CAL POLY
Academic Senate

Academic Senate Meeting – May 12, 2026 | Consent Agenda
Date item must be removed by: May 5, 2026

The following courses have been put on the Consent Agenda for the May 12, 2026, Academic Senate meeting.

The first set of courses (Part I) are exceptions to the catalog review cycle. The second set of courses (Part II) are additions to the Sustainability Catalog (with a memo).

PART I: Courses Submitted by the Academic Senate Curriculum Committee

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	**ASCC recommendation/ Other**	**Academic Senate**	**Provost**	**Term Effective**
AGB 3322: Principles of Agribusiness Management (3), 3 lectures (existing course proposed to be offered hybrid)	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
AGB 4450 Agribusiness Strategy Formulation (3), 3 lectures (existing course proposed to be offered hybrid)	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
AGED 5526: Instructional Design and Laboratory Methods in Agricultural Education (6) 4 lectures, 2 activities	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
ANT 2252 Museum Studies Foundations (3) 2 lectures, 1 laboratory	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
ANT 3350 Anthropology and Ethnography of Star Trek (3), 3 lectures Upper-Division 4	GEGB Reviewed and recommended for approval 03/02/2026 ASCC reviewed	On the consent agenda 5/12/2026		

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	**ASCC recommendation/ Other**	**Academic Senate**	**Provost**	**Term Effective**
	and recommended for approval 04/27/2026			
CE 4454 Structural Design of Multistory Buildings (4), 3 lectures, 1 laboratory	Reviewed and recommended for approval 03/13/2026	On the consent agenda 5/12/2026		
CE 5552 Advanced Seismic Design and Structural Control (4) 3 lectures, 1 laboratory	Reviewed and recommended for approval 03/13/2026	On the consent agenda 5/12/2026		
CSC 4187 Design for Human-Centered AI (3), 2 lectures, 1 laboratory	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
CSC 4040 Scientific Programming (3), 2 lectures, 1 activity	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
CSC/CPE 4216 Compiler Security (3), 2 lectures, 1 activity	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
JOUR 3354 News Product Practicum (3), 2 lectures, 1 lab	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
LS 3250 Field Experience in the Elementary Classroom II (2), 1 seminar, 1 activity (existing course proposed to be offered hybrid)	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		

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ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	**ASCC recommendation/ Other**	**Academic Senate**	**Provost**	**Term Effective**
LS 3301 Liberal Studies Career Preparation (1), (existing course proposed to be offered online)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
LS 3310 Storytelling Modern Applications of Traditional Narrative (3), 3 lectures (existing course proposed to be offered online)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
LS 4412 Advanced Arts Integration for the K-8 Classroom (3), 3 lectures (existing course proposed to be offered online)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
MATH 1263 Bridge Calculus II (2), 2 lectures (existing course adding HNRS crosslisting)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 05/12/2026		
ME 3328 Design for Strength and Stiffness (4), 3 lectures, 1 laboratory (existing course lessening prerequisites)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 05/12/2026		

These items are found on the Status of Proposals webpage, Proposals Outside of the Catalog Review Cycle.

PART II: Courses Submitted by the Academic Senate Sustainability Committee

For Consent Agenda

From Academic Senate Sustainability Committee

Re: Addition of classes to the SUSCAT

As part of the quarter to semester process, individual faculty had the opportunity to submit classes for inclusion on the SUSCAT as part of submitting proposals for semester courses. Several classes were submitted for ASSC review through this process under previously identified Sustainability Learning Objectives. The ASSC submitted its recommendations to the Academic Senate for approval on these classes.

Meanwhile, the Academic Senate Sustainability Committee adopted new Sustainability Learning Objectives in August 2024 that include new educational upper-level and lower-level objectives. These objectives are very different from the previous objectives that faculty/staff used to identifying sustainability classes for semester adoption. The new objectives provide course instructors with more specificity about the time of content or training that the committee understands as qualifying as sustainability focused and inclusive classes. The ASSC noted in Winter 2026 that the list of classes that are currently listed in the 2026-2028 Sustainability Catalog (SUSCAT) do not appear fully representative of the classes that are likely to have important content related to sustainability literacy/ problem-solving or train students to apply specific sustainability skills. The ASSC reviewed the 2026-2028 Catalog and identified classes that might be appropriate for inclusion for the SUSCAT.

