

University Senate

Meeting Minutes for Tuesday, December 9, 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, Banks, Benavides-Garb, Burkhalter, Cabot, Capps, Cappuccio, Choi, Cruz, Dschida, Evans, Fisher, Geck, Gray, Harmon, Holliday, Jannetta, Lancaster, McGuire, McKindley, Mola, Moyer, Pachmayer, Stelter, Sterner, M. Thobaben, Tremain, Virnoche, Woglom

Members Absent

Spagna, A. Thobaben

Guests

Janelle Adsit, Phil Bradley, Sandra Brekke, Michelle Caisse, Iridian Casarez, Daniela Cerbino, Joice Chang, Adrienne Colegrove-Raymond, Jeff Crane, Thomas Elliott, Rachael Gipson, Tristan Gleason, Sara Hart, Kendra Higgins, Melissa Hutsell, Steve Karp, Khristan Lamb, Jaime Lancaster, Todd Larsen, Mike Le, Heather Madar, Peggy Metzger, Cyril Oberlander, Raven Palomera, Sasheen Shailee Raymond, Michihro Sugata, Jasmin Torres, Brigid Wall, Kim White, Jeanne Wielgus

Announcement of Proxies

M. Thobaben for A. Thobaben

CFA Interruption Statement

Senator Dschida read the Interruption Statement from the California Faculty Association.

Approval and Adoption of Agenda

M/S (Woglom/Virnoche) to adopt the agenda.

Motion to adopt the agenda passed without dissent.

Approval of Minutes from November 18, 2025

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)

We have full faculty rosters for the upcoming Vice President searches.

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)

Written report attached

University Resources and Planning Committee (URPC)

Written report attached

Academic Senate of the California State University (ASCSU)

Written report attached

Associated Students (AS)

Written report attached

California Faculty Association (CFA)

No report

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

Written report attached

Executive Cabinet

Written report attached

General Consent Calendar

The attached General Consent Calendar was approved by general consent.

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: SenEx Intent to Vote on the next ICC Consent Calendar on December 16th

Chair Harmon stated that SenEx plans to vote on the next ICC Consent Calendar on Senate's behalf. A draft of it is attached. The ICC votes the morning of the 16th, and the approved version will be sent to Senators after that. The vote will happen at a Time Certain of 3:15 pm.

Information Item: Inclusive Success Structure updates

Vice President Holliday gave an update about the structure and staffing of the Cultural Centers, and they will be moved under the umbrella of the Centers for Inclusive Academic & Career Excellence.

Resolution to Recommend Approval of the Science, Technology, Engineering, and Mathematics Education MA (02-25/26-ICC – December 9, 2025 – Curriculum Reading)

Senator Sterner discussed the changes since the last reading. Senators Cruz, Aghasaleh, and Evans spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Science, Technology, Engineering, and Mathematics Education MA ***passed***.

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

Nays (1): Cappuccio

Abstentions (2): Banks, Capps

Resolution to Recommend Approval of the Digital Humanities Certificate of Study (13-25/26-ICC – December 9, 2025 – Curriculum Reading)

Senator Sterner discussed the resolution. Senator Tremain and Sara Hart spoke in favor of the resolution.

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

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

Nays (0): none

Abstentions (3): Capps, Evans, Mola

Resolution to Recommend Approval of the Spanish Healthcare Interpretation Minor
(14-25/26-ICC – December 9, 2025 – Curriculum Reading)

Senator Sterner, Professor Janelle Adsit, and Professor Daniela Cerbino discussed the resolution. Senators Cabot, Cruz, and Benavides-Garb spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Spanish Healthcare Interpretation Minor ***passed without dissent.***

Ayes (30): Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Cappuccio, Choi, Cruz, Dschida, Evans, 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 (1): Capps

Resolution to Recommend Approval of the Music Production Minor
(15-25/26-ICC – December 9, 2025 – Curriculum Reading)

Senators Sterner and Moyer discussed the resolution. Senators Janetta and Tremain spoke in favor of the resolution.

Senate vote to approve the Resolution to Recommend Approval of the Spanish Healthcare Interpretation Minor ***passed without dissent.***

Ayes (30): Aghasaleh, Allison Govier, Banks, Benavides-Garb, Burkhalter, Cabot, Cappuccio, Choi, Cruz, Dschida, Evans, 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 (1): Capps

M/S (Dschida/McGuire) to adjourn.

Meeting adjourned at 4:31 PM

Submitted by Patrick Malloy

University Senate Chair Report
December 9, 2025

Hi Folks,

Welcome to week 16, we made it! I hope your fall break was restful and you are finishing out the semester strong. I am always particularly excited for winter break and love the holiday season and spending time with loved ones. I pride myself on being the *Clark Griswold* of my street, so we had Christmas lights up the weekend of Thanksgiving, though I haven't built up my light collection to be as impressive as his.

We have made excellent progress with all "The Big 5" polytechnic programs and have one more to discuss and vote on: The STEM Education M.A. Additionally, you may have noticed we have a massive ICC consent calendar to consider, and while I'd love to say that's it for our curricular discussions for the semester, we have a little bit more work to do. Due to the calendar this year, we missed a Senate meeting because of the Veterans' Day holiday, and that put us off by one week relative to the ICC's calendar. They have another large consent calendar to consider, and will do so at their last meeting on December 16th during finals week. If we wait to consider those items until next semester at our first meeting on January 20th, that will not give folks very much time to make those updates for the Fall 2026 catalogue deadline at the beginning of February. All of the items on the December 16th consent calendar were turned in on time, and I'd like us to honor the hard work the proposers did getting that work done, as well as the hard work the reviewers are doing to make sure the proposals are sound. So, the Senate Executive Committee (SenEx) mulled over some ideas last week, and we came up with the following:

We are presenting you today with a draft of the December 16th ICC consent calendar and will make time to discuss any of the items as necessary. The ICC will vote on these items during its December 16th meeting from 9–11 AM, and a finalized version of the consent calendar will be sent to all members of the Senate shortly thereafter. On that same day, the Senate Executive Committee will be meeting, and we will have a time certain on Tuesday, December 16th, at 3:15 PM to vote on the consent calendar. According to Appendix F, Part 2, Article 11.13.iv:

The Committee [SenEx] may act for the Senate on matters that call for immediate action or attention. Such action shall require an absolute two-thirds majority vote of the Executive Committee and shall be reported to the Senate as a specific agenda item at its next meeting

We openly invite all members of the Senate to attend this meeting to be present for the discussion and vote. Any member of the Senate who wishes an item to be pulled for discussion may do so by finding a sponsoring SenEx member. You may also raise an issue on any one item based on the draft document that is on our current agenda. The goal here is to support the shared governance process; however, we would like to act in a timely way. Please do not hesitate to reach out to me or Sara Sterner, ICC chair, if you have any questions, issues, or dissensions.

Moving on, I followed up with nearly all of our open-forum speakers from our last meeting, where, if you recall, the theme was accessibility. While I am new to the conversation, being in my first semester as Senate chair, I am not new to the fact that our campus is difficult to navigate, even for folks who do not have mobility issues, and for folks who do, it is a jarring, if not impossible, task. I spent a lot of time reflecting on this over the fall break and putting this into the context of our graduation pledge:

"I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."

We are leaders in social and environmental justice; it is a part of our soul. You see this every day when looking at the various campus initiatives we have been praised for, like the *Seal of Excelencia*, decolonizing sustainability, supporting Indigenous communities, researching climate impacts on marginalized groups, running student-led eco-projects (CCAT), promoting local resilience, fostering dialogue on equity in sustainability (Decolonizing Sustainability Series), and a host of other examples too numerous to list. So, as I thought about all this stuff, it occurred to me that we have a real opportunity here to flip the script. We have been historically terrible with accessibility issues on our campus, and that must change. I view this as an opportunity to position ourselves as leaders in social justice related to accessibility. Let us put the past aside, because we can't change that, and focus on what lies ahead. So, I challenge you to think about how we can turn this around, how we can leverage our expertise in social justice work to make this a beacon in the CSU for accessibility. For some, that may mean detailing improvements to your own microcosm of the university. For others, that may mean starting a large-scale, capital campaign to raise the millions of dollars necessary to be compliant and then some, to go above and beyond what the letter of the law says we are required to do (ADA). I can imagine several newly adopted accessible pathways around our campus, funded by alumni or other donors, that are impassioned by work like this and who want to see things improve for future students, faculty, and staff alike. For example, we could have several *named* pathways to navigate from one corner to another, honoring those who donated, or even those who created awareness for the need. This will not be easy, but anything worth doing rarely is. I really want to reiterate that be leaders in this initiative, we should be going above and beyond the minimum requirements specified by the ADA. Even to make up for our troubled past, we should be going above and beyond. It's not just money we need to raise, either; we need to raise awareness. Admittedly, it is hard to hear some of the stories and ugly truths that some people on this campus have been subjected to; however, we must immerse ourselves in these truths to make a difference.

With that, I wish you all the best in finishing out the semester, and I hope to see you at the Holiday Party this week and the Graduate Ceremonies next week.

Best regards to you and your loved ones during this holiday season!

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CAL POLY HUMBOLDT

University Senate Written Reports, December 9, 2025

Standing Committees, Statewide Senators and Ex-officio Members

Academic Policies Committee

Submitted by Tyler Evans, APC Chair

Members: Julie Alderson (Faculty-Art), Ayan Cabot (AS Students), Frank Cappuccio (Faculty-Chem), Alexis-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): 11/19/25 and 12/3/25

Meeting Details: The committee finished discussing and incorporating comments on the revision to the procedure for discontinuance of an academic program during the 11/19 meeting. The committee discussed a plan to distribute the draft more widely, and hold the first listening session ([on Zoom](#)) for input during our December 10 meeting. The committee also discussed meeting times for the Spring 2026 semester, plans to finalize the policy on ABC/NC grade modes, and a request from CCBL for revision to the policies on academic credit granting internships and service learning.

Appointments and Elections Committee

Submitted by Jorge Monteiro, AEC Chair

Members: Ara Pachmayer, Jorge Monteiro, Michihiro Sugata

Meeting Date(s):

Meeting Details: "no report"

Constitution and Bylaws Committee

Submitted by Rouhollah Aghasaleh, CBC Chair

Members:

Meeting Date(s):

Meeting Details: no report

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): 11/19 and 12/1

Meeting Details: We discussed the results that are coming in from the email sent out to Faculty seeking input regarding policies that relate to faculty.

- 14 responses so far. Many not FAC policies. We will share the responses with the right groups once we close the survey.
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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): December 2, 2025

Overview of Meeting Details: The committee reviewed an extensive set of curriculum proposals across all colleges, including consent-calendar updates, STEM Education MA revisions, large program change packages in English, Music, Sociology/Criminology/Justice Studies, Cannabis Studies, and extensive CAHSS, CNRS, and CPS curriculum updates. Several new minors and certificates, including Music Production, Digital Humanities, and Spanish Healthcare Interpretation, were approved. The committee also held substantial discussions on the Cannabis

Studies revisions and Business Administration core changes; both packages were tabled for the December 16 ICC meeting for additional review. The meeting included an update on the Academic Master Plan, including two new projected degrees (BS in Gerontology and MS in Speech-Language Pathology), and reminders about the tight curriculum timeline leading to the February PeopleSoft deadline. In total we reviewed over **140 distinct proposals** at the meeting (counting all programs, courses, certificates, minors, and the two AMP projected degrees, and de-duplicating overlaps).

Information Item - Curriculum Update: From **January to March 2026**, Modern Campus Curriculum (MCC/Curriculog) will be closed to new proposals while the Curriculum Office updates workflows and templates to improve usability, streamline ICC review, and increase clarity and accessibility within the shared governance curriculum process.

- This temporary pause applies only to new submissions. Proposals already in the 2025 cycle will continue moving forward according to their current position in the workflow.
- Teams working on curriculum during this period may consult the Curriculum Office for guidance on offline development tasks such as forms, syllabi, curricular decision-making, and department or interdepartment review.

Approved Proposals Moving Forward to Senate:

- **Information Item:** AMP for January: Academic Master Plan - CSU BOT Requirement from each campus
 - Current working draft of the AMP: [12-02-25 ICC Meeting DRAFT AMP Document 01-26 - Cal Poly Humboldt.pdf](#)
 - Includes 2 new projections:
 - [Gerontology - Bachelor of Science - 25-3130 - PROGRAM: Projected Degree Proposal Form \(Chancellor's Office\)](#) **Description:** The Bachelor of Science in Gerontology is designed to prepare students for leadership, professional practice, and advocacy in the rapidly growing field of aging studies. This **fully online**, degree-completion program builds on stackable credentials—the Foundations Certificate and Advanced Certificate in Gerontology—and provides students with integrated training across the biological, psychological, and sociological dimensions of aging.
 - [Speech Language Pathology - Master of Science - 25-3129 - PROGRAM: Projected Degree Proposal Form \(Chancellor's Office\)](#) **Description:** This Speech Language Pathology (SLP) Master of Science Program is proposed in response to increasingly high needs in the local workforce, healthcare system, and schools. Speech Language Pathologists assist individuals across the lifespan with a wide range of communication disorders. This program provides students with pre-professional and professional training in speech-language pathology and audiology, which is founded on state and national standards, evidence-based practice, research, and science and technology, to prepare them to serve persons with communication disorders and their families in an ethical and culturally competent manner. Students pursuing a M.S. degree (and completing an additional elective course) may become eligible for State of California Licensure as a Speech-Language Pathologist and/or Speech-Language Pathology Assistant (SLPA) from the American Speech-Language-Hearing Association.
 - Connecting the AMP reporting to the CSU and BOT
 - [March 2025 BOT Academic Planning Slides](#) from Spring 2025 BOT Meeting

- Full Document: [AMENDED AGENDA COMMITTEE ON EDUCATIONAL POLICY Meeting: 2:45 p.m., Tuesday, March 25, 2025 Glenn S. Dumke Conference Center Die](#)
- **On consent:** Many
- **As a resolution:**
 - [Science, Technology, Engineering, and Mathematics Education](#) (updated and returning to Senate)
 - [Digital Humanities - Certificates of Study - 24-2970 - New Certificate](#)
 - [Spanish Healthcare Interpretation Minor - New Minor - 25-2771](#)
 - [Music Production - New Minor - 24-2851](#)

Read More:

- **Meeting Agenda:** [12.02.25-ICC Meeting Agenda - Approved](#) (*Humboldt Login Required*)
- **DRAFT Meeting Minutes:** [12.02.25-ICC Meeting Minutes - DRAFT](#) (*Humboldt Login Required*)
- **PolyTechnic Curriculum Priority: The Big 5**
 - **APPROVED:** [Applied Humanities, B.A. New Degree Proposal - 24-2524](#) (CAHSS)
 - **APPROVED:** [Critical Agriculture Studies & Agroecology New Degree Proposal - 24-2837](#) (CAHSS)
 - **APPROVED:** [Community Health, B.A. New Degree Proposal - 24-2678](#) (CPS)
 - **APPROVED:** [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: Sulaina Banks, Kijung Ryu, William Cook, Heather Honig

Meeting Date(s): Tuesday, December 2, 2025

Meeting Details:

It was recently brought to the attention of UPC that the [Alcohol and Drug Policy](#) exists; however, it is not included on the official Policies website, nor does it have an assigned policy number. We will be meeting with responsible parties to begin the process of formalizing this policy and exploring whether it may be appropriate to combine it with the existing Alcoholic Beverages Policy.

