeting and prevents the meeting from moving forward through protest.

After playing out these scenarios, we thought it would be useful to amend the Senate Norms and Expectations document to reflect a few strategies to mitigate these types of interruptions. A link to a working draft of the new norms and expectations may be found here. In the spirit of shared governance and to make the entire body of the Senate aware of these strategies, and to create space for discussion of these strategies, I invite you to look at the document, make some suggestions, ask questions, and so forth.

Here is a general outline of our strategies:

Scenario 1: The chair will act compassionately to de-escalate the speaker and let them know their full speech can be made available for public record in the minutes. Suppose the speaker continues to show signs of escalation and agitation. In that case, we may recess briefly, and a member of the Free Speech team, as well as a member with expertise on the particular topic, will escort the speaker to another room to engage with their issues. The Senate meeting may resume after this brief pause.

Scenario 2: The chair will act compassionately to de-escalate the group, and if time in the open forum allows, the group may speak during that time. The chair may also use their discretion to allow the group to make their issues known to the body of the Senate. Similar to Scenario 1, we may recess briefly to address the group's concerns, ideally in another location, which will allow the Senate to resume its business.

I hope the additions we make to the Senate Norms and Expectations document will reflect these strategies briefly, and that we will be ready to unveil these norms in a collaborative way and by our next meeting, to be held on November 18th.

Thanks, all!

CH

Chris Harmon, Ph.D.
Professor
Department of Chemistry & Biochemistry
General Faculty President
Chair, University Senate
Cal Poly Humboldt

University Senate Norms & Expectations Summary

Norms: Familiar ways of interacting within the Senate[1]

The purpose of the Senate is to address important campus issues and create policy to support and strengthen the institution.

Senators and guests as part of the campus community should model appropriate behavior in this representative body.

We will ask questions to clarify understanding.

Our feedback is meant to be constructive and solution-oriented.

Though we may disagree, our conversations will be collegial and focused on the issues. We will not direct criticism towards an individual or groups, nor will we allow ad hominem attacks within the Senate.

The chair will acknowledge the concerns of speakers who come to the open forum and follow up with them.

We will use *just enough* Parliamentary Procedure to keep the meetings running, but will depend primarily on mutual respect to ensure order, and use the parliamentary rules only when necessary.

We will build time for questions into the agenda. If we run out of time, the next agenda item will be allocated to allow for questions to be asked and answered.

Expectations: Desired behaviors and outcomes[1]

Start from a position of gratitude with each other.

Assume others have the best intentions, and everyone wants Cal Poly Humboldt to excel.

Be open to other people's perspectives and aware that they may have a different lived experience than you.

Listen intently, think before speaking, and ask yourself, "How can I add value to this space?"

Avoid: hyperbole, personal attacks, and hostility. Grant each of us the grace you wish to be granted, even on your worst day.

Be aware of your positionality, be conscious of who you are speaking to, and how your words might be heard differently by different people.

Maintain a healthy dose of humility of all flavors (intellectual, cultural, etc.)

Rules: Written Expectations for Guests and Senators[1]

The University Senate is a public meeting, and all are welcome to attend; however, to ensure

the timely completion of business, the agenda will be upheld, and procedures will be followed.

Any guest or senator may speak during the open forum for up to three minutes; however, to maintain the completion of timely business, a speaker may be cut off after their time has elapsed.

All discussions, speeches, inquiries, and voting records will be made publicly available in the meeting minutes, with the exception of the Executive Session.

The tenets of free speech and academic freedom will not be violated.

If interruptions to our meeting occur, we will act with compassion to uphold free speech, but may recess briefly if necessary to organize, recuperate, and carry on with business in a timely way.

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[1] Evertson, C., Poole, I., & the IRIS Center, (2003), *Establishing classroom norms and expectations,* Retrieved from https://iris .peabody .vanderbilt .edu/wp-content/uploads/pdf_case_studies/ics_norms .pdf

De-escalation Strategies

Dr. Elizabeth McCallion, Director of CAPS
October 7th, 2025

Objectives

- Explore the importance of using a trauma informed approach in de-escalation.
- Identify common trauma responses and the use of coregulation in a successful de-escalation
- Learn a practical de-escalation framework
- Discuss potential Senate scenarios

Trauma Informed Approach

- Acknowledges the role that trauma can play in a person's life
- Promotes environments that support individual and collective well-being

Trauma and early life adversity can affect:

- Emotion management
- How their nervous system responds to stress
- People who have trauma backgrounds are more sensitized to escalation when experiencing a real or perceived threat

You never know what someone's story is. Many of the behaviors we may find confusing in someone can be explained by a previous activated nervous system.
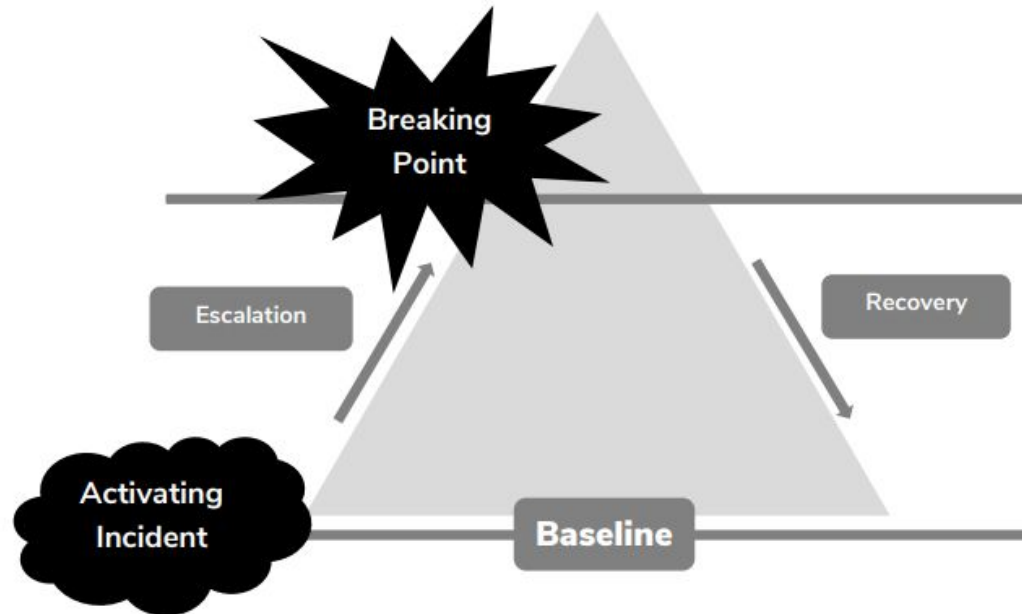
Four Common Trauma Responses