The ASSC undertook a project to reach out to all colleges in San Luis Obispo and to the Solano Campus to ask departments to please review whether any of these classes (or other classes not noted by the committee) meet the new sustainability learning objectives using a quick checklist. Departments and faculty were also asked to provide additional supporting information on what topics they cover that are related to sustainability objectives to help the committee in deciding what classes can be listed. The program is ongoing and the ASSC intends to request additional classes be added as faculty review their courses and ASSC determines whether there is adequate content for a class can be deemed either sustainability focused or inclusive.

On the basis of the current review: ASSC requests the Academic Senate to approve the following classes as **sustainability focused** classes for the SUSCAT:

NR1142:	Environmental Management
PLSC 4406:	Advanced Weed Science
PLSC 3321:	Weed Biology and Management
SOC 4431:	Population and Society

and the following classes as **sustainability inclusive** classes for the SUSCAT:

BRAE 3340	Irrigation Water Management
BRAE 4414	Irrigation Engineering
EIM 1112	Introduction to Parks and Outdoor Recreation
EIM 1114	Introduction to Hospitality and Travel
ESCI 5582	Advanced Spatial Data Analysis in Environmental Science
GEOG 3325	Climate and Humanity
GEOG 4414	Global and Regional Climatology
GRC 2070	Consumer Packaging
ELAP 5587	Leadership in STEAM Education
KINE 4482	Physical Activity and Public Health
MU 1122	Ethnomusicology and World Music
MU 2222	Ethnomusicology and World Music II
PSY 2252	Social Psychology
PSY 3302	Organizational Behavior
PSY 3320	Health Psychology
PSY 3350	Teamwork

PSY 3360	Applied Social Psychology
PSY 3352	Psychology of Justice & Conflict
STAT 4366	Statistical Communication, Collaboration, and Consulting
TEM 5720	Energy Resource Management
TEM 5800	The Global Humanitarian System
TEM 5830	National and International Humanitarian Logistics

Appendix I: Cal Poly semester classes identified as potentially sustainability focused/inclusive on the basis of substantive content or critical skills in the revised SUSCAT Learning Objectives

ANT 2202	World History Before Writing
ANT 3320	California's Indigenous Past
ANT 3330	Indigenous South Americans
ANT 4415	Indigenous North Americans
ASCI 3360	Holistic Management
ARCE 4421	Architectural Engineering Building Systems
ARCH 3301	Integrated Architectural Design
ART 3333	Social Justice Art: Activist Cultures, Politics and Pedagogy
BIO 2252	Orientation to Biotechnology
BIO 3318	Genetic Engineering Technology
BIO 3362/BMED 3362	Rengenerative Medical Therapies
BIO4444	Population and Community Ecology
BIO4447	Spatial Ecology
BIO4448	Geoecology
BIO4449	Biogeography
BMED 2212	Introduction to Mechanical Design in Biomedical Engineering
BRAE 3320	Bioresource Engineering
BRAE 3332	Environmental Controls for Agricultural Structure
BRAE 3340	Irrigation Water Management
BRAE 4414	Irrigation Engineering

BRAE 4438	Aquaculture
BRAE 5436	Food and Agriculture Process Water Engineering
BOT 3311	Plants, People and Civilization
BOT 3326	Plant Ecology
BUS 2208	Shipping and Port Management
BUS 3304	International Supply Chains
BUS 3308	Logistics and Intermodal Transportation
BUS 4404	Law, Governmental, and Social Influences on Business
BUS 4458/COMS 4458	Solving Big World Challenges
CRO 1212	Introduction to City Planning
CRP 1222	The Divided City: Urban Studies on Spatial Justice
CRP 2214	Methods in Land Use and Transportation
CRP 3303	Smart Cities
CRP 4325	Planning for Bicycling and Walking
CRP 4420	Land Use law
CRP 4428	International Planning and Development
CRP 4435	Advancing the Transportation Revolution
CRP 4442	Planning and Housing
CE 3321	Fundamentals of Transportation Engineering
CE3465	Infrastructure Systems
CE4424	Public Transportation
CE4425	Introduction to Railway Engineering
CE 4431	Introduction to Coastal Engineering I