Meeting Date - December 10, 2025

University Resources and Planning Committee

Submitted by:

Jaime Lancaster, URPC Faculty Co-Chair.

Meeting Date:

November 21, 2025

Members:

Jaime Lancaster, Jenn Capps, Dave Janetta, Ramesh Adhikari, Rosanna Overholser, Steven Margell, Nate Cacciari-Roy, Eduardo Cruz, Nate Herron, Bori Mazzag, Chrissy Holliday, Mike Fisher, Steve Carp, Carla Wharton, Melanie Bennenhausen, Kevin Furtado, Sarah Long, Kendra Higgins

Meeting Agenda:

1. Review and approve the minutes from [November 7, 2025](#)
2. Recap & discussion of Divisional Presentations
3. Budget oversight policy review and finalize [proposed revisions](#)
4. Quarterly update
5. Strategic budget planning update & [Discussion of budget scenarios for AY 26/27](#)

Key points from the meeting:

Recap & Discussion of Divisional Presentations

Recordings and slides of the presentations are available on the [URPC website](#)

Budget Oversight Policy

We have learned that the Budget Oversight Policy must cover “all CSU funds” – not just the operating budget (HM500). Carla is doing some additional legwork and will report back to the group in Spring with suggestions on how to proceed and we will go from there.

Quarterly Reports

The first quarter reports are available and have been posted to the [University Budget Office webpage](#). First quarter results provide a preliminary snapshot of financial performance, but many expenses for the year have not yet been incurred, so there’s not a lot of information to “take home”.

Strategic budget planning update & discussion of budget scenarios for AY 26/27

Upcoming dates:

- December 15, 2025 | UBO’s target date for distributing preliminary budget scenarios and targets to the campus community.
- January 10, 2026 | Governor to release the California State proposed budget for 2026/2027
- End of January, 2026 | UBO to provide updated planning scenarios if needed.

Schedule of meetings for AY 25/26

Fall 2025	URPC CCR & Zoom	Activities/Notes
	August 29 (week 1)	State of budget & enrollment
	September 12 (week 3)	Planning for divisional presentations
	September 26 (week 5)	Discussion of presidents charge
	October 10, 2025 (week 7)	TBD
	October 22, 2025 Budget Forum (week 9)	Forum October 22 12:30 - 2:00 Goodwin Forum
	October 24, 2025 (week 9)	Divisional Presentations Advancement, University Wide, Administration & Finance, Presidents Office
	November 7, 2025(week 11)	Divisional Presentations Enrolment Management & Student Success, Academic Affairs, Athletics & Recreation
	November 21, 2025 (week 13)	Quarterly reports Overview of scenario plans for AY 26/27 Review of budget oversight policy
	December 12, 2025 (week 16)	TBD

Spring 2025	URPC CCR & Zoom	Activities/Notes
	January 23 (week 1)	UBO update on Divisional planning scenarios UBO update on Governors budget
	February 6 (week 3)	Budget 101 + Budget Update Open Forum (date and time TBD)
	February 20 (week 5)	Divisional presentations
	March 6 (week 7)	Divisional presentations
	March 13 (week 8) - Extra meeting	Working session on budget recommendation
	March 20	Spring break, no meeting
	March 27 (week 10)	Working session on final draft, issue to SenEx
	Tuesday April 7 (SenEx meeting)	SenEx review of Budget Recommendation
	April 10 (week 12)	Working session on SenEx comments
	Tuesday April 14 (Senate meeting)	Senate First Read
	April 17 (week 13)	Working session on Senate Comments
	Tuesday April 28 (Senate meeting)	Senate Second Read
	May 1 (week 15)	Reserve for discussion of Senate comments
May 8 (week 16)	Hold just in case	

Academic Senate of the CSU

Submitted by Stephanie Burkhalter and Mary Virnoche, ASCSU Senators

The permanent archive of all ASCSU resolutions, their status, and the Chancellor's Office responses can be found at this [link](#).

The ASCSU held its interim committee meetings virtually on Friday, December 5. Senator Burkhalter is a member of the Academic Affairs Committee and Senator Virnoche is vice-chair of the Justice, Equity, Diversity and Inclusion (JEDI) committee. The next scheduled committee and plenary meetings take place January 14-16, 2026

These resolutions were presented at the November plenary for feedback. The sponsoring committee(s) revise resolutions and are likely to return them as action items (second readings) at the January Plenary. Please share any feedback you have on these resolutions with Senators Burkhalter and Virnoche no later than Monday, January 12, 2026.

- [3763 JEDI Support Minority Serving Institutions](#)
- [3769 Exec Faculty Trustee Appointment Advocacy Plans](#)
- [3764 FGA Change In The Advocacy Positions Taken On ASCSU Monitored Legislative Bills](#)
- [3765 FGA 2025 Policy Agenda Priorities And Goals](#)
- [3767 AA CSU-CSU Articulation Of Major Courses](#)
- [3768 AA ASCSU Disciplinary Councils](#)

Associated Students

Submitted by Eduardo Cruz, AS President

We have opened hiring for two positions: the Officer for Social Justice, Equity, and Inclusion and an Officer of External Affairs, to strengthen our advocacy, representation, and campus engagement efforts. At our most recent and last Board of Directors meeting, the Chair provided a welcome, point violation update, meeting guidelines, and words of encouragement; the Board approved the appointment of Marielle Winuk as the A.S. Elections Commissioner and confirmed committee appointments for Marjie Wolfe to the Subcommittee on Student Affairs and Alexa Chapman to the Sustainable Humboldt Initiatives Futures Trust. Presentations were delivered by Youth Educational Services (YES) and the Sponsored Programs Foundation regarding the upcoming Student Research Competition at San Jose State University in April 2026. Standing

committee reports were reviewed, board members shared updates on ongoing work, and new business included an Inclusive Excellence update from Dr. Chrissy Holliday, discussion of norms and expectations, and approval of the Spring 2026 meeting schedule. Announcements included the pause of office hours from December 15, 2025, to January 19, 2026, and Spring Orientation scheduled for January 16, 2026.

Also the Student Fee Advisory Committee (SFAC) has approved the following fee adjustments: the Student Health Fee increasing from \$392 to \$418, the Student Health Facilities Fee increasing from \$34 to \$35, the Materials, Services, and Facilities Fee increasing from \$86 to \$89 for part-time students and from \$174 to \$180 for full-time students, and the Campus Union Fee increasing from \$182 to \$188. These updates reflect rising operational costs and inflationary adjustments across student services.

California Faculty Association

Submitted by Ryder Dschida, CFA Humboldt Chapter President

Members:

Meeting Date(s):

Meeting Details: no report

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:

Applications for Emeritus Status for Tenured Faculty, Lecturers, Staff and Administrators Are Due to the Senate Office by Feb. 1, 2026

2026 ERFSA Spring Luncheon Program

Feb 12, 2026

12:00 Oscar M. Vargas: Biological Sciences (2021 Grant Recipient)

Project: The evolutionary origin and conservation genetics of rare plants in California.

Portions of the tree of life, the evolutionary origin of rare plants and genetic diversity can be inferred from the use of next generation DNA sequencing. My research team examines this data for conservation purposes.

12:30 Catalina Cuellar-Gempeler: Biological Science (2020 Grant Recipient).

Project: Revealing biodiversity–ecosystem function relationships through microbial nitrogen metabolism. Studying the relationship between Biodiversity–ecosystem function helps us understand how the variety of life in a system affects how well that system works. However, we still have major gaps in knowledge, especially about how the movement of organisms between habitats affect ecosystem health. Our findings highlight how complex and dynamic microbial roles can be in shaping the natural world and proposes novel frameworks to manage and predict microbial function in natural and constructed systems.

March 12, 2026

Kyle Weis: Acting Captain of the research vessel, R/V North Wind, Woodley Island Marina

A tour from 12:00 to 1:00pm at CalPoly Humboldt's new research vessel, R/V North Wind, meeting at Dock A at the Woodley Island Marina in Eureka. We will remain at the dock, and Kyle Weis will be available to answer questions during your informal tour. There are many opportunities for lunch in Eureka, including the on-site Café Marina. Dock A is located at the south end of the marina.

April 9, 2026

Brandon L. Browne: Professor, Department of Geology,

Project: Probing the subvolcanic magma plumbing systems of continental and oceanic basaltic volcanoes, examples from Medicine Lake volcano and the Axial Seamount.

Results of new geological research on the magma systems that underly two very different basaltic volcanoes located in the Pacific Northwest, including Medicine Lake Volcano in the California Cascades and the Axial Seamount submarine volcano on the Juan de Fuca Ridge. New evidence from geochemical and geophysical observations is advancing our ability to monitor and forecast volcanic eruptions, driving volcanologists to reimagine classical models of subvolcanic magma systems from simple, long-lived, and melt-dominated systems to complex, ephemeral, and crystal-rich systems.

May 14, 2026

Jose Marin Jarrin: Fisheries Biology (2020 Grant Recipient)

Project: Using genetic barcoding and otolith analysis to train a diverse workforce in Fisheries Ecology. Genetic barcoding and otolith analysis allow ecologists to identify fisheries species, and estimate fish growth and survival rates. In our lab, we have been training students and local partners to use these techniques basic parameters for fisheries management and stewardship to study octopus in the Galapagos Islands, and smelt and surfperch in Northern California. Our work will allow students and local partners to use the techniques critical to small-scale fisheries in small underserved communities.

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): December 1, 202

Meeting Details: The Labor Council met with President Spagna and his Executive Cabinet for the second regular meeting this semester. Items discussed included the scheduling of future dental clinics and health screenings, the need and opportunities for university-wide commitment and financial backing for all staff professional advancement, and continuing the conversation and collaboration between the President's Office and the Labor Council during and after the upcoming presidential transition.

Staff Council

Submitted by Senator Sulaina Banks

Staff Council is seeking staff members to serve on both campus committees and the University Senate.

These positions include Staff Council–appointed committee seats as well as an elected Staff Senate Delegate seat on the University Senate.

Please review the [University Senate’s Committee Directory](#) for details on each committee. For general information on the responsibilities of the University Senate (Section 2.0) and its committees (Section 8.0), see the [Cal Poly Humboldt Faculty Handbook](#).

The **Staff Senate Delegate** will be elected in Spring 2026 and formally approved by the University Senate at their next meeting.

All committee and Senate service terms will begin in **Fall 2026**.

[Click here is the Self Nomination Form](#)

****please submit by 12-22-2025****

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

ACADEMICS

Apologies for confusion related to gown checks that went out Friday afternoon. The change for students was in response to feedback about the invasive nature of student gown checks (discussed briefly at Senate in late spring semester). The change to having students show up carrying their gown was not intended to apply to faculty and was mis-stated in the original email that went out Friday.

INFRASTRUCTURE

Space Use & Events Task Force: Last spring, VPs Holliday and Fisher presented the task force concept to Senate, then convened the Space Use & Events Task Force to review and

improve campus space reservation and event planning processes. The group, which included faculty, staff, students, and administrators, worked through the summer and into the fall to address feedback from our campus and the broader community, in an effort to improve everything from space reservation processes to pricing. Additional information will be shared via a campus message this week, and full details — including updated guidelines, the revised pricing schedule, and supporting materials — are available at ces.humboldt.edu.

Campus is invited to a **Conference & Event Services Information Session** to learn more about these updates, ask questions, and share feedback. We hope you'll join us for this conversation as we continue improving how our campus supports events and community engagement.

Event Details:

Thursday, December 11, 2025

2:00 – 3:30 p.m.

Nelson Hall East, Room 102 (Goodwin Forum)

Tasha Howe

tasha.howe@humboldt.edu

Professor of Psychology / Department Chair of Psychology

Nominated by: Gregg J. Gold (gjg14@humboldt.edu)

In the past decade alone: Two updates to her published text, Three first author journal publications, one of which won the “Best Paper of the Year” from the International Society for Self and Identity, and three other co-authored peer reviewed publications, and 18 presentations, of which five were invited. Additionally, two Fulbright scholarships. She also received three Fulbright grants of up to a month to deliver trainings, workshops and seminars overseas. Dr. Howe was recognized with a certificate of appreciation by the Humboldt County Children’s Mental Health Summit for exemplary contributions to children’s mental health in Humboldt County, and has delivered many trainings on violence prevention, becoming trauma informed, and stress to professionals in Humboldt Country. At Humboldt, Dr. Howe has been Department chair, a member of Integrated Curriculum Committee, Diversity, Equity, and Inclusion Council, CSU Middle Leadership Academy, Psychology Department Personnel Committee, University Faculty Personnel Committee, College of Professional Studies Associate Dean Search Committees, Psychology Department Search Committee, and other roles. Professionally she has served as a manuscript reviewer for four different journals, and a book reviewer for W.W. Norton. Finally, her teaching reviews and letters from faculty and students have been outstanding.

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Anthropology

[Anthropology, Archaeology Concentration, B.S. - 24-2730 - Change Concentration/Emphasis Requirements](#) -

Proposed Changes: Add new course, ANTH 349 Variable Topics in Linguistic Anthropology, as an option for the linguistic anthropology breadth elective. This course is variable unit (1-4 units), with at least 3 units required for the linguistic anthropology breadth elective. The other two linguistic anthropology breadth elective options (ANTH 340 and 341) are both 4 units. Thus, this new offering means that the total minimum units for the concentration shall be 24 rather than 25 units. The total units for the major shall be 58. Remove suspended course ANTH 353 from the archaeology elective options. Add ANTH 336 Comparative Osteology (a new course) to the biological anthropology electives options. No change to catalog description.