Fight- attack

Flight- run away

Freeze- play dead

Fawn - please the threat

De-escalation is about working to de-intensify the **fight** response in someone whose aggression and risk toward violence is increasing.
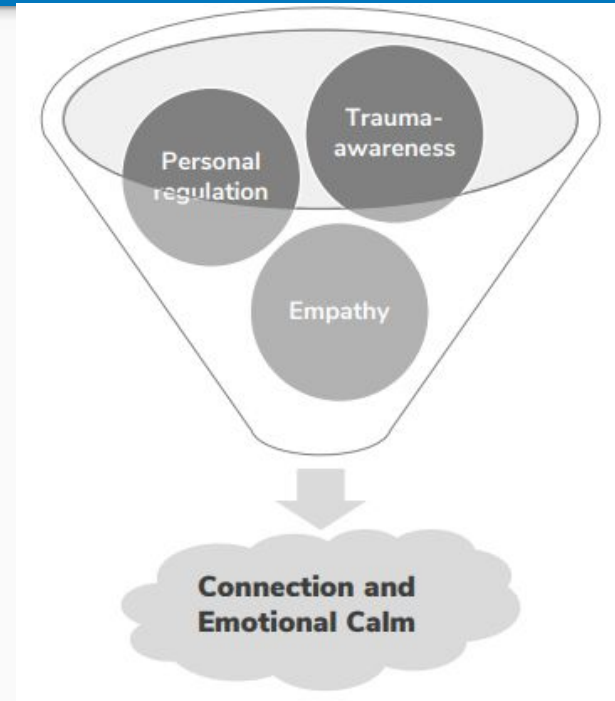
Escalating Emotion

Escalation Warning Signs

• Physical signs (e.g., red face, clenched fists/jaw, rapid breathing, trembling, dilated pupils)

• Heightened anxiety/hypervigilance (e.g., pacing, restless behaviour, repetitive movements, excessive sweating)

• Physical intimidation (e.g., slamming doors, pounding tables, making threatening movements)

• Verbal intimidation (e.g., swearing, sneering, taunting, raising voice)

• Threatening (i.e., verbal threats of physical assault)

Co-Regulation

The process of managing emotions through connection with another person. When we offer safety, stability, and calm, we can reduce the other person's survival response.

Discussion: When someone is in fight, what happens in your body? What skills do you already use to stay calm in emotionally charged situations?

The De-escalation Process

01 Awareness	02 Connection	03 Problem-Solving	04 Closing
•Quickly evaluate the situation •Ask yourself: •How am I feeling? •What are my surroundings? •How will I disengage?	•Engage in the situation •Identify and empathize with the issues that are contributing to the person's dysregulation •Prepare to disengage if you find it difficult to slow down the behaviours of the escalating person	•Once the person has de-escalated, work at addressing their concerns	•Thank the person for staying connected to the process •Work on the next steps for dealing withthe incident

DISENGAGE
Due to safety or extreme escalation, you may have to disengage from the interaction at any stage.

Practical Tips for Connection

1. Pay Attention to Body Language

2. Use a Frontal Turn

3. Match Your Height

4. Use Each Other's Names

5. Slow Down

6. Control Your Tone, Volume, and Rate of Speaking

7. Use Inclusive Language

8. Offer Food or Drink

9. Find Common Ground

10. Promote Whole-Brain Integration

Practical Tips for Connection

11. Practice Attentive Communication Skills

- Validation and paraphrasing

- Key phrases:
  - "Tell me more about that . . ."
  - "Help me to understand . . ."
  - Can be hugely impactful!
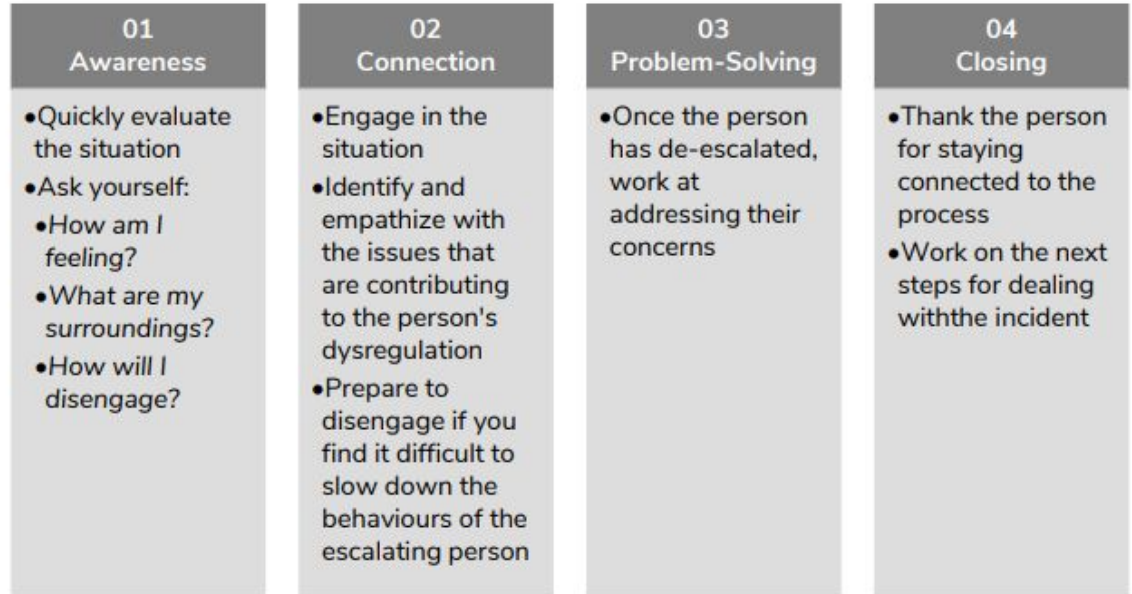
- Small encouragements

Practical Tips for Connection

12. Embrace Silence

13. Acknowledge the Problem

14. Avoid Confrontational Language

15. Use "We" Language

16. Provide Choice

17. Use the Referral Technique

Discussion: What techniques are you most familiar with and what has been your experience using them? Which do you want to try? What else would you add from your list?

The De-escalation Process

01 Awareness	02 Connection	03 Problem-Solving	04 Closing
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DISENGAGE
Due to safety or extreme escalation, you may have to disengage from the interaction at any stage.

Scenario: During open forum, a community member is speaking and goes over the 3- minute mark. When they are asked to yield the floor, they say "I'm not done" in an agitated tone and are showing physical signs of possible escalation (fists clenched, sweating, speaking loudly).

Group Discussion: How do we handle this situation as a group?

Scenario: A large group of protestors enters the meeting and prevents the meeting from moving forward through protest.

Group Discussion: What do we do in this situation and how could we carry on business if the room becomes occupied or disruptive?

Thank You!
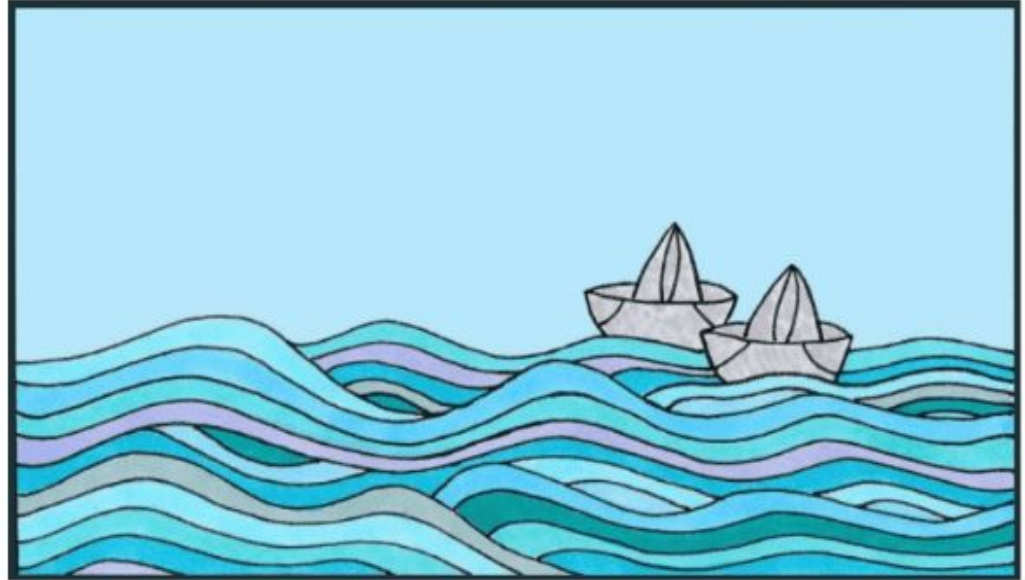
Questions/Comments?