CE 4432	Introduction to Coastal Engineering II
CE 4434	Groundwater Hydraulics and Hydology
CE5523	Transportation systems planning
CE5533	Sustainable Urban Stormwater Management
CE5536	Advanced Modeling in Water Resources
CE 5537	Groundwater Contamination
CE 5538	Urban Water Systems
CE 5539	Environmental Hydraulics
CE 5541	Extreme Events and Climate Change in Water Resources
CE 5583	Geotechnical Earthquake Engineering
CE 5584	Landslides and Slope Stabilization
CE 5587	Geoenvironmental Engineering
CE 5588	Ground Improvement
CE 5589	Geosynthetics Engineering
COMS 3316	Intercultural Communication
COMS 3317	Technology and Human Communication
COMS 3390	Environmental Communication
COMS 3395	Science Communication
COMS 4418	Health Communication
CPE 3300	Computer architecture
CPE 4300	Advanced Computer Architecture
CSC 4667	Deep Learning
CSC 4880	Artificial Intelligence

ERSC 3303	Soil Erosion and Water Conservation
ERSC 3325/GEOG 3325	Climate and Humanity
ERSC 4414/GEOG 4414	Global and Regional Climatology
ERSC 4415/GEOG 4415	Applied Meteorology and Climatology
ERSC 4422	Applied Groundwater Hydrology
ERSC 4433	Applied Environmental Contaminant Transport
ECON 2021	Using Big Data to Solve Economic and Social Problems
ECON 3050	The Economics of Equity and Social Welfare
ECON 3071	Environmental and Natural Resource Economics
ECON 4052	Public Finance and Public Policy
ECON 4053	Labor Economics
ECON 4055	Urban Economics
ECON 4062	Development Economics
ECON 4071	Environmental Economics
ECON 4072	Economics of Energy and Resources
ECON 4073	Economics of Land and Water
ECON 5052	Public Economics
ECON 5071	Environmental and Natural Resource Economics
ELAP 5587	Leadership in STEAM Education
EE 4435	Industrial Power Control and Automation
EE 5535	Utility Applications of Power Electronics and Power Quality
EGL 3345	Literature and the Environment (Solano)
EM 5810	Disaster Mitigation and Preparedness

EM 5820	Disaster Response and Risk Communication
EM 5830	Disaster Recovery and Community Resilience
EM 5840	Institutional Context and Disaster Policy
ENG 3310	Engineering Ethics (Solano)/ Ethical Engineering for the Anthropocene
ENGR 2234	Introduction to Design Thinking
ENVE 3323	Engineering for the Environment
ENVE 3324	Introduction to Air Pollution
ENVE 3438	Water and Wastewater Treatment Design
ENVE 3450	Sustainable Systems Engineering
ENVE 4425	Air Quality Modeling, Permitting, and Compliance
ENVE 4437	Fate, Transport and Control of Environmental Pollutants
ENVE 4439	Solid and Hazardous Waste Management
ENVE 4443	Bioremediation Engineering
ENVE 4444	Toxicology and Risk Assessment
ENVE 4455	Indoor Air Quality Engineering
ENVE 4466	Environmental Modeling
ENVE 4447	Engineering Solutions for Global Development
ENVE 4455	Climate Infrastructure: Resilience, Restoration, Reduction
ENVE 4480	Environmental Engineering of Energy
ENVE 4490	Environmental Nanotechnology
ENVE 5535	Physico-Chemical Water and Waste Treatment
ENVE 5536	Biological Wastewater Treatment Processes Engineering
ENVE 5537	Small-Scale Wastewater Management Systems