Related ANTH Proposals:

- [Anthropology, Biological Anthropology Concentration, B.S. - 24-2731 - Change Concentration/Emphasis Requirements](#) - Proposed changes are the same as Archaeology concentration.
- [Anthropology, Cross-Disciplinary Anthropology Concentration, B.S. - 24-2732 - Change Concentration/Emphasis Requirements](#) - **Proposed Changes:** (1) Add new course, ANTH 349 Variable Topics in Linguistic Anthropology, as an option for the linguistic anthropology breadth elective. (2) Remove ANTH 353 from the archaeology elective options, as the course is suspended. (3) Add ANTH 336 Comparative Osteology (a new course) to the biological anthropology electives options. (4) Add catalog language to indicate that this concentration may be completed online - we have already worked with the curriculum office to have this listed/approved at the CSU. Update catalog description.
- [Anthropology, Linguistic Anthropology Concentration, B.S. - 24-2733 - Change Concentration/Emphasis Requirements](#) - **Proposed Changes:** Add new course, ANTH 349 Variable Topics in Linguistic Anthropology, as an option for the linguistic anthropology courses. This course is variable unit (1-4 units). The other two linguistic anthropology breadth elective options (ANTH 340 and 341) are both 4 units. Students shall be required to take at least two courses totalling at least 6 units, which means that the total minimum units for the concentration shall be 22 rather than 24 units. The total units for the major shall be 56. Remove ANTH 353 from the archaeology elective options, as the course is suspended. Add ANTH 336 Comparative Osteology (a new course) to the biological anthropology electives options. No change to catalog description.
- [Anthropology, Sociocultural Anthropology Concentration, B.S. - 24-2734 - Change Concentration/Emphasis Requirements](#) - **Proposed Changes:** Add new course, ANTH 349 Variable Topics in Linguistic Anthropology, as an option for the linguistic anthropology breadth elective. This course is variable unit (1-4 units), with at least 3 units required for the linguistic anthropology breadth elective. The other two linguistic anthropology breadth elective options (ANTH 340 and 341) are both 4 units. Thus, this new offering means that the total minimum units for the concentration shall be 24 rather than 25 units. The total units for the major shall be 58. Remove ANTH 353 from the archaeology elective options, as the course is suspended. Add ANTH 336 Comparative Osteology (a new course) to the biological anthropology electives options. No change to catalog description.
- [ANTH - 310W - 24-2789 - Course Change - Critical Histories of Culture, Race, and Science](#) - Proposed Changes: Add Upper Division GE Area 4 certification. This course is very clearly aligned with Area 4. Recertify GWAR. Also adding recommended preparation: Junior standing and at least one of the following: ANTH 102, 103, 104, 105, to increase student success.
- [ANTH - 332 - 24-2750 - Course Change - Forensic Anthropology](#) - **Proposed Changes:** Change course name from "Skeletal Biology & Forensics" to "Forensic Anthropology" and update course description to reflect the minimization of the osteology component. We are splitting the in-depth osteology coverage into the new course ANTH 336 Comparative Osteology.

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- [ANTH - 336 - 24-2749 - New Course - Comparative Osteology](#) - **Proposal Rationale:** Separating Osteology content from existing ANTH 332 course (Skeletal Biology and Forensics, which is being renamed to Forensic Anthropology). Recently, Osteology has been taught as a topic in the Special Topics Course (ANTH 339), and has been effective in providing more depth for both topics. This two-course approach is common in anthropology programs across the state and country. **Course Description:** Comprehensive study of human skeletal anatomy, focusing on the adult human skeleton, with context provided by exploration of developmental nonadult osteology, the musculoskeletal system, functional anatomy, and comparison to nonhuman animal bones common in forensic and archaeological contexts.
- [ANTH - 339 - 25-3121 - Course Change - Variable Topics in Biological Anthropology](#). Title change to be in compliance with Course Numbering policy naming. Removal of prerequisite. Unit change. **Original title:** Special Topics in Biological Anthropology **Proposed title:** Variable Topics in Biological Anthropology **Original units:** 1-4 **Proposed units:** 1-6.
- [ANTH - 349 - 24-2729 - New Course - Variable Topics in Linguistic Anthropology](#) - **Proposal Rationale:** A section of the anthropology bachelor's degree includes the requirement to take one upper division anthropology linguistics course (for all concentrations except linguistic anthropology) or two courses (for the linguistic concentration). We currently have two options, ANTH 340 and ANTH 341. We need to add a special topics option to (1) better meet student needs/interests in variable topics, and (2) allow flexibility in topical coverage due to faculty availability. The special topics course is variable unit, 1-4, which will also allow us more flexibility with WTU offering and to help students proceed to graduation in a timely manner.
- [ANTH - 353 - 25-3117 - Course Suspension - Archaeology of Warfare](#). Suspend course due to loss of faculty expertise in this area. We are also focusing electives on more applied and methods-based areas.
- [ANTH - 359 - 25-3122 - Course Change - Variable Topics in Archaeology](#). Title change and unit change. **Original title:** Special Topics in Archaeology **Proposed title:** Variable Topics in Archaeology **Original units:** 1-4 **Proposed units:** 1-6.

Applied Health, School of

[PE - 467 - 25-3119 - New Course - Intercollegiate Wrestling](#). The wrestling team was reestablished and needs a permanent course number so they can move away from using PE 480- which was a placeholder until the permanent course could get approved.

[REC - 252 - 25-3161 - Diving First Aid, Introduction to Cal Poly Humboldt Diving](#). Change Grade Mode from Optional Grade Basis to Mandatory Credit/No Credit.

Art + Film

[Museum and Gallery Practices Certificate of Study - Change Certificate Requirements - 24-2696](#). We propose to add additional course options to the anthropology emphasis: ANTH 105, 310W, 331, and 352. So that most units remain upper division and include in-depth coverage, ANTH 105 is meant as an alternative to ANTH 104 - if students count one, they cannot count the other. No change in overall units.

[Art Studio Minor - 25-3134 - Change Minor Requirements](#). Addition of ART 105B to the list of Lower Division Studio Electives.

Criminology and Justice Studies

[Criminology and Justice Studies, B.A. - 24-2783 - Change Core Requirements](#). **Changes:** With the drop of student enrollment, it no longer makes sense to have so many courses in each Knowledge Based Area (KBR). It misleads the students into believing they can take many courses that other departments are not able to consistently run due to low enrollments. By reducing the number of course offerings we can funnel students into courses that are much more likely to meet minimum requirements and thereby ensuring our students continue moving towards graduation.

- **Statistics Change:** New course (SOC 108) is replacing (STAT 108 or STAT 108i remain an option)
- **Courses being suspended:** CRIM 433: Punishment & Justice in Cross-national Perspective.

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- **Courses being removed:** CRGS 313/EDUC 313: Community Activism; CRGS 360: Race, Gender, and US Law; FILM 362: Social Change and Digital Production; FILM 455: Grant Writing; FILM 455S: Grant Writing; JMC 480: Investigative Reporting; NAS 332: Environmental Justice; NAS 364: Federal Indian Law; PSCI 313: Politics of Criminal Justice; PSCI 413: Moot Court; PSCI 441: International Law.
- **Courses being added:** CANN 325: Cannabis & Social Equity; CANN 420: Cannabis Law and Public Policy; CRIM 435: Marginalized Poor and Radical Imagination; CRIM 440: Popular Resistance to the Global Carceral State; CRIM 445: Comparative War on Drugs.

Related CRIM Proposals:

- [CRIM - 225S - 25-3142 - Course Change - Inequalities/Criminalization](#). Change c-classification of component 1 from C-04 to C-03. No other changes. No change in WTUs awarded.
- [CRIM - 433 - 24-2930 - Course Suspension - Punishment and Justice in Cross-National Perspective](#). Suspending this course as part of a larger program change.
- [CRIM - 435 - 24-2929 - New Course - Popular Resistance to the Global Carceral State](#). The course takes an explicit and comprehensive approach to the global formations and contestations of the carceral state. It will enrich the existing CJS curriculum, especially on two grounds: 1) Across our classes, we are committed to providing our students with a global consciousness of contemporary issues and developments related to social justice, broadly conceived. However, our curriculum does not have a specific course explicitly focused on the global processes and dynamics of the carceral state. Therefore, the course will enrich the curriculum by adding a specific course on global carcerality. 2) The course articulates a critique of the global carceral state into people's experience with and resistance to it with a focus on the Global South. The course will offer a dynamic learning environment for students by examining a diverse range of experiences in resistance against violence, criminalization, surveillance, policing, and punishment across different geographies.
- [CRIM - 440 - 24-2928 - New Course - Marginalized Poor and Radical Imagination](#). Our CJS curriculum offers a variety of social justice oriented courses. Critically exploring the experiences of the marginalized communities with the criminal legal system is a core concern we share in the program. This course builds on this departmental concern and offers additional dimensions: 1) it takes a comprehensive approach to social marginality and explores it in its sociological, spatial, cultural, ideological, as well as criminological contexts. Therefore, in this course, students gain a transdisciplinary perspective on manifold dimensions of social marginality. 2) The course provides a critical historical perspective on the dominant/conventional accounts of the marginalized in the West. Such an historical inquiry serves as the basis for understanding the contemporary experiences of social marginality. 3) The course integrates the question of political agency on the part of the marginalized populations by connecting social marginality to radical imagination. This connection enriches the departmental curriculum by integrating political theory into the transdisciplinary explorations of social marginality.
- [CRIM - 445 - 24-2899 - New Course - Comparative War on Drugs](#). Although the War on Drugs in the US is a topic that comes up in several of our classes in the department, in conjunction with the discussion of topics like racial disparities in mass incarceration and policing practices, we do not presently have a course devoted to a thorough analysis of the history, functioning, and effects of the War on Drugs—either in the US or in comparative perspective. The closest class that we currently offer is CRIM 420: Drugs and Society. However, CRIM 420 covers a wide variety of topics related to drugs including properties of drugs themselves, drug use, theories of addiction, moral panics, social construction of drug use, etc. Although CRIM 420 may include the War on Drugs among the many other topics covered, it is not the primary focus of the class. Although the class may draw on some examples from other places, it is also primarily focused on the US context. CRIM 445 differs from CRIM 420 two major ways. First, it centers a comparative perspective. Two weeks are spent discussing the War on Drugs in the US, while the rest of the semester focuses on other parts of the world and international dimensions of drug wars. The course builds primarily

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on the work of scholars of color and/or scholars from the global South. Second, CRIM 445 does not actually talk about drugs (or drug use, addiction, etc.)—instead, it focuses *exclusively* on the effects of policies that criminalize drugs and the individuals and communities connected to them. The comparative focus provides a critical lens through which to reflect on policies in our own country, as well as means to imagine future possibilities.

[CRIM - 225S - 25-3142- Course Change - Inequalities/Criminalization](#). Change c-classification of component 1 from C-04 to C-03. No other changes.

Critical Race, Gender and Sexuality Studies

[23-2492 - Critical Race, Gender and Sexuality Studies, B.A. - Change Core Requirements](#). **Changes:** Courses added to the lower division Core: ES 107 and ES 108. Courses added to the Emphasis Elective Courses lists:

- Ethnic Studies: CRGS 401, CRGS 402, ES 203, ES 302, ES 309
- Multicultural Queer Studies: CRGS 401, CRGS 402
- Women's Studies: CRGS 401, CRGS 402
 - Ethnic Studies Emphasis elective courses limited to 3 units of 100- or 200- level courses out of the 12 units needed.

Related CRGS Proposals:

- [CRGS - 401 - 23-2518 - New Course - Digital Justice, Digital Divides](#). This course builds the program's science and tech curriculum which currently has 1 offering (CRGS 331, Radical Futures). This new course is included in the new [Applied Humanities BA](#), Technology and Human Values area of emphasis. **Description:** This course explores how digital technologies can reproduce and challenge conditions of racial, class, and gender inequality. Together, we will consider the ethics and politics of topics such as digital redlining, surveillance, privacy, education technologies, algorithms, and other topics selected by students.
- [CRGS - 402 - 23-2515 - New Course - Science and Technology: Race/Gender/Class](#). After a successful trial through a special studies course, students affirmed the need to have a course examining colonial roots of science and technology and how this history continues to the ways Western scientific knowledges and technological innovation generate inequities, dehumanization, and exploitation of people around the world. With the transition to a polytechnic vision, this course is informed through knowledge from ethnic studies, feminist studies, and historically excluded communities. Requesting GE UD Area 4 Social Science certification.

Education, School of

[Secondary Education: Preliminary Credential Program - Change Core Requirements - 24-2672](#) - Change unit requirements: SED 708 in the fall from .5 units to 1 unit, and SED 709 in the spring from 1.5 units to 1 unit. This change is informed by changes to the Teacher Performance Expectation from 1 cycle to 2 cycles as dictated by the California Commission on Teacher Credentialing.

[SED - 708 - 24-2673 - Course Change - Teacher Performance Assessment](#). Increase units from .5 to 1 unit. Change Grade Mode from Mandatory Letter Grade to Credit/No Credit.

[SED - 709 - 24-2674 - Course Change - Teacher Performance Assessment Support](#). Decrease units from 1.5 to 1 unit. Change grade mode from Mandatory Letter Grade to Credit/No Credit.

[SED - 711 - 26-2868 - Course Suspension - Nonviolent Crisis Intervention](#). Course material is covered at the school district level and no longer a requirement of the California Commission on Teacher Credentialing

English

[English, Applied English Studies Concentration M.A. - 24-2958 - Change Core Requirements](#). **Changes:** Update program description. Require fewer stand-alone seminars. Suspend 3 seminar courses. Delete 2 courses. Add 3 new courses. Add a Comprehensive Exam and Oral Defense option for the Culminating Experience.

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Related ENGL proposals:

- [ENGL - 471 - 24-3018 - Course Change - Literatures of Body, Environment, World-Building](#). Change in course title and catalog description. Make a rotating topics course. Existing co-listing with ENGL 571.
- [ENGL - 536 - 24-2946 - Course Change - Advanced Topics in Literature](#). Change in course number, title, and catalog description. Maintain as a rotating topics in literature course. Number change to ENGL 636. Change repeatability from infinite to 2 times for 8 units. Grade Mode corrected to Mandatory Letter Grade.
- [ENGL - 546 - 24-2955 - Course Suspension - Reading Historically](#).
- [ENGL - 571 - 24-2952 - Course Change - Literatures of Body, Environment, World-Building](#). Change in course title and catalog description. Make a rotating topics course. Existing co-listing with ENGL 471. Grade Mode error corrected for Graduate course: should be Mandatory Letter Grade (ENG 471 is properly listed as Optional Grade Basis).
- [ENGL - 581 - 24-2953 - Course Change - Teaching College Writing](#). Change in course title and catalog description. Reduction from 3 to 2 units. Remove Instructor Consent Required. Remove Recommended Prep. Corrected Grade Mode to Mandatory Letter Grade.
- [ENGL - 600 - 24-2947 - Course Change - Graduate Studies Introduction](#). Reduce from 4 to 2 units. Change catalog course description.
- [ENGL - 601 - 24-2943 - New Course - Writing a Research Proposal](#). Redesign of ENGL 600 Graduate Studies Introduction connected to a program change. This change will mean incoming graduate students in English will take two 2-unit courses in a sequence during their first year (ENGL 600 and ENGL 601) instead of one 4-unit introductory course their first semester in the program. Units: 2-unit C-04 Lecture. Instruction Mode: In Person, Hybrid, Online. Grade Mode: Optional Grade Basis. No Instructor Consent Required.
- [ENGL - 605 - 24-2948 - Course Change - Cultural Studies Introduction](#). Change in course catalog description. Correct grade mode to Mandatory Letter Grade.
- [ENGL - 611 - 24-2956 - Course Suspension - Literacies and Epistemologies](#).
- [ENGL - 612 - 24-2949 - Course Change - Language, Rhetoric, and Society](#). Change in course title and catalog description. Make a rotating topics course. Add repeatability 2 times (8 units allowed). Correct Grade Mode to Mandatory Letter Grade.
- [ENGL - 614 - 24-2957 - Course Suspension - Teaching ESL Reading and Writing](#).
- [ENGL - 615 - 24-2950 - Course Change - Digital Humanities](#). Change in course title: shorten title by removing subtitle. Correct Grade Mode to Mandatory Letter Grade.
- [ENGL - 670 - 24-2941 - New Course - Facilitated Writing Community for Graduate Students](#). Redesign of graduate curriculum and sequencing connected to a program change. This change will mean incoming graduate students in English will take two 2-unit courses in a sequence during their first year (ENGL 600 and ENGL 601) and two 2-unit courses in a sequence during their second year (ENGL 670 and ENGL 675). ENGL 670 will provide the sense of a writing community and direct instruction in advanced research writing that graduate students in all disciplines would benefit from. Units: 2-Units C-05 Seminar. Grade Mode: Optional Grade Basis. Instruction Mode: In Person, Hybrid, Online. Repeatable: 2 times (8 units). No Instructor Consent Required.
- [ENGL - 675 - 24-2942 - New Course - Advanced Graduate Writing Capstone](#). Redesign of graduate curriculum and sequencing connected to a program change. This change will mean incoming graduate students in English will take two 2-unit courses in a sequence during their first year (ENGL 600 and ENGL 601) and two 2-unit courses in a sequence during their second year (ENGL 670 and ENGL 675). ENGL 675 will provide the coveted capstone experience and preparation for future academic and professional opportunities. Units: 2-Units C-05 Seminar. Grade Mode: Optional Grade Basis. Instruction Mode: In Person, Hybrid, Online. No Instructor Consent Required.
- [ENGL - 682 - 24-2954 - Course Change - Internship in Library Science, Archiving, Editing, Media, or Publishing](#). Change course title to reflect focus of internship and course catalog description.
- [ENGL - 690 - 24-2964 - Course Change - Master's Project](#). Change in course catalog description. Change in

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variable units to 1-6 (from 1-4). Increase maximum units for repeats to 36.

- [ENGL - 691 - 24-2945 - New Course - Comprehensive Exams](#). The comprehensive exam course offers students the faculty guidance needed to successfully complete the written exam and oral defense. The comprehensive exam option provides students with an additional culminating experience. We anticipate the exam option may reduce time to degree. Units: 1-6 Units S-25 Supervision. Grade Mode: Mandatory CR/NC. Instruction Mode: In Person, Hybrid, Online. Instructor Consent Required. ZCCM. Repeatable for credit 14 times (36 units).
- [ENGL - 694 - 24-2977 - Course Deletion - Field Experience: Observe and Reflect](#).
- [ENGL - 695 - 24-2978 - Course Deletion - Critical Analysis of Field Experience](#).

Engineering, School of

[Energy Systems Engineering, B.S. - 24-2785 - Change Core Requirements](#) - **Proposed Changes:** Add more Design Elective options for ESE majors. This change will increase student success and decrease time to graduation. Also, Change BIOL 105 (4 units) LD Core requirement to BIOL 104 (3 units). This change decreases lower division unit requirements from 49 to 48 units and the overall major requirements to 96 units.

- Overview of changes to the ESE program:
 - 1. Create a list A and list B Design Electives: List A: ENGR 471, ENGR 473, ENGR 475, ENGR 478. List B: ENGR 418; ENGR 421; ENGR 434; ENGR 464
 - 2. Change Prerequisites of ENGR 464: Replace the ENGR 317 prerequisite with ENGR 326.
 - 3. Change Core and Life Science GE requirement from BIOL 105 to BIOL 104.

[Energy Systems Engineering, B.S. MAP - 24-2974 - Change Core Requirements](#) - **Proposed Changes:** Replace BIOL 105 with BIOL 104 in MAP: Core and GE Area Life Sciences. This change affects the LD program requirements, decreasing LD units from 49 to 48 and overall program units from 97 to 96 units. See associated proposal [24-2785](#).

[Environmental Resources Engineering, B.S. - 24-2916 - Change Core Requirements](#) - **Proposed Changes:** Replace BIOL 105 (4 units) with BIOL 104 (3 units) in the lower division core. This change decreases the overall major unit requirements from 96 to 95 units.

[Mechanical Engineering, B.S. - 25-2995 - Change Core Requirements](#) - **Proposed Changes:** Add BIOL 104 (3 units) to the lower division major core. This change increases the overall major unit requirements from 93 to 96 units. The course will also meet the LD GE Area 5B life science requirement. This change aligns the lower-division course requirements of all three engineering programs.

[ENGR - 351 - 25-3156 - Course Change - Introduction to Water Quality](#). Prerequisite change only to add an additional option to the BIOL requisite. Can now have BIOL 104 OR BIOL 105 count as the prerequisite.

[ENGR - 555 - 25-3157 - Course Change - Engineered Natural Treatment Systems](#). Prerequisite change only to add an additional option to the BIOL requisite. Can now have BIOL 104 OR BIOL 105 count as the prerequisite.

Environmental Science & Management

[Geospatial Analysis Minor - 24-2844 - Change Minor Requirements](#). Add WLDF 468 to elective listing.

Environmental Systems, MS

[Environmental Systems, M.S. \(Core\) - 24-2962 - Change Core Requirements](#) - **Proposed Changes:** 1) Add a required second semester (2 units) of the colloquium course, SCI 698. This change allows us to better support students in development of their research proposal and completing their Advancement to Candidacy. The change also addresses feedback from our Program Review that have recommended better supporting students in developing their thesis research; 2) Remove STAT 630 from the list of Analysis course options and add STAT 510 and SOC 583; 3) Reduce the number of required Thesis/Independent Research units by 1 unit, from 9 to 8. These changes apply only to the core and not the concentrations.

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Fisheries Biology

[Fisheries Biology Minor - 24-2757 - Change Minor Requirements](#) - **Proposed Changes:** Add two either/or courses to required course list. Change "pathways" options to one restricted electives list. Overall unit requirements remain 14-15 units. **Rationale:** The primary objective of this change is to enhance flexibility and accessibility, allowing students greater autonomy in tailoring their coursework to align with their specific interests and career goals.

Related FISH Proposals:

- [FISH - 314W - 24-2765 - Course Change - Fisheries & Ocean Science Communication](#) - **Proposed changes:** 1) Integrate course content with Oceanography curriculum; 2) Change title to reflect content changes; 3) Change prereqs to accommodate Oceanography students.
- [FISH - 472 - 24-2758 - Course Change - Advanced Aquaculture](#) - Existing course requesting co-listing with new graduate-level course FISH 572. The addition of FISH 572 – Advanced Aquaculture to the Fisheries curriculum is essential to providing graduate students with a rigorous, specialized course in aquaculture at the graduate level.
- [FISH - 476 - 24-2702 - Course Change - Freshwater Habitat Restoration](#) - **Proposed Changes:** Change course title and description. Also updating prerequisites (CHEM 107 or CHEM 109 or equivalent, and STAT 109 or ENGR 322). Co-listed with FISH 576.
- [FISH - 572 - 24-2705 - New Course - Advanced Aquaculture](#) - Grad-level course co-listed with FISH 472. The addition of FISH 572 – Advanced Aquaculture to the Fisheries curriculum is essential to providing graduate students with a rigorous, specialized course in aquaculture at the graduate level. FISH 572 will include additional graduate-level coursework, including more challenging assignments and deeper analytical expectations, ensuring that graduate students engage with the material at an advanced level.
- [FISH - 576 - 24-2703 - Course Change - Freshwater Habitat Restoration](#) - **Proposed Changes:** Change course title and description. Prerequisite: Graduate standing. Co-listed with FISH 476.

[FISH - 458 - 25-3152 - Fish Population Dynamics - Course Change](#) - Description: Classical theory and analysis of exploited fish populations. Mortality, growth, recruitment, and yield models are derived, evaluated, and applied to fishery data. Estimates of survival and population size. Co-listed with FISH 558. **Proposed Changes:** Update prerequisites to (MATH 101&101T) or MATH 102 or MATH 105 and STAT 109. Current catalog: MATH 105 and STAT 109.

[FISH - 558 - 25-3153 - Fish Population Dynamics - Course Change](#) - Co-listed with FISH 458. **Proposed Changes:** Update prerequisites to (MATH 101&101T) or MATH 102 or MATH 105 and STAT 109. Current catalog: MATH 105 and STAT 109.

Geography

[Geography, B.A. - 24-2926 - Change Core Requirements](#). The proposed changes to the Geography B.A. program aim to enhance the curriculum's alignment with industry standards, foster interdisciplinary learning, and better equip students with the essential skills needed for contemporary geographic and geospatial fields. The changes focus on improving the core courses, restructuring the upper-division areas of emphasis, and expanding applied learning opportunities within the program. Increases program units from 41-46 to 45-49.

[Geography Minor - 25-2755 - Change Minor Requirements](#). Adding two recently added lower division geography courses to our minor and changing elective options to reflect our current curriculum. Minor Program Description changes.

[GEOG - 100 - 24-2753 - Critical Thinking: Technology and the Digital World](#). GEAR recertification of a previous Area E to Area 1B: Critical Thinking. Minor course description change. Included in the new Digital Humanities certificate list of electives.

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Geology

[Geology, B.S. - 24-2788 - Change Core Requirements](#). We have decreased the number of specific courses required and added more flexibility to the degree, while ensuring that every student with a BS in Geology will be eligible for the Fundamentals of Geology state licensure exam upon graduation. This includes requiring one of the following courses: GEOL 300 (California Geology), GEOL 303 (Environmental Geology), GEOL 456 (Hydrogeology) or GEOL 457 (Engineering Geology). We have removed the requirement of a second semester of Physics and instead of requiring Calculus 2 (MATH 110), students have a choice of Calculus 2 or statistics (e.g., STAT108/108i/109 or MATH 110). In place of the reduction of a Physics course (4 units) and a Math course (4 units), we have increased the number of units of area of specialization to 11 units total, 4 of which are encouraged to be taken outside of the Geology department. We have included a broad list of acceptable courses to fulfill these 4 units. Overall units remain unchanged (69-70 units becoming 70 units).

[Geology, Geosciences Concentration, B.A. - 24-2874 - Suspend Program](#). We are proposing to suspend this degree concentration due to low enrollment. We are, however, updating the existing GEOL BS degree to be more inclusive and also accommodate more majors.

History

[History, History of Religions Concentration, B.A. - 24-2863 - Change Concentration/Emphasis Requirements -](#)

Proposed changes: Add RS 102 and RS 309W to the list of courses counted toward the History of Religions Concentration, under the Areas Courses.

[HIST - 310W - 24-2636 - New Course - History of Sport](#). Proposed for General Education Upper Division Humanities (UD 3) and GEAR. 4-unit C-04 Lecture. **Course Description:** Sport involves belonging, joy, social order, and hopes for justice. Besides personal and social development, its history provides a window into race, class, gender, labor relations, globalization, environmentalism, and A.I. **Grade Mode:** Optional Grade Basis. **Instruction Mode:** In Person, Hybrid, Online.

International Studies

[International Studies Minor - 25-2772 - Change Minor Requirements](#) - Proposed Changes: Due to the suspension of INTL 210 and INTL 220, proposing to reconstruct the General Track to give students a broad multidisciplinary overview and replacing the suspended INTL courses with a course in History (HIST 200 or 201) and a course in Anth (ANTH 310W). Additional changes: 1) Remove suspended courses, eliminating ECON 305 from the econ electives list and replacing ANTH 317 with ANTH 314 in the development track; 2) Note that there are now cross-listed options for the INTL 320 (new in F25); 3) Correct an error on the note for PSCI 377 in the core - the note says that PSCI 376 is a pre-req, but it is a co-req.

Journalism and Mass Communication

[JMC - 333 - 25-3113 - Course Change - News Podcasting](#). Title and Description change, as well as adding prerequisites and recommended preparation. Purpose: course currency and new faculty-member expertise. Original title: Radio News Workshop Proposed title: News Podcasting Original description: Broadcast the news live on the air on the student campus radio station KRFH 105.1 FM. Practice gathering information, writing, editing and producing news stories on deadline for live radio audience. Proposed description: Craft news for audio podcasting. Practice gathering information, writing for a broadcast medium, editing, and producing news stories on deadline for radio and online audiences. Original requisites: Prerequisite: JMC 120. Proposed requisites: Prerequisite: JMC 120 and JMC 154; Recommended Preparation: JMC 107

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Kinesiology

[Kinesiology, B.S. \(Core\) - 24-2773 - Change Core Requirements](#). Remove BIOL 104 and add CHEM 107 as an option in the grouping CHEM 109 or KINS 288 so that students can choose from CHEM 107 or CHEM 109 or KINS 288.

[Kinesiology, M.S. - 24-2774 - Change Core Requirements](#). (1) remove GRE language from Program Admissions language; (2) remove the Comprehensive Exam option from the Capstone/Culminating Experience leaving a Thesis as the only option; (3) decrease units in the Directed Electives section from 9 to 6.; and, (4) reduce required units in the program to 30.

[KINS - 690 - 24-2836 - Course Change - Thesis/Project Writing Seminar](#). Change title to reflect the ability of students to do a thesis or a project. Update course description to be more detailed. Removed existing prerequisite-course rotations make it not feasible to enforce the prerequisite and many students have been successful in 690 while co-enrolled and/or enrolled prior to taking 635. **Existing Title and Description:** *Thesis Writing Seminar*. Written under direction of the chairperson and/or committee. **Proposed Title and Description:** *Thesis/Project Writing Seminar*. Guided investigation of a research problem or guided development of a project culminating in a formal report in compliance with Cal Poly Humboldt standards for graduate culminating experiences.

[KINS - 691 - 24-2828 - Course Suspension - Comprehensive Exam](#). The MS in kinesiology is being updated and the comprehensive exam is being removed as an option for the culminating experience.

Music

[Music, B.A. \(Core\) - Change Core Requirements - 24-2738](#). Change course number for Keyboard Musicianship from 218 to 111 because students found taking 218 before 113 to be confusing. The only MAP change will be the numbering of the course. Will change prereq numbering for multiple courses.

Related MUS proposals:

- [Music, Applied Music Concentration, B.A. - 24-2860 - Change Concentration/Emphasis Requirements](#). Replace MUS 385P: Piano Performance Seminar with MUS 385: Performance Seminar. Update language about electives to read "Take 3 units" rather than "Take 1 course (3 units)" as many of the courses listed a 1- or 2-unit course.
- [Music Minor - Change Minor Requirements - 24-2739](#). The only change is re-numbering Keyboard Musicianship from 218 to 111 because students found it confusing to take 218 and then 113.
- [Music Production - New Minor - 24-2851](#) - Going to Senate as a resolution.
- [MUS - 106E - 24-2740 - Course Change - Opera and Musical Theater Workshop](#). Change the name to reflect the fact that Musical Theatre is a substantial part of the course. Existing title: Opera Workshop.
- [MUS - 109K - 24-2855 - Course Change - Class Applied Instruction: Piano](#). Make the class repeatable and remove Instructor Approval required.
- [MUS - 113 - 24-2735 - Course Change - Piano I](#). Update Pre-requisites because we are changing the course number for Keyboard Musicianship from MUS 218 to MUS 111.
- [MUS - 216 - 24-2737 - Course Change - Ear Training I](#). Update Pre-requisites because we are changing the course number for Keyboard Musicianship from MUS 218 to MUS 111. Minor change to Course Description.
- [MUS - 217 - 24-2710 - Course Change - Ear Training II](#). Change Prerequisite to be ONLY MUS 216: Ear Training I. Previously the prerequisites included courses that are prereqs for ET I, so there's no need to include them in the prereqs for ET II. This should make life simpler for transfer students. **Existing:** Prerequisite: MUS 218. Corequisite: MUS 216. **Proposed:** Prerequisite: MUS 216.
- [MUS - 218 - 24-2708 - Course Change - Keyboard Musicianship](#). Change the course number from 218 to 111.
- [MUS - 219 - 24-2736 - Course Change - Foundations of Harmony](#). Update Pre-requisites because we are changing the course number for Keyboard Musicianship from MUS 218 to MUS 111.

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- [MUS - 320C - 24-2857 - Course Change - Music Production: DAWs, Beat-making, and Mixing](#). Update the course title and description. The course content is not changing, but the new name better fits the new Music Production minor.
- [MUS - 360 - 24-2697 - Course Change - Music Tech Essentials - Notation, MIDI, and DAWs](#). Update course title and description, and removing Instructor Consent required.
- [MUS - 361 - 24-2856 - Course Change - Music Production: Recording and Live Sound](#). Update the course title.
- [MUS - 385 - 24-2862 - New Course - Performance Seminar](#). We are combining the existing MUS 385P: Piano Performance Seminar, and MUS 385V: Vocal Performance Seminar into one class. The initial impetus was to address low class enrollments and budget issues, but with the revised class we are also making the course available to all the students who aren't singers or pianists. General course information: 1-unit C-10 Activity (2 hrs.). Marked for ZCCM.
- [MUS - 385P - 24-2858 - Course Suspension - Piano Performance Seminar](#). Combining with MUS 385V into new course MUS 385.
- [MUS - 385V - 24-2859 - Course Suspension - Vocal Performance Seminar](#). Combining with MUS 308P into new course MUS 385.
- [MUS - 406E - 24-2741 - Course Change - Opera and Musical Theater Workshop](#). Change the name to reflect the fact that Musical Theatre is a substantial part of the course. Existing title: Opera Workshop.

Oceanography

[Oceanography, B.S. - 24-2834 - Change Core Requirements](#) - Proposed Changes:

1. Change two semester capstone sequence (OCN 495W (3 units) and OCN 496 (2 units)) to a **one semester** course (OCN 495W, 4 units).
2. Add new OCN 262 1-unit, lower division discipline-specific data analysis techniques course.
3. Suspend OCN 370 writing course and have students take FISH 314W for their science written communication course.
4. These changes will change the overall unit requirements for the major from 81 to 82 units.

Related OCN Proposals:

- [Oceanography Minor - 24-2894 - Change Minor Requirements](#) - **Proposed Changes:** Add new 1-unit course (OCN 262) and allow students to take either OCN 260 (focused on field techniques) or OCN 262 (focused on data techniques).
- [FISH - 314W - 24-2765 - Course Change - Fisheries & Ocean Science Communication](#) - **Proposed changes:** 1) Integrate course content with Oceanography curriculum; 2) Change title to reflect content changes; 3) Change prereqs to accommodate Oceanography students.
- [OCN - 262 - 24-2896 - New Course - Data Analysis in Marine Science](#) - **Description:** Access large oceanographic data sets and organize them into a workable format. Use computer-based techniques to visualize and analyze ocean data from field and online sources. Create figures and graphics for scientific audiences. **Rationale:** This 1-unit course is being proposed to incorporate a computer-based lab in the Oceanography program.
- [OCN - 370 - 24-2835 - Course Suspension - Library Research and Report Writing Seminar](#) - Discontinue course as part of Oceanography BS program change package. FISH 314W will replace this course in the curriculum.
- [OCN - 495W - 24-2831 - Course Change - Field Cruise](#) - **Proposed Changes:** In alignment with the restructuring of Oceanography BS senior capstone experience, this course is changing from a two semester sequence (3 units in spring, then 2 units in fall) to a 1-semester, 4-unit course.
- [OCN - 496 - 24-2833 - Course Suspension - Field Cruise II](#) - Discontinue course as part of Oceanography BS program change package. This course is being incorporated into single-semester OCN 495W.

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Psychology

[PSYC - 415 - 24-2680 - Course Change - Psychology of Aging and Older Adulthood](#). To establish the course as an option that satisfies GE upper division area 4. Change Prerequisite from PSYC 240 to Prerequisite: GE Area 1A complete, and Junior standing and above.

Scientific Diving Minor

[Scientific Diving Minor - Change Minor Requirements - 24-2688](#) - The National Association of Underwater Instructors (NAUI) mandated a standards change requiring Rescue Diver certification as a prerequisite to the Master Diver certification. We are proposing to add REC 352 (renumbered from REC 383) Rescue Diver to the Minor as a prerequisite to REC 362 Master Diver. Increases minor units from 13-16. Change to Program Description language for required Diving First Aid course.

[Maritime Archaeology Certificate of Study - Change Certificate Requirements - 24-2728](#). Contact change in Program Description. Increase units by 3 (19 units to 22 units). Add REC 383 Rescue Diver (course being renumbered to REC 352). This change mirrors a corresponding change for the Scientific Diving Minor and reflects that the certifying agency now requires Rescue Diver to meet the certification requirements for Master Diver.

[REC - 362 - 24-2409 - Course Change - Master Diver](#). Minor Course Description change. Add prerequisites: REC 262 and REC 383 (renumbered to 352) (required by NAUI).

[REC - 383 - 24-2989 - Course Change - Rescue Diver](#). Remove REC 362 as a pre-requisite, add REC 262 or equivalent as pre-requisite, change course number to REC 352 to make the numbering of the scuba courses match the sequencing.

Sociology

[SOC - 303 - 25-3143 - Course Change - Race and Inequality](#). Removal of second component (C-04 Second Lecture) that was 1 unit. Change in component 1 from C-01 to C-02, and increase that unit from 2 units to 3 units. Overall student units remain unchanged.

Wildlife

[Wildlife, Wildlife Ecology, Conservation, and Management Concentration, B.S. - 24-2921 - Change Concentration/Emphasis Requirements](#) - Proposed Changes: Add new course WLDF 424 - Wildlife Management (Songbirds) to Taxonomy and Management in the Upper Division Restricted Electives. Adding this course will provide additional flexibility to meet student demand for senior-level courses. Also changing WLDF 485 to 385. Changing the grade mode of 385 to CR/NC.

[WLDF - 424 - 24-2866 - New Course - Wildlife Management - Songbirds](#) - **Description:** Management of songbirds including life histories, ecology, behavior, population biology, community ecology, conservation, and survey methods. **Rationale:** This course provides training on an in-demand technical skill for wildlife biologists that is currently not covered in sufficient depth in the wildlife curriculum. This new course will also help streamline advising and course selection for students.

[WLDF - 460 - 24-2920 - Course Change - Conservation Biology](#) - Proposed Changes: Add ESM 303 to prerequisite options (prereqs will be: WLDF 301 or BIOL 330 or ESM 303).

[WLDF - 485 - 24-2966 - Course Change - Seminar in Wildlife Management](#) - **Proposed Changes:** Change the course number to WLDF 385. Change title and catalog description to accurately reflect de facto placement in program curriculum. Change the prerequisite so it no longer explicitly requires only "senior standing" (prereqs will be: WLDF 311 and junior or senior standing). Changing the Grade mode to CR/NC.

Zoology

[ZOOL - 110 - 24-2579 - Course Change - Intro Zoology](#) - Proposed Changes: Change course description. Request lower division GE Area 5B + 5C designation.

[ZOOL - 560 - 24-2799 - Course Reactivation - Advanced Mammalogy](#). Reactivation of course that has not been

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offered since 2014 Spring; new tenure-line instructor hired. The course will reactivate back to the Approved Elective list for the Natural Resources, Wildlife Concentration M.S. Minor update to the course description.

12/4/25 Note on December 16 ICC Consent and Pending Action Calendar

From Sara Sterner, Chair of the ICC

This draft consent and voting action calendar provides an overview of curriculum proposals currently scheduled for potential review at the **December 16 ICC meeting**. These items are listed to ensure transparency and to give Senate members advance notice of proposals that may come forward as a final December Senate Consent Calendar.

Please note that this calendar is a **working draft**. All proposals listed remain under review by their respective subcommittees and by ICC, and there is no guarantee that any item will move forward for action on December 16. Items included here are presented solely to support planning and clarity around upcoming ICC business and should not be interpreted as a final determination of committee action.

This early release is also in response to **curricular deadlines tied to PeopleSoft requirements for the Fall 2026 Catalog cycle**. These timeline constraints, and their implications for the overall curriculum review process, will be discussed further at the **December 9 Senate meeting**.

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[Fine Art, B.F.A. - 25-3163 - Change Program Description](#). Language added to the description based on changes required by the accrediting body.

[Media Arts, B.F.A. - 25-3164 - Change Program Description](#). Language added to the description based on changes required by the accrediting body.

GEAR Recertification

[CHEM - 109 - 25-3001 - Course Change - General Chemistry I](#) - GE Area 5A and 5C recertification only.

[GSP - 101 - 24-2775 - GEAR Recertification - Geospatial Concepts](#). GEAR recertification schedule determined in program review (GE Area 4: Social Science).

[PSCI - 110 - 24-2766 - GEAR Recertification - American Government](#). GEAR Recertification for American Institutions.

[PSCI - 159 - 24-2767 - GEAR Recertification - California Government](#). GEAR Recertification for American Institutions.

[PSCI - 160 - 24-2768 - GEAR Recertification - California Institutions](#). GEAR Recertification for American Institutions.

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Business Administration

[Business Administration, B.S. \(Core\) - Change Core Requirements - 24-2537](#) - **Proposed Changes:** Update PLOs. Changes to Core (addition of 12 additional units). Overall, the Core units change from 41 Units to 53 Units:

1. Lower Division Core - adds 1 additional unit
 - a. Remove MATH 104 - Finite Mathematics or MATH 104I - Finite Mathematics with Integrated Support from the lower-division core (removes 3 units from the LD core)
 - b. Add a new 4-unit course, BA 295: Business Data Skills for the AI Era, to the lower division.
2. Upper Division Core- adds 11 additional units
 - a. Add a new course BA 315: Artificial Intelligence and Information Systems in Business (4 units)
 - b. Add a newly GWAR-certified GEAR course BA 304W (was not previously included in the program) (3 units)
 - c. Add a subsection called "Upper Division Electives," one course from the following list (4 units required)
 - i. Courses are
 1. BA 480 (1-4 units) 4 units required
 2. BA 482 (1-4 units) 4 units required
 3. New course BA 491 (4 units)
3. Remove section "Electives for Concentration" - there were no required units associated with this section.

Related BA Proposals:

- [BA - 295 - 24-2530 - New Course - Business Data Skills for the AI Era](#). This course addresses the growing labor market demand for advanced data analytics and AI competencies among modern business professionals. As organizations increasingly rely on data-driven decisions, proficiency with data analysis, visualization software, and generative AI tools is essential. This course aligns with program goals by training students to design ethical, innovative, and sustainable solutions, communicate effectively through quantitative and visual information, and apply critical thinking strategically across diverse business contexts.
- [BA - 302 - 24-2534 - New GE Course - Personal and Household Finance](#) - **Description:** Quantitative Household Finance explores numerical methods for managing personal finances, covering budgeting, investment valuation, risk assessment, and financial planning. Emphasis on quantitative analysis and software tools for long-term financial security. **Rationale:** Requesting UD Area 2 Math GE certification. Quantitative Household Finance provides a comprehensive exploration of the numerical methods and analytical tools essential for managing personal and family finances. This course equips students with the quantitative skills necessary to make informed financial decisions and effectively plan for the future. Through a combination of theoretical concepts and practical applications, students will learn to analyze income, expenses, savings, investments, and debt using mathematical and statistical techniques. Topics covered include budgeting, cash flow analysis, investment valuation, risk assessment, and financial goal setting. Emphasis will be placed on understanding the quantitative aspects of household financial management and applying analytical approaches to optimize financial outcomes. By the end of the course, students will develop proficiency in using quantitative models and software tools to navigate the complexities of household finance and achieve long-term financial security.
- [BA - 304 - 24-2536 - Course Change - Organizational Behavior](#) - **Description:** Critically examines the psychological foundation of business by looking at how business agents think, feel and act in various situations and how managers make decisions. **Proposed Changes:** Title change from "Business Psychology" to Organizational Behavior. Add GWAR certification (course is already certified UD Area 4). Numbering change to BA 304W (counts as repeat for BA 304). Add Instruction Modes: Hybrid and Online. C-Classification Change from C-04 to C-03. Grade Mode: change from Mandatory Letter Grade to Optional Grade Basis.
- [BA - 315 - 24-2531 - New Course - Artificial Intelligence and Information Systems in Business](#) - **Description:**

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Explores AI integration in business, covering traditional information systems, AI applications in marketing, management, accounting, and finance. Emphasizes strategic implications, ethical considerations, and practical implementations in contemporary business environments. **Rationale:** This course explores the intersection of artificial intelligence (AI) and business, focusing on the integration of AI technologies into various functional areas of business operations. The first half of the course will provide a foundation in traditional business information systems, covering topics such as information management, security, database management, and systems development. The second half of the course will delve into the application of AI in different fields of business, including marketing, management, accounting, and finance. Emphasis will be placed on understanding the strategic implications, ethical considerations, and practical implementations of AI technologies in contemporary business environments. Units: 4-Unit C-03 Lecture. Instruction Mode: In Person. Grade Mode: Mandatory Letter Grade.

- [BA - 491 - 24-2533 - New Course - Business Sustainability Leadership](#) - **Description:** Questions the status quo, applies leadership, change-management, and sustainability theories to business operations. Develop skills in stakeholder analysis, inclusive and ethical leadership, strategic thinking, innovation, systems analysis, and sustainability KPIs measurement and enhancement. **Rationale:** This course explores the principles, practices, and challenges of sustainability leadership within organizations and communities. Through a multidisciplinary approach, students will examine the role of leadership in promoting sustainable development, addressing environmental issues, and fostering social responsibility. Drawing from theories of leadership, sustainability, and systems thinking, students will analyze case studies, engage in discussions, and develop practical skills to lead sustainability initiatives effectively. Topics covered include sustainable business practices, stakeholder engagement, ethical decision-making, green innovation, and the integration of sustainability into organizational culture. Emphasis will be placed on understanding the interconnectedness of environmental, social, and economic dimensions of sustainability and developing leadership strategies to create positive impact and drive transformative change. Units: 4-Unit C-05 Seminar. Prerequisite: BA 304W, and Junior standing and above. Instruction Mode: In Person, Hybrid, Online. Grade Mode: Mandatory Letter Grade. Sustainability Related.

Cannabis Studies

[Cannabis Studies, B.A. \(Core\) - Change Core Requirements - 24-2671](#). **Changes:** Removes non-CANN courses from core, except for SOC capstone courses and prerequisite (SOC 372/472/482). Adds two new courses as options to lower division core: CANN 250 OR CANN 260. Core courses for both concentrations are removed and CANN 325 becomes upper division core for the whole major. CANN 420 remains upper division core the whole major.

Related Cann Proposals:

- [Cannabis Studies, Concentration in Environmental Stewardship, B.A. - Change Program Description - 24-2723](#). (1) reduce units of program (increase units of all individual courses to 4 units) (2) remove prerequisite bottlenecks (3) remove non-CANN courses (other than 1 SOC and 1 CRIM) (4) remove concentrations (5) change numbering of CANN 240 to CANN 440.
- [Cannabis Studies, Policy Stewardship Concentration, B.A. - 25-2972 - Discontinue Program](#). Comprehensive Cannabis Studies program change eliminates concentrations. The proposal for the no-concentration major is built into the Cannabis and Environmental Stewardship Concentration Program change, so we need to remove this one.
- [Cannabis Studies Minor - 24-2969 - Change Minor Requirements](#). (1) Add new courses proposed for the major to the existing minor. (2) Adds CANN 420, an existing course proposed for increased units from 3 to 4, to courses eligible for the minor. (3) Alter unit requirements to reflect changes proposed for existing courses.
- [CANN - 202 - 24-2719 - Course Change - Humboldt and Cannabis](#). Increase units from 3 to 4 to create departmental similarity with SOC and CRIM course unit norms. Add Recommended Preparation of CANN 120. Add ZCCM.
- [CANN - 240 - 24-2804 - Course Change - Global Cannabis](#). (1) renumber to CANN 440 (change in Division

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from Lower Division to Upper Division requiring a new course ID); (2) add Online instruction mode; (3) increase units from 3 to 4; (4) change c-classification from C-02 to C-03; (5) prerequisite adding Junior status and above.

- [CANN - 250 - 24-2419 - New Course - Medical Cannabis Studies](#). -New course supporting upper-division learning outcomes and the Cannabis Studies Minor. Will also be part of the newly proposed Cannabis and Environmental Stewardship Certificate. Will also be part of the newly proposed Medical Cannabis Certificate. Units: 4 C-02 Lecture. Instruction Mode: In Person/Online. Grade Mode: Optional. Recommended Prep: CANN 120.
- [CANN - 260 - 24-2682 - New Course - Cannabis and the Environment](#). New course supporting upper-division learning outcomes and the Cannabis Studies Minor. Will also be part of the newly proposed Cannabis and Environmental Stewardship Certificate. Units: 4 C-01 Lecture. Instruction Mode: In Person. Grade Mode: Optional. Recommended Prep: CANN 120. Sustainability Focused. ZCCM.
- [CANN - 325 - 24-2718 - Course Change - Cannabis and Social Equity](#). (1) Increase units from 3 to 4 as part of program change aligning Cannabis Studies with Sociology and Criminology and Justice Studies typical course units. This course will become an upper division core requirement for all majors. (2) Remove existing prerequisite, but add sophomore level and above, (3) add Recommended Preparation, (4) add ZCCM.
- [CANN - 335 - 24-2506 - Course Change - Cannabis and Environmental Sustainability](#). (1) Increase student credit units from 3 to 4 to better meet general science course objectives. Adds 1 credit unit to the Cannabis Studies major for students in the Environmental Stewardship concentration. (2) Change prerequisites from CANN 202 and CANN 240 to CANN 260 and sophomore status or higher (3) Add Recommended preparation course SOIL 3260 (4) Add Sustainability Focused (5) Add field trips (6) Add ZCCM.
- [CANN - 345 - 24-2720 - Course Change - Cannabis Regulatory and Environmental Requirements](#). (1) Increase unit count from 3 to 4 (2) remove prerequisites (3) add sophomore level or above (4) add Recommended Preparation (5) add Sustainability Related (6) add ZCCM.
- [CANN - 350 - 24-2436 - New Course - Cannabis as a Medicinal Plant](#). This course is being proposed to develop the Cannabis Studies major/minor in a substantially relevant academic and practical (job-relevant) area. This course will provide in-depth coverage of the science of the cannabis plant as a medicine. Students who focus on medical cannabis and go on to work in this domain are expected to have an understanding of the current state of science on the cannabis plant, the endogenous system of receptors known as the endocannabinoid system, and to be familiar with the range of conditions for which cannabis medicine is being used. Therefore, this course provides core knowledge toward the emphasis in the medical cannabis curriculum path. Units: 4 C-02 Lecture. Instruction Mode: In Person/Online. Grade Mode: Optional. Prerequisites: CANN 250; Sophomore standing or above.
- [CANN - 355 - 24-2437 - New Course - Medical Cannabis and Society](#) - This course is being developed together as a series that begins with CANN 250 Medical Cannabis Studies and includes courses currently in development (CANN 350 Cannabis as a Medicinal Plant and CANN 419 Medical Cannabis Law & Policy) to provide a meaningful series on medical cannabis. CANN 355 focuses on the sociological dimensions of medical cannabis use. Understanding concepts like stigma and medicalization, along with the social history of medical cannabis and its impact on attitudes and policy, will be valuable for majors and minors in Cannabis Studies. Units: 4 C-02 Lecture. Instruction Mode: In Person/Online. Grade Mode: Optional. Prerequisite: CANN 250; Sophomore status or above.
- [CANN - 419 - 24-2438 - New Course - Medical Cannabis Law and Policy](#). This course is part of a series on medical cannabis that begins with CANN 250 Introduction to Medical Cannabis and includes courses focused on medical cannabis that are currently in development. Considerably more jurisdictions, both in the US and globally, have provisions for medicinal use of cannabis. A course focused on medical cannabis law and policy allows for more extensive coverage of both medical and non-medical regulatory aspects, which are complex and varied. Units: 4 C-02 Lecture. Instruction Mode: In Person/Online. Grade Mode: Optional. Prerequisite: CANN 250; Sophomore status or above. Recommended Prep: CANN 350.
- [CANN - 420 - 24-2721 - Course Change - Cannabis Law and Public Policy](#) (1) Increase units from 3 to 4 (2)

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update prerequisites (3) add sophomore level and higher (3) add Recommended Preparation (4) add ZCCM.

Rangeland Resource Science

Note: *These courses are Special Session Courses that will be offered through in College of Extended Education (CEE) to support workforce development of current working Rangeland Resource Scientists and related fields.*

[RRS - 710 - 25-2600 - New Course - Rangeland Plant Physiology](#) - **Rationale:** New course offered through CEE self-support for the California Certified Rangeland Manager (CRM) licensure program. This course is **not** required for the Rangeland Resource Science degree at Cal Poly Humboldt. It is offered through the College of Extended Education (CEE) for the purpose of educational credit and Certified Rangeland Manager (CRM) test preparation. The aim is provide learning opportunities for professionals seeking the Californian Certified Rangeland Manager license. These courses will be included in the catalog separate from the RRS program/courses to clarify that they are not part of that program; catalog description will need to include clarification for students that these courses are CEE self-support and cannot be covered by financial aid. **Units:** This is a 1-unit course, and thus students should expect at least 15 hours of contact time during the semester--this includes a series of four 2 hr lectures and one 7-8 hour "field session"/Lab. At least two hours of out-of-class work per week (probably much more) for five weeks will be required to listen to the voiceover video, do assigned readings, and take a low-stakes quiz. Note that per our Credit Hour Policy, one "credit hour" unit "[a]pproximates not less than 45 clock hours of work," but the policy also "[p]ermits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels. Institutions have the flexibility to award a greater number of credits for courses that require more student work."

[RRS - 720 - 25-2600 - New Course - Rangeland Animal Husbandry](#) - **Rationale:** New course offered through CEE self-support for the California Certified Rangeland Manager (CRM) licensure program. This course is **not** required for the Rangeland Resource Science degree at Cal Poly Humboldt. It is part of a series of courses offered through the College of Extended Education (CEE) for the purpose of educational credit and Certified Rangeland Manager (CRM) test preparation. The aim is to provide learning opportunities for professionals seeking the Californian Certified Rangeland Manager license. These courses will be included in the catalog separate from the RRS program/courses to clarify that they are not part of that program; catalog description will need to include clarification for students that these courses are CEE self-support and cannot be covered by financial aid. **Units:** This is a 1-unit course, and thus students should expect at least 15 hours of contact time during the semester--this includes a series of four 2 hr lectures and one 7-8 hour "field session"/Lab. At least two hours of out-of-class work per week (probably much more) for five weeks will be required to listen to the voiceover video, do assigned readings, and take a low-stakes quiz."

[RRS - 750 - 25-2600 - New Course - Rangeland Law and Economics](#) - **Rationale:** New course offered through CEE self-support for the California Certified Rangeland Manager (CRM) licensure program. This course is **not** required for the Rangeland Resource Science degree at Cal Poly Humboldt. It is offered through the College of Extended Education (CEE) for the purpose of educational credit and Certified Rangeland Manager (CRM) test preparation. The aim is provide learning opportunities for professionals seeking the Californian Certified Rangeland Manager license. These courses will be included in the catalog separate from the RRS program/courses to clarify that they are not part of that program; catalog description will need to include

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clarification for students that these courses are CEE self-support and cannot be covered by financial aid. **Units:** This is a 1-unit course, and thus students should expect at least 15 hours of contact time during the semester--this includes a series of four 2 hr lectures and one 7-8 hour "field session"/Lab. At least two hours of out-of-class work per week (probably much more) for five weeks will be required to listen to the voiceover video, do assigned readings, and take a low-stakes quiz."

[RRS - 770 - 25-2600 - New Course - Rangeland Ecology & Vegetation Management](#) - **Rationale:** New course offered through CEE self-support for the California Certified Rangeland Manager (CRM) licensure program. This course is **not** required for the Rangeland Resource Science degree at Cal Poly Humboldt. It is offered through the College of Extended Education (CEE) for the purpose of educational credit and Certified Rangeland Manager (CRM) test preparation. The aim is provide learning opportunities for professionals seeking the Californian Certified Rangeland Manager license. These courses will be included in the catalog separate from the RRS program/courses to clarify that they are not part of that program; catalog description will need to include clarification for students that these courses are CEE self-support and cannot be covered by financial aid. **Units:** This is a 1-unit course, and thus students should expect at least 15 hours of contact time during the semester--this includes a series of four 2 hr lectures and one 7-8 hour "field session"/Lab. At least two hours of out-of-class work per week (probably much more) for five weeks will be required to listen to the voiceover video, do assigned readings, and take a low-stakes quiz."

[RRS - 775 - 25-2600 - New Course - Rangeland Measurements](#) - **Rationale:** New course offered through CEE self-support for the California Certified Rangeland Manager (CRM) licensure program. This course is **not** required for the Rangeland Resource Science degree at Cal Poly Humboldt. It is offered through the College of Extended Education (CEE) for the purpose of educational credit and Certified Rangeland Manager (CRM) test preparation. The aim is provide learning opportunities for professionals seeking the Californian Certified Rangeland Manager license. These courses will be included in the catalog separate from the RRS program/courses to clarify that they are not part of that program; catalog description will need to include clarification for students that these courses are CEE self-support and cannot be covered by financial aid. **Units:** This is a 1-unit course, and thus students should expect at least 15 hours of contact time during the semester--this includes a series of four 2 hr lectures and one 7-8 hour "field session"/Lab. At least two hours of out-of-class work per week (probably much more) for five weeks will be required to listen to the voiceover video, do assigned readings, and take a low-stakes quiz."

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Science, Technology, Engineering, and
Mathematics Education MA
02-25/26-ICC – December 9, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Science, Technology, Engineering, and Mathematics Education MA (30 units) detailed in [Proposal 24-2875](#) be approved.

RATIONALE: The Master of Arts in STEM Education (M.A. in STEM Education) is a two-year, hybrid graduate program designed to prepare highly qualified and culturally sustaining STEM educators who can address the growing shortage of science and mathematics teachers regionally and statewide.

This program serves individuals who have completed an undergraduate degree in a STEM discipline and are seeking professional careers as STEM educators. It offers three distinct tracks (Secondary Education, Elementary Education, and Self-Designed Studies of STEM Education) allowing students to tailor their professional preparation to their specific goals. Students in the elementary and secondary tracks earn a Preliminary Teaching Credential from the California Commission on Teacher Credentialing during their first year of study, while the second year emphasizes graduate-level research, professional development, and advanced coursework focused on equitable STEM teaching practices.

The program's first year consists of track-specific credential coursework, while the second year, offered fully online, forms the core of the degree, structured as a Professional Learning Community (PLC). This model fosters collaboration across disciplines and professional settings, creating enduring professional networks that support teacher retention and ongoing growth in STEM education.

Graduates of the M.A. in STEM Education program will emerge as teacher leaders and community experts, equipped with both the pedagogical content knowledge and critical frameworks necessary to advance STEM learning and equity in California's K-12 and informal educational systems.

PROGRAM OVERVIEW:

Total Units: 30

Program Length: Two years (hybrid format)

Degree Type: Master of Arts

Target Students: Individuals holding a qualifying baccalaureate degree in a STEM discipline

Structure and Delivery: Hybrid Model: Core courses offered in online or hy-flex format, providing flexibility for practicing teachers.

Coursework Breakdown:

- **Core Courses (15 units):**
 - EDUC 614 – Advanced Teaching Methods in STEM Education
 - EDUC 615 – Critical STEM Teaching and Learning
 - EDUC 616 – Practitioner Inquiry in STEM Education
 - EDUC 617 – Curriculum and Theory in STEM Education
 - EDUC 618 – Science, Technology, and Society.
- **Electives (12 units):** Selected from credential coursework or self-designed studies aligned with the student's track.
 - **Option 1: Elementary Education (Multiple-Subject Credential):** Completed primarily in person during Year 1, with online coursework during Year 2. Students in this track will complete coursework and practicum experiences that satisfy multiple-subject credential requirements while integrating advanced training in math and science education for elementary learners. Coursework emphasizes multicultural education, language development, and integrated curriculum design.
 - EED 721 – Multicultural Foundations (2 units)
 - EED 722 – English Language Skills and Reading (2 units)
 - EED 723 – Integrating Math/Science in Elementary School (4 units)
 - EED 728 – History/Social Science in the Integrated Elementary Curriculum (2 units)
 - EED 733 – Teaching English Learners (2 units)
 - **Option 2: Secondary Education (Single-Subject Credential):** Available online or in person; includes an internship option for employed teachers. Students in this track will complete coursework that satisfies credentialing requirements in the STEM areas of biology, chemistry, geoscience, industrial technology, mathematics, or physics. Coursework emphasizes culturally sustaining pedagogy, bilingual education, and inclusion in secondary STEM classrooms. Electives
 - SED 715 – Multicultural Education (2 units)
 - SED 730 – Bilingual/ELD Theory and Method (3 units)
 - SED 737 or SED 740 – Secondary Curriculum Instruction: Math or Science (2 units)
 - SED 743 – Content Area Literacy (3 units)
 - SED 776 – Teaching in Inclusive Classrooms (2 units)
 - **Option 3: Self-Designed Studies of STEM Education:** Available online or in person, depending on course selection. Students in this track will complete self-selected coursework related to STEM Education with the consent and advising support of the program coordinator.
 - Example courses that students can consider: Single or Multiple Subject Teaching Credential Program courses, MA in Education courses, or master's-level and upper-division courses offered through the College of Natural Resources & Sciences (*science disciplines, mathematics, and computer science*), as well as graduate independent study options as approved by the program coordinator.

- **Culminating Experience (3 units):** EDUC 690 or EDUC 692 – Thesis or Project, with a required oral defense.

Program Outcomes: Graduates will:

1. Examine and apply STEM Education Structures and Standards: Analyze the historical, philosophical, and contemporary frameworks of STEM education, including how they reinforce or challenge social inequities and dominant narratives.
2. Apply Critical Theoretical Frameworks in STEM Education: Utilize diverse theoretical perspectives, such as Critical Race Theory, Feminist Science Studies, and Indigenous Knowledge Systems, to inform STEM teaching, curriculum development, and research.
3. Develop Rigorous and Inclusive STEM Teaching Practices: Design and implement STEM discipline-specific pedagogical strategies that promote rigorous learning and foster equity, inclusion, and justice in STEM classrooms.
4. Engage in Practitioner Inquiry and Ethical Research in STEM Education: Conduct systematic research on STEM teaching and learning using action research, self-study, and participatory methodologies while addressing ethical considerations such as power, positionality, and research impact.
5. Analyze the Societal Impact of STEM Education, Knowledge, and Innovations: Investigate the cultural, political, and economic influences on STEM advancements, policies, and public engagement, examining issues such as environmental justice, digital divides, and diverse epistemologies.

PROGRAM PURPOSE AND STRENGTHS: The M.A. in STEM Education prepares educators who can address the severe shortage of qualified STEM teachers in California and across the nation. According to the California State University Mathematics and Science Teaching Initiative (MSTI), the state will need at least 33,000 new STEM educators over the next decade. Locally, Humboldt and Del Norte Counties face particularly acute shortages, with many middle and high school math and science classrooms staffed by teachers without full subject-matter credentials.

This program strengthens Cal Poly Humboldt’s existing teacher preparation infrastructure by integrating with current credential programs (Elementary and Secondary Education), allowing students to earn their credential and M.A. in an efficient, sequential format. It also expands the university’s graduate portfolio, reinforcing its leadership in applied, equity-focused, and interdisciplinary education.

The program aligns with Cal Poly Humboldt’s polytechnic commitments to applied learning, sustainability, and collaboration across disciplines. It promotes:

- **Project-based and experiential instruction**, emphasizing inquiry-driven teaching and learning.
 - **Interdisciplinary integration**, uniting science, technology, engineering, and mathematics with critical frameworks and community engagement.
 - **Regional workforce development**, by producing highly trained STEM educators for local schools, community colleges, and informal education settings.
-

PROGRAM RELEVANCE AND IMPACT: The M.A. in STEM Education directly supports California’s and the nation’s workforce priorities by addressing urgent teacher shortages in math and science. A 2023 report from the National Science Board and National Science Foundation emphasizes that elementary and secondary education in these subjects forms the foundation for a strong STEM workforce and innovation economy. The same report highlights the decline in student math and science achievement following the pandemic, as well as widening equity gaps.

By producing educators who are both scientifically literate and critically informed, Cal Poly Humboldt’s program helps reverse these trends. Graduates will be uniquely prepared to support diverse learners, particularly in rural, Indigenous, and under-resourced communities, through culturally responsive and evidence-based instruction.

Beyond classroom teaching, graduates will be qualified for leadership roles in:

- STEM Curriculum Development and Instructional Coaching
- Community-Based and Informal STEM Education (e.g., museums, environmental centers, nonprofits)
- Higher Education and Teacher Preparation programs as mentors and instructors

These outcomes align directly with the California Commission on Teacher Credentialing, the CSU’s workforce mission, and the California Department of Education’s equity initiatives.

RESOURCE CONSIDERATIONS: The M.A. in STEM Education will launch using existing faculty expertise and credential program infrastructure. The program’s hybrid design allows for cost-effective delivery and statewide access.

- Faculty: Instruction will be provided by current faculty in the School of Education, with potential collaboration from STEM departments.
- Facilities: No new facilities are required; existing classrooms and online learning platforms are sufficient.
- Technology: Courses will use Humboldt’s current online learning tools and the university’s support for hy-flex instruction.
- Future Growth: As enrollment increases, additional graduate advising and instructional support may be needed to sustain quality and meet student demand.

COMMUNITY AND STATE PARTNERSHIPS: The program was developed in collaboration with regional and statewide education partners, including:

- Humboldt County Office of Education
- Humboldt Teacher Shortage Taskforce
- Humboldt Education Workforce Partnership
- College of the Redwoods
- Blue Lake Rancheria’s *Grow Your Own Educator* initiative
- Regional school administrators and community leaders

These partnerships ensure that the program remains responsive to workforce needs, culturally sustaining practices, and community-defined goals for improving STEM literacy and teacher retention.

Related Courses and Proposals:

- [EDUC 614 - 25-3159 - New Course - Advanced Teaching Methods in STEM Education](#)
 - [EDUC - 615 - 24-3010 - New Course - Critical STEM Teaching and Learning](#)
 - [EDUC - 616 - 24-3011 - New Course - Practitioner Inquiry in STEM Education](#)
 - [EDUC - 617 - 24-3012 - New Course - Curriculum and Theory in STEM Education](#)
 - [EDUC - 618 - 24-3013 - New Course - Science, Technology, and Society](#)
-

Updates Made Since the October 14, 2025 Senate Reading: (These updates reflect revisions to the program following ICC and Senate feedback and are provided for transparency and clarity.)

Curriculum Update Overview

- Core sequence revised:
 - Added EDUC 614 – Advanced Teaching Methods in STEM Education.
 - Removed the prior option of EDUC 610 or a STEM discipline course from the core, replacing it with a required, purpose-aligned graduate course.
 - Retained EDUC 615, 616, 617, and 618.

- Elective pathways updated:
 - The previous Higher Education & Informal STEM Education option was replaced with Option 3: Self-Designed Studies of STEM Education, allowing students to design an individualized 12-unit plan with advisor approval.
 - Elementary Education (EED) and Secondary Education (SED) elective lists were retained and clarified.

- Program Learning Outcomes (PLOs) Updates
 - Expanded to emphasize:
 - Application of STEM education structures and standards.
 - Development of rigorous and inclusive STEM teaching practices.
 - Engagement in practitioner inquiry and ethical research.
 - Updated PLO language includes:
 - Examine and apply STEM Education Structures and Standards.
 - Develop Rigorous and Inclusive STEM Teaching Practices.
 - Engage in Practitioner Inquiry and Ethical Research in STEM Education.

- Student Learning Outcomes (SLOs) Updates
 - Expanded to align explicitly with Common Core State Standards for Mathematics (CCSS-M) and Next Generation Science Standards (NGSS).
 - Added SLOs include:
 - Interpret and apply structures and progressions of CCSS-M and NGSS.

- Design advanced STEM lessons aligned with CCSS-M and NGSS, incorporating appropriate practices, representations, and performance expectations.

These updates strengthen clarity, rigor, and alignment with statewide standards, CSU graduate expectations, and feedback received during committee review.

Note on Document Preparation: Portions of this resolution were developed with the support of artificial intelligence tools to enhance consistency, formatting, and clarity. All content originates from the official proposal documents and aligns with Chancellor's Office documentation standards. Each resolution is reviewed and finalized collaboratively by the Integrated Curriculum Committee Chair, committee members, and the proposal authors, with opportunities for revision prior to submission for Senate consideration.

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Digital Humanities Certificate of Study
13-25/26-ICC – December 9, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Digital Humanities Certificate of Study (9 units), detailed in proposal [24-2970](#), be approved.

RATIONALE: The Digital Humanities (DH) Certificate of Study introduces an applied, interdisciplinary academic pathway that bridges the humanities and technology, equipping students with both analytical and technical skills increasingly required in contemporary research and professional environments.

Digital Humanities is defined by the convergence of disciplines such as history, literature, philosophy, art, and culture with emerging technologies including data analytics, digital archiving, interactive design, and artificial intelligence. The certificate prepares students to operate effectively at this intersection, providing a competitive advantage for careers in academia, museums, libraries, publishing, communications, and technology industries.

The program offers a hands-on learning experience that showcases Cal Poly Humboldt's faculty expertise in the humanities and applied digital media. It emphasizes technical literacy, ethical reflection, and cross-disciplinary collaboration, aligning with the university's commitment to experiential learning and interdisciplinary education.

As part of Humboldt's broader evolution as a polytechnic and applied learning institution, this certificate advances the university's goal of integrating technology and creative inquiry across disciplines. It supports students from diverse academic backgrounds in developing critical, technical, and collaborative skills necessary for work in digital scholarship, research, and professional practice.

PROGRAM LEARNING OUTCOMES: Graduates of the Digital Humanities Certificate of Study will be able to:

- Integrate digital tools with humanistic inquiry across disciplines.
- Evaluate the ethical, cultural, and historical dimensions of digital scholarship.
- Create hands-on digital projects that communicate humanities research.
- Collaborate across fields to apply digital methods to real-world challenges.

PROGRAM OVERVIEW:

Total Units: 9

Admission Prerequisites: None

Department: English and Critical Race, Gender & Sexuality Studies (interdisciplinary collaboration)

Overview of 9 units required to complete the certificate of study, including:

- 3 unit core course for undergraduates (CRGS 401) OR
- 4 unit core course for graduate students (ENGL 615); AND
- Up to 3 units of Internship (CRGS 482 or ENGL 482)
- 3 to 4 units of elective focused on digital humanities courses across the university

Required Curriculum (5–6 units minimum):

- CRGS 401 – Digital Justice, Digital Divides (3 units) – Undergraduate option
- or
- ENGL 615 – Digital Humanities (4 units) – Graduate and Professional option
- **Internship (up to 3 units):** CRGS 482 – Internship or ENGL 482 – Internship

Elective Courses (3–4 units): Students select one course from the following list of Digital Humanities-related offerings across the university:

ART 105E – Digital Media Foundations
ART 251 – Photography I
ART 279 – Digital Media: Animation I
ART 372 – Digital Media: Studio Topics
ART 372B – Radical Graphics: Activism and Climate
ART 395 – Art and Place
CS 309 – Computers and Social Change
ENGL 319 – Podcasts, Social Media, and Web-Based Writing
ES 210 – Courageous Cuentos Production
ES 301 – Media and the Politics of Representation
FILM 210 – Writing for Film
FILM 315 – Filmmaking I
FILM 362 – Documentary Production
FILM 375 – Filmmaking II
FILM 378 – Film/Digital Production Workshop
FILM 478 – Advanced Film/Digital Production Workshop
GEOG 100 – Critical Thinking: Technology and the Digital World
GSP 101 – Geospatial Concepts
GSP 426 – Mapping and Data Visualization
MUS 361 – Music Production: Recording and Live Sound
NAS 392 – Indigenous Film, Media, and Digital Sovereignty
SP 210 – Minding the Gaps: Interdisciplinary Communication

Graduate and Professional Students may elect to complete Independent Study (EC 699 or ENGL 699) with a project proposal submitted for review prior to enrollment.

PROGRAM RATIONALE AND BENEFITS: The Digital Humanities Certificate of Study responds to rapid technological advancement and the growing need for digitally fluent scholars and professionals capable of merging humanistic inquiry with computational tools. The program

reflects national and global trends emphasizing data literacy, ethical digital practice, and interdisciplinary collaboration.

Key benefits include:

- Affirming Humboldt’s Applied Learning Mission: The certificate demonstrates the institution’s continued growth in applied, technology-integrated education while maintaining a strong grounding in humanistic inquiry.
- Workforce and Academic Relevance: Students gain skills relevant to careers in digital archiving, communication, museum studies, creative media, and information design.
- Hands-on Learning: The program ensures that students engage in at least one experiential learning opportunity—such as a digital humanities internship or applied project—that strengthens their real-world competencies.
- Interdisciplinary Collaboration: Designed for accessibility across majors, the certificate encourages participation from students in the humanities, social sciences, computer science, and the arts.

By offering a flexible, applied program that bridges digital innovation with ethical and cultural understanding, the Digital Humanities Certificate of Study enhances Cal Poly Humboldt’s curricular portfolio and meets student demand for technology-integrated learning in the arts and humanities.

RESOURCE IMPLICATIONS: This certificate utilizes existing faculty expertise, courses, and infrastructure. No new funding or resources are required for implementation. The program draws on current strengths across departments such as English, Critical Race, Gender & Sexuality Studies, Art, Geography, and Computer Science. Existing faculty will coordinate interdisciplinary offerings and supervise internship projects using established facilities, including digital media labs, the library’s Digital Scholarship Unit, and campus technology resources.

Note on Document Preparation: Portions of this resolution were developed with the support of artificial intelligence tools to enhance consistency, formatting, and clarity. All content originates from the official proposal documents and aligns with Chancellor’s Office documentation standards. Each resolution is reviewed and finalized collaboratively by the Integrated Curriculum Committee Chair, committee members, and the proposal authors, with opportunities for revision prior to submission for Senate consideration.

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Spanish Healthcare Interpretation Minor
14-25/26-ICC – December 9, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Spanish Healthcare Interpretation Minor - New Minor (15-18 units), detailed in proposal [25-2771](#), be approved.

RATIONALE: The Spanish Healthcare Interpretation Minor prepares students to support culturally and linguistically appropriate healthcare services in a region where Spanish-speaking communities continue to grow and where interpreter shortages directly affect access to care. The minor integrates Spanish language proficiency with translation and interpretation coursework and community health education, offering students both practical skills and a justice-oriented understanding of health systems.

The Health Task Force identified this minor as a priority to meet local needs, and its creation aligns with Cal Poly Humboldt’s mission as a Hispanic-Serving Institution by expanding institutional capacity to serve Latine and multilingual communities. The curriculum draws upon existing strengths in Spanish, Health Education, and Kinesiology and includes service-learning components that provide meaningful, hands-on experience for students preparing for careers in medical interpretation.

Graduates will be well positioned to pursue national certification through organizations such as the Certification Commission for Healthcare Interpreters (CCHI) or the National Board of Certification for Medical Interpreters (NBCMI), depending on their professional goals and the requirements of the certifying body.

PROGRAM OVERVIEW:

Program Type: Minor

Total Units: 15–18

Prerequisites: None; Students must have appropriate Spanish proficiency for upper-division coursework, see details below

- As part of the SHI minor, students are required to complete advanced coursework in Spanish (see: Required Coursework). Students entering the minor without sufficient language proficiency to succeed in advanced Spanish coursework should enroll in Spanish coursework appropriate to their language background and proficiency level.
- The Spanish program's **Language Placement and Proficiency Guidance: is as follows:**
 - To ensure readiness for upper-division coursework, the following placement guidelines apply:

- **Lower-Division Course Requirement:** All students must complete at least one lower-division Spanish course (SPAN 207, SPAN 108, or SPAN 208).
- **For Non-Heritage Beginner or Intermediate Speakers:** Students should take the appropriate sequence from the following courses based on their proficiency: SPAN 105, SPAN 106, SPAN 107, SPAN 207
- **For Heritage and Native Spanish Speakers:** Students should complete the Heritage Speakers sequence: SPAN 108, SPAN 208
- **Spanish Advanced Placement (AP):** Students with AP Spanish credit should enroll in:
 - **SPAN 207** (non-Heritage speakers), or
 - **SPAN 208** (Heritage speakers).
 - Students should consult with a Spanish program advisor regarding course selection and the possibility of applying AP credit toward a Spanish minor or, in special cases, the major.
- **California Seal of Biliteracy (CSB):**
Students who have earned the CSB should enroll in:
 - **SPAN 207** (non-Heritage speakers), or
 - **SPAN 208** (Heritage speakers).
 - Students are encouraged to meet with a Spanish program advisor to determine the appropriate Spanish coursework to support successful progression into the minor.

Program Description: The minor in Spanish Healthcare Interpretation combines expertise in Spanish language and multilingual translation and interpretation with a justice-oriented approach to community health. Students gain the knowledge and skills needed to interpret effectively in clinical settings while examining the structural, social, and cultural determinants of health that shape patient outcomes and community wellbeing.

LEARNING OUTCOMES:

Upon completion of the minor, students will be able to:

1. Explain how healthcare interpreting affects patient outcomes.
2. Understand scope-of-practice expectations and apply ethical standards in healthcare interpretation.
3. Communicate community health information effectively in Spanish and English across oral, written, and multimodal forms.
4. Locate, evaluate, synthesize, and apply community health information to support patient and provider communication.
5. Guide individuals and families in navigating healthcare systems and community resources, supporting empowerment and self-efficacy.
6. Identify barriers to healthcare access and engage with community members to generate potential solutions.

7. Recognize cultural differences, critique biased and ableist definitions of health, and advance health equity through stewardship and advocacy.
8. Demonstrate awareness of structural and social determinants of health and their impacts on marginalized communities.

REQUIRED COURSEWORK (15–18 units):**Spanish (7–10 units)****Choose one:**

- SPAN 310 – Advanced Oral Skills (3 units)
- SPAN 311 – Level V Advanced Grammar and Composition (3 units)

Take all of the following:

- SPAN 308S – Introduction to Translation and Interpretation (3 units)
- SPAN 408S – Field Experience: Translation and Interpretation (1–4 units)

Health Care Systems (6 units)**Choose two:**

- HED 210 – Health Care Systems and Health Policy (3 units)
- HED 211 – Health Advocacy Justice (3 units)
- HED 350 – Ethical, Legal, and Financial Concerns in Health Advocacy (3 units)
- ENGL 309W – Narrative Medicine: Communication in Health Care (3 units)

Medical Terminology (2 units)**Taken concurrently:**

- KINS 244 – Medical Terminology (1 unit)
- SPAN 244 – Medical Terminology in Spanish (1 unit)

PROGRAM IMPACT AND BENEFIT:

This minor provides Humboldt students with a professionally relevant, skill-building program that responds directly to local workforce needs. The healthcare and social assistance sector is projected to grow significantly nationwide, and Humboldt County’s expanding Hispanic/Latine population further increases the demand for healthcare interpreters.

The program strengthens community health infrastructure by preparing students to support equitable, culturally responsive care. It also enhances Cal Poly Humboldt’s academic offerings by bridging language proficiency, applied interpretation practice, and community health knowledge in a cohesive and accessible minor. No additional resources are required; the curriculum draws on existing courses and faculty expertise.

Related Proposal: [SPAN - 244 - 25-2748 - New Course - Medical Terminology in Spanish](#) New course proposed as part of new Spanish Healthcare Interpretation Minor.

- **Description:** Students develop a medical vocabulary in Spanish. Students will learn about roots

and affixes as well as correct spellings and pronunciations of medical terms. The course also develops the required linguistic skills to communicate with patients regarding test results and doctor's orders. Corequisite: [KINS 244](#).

Note on Document Preparation: Portions of this resolution were developed with the support of artificial intelligence tools to enhance consistency, formatting, and clarity. All content originates from the official proposal documents and aligns with Chancellor's Office documentation standards. Each resolution is reviewed and finalized collaboratively by the Integrated Curriculum Committee Chair, committee members, and the proposal authors, with opportunities for revision prior to submission for Senate consideration.

CAL POLY HUMBOLDT
University Senate
Resolution to Recommend Approval of the Music Production Minor
15-25/26-ICC – December 9, 2025 – Curriculum Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends to the Provost that the Music Production Minor - New Minor (16-19 units), detailed in proposal [24-2851](#), be approved.

RATIONALE: The Music Production Minor provides students with a wide range of applied skills using contemporary music technology to create, record, edit, and manipulate music and other sounds. Students hone their listening abilities and creative practice through foundational study in music theory, musicianship, sound design, and digital audio work, applying these skills to the creation of new music across genres and media contexts.

Student interest in music production at Cal Poly Humboldt is consistently strong. At every recruiting event, the Music program engages with multiple prospective students specifically seeking Music Production as an academic option. This minor directly responds to that demand and provides a coherent, skill-building pathway that will appeal to students majoring in Music as well as students in other disciplines seeking technical and creative digital-media experience.

The minor aligns well with Cal Poly Humboldt's polytechnic identity, particularly its emphasis on applied learning, hands-on technology, and interdisciplinary creative practice. The program strengthens Humboldt's role as a regional center for the arts while offering a technology-focused curriculum that resonates with students across STEM, media, and creative fields. The curricular structure also lays groundwork for potential integration into a future Digital Arts major or other cross-disciplinary programs.

The curriculum leverages existing courses, faculty expertise, facilities, and equipment. No new classes or resources are required, and the minor is expected to increase enrollment in the department's technology-related offerings.

PROGRAM OVERVIEW:

Program Type: Minor

Total Units: 19 (may adjust to 16 if JMC 154 is removed by department request)

Prerequisites: None beyond MUS 219 required for MUS 320

Department: Music

Program Description: The Music Production Minor equips students with foundational musicianship and applied technological skills in digital audio production, recording and live

sound, electronic music and beat-making, film scoring, and music technology workflows. Students develop technical proficiency with industry-standard tools—including digital audio workstations (DAWs), MIDI sequencing, recording equipment, and sound reinforcement systems—while strengthening creative and analytical abilities essential to the production of original music and audio content.

LEARNING OUTCOMES:

Students completing the Music Production Minor will be able to:

1. Use digital technologies to create musical compositions across genres.
 2. Demonstrate effective MIDI recording and digital audio editing skills.
 3. Apply harmonic progressions, rhythmic structures, and sound-design practices to electronic and electro-acoustic music.
-

REQUIRED COURSEWORK (15–18 units):

Music Foundations & Theory

- MUS 111 – Keyboard Musicianship (2 units)
- MUS 219 – Foundations of Harmony (3 units)

Music Production, Composition & Technology

- MUS 320 – Composition: Film Scoring (3 units)
 - *Prerequisite: MUS 219*
- MUS 320C – Music Production: DAWs, Beat-making, and Mixing (3 units)
 - *Revised/renamed from Composition: Electronic Music; no prereq*
- MUS 360 – Music Tech Essentials (2 units)
 - *Revised/renamed MIDI/Finale course; now includes PA system & live sound fundamentals; no prereq*
- MUS 361 – Music Production: Recording and Live Sound (3 units)
 - *Current recording course with updated title; no prereq*

Journalism & Mass Communication

- JMC 154 – Radio and Audio Production (3 units)
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COURSE ROTATION SUMMARY

Fall Even: MUS 111, MUS 361, JMC 154

Spring Odd: MUS 219, MUS 320C, MUS 360, JMC 154

Fall Odd: MUS 111, MUS 361, JMC 154

Spring Even: MUS 219, MUS 320, JMC 154

Interdepartmental Agreement: The inclusion of JMC 154: Radio and Audio Production in the Music Production Minor has been formally approved through interdepartmental

communication between the Department of Dance, Music, and Theatre and the Department of Journalism and Mass Communication.

- On April 7, 2025, the Chair of Dance, Music, and Theatre confirmed that Journalism and Mass Communication supports the addition of JMC 154 to the Music Production Minor, noting that the course provides valuable interdisciplinary exposure and collaboration for students in both departments. This agreement affirms the course's placement in the minor as an approved and mutually beneficial curricular connection.
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PROGRAM IMPACT AND BENEFIT:

This minor will:

- Support student recruitment by providing a clear, attractive answer to prospective students asking about Music Production.
- Complement both Music Studies and Applied Music concentrations.
- Appeal to students across creative, technical, and polytechnic disciplines—including Digital Arts, Communication, Journalism, Computer Science, and Theatre/Film.
- Strengthen Humboldt's role as a regional arts hub and expand technological skill-building opportunities.
- Increase enrollment in music technology courses while requiring no new classes or resources.

Note on Document Preparation: Portions of this resolution were developed with the support of artificial intelligence tools to enhance consistency, formatting, and clarity. All content originates from the official proposal documents and aligns with Chancellor's Office documentation standards. Each resolution is reviewed and finalized collaboratively by the Integrated Curriculum Committee Chair, committee members, and the proposal authors, with opportunities for revision prior to submission for Senate consideration.