Contact:

Dr. Elizabeth McCallion, CAPS

eam162@humboldt.edu X5736

Resource: Desecalating Potentially Violent situations, Crisis & Trauma Resource Institute

WHEN THEIR STORM MEETS OUR CALM

CO - REGULATION OCCURS

CAL POLY HUMBOLDT

University Senate Written Reports, October 28, 2025
Standing Committees, Statewide Senators and Ex-officio Members

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Academic Policies Committee

Submitted by Tyler Evans, APC Chair
Members: Julie Alderson (Faculty-Art), Ayan Cabot (AS Students), Frank Cappuccio (Faculty-Chem), Alexus-Harrelle Deshazier (Coordinator-Umoja Center), Tyler Evans (APC Chair), Frank Fogarty (Faculty-Wildlife), Jacob Garcia (AS Students), Marissa O'Neill (Faculty-Social Work), Jenni Robinson Reisinger (Registrar), Mark Wicklund (Director-Assessment, AVP Academic Programs designee).
Meeting Date(s): 10/15/25 and 10/22/25
Meeting Details: We are doing a line-by-line review of our draft revision to the Procedures for the Discontinuance of an Academic Program, and we hope to circulate the draft for campus input sometime in the next two weeks. Other items in the committee's queue are:

1. Creation of a ABC/NC grade mode policy (in progress)
2. Revisions to Procedures for the Suspension of and Academic Program
3. Revisions to Syllabus Policy (pending ICC procedure changes for course proposals)
4. Creation of a policy on accommodations for student athlete travel related absence
5. Revisions to policy regarding university assessment
6. Revisions Posthumous Degrees and Certificates of Achievement Policy

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Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair
Members:
Meeting Date(s):
Meeting Details: No report

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair
Members: Kimberly Stelter, Khristan Lamb, Jill Anderson, Sarita Ray Chaudhury, Eduardo Cruz,
Meeting Date(s):
Meeting Details: no reports

Faculty Affairs Committee

Submitted by Jayne McGuire, FAC Chair
Members: Claire Till, Melanie Michalak, Lisa Tremain, Ara Pachmayer, Ryder Dschida, Kim White
Meeting Date(s): October 27
Meeting Details: This report was submitted prior to the meeting on October 27. However, FAC
has a meeting scheduled with all three colleges' Council of Chairs to discuss policy needs.

Integrated Curriculum Committee

Submitted by Sara Sterner, ICC Chair
Members: Jill Anderson, Paul Michael Atienza, Morgan Barker, Christine Cass, Joice Chang, Tom
Cook, William Fisher, Paul Geck, Chris Guillen, Sara Hart, Alison Hodges, Sei Hee Hwang (CEE
Chair Designee), JuEun Lee, Heather Madar*, Bori Mazzag, John Meyer, Cindy Moyer, Justus
Ortega, Meenal Rana, Jenni Robinson Reisinger, Joshua Smith, Sara Sterner (Chair), Anna Thaler,
Melissa Tafoya, Mark Wicklund; Student Representative: Ayan Cabot, AS Executive Vice
President; Curriculum and Catalog Specialist: Cameron Allison Govier; Curriculum and
Assessment Analyst: Khristan Lamb
Meeting Date(s): October 21, 2025
Overview of Meeting Details: The committee reviewed several program and course updates.
Sara reported that the STEM Education MA was returned to ICC after Senate review and is being
revised with stakeholder input for resubmission. The Community Health proposal was approved
with minor revisions, and the Economics proposal passed unanimously, with a course
classification update for HED 482 (S36 → C78). The committee also approved a new Healthcare
Economics course and revisions to the Geospatial Science and Technology major, including
updated math options and prerequisites. Broader issues around course substitutions were

noted. The group supported restructuring Geospatial Certificates into new basic and advanced options to improve clarity and phase out the ESM geospatial concentration.

Approved Proposals Morving Forward to Senate:
- On consent:
  - [Economics, B.A. - 24-2963 - Change Core Requirement](#) and related proposals
  - [GSP - 436 - 25-3044 - Course Change - Geospatial Applications in NR](#)
  - [GSP - 570 - 25-3045 - Course Change - Advanced Geospatial Analysis and Modeling](#)
- As a resolution:
  - [Community Health, B.A. New Degree Proposal - 24-2678](#) + Related Proposals
  - [Geospatial Certificate of Study (Basic) - 24-2787 - Suspend Program](#)
  - [Geospatial Basic Certificate of Study - New Certificate of Study - 24-2891](#)
  - [Geographic Information Science Certificate of Study - New Certificate of Study - 24-2938](#)
  - [Remote Sensing Certificate of Study - New Certificate of Study - 24-2939](#)
  - [Cartography Certificate of Study - New Certificate of Study - 24-2931](#)

The committee also reviewed distinctions between Chancellor's Office and campus definitions of programs, streamlined course templates, and proposed adding zero-cost materials and HEOA guidance to course instructions. Cameron clarified that the Provost (via Heather) is the final policy approver. Members discussed shared governance boundaries, Senate objections, and the importance of earlier faculty consultation and transparency in new program development. Cameron concluded with updates from the Modern Campus conference, highlighting upcoming system enhancements to strengthen curriculum management and review workflows.

Read More:
- **Meeting Agenda:** [10.21.25-ICC Meeting Agenda - Approved](#) (*Humboldt Login Required*)
- **DRAFT Meeting Minutes:** [10.21.25-ICC Meeting Minutes - DRAFT](#) (*Humboldt Login Required*)
- **PolyTechnic Curriculum Priority: The Big 5**
  - [Applied Humanities, B.A. New Degree Proposal - 24-2524](#) (CAHSS)
  - [Critical Agriculture Studies & Agroecology New Degree Proposal - 24-2837](#)
  - [Community Health, B.A. New Degree Proposal - 24-2678](#) (CPS)
  - [Health and Medical Sciences BS - New Degree Proposal - 25-2933](#) (CPS/CNRS)
  - [Science, Technology, Engineering, and Mathematics Education MA - 24-2875 - New Degree Program](#). (CPS)
- **25-26 Curriculum Review Queue:** Curricular Review for 25-26: [ICC 2025-26 MCC Proposal Tracking](#)

University Policies Committee

Submitted by Sulaina Banks, UPC Chair
Members:
Meeting Date(s):
Meeting Details: No report

University Resources and Planning Committee

Submitted by Jaime Lancaster, URPC Co-Chair
Members:
Meeting Date(s):
Meeting Details: No report

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

Meeting Dates: The next ASCSU subcommittee meetings and plenary will be November 5-7, 2025 at the Chancellor's Office in Long Beach.