ENVE 5540	Advanced Membrane Techno9logy and Applications
ENVE 5542	Sustainable Environmental Engineering
ENVE 5581	Biochemical Engineering
ESCI 5550	Advanced Environmental Science
ESCI 5582	Advanced Spatial Data Analysis in Environmental Science
ESCI 5590	Advanced Environmental Management
ES 1215/CRP 1215	Planning Approaches to a Just City
ES 4406	Indigenous Peoples, International Law and Policy
ES 3360	Indigeneity and the Land
EIM 1112	Introduction to Parks and Outdoor Recreation
EIM 1114	Introduction to Hospitality and Travel
FDSC 4445	Food Safety Modernization Act: Human Food Safety and Produce Safety
FSN 2250	Food and Nutrition: Culture and Customs
FSN 3304	Nutrition and Exercise for Health and Disease Prevention
GEOG 3340	Geography of California
GEOG 4408	Geography of International Development
GEOG4435	Biodiversity and Biogeography Methods
	Global Studies and Marine Affairs
GMA1105	Ocean Politics (Solano)
GMA 2250	Environmental Policy
GMA 3320	Ocean Environmental Management
GMA 3335	Maritime California
GMA 3340	International Migration

GMA 3360	Globalization
GMA 3365	Polar Politics
GMA 4405	International Maritime Organizations
GRC 2070	Consumer Packaging
HLTH 1150	Healthy Living in the Modern World
HLTH 2261	Social Determinants of Health
HLTH 3316	Environmental Health
HLTH 3322	Public Health Policy and Advocacy
HLTH 3348	Public Health and Mental Health
HLTH 4410	Global Health
HLTH 4413	Health Promotion for Special Populations
HTLH 4444	Comparative Health Care Systems
HIST 2208	Survey of California History
HIST 2216	Comparative Social Movements
HIST 3318??	The City in the Modern World
HIST 4407	Science and Society in the Cold War United States
HIST 4433	History of the U.S. West, Southwest Borderlands and California
HIST 4459	Imperialism and Postcolonial Studies
HNRS/ISLA 3303	Values and Technology
HNRS 3313	Air and Space
HNRS 3320/ISLA3320	Issues in Values, Media and Culture
HNRS 3323	Ethics, Science and Technology
HNRS 3392	Collaboratively Developing Sustainable Technologies

IME 4408	Systems Engineering
IME 4417	Supply Chain and Logistics Management
IME 4418	Product and Process Development
IME 4421	Engineering Management
ISLA 3330	Cal Poly Land: Nature Technology and Society
ITP 2208	Shipping and Port Management
ITP 2241	Industrial and Packaging Materials
ITP 2275	Industrial Facilities Management
ITP 3304	International Supply Chains
ITP 3308	Logistics and Intermodal Transportation
ITP 3326	Product Design and Development
ITP 3330	Packaging Fundamentals
ITP 3334	Structural Packaging Design
ITP 4408	Fiber based Packaging
ITP 4414	Packaging Laws and Regulations
ITP 4415	Supply Chain and Logistics
ITP 4416	Strategy Sourcing and Procurement Management
ITP 4417	Supply Chain Analytics
ITP 4430	Healthcare Packaging
ITP 4497	Product Development and Manufacturing
ITP 4498	Packaging Development
KINE 4412	Physical Activity and Public Health
LA 3304	Contemporary Issues in Cultural Landscapes

LA 4418	Contemporary Issues in Landscape Architecture
LA 4420	Studio VI - Community and Social Design
LA 5521	Ecological Urban Design
LAW 2200	Environmental Law (Cal Maritime)
LAES 4411	Community and Meaning-Filled Design
LS 3350	Identity and Equity in American Schools (Liberal Studies)
MGT 3355	Procurement and Negotiations (Solano)
MGT 3360	Inventory and Material Handling
MGT 4420	Supply Chain Management
MGT 4430	International Supply Chain
MCRO 3320	Emerging Infectious Diseases
MCRO 3321	Microbes, Food, and Microbiome
MCRO 3342	Public Health Microbiology
MCRO 4421	Food Microbiology
MCRO 4423	Medical Microbiology
MCRO 4433	Microbial Biotechnology
MCRO 4436	Microbial Ecology
MU 1122	Ethnomusicology and World Music
MU 2222	Ethnomusicology and World Music II
NR 1140	Careers in Natural Resources Management and Environmental Sciences
NR 1141	Introduction to Forest Ecosystem Management
NR1142	Environmental Management
NR 2203	Resource Law Enforcement

NR 2204	Wildland Fire Control
NR 2208	Dendrology
NR 2218	Introduction to Geographic Information Systems
NR 2350	Urban Forestry
NR 3305	Forest and Fire Ecology
NR 3308	Fire and Society
NR 3310	Global Climate Change
NR 3312	Technology of Wildland Fire Management
NR 3317	The World of Spatial Data and Geographic Information Technology
NR 3318	Introduction to Environmental Data Science
NR 3319	Watershed Processes and Management
NR 3321	Water Resources Technology and Society
NR 3335	Conflict Management in Natural Resources
NR 3340	Wildland Fire Management
NR 3341	Wildland Fire Behavior
NR 3363	Career Preparation and Practices in Natural Resources Fields
NR 4365	Silviculture and Fuels Management
NR 4402	Forest Health and Disturbance Ecology
NR 4414	Sustainable Forest Management and Forest Operations
NR 4418	Applied Geographic Information System
NR 4431	Spatial Data Analysis and Environmental Mapping
MSCI 3300	Marine Ecology
MSCI 3301	Biological Oceanography

MSCI 3303	Ocean Technologies and Data
MATE 4300	Materials Selections for the Life Cycle
MATE 4390	Fibrous Materials
ME 3315	Energy Conversion
ME 4450	Solar Therman Power Systems
ME 4451	Engineering, Design, and Social Justice
ME 4488	Wind Power Engineering
NAU 3320 (Solano)	Tank Vessel Operations
NAU 3325 (Solano)	Port and Cargo Operations
NUTR 3310	Maternal and Child Nutrition
NUTR 3315	Nutrition in Aging
NUTR 4416	Community Nutrition
NUTR 5516	Nutrition Epidemiology
OCN 1100 (Solano)	Marine Biology
OCN 1105 (Solano)	Introduction to Oceanography
OCN 1110 (Solano)	Marine Ecology
OCN 2200 (Solano)	Oceanography I
OCN 2210 (Solano)	Oceanography II
OCN 2225 (Solano)	Environmental Sustainability
OCN 3310 (Solano)	Oceanographic Instruments and Analysis
OCN 3320 (Solano)	Oceans and Climate
OCN 3330 (Solano)	Marine Microbial Ecology
OCN 3340 (Solano)	Chemical Oceanography

OCN 3350 (Solano)	Physical Oceanography
OCN 4410 (Solano)	Phycology
OCN 4420 (Solano)	Marine Biological Invasion
OCN 4430 (Solano)	Fisheries Oceanography
OCN 4440 (Solano)	Introduction of Ocean Remote Sensing
OCN 4450 (Solano)	Coastal and Estuarine Dynamics
OCN 4460 (Solano)	Air-Sea Interactions
OCN 4470 (Solano)	Biogeochemistry
PHIL 3322	Philosophy of Technology
PHIL 3323	Ethics, Science and Technology
PHIL 3331	Ethics
PHIL 3322	History of Ethics
PHIL 3337	Business Ethics
PHIL 3340	Environmental Ethics
PHIL 3341	Professional Ethics
PHYS 3310	Physics of Energy
PHYS 3314	Ocean Dynamics
PHYS 4410	Physics of Solid Earth
PLSC 1110	People, Pests and Plagues
PLSC 1120	Principles of Plant Sciences
PLSC 1124	Plant Propagation
PLSC 1132	Introduction to Fruit Crop Production
PLSC 1150	California Row Crop Production