Chancellor's Doctoral Incentive Program
October 21, 2025 Advisory Committee Meeting
Senator Virnoche, ASCSU Representative

- **Application Materials & Evaluation**: The CDIP advisory committee reviewed application materials (essay prompts, rubrics, eligibility), as well as the scoring process (e.g. normalizing evaluation through generation of Z scores). The prompts were improved to directly solicit examples linked to evaluation criteria outlined on the rubric. The rubric itself was improved to orient scoring on "criteria" that may draw evidence from across application materials (e.g. commitment to collaboration) instead of past listing of each application object (e.g. essay 1).
- **Recruitment**: The advisory committee discussed recruitment coordinated mostly by program staff working out of the Chancellor's Office. That recruitment includes participation in the annual California Forum for Diversity in Graduate Education,

NDISTEM Conference, and direct marketing to campuses through the designated campus coordinators and cultural centers. The CDIP Faculty Director will host information sessions in November, December, and February with applications due February 16, 2026.

- **Increasing Applicant Pools:** Applicant pools have been steadily increasing. Most (80%) of applicants to CDIP are CSU current students and alumni. With a focus on mentoring and supporting prospective CSU faculty, CDIP also recruits applicants from outside the CSU. 2025-26 Dashboard
- **Campus Representation Uneven**: All campuses are not generating proportionate applicant pools. Some campuses have never had an alumni receive a CDIP fellowship. CDIP leadership noted that while our current students may apply simultaneously to doctoral programs and CDIP, some past fellows reported that doing both was too overwhelming. Often applicants come from students who have already begun their doctoral study and are looking to the CSU for future employment – they come to CDIP to get mentoring on teaching, as well as other program resources including financial support.
- **Action Item**: CDIP leaders asked if there were ways in which ASCSU, Campus Senates, and/or campus programs might enhance outreach and visibility for CDIP. One suggestion included identifying campus programs or structures that could host/support student writing and organization of their applications.
- **Note**: The CSU also supports the Sally Casanova Pre-doctoral Program that includes a pilot health professionals track and contributes to building future (CSU) faculty.

Associated Students

Submitted by Eduardo Cruz, AS President
Members: Administrative and Finance Vice President Nate Heron, Executive Vice President Ayan Cabot, Officer of Student Affairs Riley Hemenover, Officer of Environmental Sustainability Roselyn Montanez, Officer of Social Justice Equity and Inclusion Anna Martinez, Officer of Academic Affairs Stephanie McKindley, and Officer of External Affairs Mary Angelie Mangubat
Meeting Details:

External Affairs Officer and Elections Commissioner

We are recruiting for an **External Affairs Officer**, who represents Associated Students at the systemwide level, building connections to other CSU campuses, tracking state and federal legislation, and ensuring our student voice is heard through the California State Student Association and beyond.
We are also recruiting for our **Elections Commissioner**, who prepares for the upcoming Spring

2026 elections developing timelines for candidate orientations and voting outreach while working closely with our Board Coordinator.

Classroom Presentations

Associated Students have been giving classroom presentations, which aim to expand awareness of Associated Students' work and resources. If you are interested in having Associated Students present in your classroom, contact us at **hsuas@humboldt.edu.**

Student Experience Survey

We are collaborating with different campus departments and groups such as **Enrollment Management & Student Success, Administration & Finance, and Facilities Management** for the Student Experience Survey.
We encourage you to tell and encourage every student you encounter or know to take this survey, as it will help enhance the Humboldt experience today and in the future.
Students will be entered to win various prizes such as an **Apple iPad, State Parks Annual Pass, Parking Pass, or a $25 Cal Poly Humboldt Store Gift Card.**
The survey closes on **Wednesday, October 29th, 2025.**
This is more than just a survey, it is a way to shape the future of Cal Poly Humboldt.

Grants

Associated Students have grants available, such as Travel Grants, Professional Development Grants, and Initiative Grants.
We really want to emphasize the Initiative Grants, these are open to students and even faculty who have an idea on how to enhance student life.
They are intended for those seeking funds for general campus projects, starting groups, or addressing campus needs in order to enhance the educational journey.

CSU Voices and Federal Updates

The CSU has launched **CSU Voices**, an advocacy platform.
Here is the link: https://www.calstate.edu/join-csu-voices.
You will receive timely updates and opportunities to advocate via email and text on issues that directly affect student success and the CSU from the California State Budget to federal programs like **Pell Grants** and others that support students.
I encourage you all to sign up. If you are also interested in CSU federal updates, visit:
https://www.calstate.edu/Pages/Federal-Updates.aspx.

California State Student Association (CSSA)

We attended **CSSA** on **October 18–19, 2025.**
Here is the link to the agenda:
https://drive.google.com/file/d/1X0B6vuX_7Ur_5KfpCtR3dYvU_ya86HBg/view.

A quick breakdown of the Plenary:

- The **Finance Committee** discussed topics such as our financial statement and CSSA funding prospects and options.

- The **Systemwide Affairs Committee** discussed **Artificial Intelligence (AI)** and how campuses are gathering feedback or developing policies surrounding AI.

- The **Internal Affairs Committee** reviewed **Executive Officer Duties and Responsibilities** and the **CSSA Constitution** regarding campus membership on ordinary committees, to reflect **22 CSU campuses instead of 23.**

- The **Legislative Affairs Committee** discussed campus advocacy steps and reviewed assigned legislators that campuses can meet with to discuss campus and/or CSSA priorities, as well as updates on **CIVIC Points.**

Lastly, the **Board of Directors** approved the **2027–28 Meeting Schedule**, the **2025-26 Policy Agenda**, and the **revised CSSA Constitution.**

Lastly, we have a Board of Directors meeting on Friday October 31st, 2025 from 2:00–4:00 PM in SAC 131 or via Zoom: Zoom Link | Meeting ID: 85438739031 | Passcode: 416854

Remaining Board of Directors meetings for the semester:

● November 14th

● December 5th

California Faculty Association

Submitted by Ryder Dschida, CFA Humboldt Chapter President
Members: Loren Cannon, Dylan McClure, Yvonne Doble, Caglar Dolek, Roberto Monico, Garrett Purchio, Aaron Donaldson
Meeting Date(s): 10/24/2025
Meeting Details:

Congratulations for another successful Campus Dialogue on Race! CFA Humboldt wishes to express our heartfelt congratulations and appreciation for last week's CDOR event. We wish to bring special attention to our SQE interns who led a workshop on Friday, 10/24, *Rest Through Coalition: Building a Base with Solidarity*.

CFA held its Fall Assembly on 18 and 19 October.

CFA's statewide leadership and delegates spent a lot of time discussing the potential ramifications stemming from the Chancellor's Office accepting the $144 million no-interest loan. CFA was not consulted on how to use the money. While we are pleased to hear that Chancellor Garcia accepted the money, we are frustrated that CSU faculty were not considered when conceiving as to how it ought to be spent.

Further, CFA wishes to remind CSU members that this loan was intended to restore the 3% budget shortfall and its resulting cuts to appointments, programs, and other functions of the CSU. While CFA appreciates the gesture of getting much-needed funds into people's pockets, CFA feels that this is not in line with the original intent of the loan. For example, why not reinstate discontinued courses or programs that were cut to make up for the budget shortfall?

CFA Humboldt reaffirms its commitment to building an accessible campus, especially focusing on mobility. To that end, CFA Humboldt hopes that the new Engineering building will be a shining example of what the future holds for Cal Poly Humboldt. CFA Humboldt encourages administrators and facilities to look to other campuses as guides for how to make an accessible

campus work… Lewis and Clark University in Portland, Oregon comes to mind as a hilly campus with proper signage that guides folks to accessible pathways.

CFA Humboldt firmly believes that Proactive Advising for Student Success (PASS) needs to be opt-in. With the upcoming requirement for faculty to have accessible Canvas pages according to ADA law, this is more important than ever. Faculty have the right to protect their intellectual property, including their courses.

Finally, CFA Humboldt wishes to express our gratitude to Kim White and associated faculty for their work remedying the situation in Harry Griffith Hall. We appreciate their cooperation and look forward to further collaboration in the spirit of shared governance.

Office of Diversity, Equity, and Inclusion

Submitted by Rosamel Benavides-Garb, Campus Diversity Officer
Members:
Meeting Date(s):
Meeting Details: -No report-

Emeritus & Retired Faculty & Staff Association

Submitted by Marshelle Thobaben, Senate Representative for ERFSA
Members:
Meeting Date(s):
Meeting Details: If you do not plan to submit a written report, please write "no report" in the meeting details space of this document, just so I know not to wait on your committee/division

On Nov. 13th Humboldt-ERFSA will have 2 guest speakers at Baywood Golf and Country Club. Ann K Conley, Lecturer in Education, received a 2022 Humboldt-ERFSA Grant, will present "Building Community Identity Through Local Language Practice".
Morgan Baker, Librarian, received a 2023 Humboldt-ERFSA Grant, will present on Sustainability Library Certification at Cal Poly Humboldt.

Labor Council

Submitted by Bella Gray, Labor Council Delegate
Members:
- APC (Unit 4): Tania Marin-Zeldin, Marissa Holguin, Kim Coughlin-Lamphear, Ann Johnson-Cruz
- CFA (Unit 3): Ryder Dschida, Loren Cannon, Mario Fernandez,
- CSUEU (Units 2,5, 7, and 9): Edwin Espinoza, Bella Gray
- Teamsters (Unit 6): Phil Bradley, Ryan Moore, Jason Wiegandt

Meeting Date(s): October 14, 2025
Meeting Details: No action items to report. The Labor Council is curiously looking forward to clarity on how the Chancellor's Office is planning on putting the $144 million loan towards a "well-deserved recognition for the extraordinary skill and dedication you demonstrate across our campuses every day.

Staff Council

Submitted by Senator Sulaina Banks
Meeting Details: No report

President and President's Executive Cabinet Report to University Senate

Michael Spagna, Interim President
Bethany Gilden, Acting Chief of Staff
Jenn Capps, Provost and Vice President for Academic Affairs
Michael Fisher, Acting Vice President for Administration & Finance and CFO
Chrissy Holliday, Vice President for Enrollment Management & Student Success
Steven Karp, Interim Vice President for University Advancement
Adrienne Colegrove-Raymond, Special Assistant to the President for Tribal & Community Engagement
Nick Pettit, Director of Intercollegiate Athletics & Recreational Sports
Connie Stewart, Executive Director of Initiatives for University Advancement
JoAnn Yamani - Executive Director of Strategic Communications

INCLUSIVE EXPERIENCE

Campus

The campus will be conducting searches for the permanent positions for the Vice President of Administration & Finance and the Vice President of Advancement. In alignment with the new MPP Hiring policy Position descriptions and justifications are with Senex for review. Faculty, staff, and student search committee membership will be gathered through the Appointment and Elections Committee.

Faculty Fellows call - The Division of Enrollment Management & Student Success (EMSS) is pleased to invite **applications for one-semester Cultural Centers for Academic Excellence Faculty Fellow positions for Spring 2026**. Faculty who are interested in supporting and enriching the academic excellence of students at Cal Poly Humboldt who identify with the Cultural Centers for Academic Excellence (CCAEs) are encouraged to apply. Three fellow positions are available: Dreamer Center, ADPIMENA Center, and Q Center. **Duties**: The Faculty Advisor will be responsible for supporting students in successfully navigating higher ed academically, socially, and professionally in a culturally affirming way by providing direct, ongoing academic advising to students in the designated affinity center, including academic plans; includes regular interface with faculty advisors, the financial aid office, the registrar, transfer programs, and scholarships. Responsible for co-assessing students' time to degree, supporting CCAE programming and addressing areas of concern in pursuit of individual students' success. **Preferred Qualifications**: This position is open to Cal Poly Humboldt faculty in any discipline who have demonstrated experience advising students in culturally affirming ways. Preference will be given to faculty who have served the affinity population for the position being sought: Dreamer Center, ADPIMENA Center or Q Center. **Application**: Please submit a one-page letter of interest that includes a discussion of the specific Center of interest and a brief CV to Ravin.Craig@humboldt.edu by **Friday, November 14**. The Office of Academic Affairs will ensure that selected candidates are in good standing before hire. **Compensation**: The incumbent will receive 6 WTUs of assigned time for the spring 2026 semester. Pending budget availability, there may be an opportunity to reapply for the 2026/27 academic year. **Questions**: For more information, contact Ravin Craig, Temporary Director for the Cultural Centers for Academic Excellence and Director of Student Life (Ravin.Craig@humboldt.edu).

Dining feedback - Previous Senate meetings have included conversations about our contract with Chartwells, student and general campus community perceptions of food quality and selection, etc. Humboldt Dining is currently seeking feedback through the Voice to Vision dining survey, and also accepts text feedback. To use the Text 2 Chat option, message Dining at 707.633.2338. Feedback helps us improve the campus dining experience, so we thank you for sharing!

ADVANCEMENT DIVISION REPORT

Great Campus and Alumni events in October

● **Lumberjack Weekend attended by 3,446 (150 more than previous year) Photos:**
https://flic.kr/s/aHBqjCuZBF

● **The distinguished alumni award dinner was attended by 108 people with 5 distinguished alumni winners and their families.**

● **Golden Graduate Brunch and Induction with more than 55 people was full of memories and positivity. Photos: https://flic.kr/s/aHBqjCruzN**

● **Alumni and donor contacts database has grown to more than 70,000 contacts with 875 new contacts in the past month.**

● **Annual giving is starting off strong with almost 2,000 unique donors this fiscal year, 80 donors ahead of this time last year well on the way to meet our goal of 5,250 donors for the year.**

Advancement Foundation and Sponsored Program Foundation

● **Advancement Foundation and Sponsored Programs Foundation meet several times each year. Here are the links to the board agendas and minutes for both organizations:**

  ○ **Advancement Foundation future meeting dates and minutes:**

    ■ **2026 Foundation Board Meeting Dates**

    ■ **Minutes & Agendas (note minutes are posted after the following meeting once approved by the board)**

  ○ **Sponsored Programs Foundation**

    ■ **Meetings, Minutes, & Agendas | Sponsored Programs Foundation**

College of Extended Education

Geospatial Certificate of Study (Basic) - 24-2787 - Suspend Program. Program not economically viable within CEE. Program being proposed for state-side. This will affect both the Geospatial Certificate of Study (Basic) and the Geospatial Certificate of Study (Advanced).

Economics

Economics, B.A. - 24-2963 - Change Core Requirement. Add new course ECON 335/ECON 335D to Upper Division Economics Electives list.

Economics Minor - 24-2965 - Change Minor Requirements. Add new course (ECON 335/ECON 335D) to the Economics Additional Depth section.

ECON - 335 - 24-2769 - New Course - Healthcare Economics. A new 3-unit, C-02 lecture course created as part of the new Community Health, B.A. This course will also be an elective in the currently proposed Applied Humanities, B.A.

Description: Introduction to health economics. Describes US healthcare institutions, finances and health outcomes. Healthcare demand, insurance and asymmetric information. Healthcare supply and provider job markets. Health data, statistics, externalities, and policy.

ECON - 335D - 24-2770 - New Course - Healthcare Economics—Additional Depth. A new Depth course (1-unit seminar) to complement ECON 335 - Healthcare Economics. This course is a required corequisite with ECON 335 for students in the Economics, BA, the Business Administration, Economics Concentration, and the Economics Minor. Required prerequisites for this Depth class: ECON 202, ECON 203.

Geospatial Science and Technology

Geospatial Science and Technology, B.S. (Core) - 24-2790 - Change Core Requirements. Add Math option of MATH 102 (with MATH 101T). Add GEOG 310L to the Upper Division Restricted Electives list.

GSP - 426 - 24-2779 - Course Change - Cartography Practicum. (1) Name change to "Mapping and Data Visualization"; (2) minor description changes; (3) remove repeatability; (3) change Instructor Consent to No Special Consent Required; (4) Make existing requisites (GSP 270 and GSP 316) Recommended Preparation; (5) change Prerequisite to GSP 101. Added to Applied Humanities area of emphasis - Technology and Human Values: Humanities for the Future.

GSP - 436 - 25-3044 - Course Change - Geospatial Applications in NR - Proposed Changes: Change the name of GSP 436 from 'Advanced Remote Sensing' to 'Geospatial Applications in Natural Resources' and change the prerequisites from GSP 236 to: GSP 270 and GSP 216.

GSP - 570 - 25-3045 - Course Change - Advanced Geospatial Analysis and Modeling - Proposed
Changes: add GSP 510 (Research Methods in Geospatial Science) as an alternative prerequisite to
GSP 370. There is no change to the requisites for the co-listed 470 course.

The reason for this proposed change is that many graduate students take GSP 510 as their initial
graduate-level GSP course and then take GSP 570 as a more advanced graduate-level GSP course.
Most graduate students don't take GSP 370, so the instructor of GSP 570 always has to give out
permission numbers for all or most graduate students who want to enroll in GSP 570. Adding GSP
510 as an alternate prereq will alleviate this problem.

To: University Senate

From: Chris Harmon, Senate Chair; Bethany Gilden, Chief of Staff; Rouhollah Aghasaleh, Chair, Constitution and Bylaws Committee

Date: October 14, 2025

Subject: MPP Hiring Policy – Summary of Executive Cabinet Comments and Subsequent Revisions

Following the President's Executive Cabinet review of the *Management Position Program (MPP) Hiring Policy*, approved by the Senate on **April 15, 2025**, the Cabinet provided several comments and clarifications on August 1, 2025.

An executive revision team, composed of the Chair of the Constitution and Bylaws Committee (CBC), the Senate Chair, and the Chief of Staff, reviewed these comments and made targeted revisions to address them. The changes are considered **minor** and do not require an additional Senate vote or Executive Cabinet review.

Summary of Executive Cabinet Comments (August 1, 2025)

- **Section 4.1.2 (Membership):** Concern that requiring a majority of non-administrative members could result in excessively large search committees, particularly for externally facing roles. Suggested allowing exceptions.

- **General Faculty Elections:** Recommended clarifying eligibility to include *all faculty*, such as coaches and CAPS, or simplifying the language to "General Faculty election" for inclusivity.

- **Policy on Policies Alignment:** Requested that procedural and operational details already governed by CSU or HR policy be relocated to the HR Hiring Handbook, ensuring values of transparency and equity are preserved within the Senate-approved policy framework.

- **Sections to Relocate or Reference in HR Guidelines:** 2.2–2.3, 3.1, 3.3–3.4, 4.2–4.4, 5.1–5.2, 5.4–5.6, 6.1–6.2, 7.1–7.2, 8.1–8.3, and 9.

Summary of Changes Made (April to October 2025 Version)

- **Policy Integration:** References to CSU/HR operational procedures streamlined; specific procedural language from the above sections condensed or moved to HR documentation

for consistency with the *Policy on Policies*.

- **Section 4.1.2 (Position Description Review):** Adjusted to include a timeline for reviewing the proposed job description.

- **Section 4.1.2 (Search Committee Membership):** Adjusted to include a timeline for the identification of the search committee members.

- **Election Language:** Updated from "General Faculty election in the Academic Affairs Division" to simply "General Faculty election" to include all faculty groups.

- **Hiring Authority Definition:** Clarified to specify the manager (MPP) responsible for the position and authorized to make hiring, appointment, and fiscal decisions as defined by the Higher Education Employer-Employee Relations Act (HEERA).

- **Formatting and Clarity:** Minor stylistic and structural edits to improve readability and policy consistency; redundant procedural details removed.

These updates maintain the intent and integrity of the Senate-approved policy while aligning it with Cabinet feedback and university policy standards.

Appendix

MPP Hiring Policy- April 2025
MPP Hiring Policy- October 2025

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend Community Health, B.A. - 24-2678
03-25/26-ICC – October 28, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Community Health, B.A. – 24-2678 (ZZ_PROGRAM: 2025–26 New Degree Proposal Form [Chancellor's Office]), offered through the School of Applied Health in the College of Professional Studies, detailed in Proposal 24-2678 be approved.

RATIONALE:

Program Purpose and Overview

The Bachelor of Arts in Community Health prepares students to advance health equity and promote well-being through education, advocacy, and applied community practice. The program equips students with multiple frameworks for justice-oriented, community-based approaches to health and wellness, grounded in the understanding that health outcomes are shaped by social, environmental, and systemic factors.

Students will study how social and physical environments intersect with individual and population health, learning to design and implement programs that address both personal behavior and structural change. Through coursework in health promotion, epidemiology, healthcare systems, environmental health justice, and cross-cultural health communication, graduates will develop the analytical, professional, and interpersonal skills needed to improve health access and outcomes in diverse communities.

The program's structure includes a shared core with concentrations in Community Health Education and Health Advocacy/Patient Navigation that balance broad preparation with specialization. Students pursuing the Community Health Education concentration will focus on health promotion and community wellness at the population level. Those in the Health Advocacy/Patient Navigation concentration will develop expertise in care coordination, patient communication, and healthcare system navigation.

Graduates will be eligible to pursue professional certification as Certified Health Education Specialists (CHES) and Certified Community Health Workers (CHW), aligning the degree with recognized national standards and workforce needs.

Alignment with Cal Poly Humboldt's Educational Commitments and CSU Priorities
The Community Health B.A. aligns with Cal Poly Humboldt's guiding commitments to provide high-quality, accessible, and equity-centered education that prepares students to contribute to a just and sustainable world. The program reflects the university's educational values of applied learning, community collaboration, and social responsibility.

It integrates the university's learning outcomes and shared values, particularly those related to equity and social justice, sustainability, and information literacy. It also supports the CSU's broader commitment to developing community-engaged, workforce-responsive programs that address California's regional and statewide health needs.

The degree strengthens Cal Poly Humboldt's role as a polytechnic university by emphasizing interdisciplinary, hands-on learning through community partnerships, internships, and applied research. Students will work with local and tribal communities, applying classroom learning to lived contexts of health and well-being, thereby advancing both student success and community vitality.

Compelling Need for the Program
The Community Health B.A. responds to growing local, state, and national workforce demand for professionals trained in community-based health education, advocacy, and navigation. According to the U.S. Bureau of Labor Statistics, the healthcare and social assistance sector is projected to add over 3.3 million jobs by 2030, with community health workers and health education specialists among the fastest-growing occupations. The program's applied design, which integrates public health theory, social justice frameworks, and practical skills, positions graduates to meet these urgent needs across healthcare, nonprofit, and governmental sectors.

Program Overview
- Degree: Bachelor of Arts in Community Health
- Total Units: 120 (including GE and major requirements)
  - Lower-Division Core (16 units) – foundational courses in health policy, justice, psychology, and wellness
  - Upper-Division Core (40 units) – advanced coursework in epidemiology, environmental health justice, healthcare economics, and applied health programming
- Major Requirements: 66–67 units
  - Applied Learning: Variable-unit internship/practicum, capstone project, and integration with regional community health organizations.
  - Concentrations:
    - Community Health Education (9 units)
    - Health Advocacy and Patient Navigation (10 units)
- Instructional Mode: Hybrid, with face-to-face and flexible online components
- Department: School of Applied Health, College of Professional Studies

Program Learning Outcomes
- Identify and analyze factors influencing population and community health.
- Describe the role of social, environmental, and behavioral determinants in shaping health outcomes.
- Communicate health information effectively to diverse audiences.
- Locate, evaluate, and synthesize community health data.

- Guide access to and navigation of health and community resources.
- Recognize and address health disparities through advocacy and culturally responsive practice.
- Plan and evaluate community health programs with awareness of systemic inequities.
- Employ professional self-care and resilience strategies.

Distinctive Features
- Integrates coursework from Health Education, Native American Studies, Environmental Studies, and Economics.
- Includes new and expanded courses:
  - HED 210 – Health Care Systems and Health Policy
  - ECON 335 – Healthcare Economics
  - ENST 471 – Environmental Health Justice
- Streamlined internship (HED 482) allowing flexible completion schedules.
- Supports student eligibility for Certified Health Education Specialist (CHES) and Certified Community Health Worker (CHW) certification pathways.

Contextual Background
The Community Health, B.A. evolved from the previously proposed Health Advocacy, B.A., first developed for the 2026 Academic Master Plan. The original Health Advocacy proposal emphasized patient advocacy, case management, and healthcare navigation.

Following review by the Health Taskforce (2023), external practitioner-educator feedback, and consultation with the Provost's Office, the proposal was revised to:
- Broaden the program scope to encompass community-based health education and public health frameworks.
- Relocate technical advocacy courses to a Health Advocacy and Patient Navigation concentration.
- Reorganize the curriculum to include stronger grounding in public health systems and environmental health.
- Rename the degree to reflect its expanded career pathways and broader community focus.

These revisions preserve the core strengths of the Health Advocacy curriculum while ensuring long-term relevance and alignment with statewide health workforce priorities.

Related Proposals
- [ECON - 335 - 24-2769 - New Course - Healthcare Economics](#)
- [ECON - 335D - 24-2770 - New Course - Healthcare Economics—Additional Depth](#)
- [HED 210 - 24-2794 - New Course - Health Care Systems and Health Policy](#)
- [HED - 211 - 22-1858 - New Course - Health Advocacy and Justice in Medicine](#)
- [HED - 220 - 22-1859 - New Course - Interdisciplinary Care Coordination Across the Lifespan](#)
- [HED - 244 - 22-1860 - New Course - Introduction to Health Informatics and Coding](#)

- [HED - 350 - 22-1861 - New Course - Ethical, Legal, and Financial Concerns in Health Advocacy](#)
- [HED - 412 - 22-1938 - New Course - Epidemiology](#)
- [HED - 482 - 22-1863 - New Course - Health Advocacy Practicum/Internship](#)
- [HED - 490W - 22-1865 - New Course - Health Advocacy Capstone](#)
- [HED - 388 - 24-2878 - Course Change- Community Based Health Promotion](#)
- [HED - 480 - 22-1866 - New Course - Topics in Health Advocacy](#)
- [ENST - 471 - 24-2690 - Course Change- Environmental Health Justice](#)
- [ES 307- 24-2973 - New Course - Issues in Latinx American Health](#)

CAL POLY HUMBOLDT
University Senate

Resolution to Recommend the Suspension of the Geospatial Certificate of Study (Basic)
Program
04-25/26-ICC – October 28, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost the suspension of the Geospatial Certificate of Study (Basic), offered through the College of Extended Education (CEE) and detailed in proposal 24-2787, be suspended.

RATIONALE:
The Geospatial Certificate of Study (Basic) also known as the Online Geospatial Certificate (Self-Support), established in 2015, has not achieved sustainable enrollment or financial viability despite multiple interventions. Over ten years, the program has averaged 10–11 students per course, below the CEE minimum threshold of 12 students per course required for fiscal sustainability. Nearly every annual budget since inception has operated in deficit, with only one year of modest positive revenue that did not offset administrative costs.

Enrollment and Fiscal Trends:
- From 2017–2022, course enrollments averaged 10 students, with **57 total graduates** (approximately six per year).
- After CEE assumed coordination in 2023, targeted outreach and marketing increased completions modestly to 13 per year, but enrollments remain below the level needed for a balanced budget.
- The intended audience of working professionals seeking online upskilling in GIS has not materialized as anticipated. Many participants are current or former Cal Poly Humboldt undergraduates completing two or three additional courses to earn the certificate.

Program Duplication and Advising Challenges:
The self-support Online Geospatial Certificate overlaps substantially with the stateside Geospatial programs offered through the Department of Geography, Environment, and Spatial Analysis. The coexistence of stateside and self-support options has caused confusion among students and advisors, increased administrative workload, and diluted enrollments across both pathways.

Curricular Transition and Stateside Alternatives:
To better serve students and align with workforce needs, new state-support certificates of study are being developed and will replace the self-support option with clearer academic progression and sustainability. These include:

- **Geospatial Basic Certificate of Study (24-2891):** Provides foundational knowledge in GIS and spatial data visualization.
- **Geographic Information Science Certificate of Study (24-2938):** Offers advanced skills in geospatial analytics, modeling, and spatial data management.

- **Remote Sensing Certificate of Study (24-2939):** Focuses on acquisition, analysis, and visualization of remote sensing data for environmental and resource applications.
- **Cartography Certificate of Study (24-2931):** Emphasizes map design, spatial visualization, and professional cartographic principles.

In parallel with this suspension, new state-support certificates of study are being advanced through separate resolutions for Senate review. These new certificates are designed to create clearer academic progression and support sustainable, workforce-responsive programming in geospatial science.

The development of these programs ensures continued access to geospatial education for both matriculated and professional learners and maintains Humboldt's leadership in applied, place-based geospatial education.

Instructional and Software Barriers:
The transition of GIS software from ArcMap to ArcGIS Pro highlighted resource gaps and created inequities for online learners. Updating self-support course materials and coordinating with faculty under the current structure would require extensive new investment that is not viable given enrollment and revenue trends.

Teach-Out Plan:
As of Spring 2025, **29 students** remain active in the self-support certificate, with **15 expected to complete** by the end of that term.

CEE will:
- Advise remaining students to complete remaining coursework through **Open University** or **stateside Geospatial courses**.
- Support completion of required courses (**GSP 216, 270, 316, and 370**).
- Refer future students to the new stateside certificates or related undergraduate and graduate geospatial programs.

No faculty positions will be eliminated as a result of this suspension, and teaching and advising for the teach-out period will be supported through CEE in collaboration with the Department of Geography, Environment, and Spatial Analysis.

While suspended, CEE and the academic department will continue discussions on program redesign or discontinuance consistent with Cal Poly Humboldt's polytechnic focus, applied learning commitments, and statewide workforce priorities.

RELATED COURSES AFFECTED:

- GSP 101 – Geospatial Concepts
- GSP 216 – Intermediate GIS
- GSP 270 – Introduction to Remote Sensing
- GSP 316 – Advanced GIS
- GSP 370 – Spatial Analysis

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Geospatial Basic Certificate of Study
05-25/26-ICC – October 28, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Geospatial Basic Certificate of Study (9 units), detailed in proposal 24-2891, be approved.

RATIONALE:
The Geospatial Basic Certificate of Study provides foundational knowledge and skills in geospatial science, an applied field that uses GIS, remote sensing, and mapping technologies to analyze and visualize spatial data. The certificate focuses on essential geospatial tools and concepts for non-degree-seeking students, graduate students, and undergraduates seeking to demonstrate baseline competency.
It serves as the entry point in a stackable suite of geospatial certificates developed by the Department of Geography, Environment, and Spatial Analysis. The program supports Cal Poly Humboldt's polytechnic mission and aligns with the CSU system's emphasis on applied, career-connected learning.

Courses (9 units):
- GSP 101 – Geospatial Concepts (3)
- GSP 216 – Introduction to Remote Sensing (3)
- GSP 270 – Geographic Information Science (3)

Restrictions:
- Not available to Geospatial Science & Technology majors.
- Not combinable with the Geospatial Analysis Minor.

Learning Outcomes:
- Apply geospatial tools to analyze spatial and temporal patterns.
- Use GIS and remote sensing techniques to develop basic projects.
- Create professional maps and visualizations integrating spatial data.

This certificate may serve as a foundation for advanced, stackable geospatial credentials (GIS, Remote Sensing, and Cartography) and replaces content formerly offered through the suspended self-support Online Geospatial Certificate (effective Fall 2025).

Related Proposals:

- Geographic Information Science Certificate of Study (9 units) – 24-2938
- Remote Sensing Certificate of Study (9 units) – 24-2939
- Cartography Certificate of Study (9 units) – 24-2931

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Geographic Information Science (GIS) Certificate of Study
06-25/26-ICC – October 28, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Geographic Information Science Certificate of Study (9 units), detailed in proposal 24-2938, be approved.

RATIONALE:
The Geographic Information Science (GIS) Certificate of Study develops advanced proficiency in spatial analysis, modeling, and geovisualization. Designed as a stackable credential following the Geospatial Basic Certificate, Geospatial Analysis Minor, or equivalent preparation, it provides students with applied expertise in geospatial analytics and decision-support systems.

Courses (9 units):
- Required (6): GSP 370 – Intermediate GIS (3); GSP 470 or 570 – Advanced Geospatial Modeling and Analysis (3)
- Elective (3): One from approved advanced topics such as Mobile Mapping, Landscape Fire Modeling, or Spatial Ecology.

Restrictions:
- With the GST major or Geospatial Analysis Minor, only one course (3–4 units) may overlap.

Learning Outcomes:
- Apply advanced GIS techniques for spatial modeling and analysis.
- Interpret and visualize complex spatial data to inform environmental and planning decisions.
  Produce professional reports and maps that communicate technical findings effectively.

This certificate builds on the foundational competencies of the Geospatial Basic Certificate and contributes to a coordinated, stackable structure in geospatial education aligned with the CSU's polytechnic and workforce initiatives.

Related Proposals:

- Geospatial Basic Certificate of Study (9 units) – 24-2891
- Remote Sensing Certificate of Study (9 units) – 24-2939
- Cartography Certificate of Study (9 units) – 24-2931

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Remote Sensing Certificate of Study
07-25/26-ICC – October 28, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Remote Sensing Certificate of Study (9 units), detailed in proposal 24-2939, be approved.

RATIONALE:
The Remote Sensing Certificate of Study develops advanced skills in acquiring, processing, and interpreting satellite and aerial imagery. Students learn to analyze imagery using modern geospatial software, apply classification and multispectral techniques, and communicate results through professional visualizations and reports.

Courses (9 units):
- Required (6): GSP 326 – Intermediate Remote Sensing (3); GSP 436 – Advanced Remote Sensing (3)
- Elective (3): One from approved courses such as Global Ecology and Biogeography, Multivariate Statistics, or Special Topics in Geospatial Science.

Restrictions:
- With the GST major or Geospatial Analysis Minor, only one course (3–4 units) may overlap.

Learning Outcomes:
- Apply remote sensing tools to analyze environmental and resource issues.
- Process and classify imagery to evaluate land cover and environmental change.
- Communicate findings through maps, reports, and geospatial products.

This advanced certificate builds upon the Geospatial Basic Certificate or equivalent preparation and continues Humboldt's transition from the self-support Online Geospatial Certificate (suspended effective Fall 2025) to a state-support model emphasizing accessibility, sustainability, and curricular clarity.

Related Proposals:

- Geospatial Basic Certificate of Study (9 units) – 24-2891
- Geographic Information Science Certificate of Study (9 units) – 24-2938
- Cartography Certificate of Study (9 units) – 24-2931

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Cartography Certificate of Study
08-25/26-ICC – October 28, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Cartography Certificate of Study (9 units), detailed in proposal 24-2931, be approved.

RATIONALE:
The Cartography Certificate of Study develops advanced skills in map design, geovisualization, and the communication of spatial information. Students learn the art and science of effective mapmaking, from symbology and typography to layout, interaction, and publication.

Courses (9 units):
- GSP 316 – Cartography (4)
- GSP 416 – Advanced Cartography Design Seminar (4)
- GSP 426 – Mapping and Data Visualization (1)

Restrictions:
- With the GST major or Geospatial Analysis Minor, only one course (3–4 units) may overlap.

Learning Outcomes:
- Apply cartographic principles and geospatial technologies to produce professional maps.
- Design data visualizations that clearly communicate complex spatial information.
- Evaluate and refine cartographic design for clarity and audience impact.

This certificate represents the advanced design-focused tier of the new geospatial suite and complements related certificates in GIS and Remote Sensing. Together, these certificates replace and expand the curricular offerings formerly delivered through the suspended self-support Online Geospatial Certificate.