PLSC 1175	Beekeeping
PLSC 2232	Basic Viticulture
PLSC 2234	Introduction to Plant Materials
PLSC 2244	Precision Farming
PLSC 3313	Agricultural Entomology
PLSC 3315	Principles of Organic Crop Production
PLSC 3321	Weed Biology and Management
PLSC 3323	Plant Pathology
PLSC 3329	Plants, Biotechnology and the Media
PLSC 3360	Advanced Fruit Crop Production
PLSC 4410	Crop Physiology
PLSC 4420	Organic Crop Production Systems
PLSC 4421	Postharvest Technology
PLSC 4425	Arboriculture
PLSC 4431	Integrated Pest Management for Insects
PLSC 4437	Sustainable Landscape Management
PLSC 4441	Biological Control for Pest Management
PLSC 4451	Current Issues in Organic Agriculture
POLS 3308	Political Violence and Conflict Resolution
POLS 3316	Political Participation
POLS 3332	World Food Systems
POLS 3351	Public Policy and Administration
POLS 4419	Social Movements and Political Protests

POLS 4459	Politics of Poverty
PSY 2252	Social Psychology
PSY 3302	Organizational Behavior
PSY 3350	Teamwork
SCM 3340	Responsible Scientists in Society
SOC 1111	Social Problems
SOC 2218	International Political Economy
SOC 3305	Social Movements
SOC 3310	Self, Organizations, and Society
SOC 3315	Global Race and Ethnic Relations
SOC 3323	Social Stratification
SOC 3327	Social Change
SOC 3343	Sociology of the Global South
SOC 3350	Identity and Equity in American Schools
SOC 3395	Sociology of Complex Organizations
SOC 4423	Gender and Work
SOC 4433	Global Climate Justice
SOC 4435	Sociology of Health and Justice
SOC 4444	Incarceration and Society: Perspectives on the Criminal Justice System
SS 3321	Soil Morphology
SS 4402	Soil, Compost and Water Testing Enterprise
SS 4421	Wetlands
SS 4422	Soil Ecology

SS 4423	Environmental Soil and Water Chemistry
SS 4424	Environmental Soil Physics
SS 4432	Spatial Data Analysis and Environmental Mapping
SS4440	Forest and Range Soils
SS 552	Advanced Soil Fertility
SPED 5548	Science, Technology, Engineering, and Mathematics Instruction in Special Education
TEM 5600 (Solano)	Global Logistics and Supply Chain Management
TEM 5630	Port and Terminal Management
TEM 5720	Energy Resource Management
TEM 5800	The Global Humanitarian System
TEM 5810	Rapid and Slow Onset Disaster Management
TEM 5830	National and International Humanitarian Logistics
UNIV 3391	Engaging in Sustainable Global Development
UNIV 3392	Collaboratively Developing Sustainable Technologies Globally
WVIT 4414	Grape Pest Management
WVIT 4428	Winegrape Vineyard Management
WVIT 4447	Logistics for the Global Wine Industry
WGQS 3311	Sociology of Gender and Sexuality

Appendix II: Materials in Support of Decisions to Add Classes to Sustainability Catalog)

Course: GRC 2070 Consumer Packaging	
Question	**Please Answer Yes/No**
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	Yes
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	No
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No
5. Does the class evaluate how some status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No

7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
9. Does the class offer students the opportunity to apply ethical decisionmaking that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	Yes
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges?(Learning objective: Applied sustainability and interdisciplinarity)	Yes
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	No
12. Does the class give students the opportunity to communicate about environmental and social sustainability	Yes

challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

Course GRC Consumer Packaging	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	No
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights,	Yes- One of the criteria of problem solving is sustainable packaging - the balance between

corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	using recyclable materials/renewable materials vs. the product that is being packaged (sometimes the product requires packaging materials that are not recyclable). We delve into packaging materials, production (LCA), local municipality laws, distribution, green guides, greenwashing, recycling, and current laws (mostly CA laws such as EPR).

Course: TEM 5830 National and International Humanitarian Logistics	
Question	**Please Answer Yes/No**
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	Yes.
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	Yes
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	Yes
5. Does the class evaluate how status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes

6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
9. Does the class offer students the opportunity to apply ethical decision making that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	Yes
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges? (Learning objective: Applied sustainability and interdisciplinarity)	No
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	No

12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	No
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	The course discusses the drivers of hazards and interaction with the built environment and the socioeconomic vulnerability.

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

Course TEM 5830 National and International Humanitarian Logistics	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	No
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to	Yes

sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	

Course: TEM 5720 Energy Resource Management	
Question	**Please Answer Yes/No**
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	Yes.
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	No
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No
5. Does the class evaluate how status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption	Yes

practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
9. Does the class offer students the opportunity to apply ethical decision making that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	No
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges? (Learning objective: Applied sustainability and interdisciplinarity)	No
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	No
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	No
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the	The course discusses the

class covers other sustainability skills/knowledge that may not be mentioned above.	impact of power generation on air pollution

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

Course TEM 5720 Energy Resource Management	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	No
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	Yes

Course: TEM 5800 The Global Humanitarian System	
Question	**Please Answer Yes/No**
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	No
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	Yes
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No
5. Does the class evaluate how status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning	No

objective: Human System Impact on Environment and Human Communities)	
9. Does the class offer students the opportunity to apply ethical decision making that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	No
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges? (Learning objective: Applied sustainability and interdisciplinarity)	Yes
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	Yes
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	No
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	This course is systems thinking focused, applied to disaster mitigation and recovery.

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

Course TEM 5800 The Global Humanitarian System	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or	No

is primarily concerned with addressing a major sustainability challenge (Poverty studies).	
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	Yes

Course: MU 1122 Ethnomusicology and World Music; MU 2222 Ethnomusicology and World Music II	
Question	**Please Answer Yes/No**
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	No
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	No
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No

5. Does the class evaluate how some status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	No
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	No
9. Does the class offer students the opportunity to apply ethical decisionmaking that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	Yes
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges?(Learning objective: Applied sustainability and interdisciplinarity)	Yes

11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	Yes
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	Yes
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

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Course MU 1122 Ethnomusicology and World Music; MU 2222 Ethnomusicology and World Music II	
Definitions	Yes/No and any Comments you Want to Offer

Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	No
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	Yes

Course: PSY 2252, Social Psychology, PSY 3302 Organizational Behavior, PSY 3350 Teamwork, PSY 3320 Health Psychology, PSY3360 Applied Social Psychology, and PSY3352 Psychology of Justice & Conflict	
Question	**Please Answer Yes/ No**
1. Does the class offer information on how production proce sses, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	YES for 2252, 3320, 3352, 3360 NO for 3302, 3350
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	YES for 3320, 3350, 3352, 3360 NO for 2252, 3302
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	NO (all)
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	NO (all)
5. Does the class evaluate how some status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	YES for 2252, 3320, 3350, 3352, 3360 NO for 3302

6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	YES for 3320, 3350, 3352, 3360 NO for 2252, 3302
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	YES for 3320, 3352, 3360 NO for 2252, 3302, 3350
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	NO (all)
9. Does the class offer students the opportunity to apply ethical decisionmaking that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	YES for 3302, 3320, 3350, 3352, 3360 NO for 2252
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges?(Learning objective: Applied sustainability and interdisciplinarity)	YES for 3320, 3352, 3360 NO for 2252, 3302, 3350
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and	YES for 2252, 3352, 3360

understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	NO for 3302, 3320, 3350
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	YES for 2252, 3302, 3320, 3350, 3352, 3360
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

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Course PSY 2252, Social Psychology, PSY 3302 Organizational Behavior, PSY 3350 Teamwork, PSY 3320 Health Psychology, PSY3360 Applied Social Psychology, and PSY3352 Psychology of Justice & Conflict	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and	NO (all)

social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	YES for 2252, 3302, 3320, 3350, 3352, 3360

Pursuant to AS-829-17, "Items removed from the Academic Senate consent agenda will be placed on the Senate agenda as business items. Personnel policy revisions shall be presented as reports attached to resolutions. The report contains the new university policy and all background or explanatory information about the change in policy. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate Executive Committee and to the Academic Senate. The Academic Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda."