TABLE OF CONTENTS

Academic Calendar & Phone Index ......................................................... 3

Welcome to Humboldt
The Humboldt State Community ......................................................... 5
Our Mission ......................................................................................... 6
Accreditation ....................................................................................... 10
The California State University .......................................................... 11

The Campus Community
Academic Support Services ................................................................. 13
Alumni Activities ............................................................................... 13
Art Galleries ......................................................................................... 14
Athletics ............................................................................................... 14
Bookstore ......................................................................................... 15
Centers for Academic Excellence ....................................................... 14
Center for International Programs ...................................................... 14
Center for Service Learning & Academic Internships ....................... 14
Child Care .......................................................................................... 15
Clubs & Organizations ....................................................................... 15
Community Service ............................................................................ 15
Computers .......................................................................................... 15
Counseling & Psychological Services ............................................... 15
Dining Services .................................................................................... 15
Disability Resource Center; Student Dormitories ......................... 16
Exchanges Programs .......................................................................... 16
eLearning & Extended Education ...................................................... 16
Financial Aid ....................................................................................... 16
Forever Humboldt .............................................................................. 16
Government, Student ......................................................................... 16
Health Services .................................................................................... 17
Housing ............................................................................................... 17
Indian Tribal & Educational Personnel Program and Cultural Resource Center ...................................................... 18
International Study ............................................................................. 18
Intramural Sports ............................................................................... 18
Learning Center .................................................................................. 18
MultiCultural Center ......................................................................... 18
Music .................................................................................................... 18
Natural History Museum ..................................................................... 18
Ombudsperson .................................................................................... 19
Parking .................................................................................................. 19
Performing Arts .................................................................................. 19
Police, University ............................................................................... 19
Publications ......................................................................................... 19
Radio ..................................................................................................... 20
Recreation ............................................................................................ 20
Recycling .............................................................................................. 20
Reentry Services .................................................................................. 21
Residence Halls .................................................................................... 21
Resources for Research & Study ......................................................... 21
Study Abroad Programs ....................................................................... 24
Support Services .................................................................................. 25
Testing Center ...................................................................................... 25
Theatre, Film & Dance ......................................................................... 25
Transportation ....................................................................................... 25
Undeclared Students .......................................................................... 25
University Center ................................................................................. 25
University Library ............................................................................... 26
Veterans Enrollment & Transition Services ....................................... 26
Women’s Resource Center ................................................................. 26

Admission Information
Admission ............................................................................................. 27
Eligibility Index Table .......................................................................... 28
Undergraduate Admission Requirements ......................................... 29
Subject Requirements ......................................................................... 29
Transfer Policies of CSU Campuses ................................................... 30
Transfer Requirements ........................................................................ 30
Test Requirements .............................................................................. 31
Placement/Proficiency Tests ................................................................ 31
Special Admission ............................................................................ 32
International Students ......................................................................... 32
Minimum Test Scores ......................................................................... 33
Intra-System & Inter-System Enrollment Programs .......................... 35
Immunizations & Health Screening .................................................... 35
Reservation ......................................................................................... 35

Academic Regulations
Academic Renewal ............................................................................. 36
Academic Standing ............................................................................. 36
Add/Drop .............................................................................................. 37
Attendance ............................................................................................ 37
Advisor Change .................................................................................... 37
Auditing a Course ............................................................................... 37
Cancelled Classes ............................................................................... 37
Catalog Rights & Continuous Enrollment .......................................... 37
Class Level ............................................................................................. 37
Commencement ..................................................................................... 37
Credit by Examination ......................................................................... 37
Credit for Non-Collegiate Instruction ............................................... 44
Credit Hour ........................................................................................... 44
Credit Limitations ................................................................................ 44
Credit/No Credit ................................................................................... 44
Disqualification ..................................................................................... 44
Double Major ....................................................................................... 44
Drop/Add ............................................................................................... 44
Drop/Withdraw ..................................................................................... 44
Email Policy ........................................................................................... 45
Enrollment Limitations ........................................................................ 45
Full-Time Status ................................................................................... 45
Grades on the Web ............................................................................... 45
Grading Symbols .................................................................................. 45
Grade Point System ............................................................................. 45
Grade Appeals ....................................................................................... 46
Graduate Credit ..................................................................................... 46
Graduate Credit for Undergraduates ................................................. 46
Graduation, Applying for .................................................................... 46
Graduation with Distinction ............................................................... 47
Graduation with Honors ..................................................................... 47
Half-Semester or Less Courses .......................................................... 47
Holds ...................................................................................................... 47
HSU Campus ID Card .......................................................................... 47
Major Changes ..................................................................................... 47
Minor Declaring .................................................................................... 47
Non-collegiate Instruction ................................................................. 47
Presidential Scholar ............................................................................ 48
Probation ............................................................................................... 48
Registration ........................................................................................... 48
Registration Holds ............................................................................... 48
Remedial Courses ................................................................................ 48
Remediation ........................................................................................... 48
Repeating Courses ............................................................................... 48
Schedule Adjustments ......................................................................... 48

Second Bachelor's Degree .................................................................. 49
Second Master's Degree ...................................................................... 49
Transferring to Another Institution ..................................................... 49
Transcripts ............................................................................................ 49
Withdrawal from HSU .......................................................................... 50

Fees & Financial Aid
CSU Funding ....................................................................................... 51
Fees ....................................................................................................... 51
Fees at Humboldt State University ..................................................... 52
Debts & Refunds ................................................................................... 53
Schedule of Fees .................................................................................. 53
Determination of Residency for Tuition Purposes ............................. 54
Financial Aid ........................................................................................ 55
Types of Aid .......................................................................................... 55
Humboldt State Scholarships ............................................................... 56
Estimated Cost of Attendance ............................................................ 57

The Bachelor’s Degree
The Language of Program & Requirement Descriptions .................. 58
Academic Terminology ........................................................................ 58
Course Numbering System ............................................................... 58
Other Terminology ............................................................................... 58
Components of the Degree ............................................................... 59
General Education & All-University Requirements .......................... 59
Lower Division General Education
Area A: Basic Subjects ...................................................................... 62
Area B: Math & Science ...................................................................... 63
Area C: Arts & Humanities ............................................................... 64
Area D: Social Sciences ..................................................................... 65
Upper Division General Education
Area A: Math & Science ...................................................................... 66
Area C: Arts & Humanities ............................................................... 67
Area D: Social Sciences ..................................................................... 68
GE Area E: Human Integration ......................................................... 68
American Institutions .......................................................................... 69
Diversity & Common Ground ............................................................ 70
Components of the Degree: Majors, Minors, Electives ..................... 74

The Master’s Degree
Degree Programs ................................................................................ 75
General Admission Requirements ..................................................... 75
Application Process ............................................................................. 75
Graduate Financial Aid ....................................................................... 75
Candidacy ............................................................................................. 75
Graduate Degree Requirements ......................................................... 76
Academic Probation & Disqualification ............................................... 76
Continuous Enrollment ....................................................................... 76
Educational Leave of Absence ........................................................... 76
Extended Education ............................................................................ 76
Seven-Year Limit ................................................................................ 76
Graduation ........................................................................................... 76

Certificates of Study .......................................................................... 77
Preparatory Courses of Study ............................................................ 78

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG 1
**Degree Programs**

Adapted Physical Education ..................80
American Indian Education ..................80
American Sign Language & Special Populations ...............81
Anthropology ........................................82
Applied Statistics ...............................85
Appropriate Technology .....................85
Art ......................................................86
Art Education .....................................88
Biology ...............................................89
Biology [Science] Education .................92
Botany ...............................................93
Business Administration ....................94
Center for Academic Excellence in STEM .....96
Chemistry ............................................97
Child Development .............................99
Child Development/Elementary Education ...103
Chinese Studies ................................104
Communication .................................105
Computer Science ..............................106
Criminology & Justice Studies .............107
Critical Race, Gender & Sexuality Studies ..108
Dance ...............................................109
Dance Studies ....................................110
Economics ..........................................112
Education ..........................................114
English ..............................................120
Environmental Ethics ........................123
Environmental Management & Protection .124
Environmental Resources Engineering ......127
Environmental Science ........................129
Environmental Studies .......................132
Environmental Systems .....................134
Ethnic American Literatures ...............135
Ethnic Studies ..................................136
Family Studies ..................................136
Film ..................................................137
Fire Ecology .......................................138
Fisheries Biology ...............................139
Forestry .............................................141
French & Francophone Studies ............143
Geography .........................................145
Geology .............................................146
Geospatial Analysis ............................148
German Studies ..................................149
History ..............................................150
Indian Tribal & Educational Personnel Program and Cultural Resource Center ........152
International Studies ......................153
Journalism ..........................................155
Kinesiology .......................................156
Leadership Studies ............................158
Liberal Studies/Elementary Education .....159
Linguistics .........................................160
Mathematics ......................................161
Mathematics Education .................163
Multicultural Queer Studies ..............164
Music ...............................................165
Native American Studies ....................168
Natural Resources ..............................170
Oceanography ...................................172
Philosophy .........................................173
Physics .............................................174
Political Science .................................176
Psychology ..........................................177
Rangeland Resource Science ............183
Recreation Administration ..................185
Religious Studies ...............................186
Scientific Divining ..............................187
Social Advocacy .................................187
Social Science ...................................188
Social Work .......................................189
Sociology ...........................................192
Spanish .............................................195
Theatre Arts .......................................196
Water Resource Policy ........................198
Watershed Management .....................198
Wildlife .............................................199
Women’s Studies ...............................201
Zoology .............................................202

**Course Descriptions** .................................................203

**Administration**

Trustees of the CSU .........................267
HSU Administrators .........................267
Faculty .............................................268
Emeritus Faculty ...............................272

**Student Rights, Responsibilities & The Fine Print**

Academic Honesty/Dishonesty ............274
Anti-Hazing & Initiation Policy ............274
Code of Conduct and Student Discipline ....275
Family Educational Rights & Privacy Act ...277
Student Records Access Policy ..........277
Graduation/Persistence Rates ..............279
Grievance Procedure, Student ............279
Immigration Requirements for Licensure ...279
Institutional & Financial Assistance Information .................................................279
Nondiscrimination Policy ....................280
Residence Determination for Nonresident Tuition Fee Purposes ........283
Rights & Responsibilities for a Campus Community .................................283
Safety & Security ...............................285
Selective Service Requirements ..........285
Sexual Assault Policy ........................285
Substance Abuse Policy & Sanctions ........285

**Subject Index** .........................................................288

**Campus Map** .......................................................294

**HSU Campus Listing** .............................................295

Changes in Regulations and Policies in the Catalog ..........................296
**Academic Calendar 2015-2016**

**Fall Semester 2015**
- Aug 17: Fall semester begins
- Aug 17-21: Meetings, workshops, testing, advising, registration
- Aug 24: Instruction begins
- Sep 7: Labor Day holiday
- Nov 11: Veterans Day holiday
- Nov 23-27: Fall break
- Dec 14-18: Final exams
- Dec 22: Fall semester ends

**Spring Semester 2016**
- Jan 13: Spring semester begins
- Jan 13-15: Meetings, testing, advising, registration
- Jan 18: Martin Luther King, Jr. holiday
- Jan 19: Instruction begins
- Mar 14-18: Spring break
- Mar 31: Cesar Chavez holiday
- May 9-13: Final exams
- May 14: Commencement
- May 18: Spring semester and academic year ends

This calendar is tentative and subject to change. For a more detailed calendar of academic dates and deadlines, see the Registration Guide published each semester and found online at www.humboldt.edu/oaa/classes.shtml.

**Phone Index**

For all of these numbers (unless otherwise stated), use area code 707, and exchange 826-xxxx. To write to any of these offices, address your letter to: [office name], Humboldt State University, 1 Harpst Street, Arcata, CA 95521-8299.

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<thead>
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<tr>
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<tr>
<td>Toll Free</td>
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**Catalog Purchase**

Online: www.humboldt.edu/bookstore
By Phone: 707-826-3741
In Person: HSU Bookstore in the University Center, 3rd Floor
To truly get a sense of Humboldt State University, you need to come to campus and see it for yourself. Not until you have taken a campus tour, checked out our residence halls, spoken with an Admissions Counselor, sat in on a class, and met with a faculty member can you fully appreciate what sets us apart from other universities and why so many students choose to come to HSU every year!

Where are we located? What’s the area like? Would we be biased if we told you that this part of California is one of the most amazing places on earth? Sure. Then again, when you visit you will see where we’re coming from — spectacular beaches, vibrant cities, and one-of-a-kind natural wonders. Welcome to Humboldt County, home to the world’s tallest trees — old-growth coastal Redwoods that can grow to 300 feet tall and live to be 2,000 years. Redwood National Park is just one of Humboldt County’s favorite attractions. The park boasts 37 miles of pristine coastline, a mosaic of diverse habitats, a herd of Roosevelt elk, and unlimited opportunities for hiking, camping, and reconnecting with nature.

The best time to visit the campus is when school is in session. Campus visits can usually be arranged for any weekday or Saturday throughout the year. Since campus visits are tailored to meet the students’ interests, when possible, please contact us a week in advance to allow enough time for us to make appropriate arrangements.

To schedule a campus visit, please contact the Office of Admissions:

**Telephone:** 866-850-9556 (toll-free) or 707-826-6270 (local), Monday - Friday, 8:00 A.M. - 5:00 P.M.
**Email:** welcome@humboldt.edu
**Online:** www.humboldt.edu

The Admissions staff looks forward to seeing you at Humboldt State University!
WELCOME TO THE HUMBOLDT STATE COMMUNITY

As a student at Humboldt State, you’ll probably hear references to the “HSU community”—a phrase used to describe the strong sense of connection among our students, faculty, staff, and alumni. Together, they make HSU what it is today: a university that offers high-quality education, fosters diversity, and inspires students to better understand themselves and the world.

This community is focused on helping students to be successful and achieve their academic goals. Our faculty and staff are known for providing students with the personal attention, mentoring, and support they need to thrive and grow. We have developed world-class academic programs that challenge students to think critically and offer many opportunities for hands-on learning.

Like any group, we are the sum of many parts. HSU is indeed fortunate to have such diverse “parts” in our community, with people from different backgrounds and unique perspectives. This diversity enriches our community and strengthens the educational experience here. It helps us understand the value to be found in differences, while offering us opportunities to reflect more deeply on our own cultures and values.

HSU’s community is also strongly influenced by our location in one of the world’s most beautiful and inspiring natural environments. We live and learn among ancient redwood forests, rivers, and pristine coastline. Each day serves as a reminder of the importance of protecting this environment and eco-systems around the world; in this context, our community has a longstanding commitment to both environmental responsibility and social justice. This is reinforced each year at commencement, when many of our graduates take the Humboldt Graduation Pledge of Social and Environmental Responsibility.

Ultimately, you play an important role in making Humboldt a vibrant place to live and learn. During your time here, and then as an alumnus, you will play an ongoing role in shaping a learning community that reaches around the world and stretches back more than a century. On behalf of the University, thank you for being part of this community.
Our Vision

- Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.
- We will be the premier center for the interdisciplinary study of the environment and its natural resources.
- We will be a regional center for the arts.
- We will be renowned for social and environmental responsibility and action.
- We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.
- We will commit to increasing our diversity of people and perspectives.
- We will be exemplary partners with our communities, including tribal nations.
- We will be stewards of learning to make a positive difference.

Our Mission

Humboldt State University (HSU) is a comprehensive, residential campus of the California State University (CSU). We welcome students from California and the world to our campus. We offer them access to affordable, high-quality education that is responsive to the needs of a fast-changing world. We serve them by providing a wide array of programs and activities that promote understanding of social, economic, and environmental issues. We help individuals prepare to be responsible members of diverse societies.

These programs and the experience of a Humboldt State education serve as a catalyst for life-long learning and personal development. We strive to create an inclusive environment of free inquiry in which learning is the highest priority. In this environment, discovery through research, creative endeavors, and experience energize the educational process.
Welcome to Humboldt

Professors Who Know You by Name

At Humboldt State, you won’t spend four years watching your professor from the back of a massive lecture hall. You’ll know your professors. You’ll know your classmates. You’ll be involved.

Our students graduate with a unique mix of critical thinking skills and real world experience, and it all starts with how we teach. We dedicate ourselves to mentoring students in small class sizes taught by professors who really get to know them. Students also do more than spend time in a lecture hall and take notes — they get plenty of chances to step outside the classroom and put what they are learning to use in the real world.

HSU students graduate with more than a degree. They leave HSU with the kind of experience that takes them where they want to go in life.

Hands-On Learning Not Just for Graduate Students

Imagine using state-of-the-art technology to peer into the world of quantum physics, looking for clues about the nature of gravity. That’s just one of the research projects that involve undergraduate students in HSU’s Department of Physics & Astronomy.

Getting undergraduates involved in research can make a big difference in their education. And typically it’s the kind of work most universities reserve for graduate students. At HSU, students take part in meaningful research, working closely with dedicated and talented professors.
Learning to Create Greener Communities

Just how efficient can you make a hydrogen fuel cell? And what are the implications for transportation, home energy needs and more? For decades, Humboldt State has been a leader in answering questions like these. Our focus on alternative energy empowers students to create sustainable communities.

Under the guidance of expert faculty, Humboldt State students are engaged in research on solar, biomass, and other alternative energy sources. HSU’s internationally renowned Schatz Energy Research Center has developed hydrogen fuel technology and the center’s student researchers operate a hydrogen fueling station on campus. The Renewable Energy Student Union club promotes clean energy technologies, and the Humboldt Energy Independence Fund creates student-driven renewable energy projects on campus. In fact, there are literally hundreds of classes, clubs, and initiatives at Humboldt State that focus on creating a greener, more sustainable future.

Humboldt State’s dedication to the community goes beyond environmental sustainability. HSU students are committed to creating a fair and just society for everyone. That’s one of the reasons why students at HSU created the Graduation Pledge in 1987. The pledge has gone on to be adopted by schools all over the world.

“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.”

— HSU Graduation Pledge
Learning that Goes Way Beyond the Classroom

Your education here will include a mix of creative thinking and communication skills, along with hands-on experience and career preparation. You’ll be challenged by new perspectives and will get to know diverse individuals. And whatever your specific area of study, you’ll learn the value of protecting our natural environment and working for positive change in society.

Hands-on experience in cutting edge facilities better prepares our students for success in careers or acceptance into top graduate schools upon graduation. There are many great facilities available for use by undergraduate students. Here are some highlights:

Schatz Energy Research Center — Home of the country’s first hydrogen powered electric vehicle

Biomechanics Lab — Research and learning facility for analyzing mechanical and neuromuscular characteristics of human motion

Humboldt State Herbarium — The largest in the CSU system with nearly 100,000 specimens

Child Development Lab — A special environment for observing and working directly with children

Coral Sea Research Vessel — The nation’s only research vessel used primarily for undergraduate research

Arcata Community Forest — A living 2,134-acre classroom adjacent to campus

Gravitational Research Lab — Where students explore the boundaries of physics

Our wide range of academic offerings will give you the flexibility to explore your options and find the major that best fits your interests. We also have more than 170 student clubs focused on academics, careers, culture, sports, and lifestyle.

Explore this catalog and take the opportunity to learn more about all that HSU has to offer. Don’t forget to visit The Campus Community, Admission Information, and Academic Regulations sections to get a head start on a successful academic career at Humboldt State.
Academia
Humboldt State University is accredited by the organizations listed below. Information regarding accreditation of these programs can be found at the associated departmental offices.

- Western Association of Schools & Colleges
- Engineering Accreditation Commission of ABET
- American Chemical Society (ACS)
- California Commission on Teacher Credentialing
- Council on Social Work Education
- National Academy of Early Childhood Programs — reporting to the National Association for the Education of Young Children (NAEYC)
- National Association of School Psychologists (SPA for NCATE)
- National Association of Schools of Art & Design (NASAD)
- National Association of Schools of Music (NASM)
- Society of American Foresters

Humboldt State has been approved or designated by:

- California Board of Behavioral Sciences
- California State Board of Education
- Department of Veterans Affairs
- State Board of Forestry (BOF)
- Student & Exchange Visitor Information System (SEVIS)
- US Office of Personnel Management (OPM)

What all HSU graduates should know and be able to do as a result of their HSU experience.

**HSU graduates will have demonstrated:**

- effective communication through written and oral modes
- critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- competence in a major area of study
- appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.

**HSU graduates will be prepared to:**

- succeed in their chosen careers
- take responsibility for identifying personal goals and practicing lifelong learning
- pursue social justice, promote environmental responsibility, and improve economic conditions in their workplaces and communities.
The California State University

Welcome to the California State University (CSU) — the world’s largest comprehensive higher education system in the nation with 23 unique campuses serving more than 450,000 students with 45,000 employees statewide. Each year, the university awards nearly 100,000 bachelor’s, master’s, and doctoral degrees. CSU graduates now total nearly 3 million strong, and are serving as leaders in the industries that drive California’s economy, including business, agriculture, entertainment, engineering, teaching, hospitality, and healthcare. Learn more at www.calstate.edu.

More Than a 50-Year Tradition of Excellence.

Since 1961, the CSU has provided an affordable, accessible, and high-quality education to nearly three million graduates around the state of California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

Facts.

• CSU faculty attract more than $590 million annually in research and education grants, and contracts by federal, state and regional agencies.
• Today, one of every 20 Americans with a college degree is a CSU graduate.
• 1 in every 10 employees in California is a CSU alumnus.
• The CSU awards 45 percent of the bachelor’s degrees earned in California.
• More than half of all the nurses in the state earn their degrees from the CSU.
• The CSU awards 95 percent of the hospitality/tourism degrees in the state.
• Nearly half of all the state’s engineers earn their degrees from the CSU.
• The CSU is the leading provider of teacher preparation programs in the state.
• The CSU offers more than 115 fully online hybrid degree programs.
• The CSU offers 3,250 online courses to provide more educational options to students who may prefer an online format to a traditional classroom setting.

• The CSU’s growing online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU system.
• The CSU serves more than 5,000 individuals annually through professional development certificate programs in educational health services, business and technology, leisure and hospitality, manufacturing, international trade, and many other industries.
• Nearly half of the CSU’s 450,000 students engage in some type of community service, totaling 32 million hours of service annually.
• More than 9,000 students participate in STEM (science, technology engineering and mathematics) service-learning courses.
• For every $1 that the state invests in the CSU, the university generates $5.43 for California’s economy.

Governance. The system is governed by the Board of Trustees, most of whom are appointed by the governor and serve with faculty and student representatives. The CSU Chancellor is the chief executive officer; reporting to the Board. The campus presidents serve as the campus-level chief executive officers. The Trustees, Chancellor, and presidents develop systemwide educational policy. The presidents, in consultation with the Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

CSU Historical Milestones. The individual California State Colleges was established as a system with a Board of Trustees and a Chancellor in 1857. In 1960, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University (CSU). Today, the CSU is comprised of 23 campuses, including comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus — San José State University — was founded in 1857 and became the first institution of public higher education in California. The newest — CSU Channel Islands — opened in 2002, with freshmen arriving in fall 2003. In 1963, the State Academic Senate was established to act as the official voice of CSU faculty in systemwide matters. Also, the California State College Student Presidents Association — which was later renamed the California State Students Association — was founded to represent each campus student association on issues affecting students. Through its many decades of existence, the CSU has continued to adapt to address societal changes, student needs, and workforce trends.

While the CSU’s core mission has always focused on providing high-quality, affordable bachelor’s and master’s degree programs, over time the university has added a wide range of services and programs to support student success — from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

To improve degree completion and accommodate students working full- or part-time, the educational paradigm expanded to give students the ability to complete upper division and graduate requirements through part-time, late afternoon, and evening study. The CSU also expanded its programs to include a variety of teaching and school service credential programs, specially designed for working professionals.

The CSU marked another significant educational milestone when it broadened its degree offerings to include doctoral degrees. The CSU independently offers educational doctorate (Ed.D.), Doctor of Physical Therapy (DPT), and Doctor of Nursing Practice (DNP) degree programs. A limited number of other doctoral degrees are offered jointly with the University of California and private institutions in California.

In 2010, in an effort to accommodate community college transfer students, the university, in concert with the California Community Colleges, launched the Associate Degree for Transfer; which guarantees transfer students admission to the CSU with junior status. Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU initiated another milestone in 2013, when it launched Cal State Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students also have access to fully online courses offered at other CSU campuses.

By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. In 2014-15, the CSU will exceed three million alumni, which includes graduates from all CSU campuses. The CSU strives to continually developing innovative programs, services and opportunities that will give students the tools they need to meet their full potential. With 23 campuses, 450,000 students and 45,000 faculty and staff, the CSU is committed to providing a quality higher education that prepare students to become leaders in the changing workforce.
Visit the California State University at www.calstate.edu. The phone number listed for each campus is for the Office of Admissions.
**Academic Support Services**

**Academic Advising.** At Humboldt State, academic advisors play a vital role in a student’s education. All new matriculated students are assigned an academic advisor during the first two weeks of classes, and are notified of the assignment via email. With a few exceptions, the advisor is a faculty member in the student’s major. Undeclared undergraduate and unclassified post-baccalaureate students have advisors assigned from the Academic & Career Advising Center until they have declared a major. Students participating in the Educational Opportunity Program (EOP) have an EOP advisor assigned for their first academic year in addition to their academic advisor.

All continuing students must meet with their academic advisor before they register to get advice on their academic progress and to discuss schedule plans for the coming term. Students with questions about prerequisites or the best way of sequencing major courses, with concerns about career or graduate school choices, or with other issues involving their academic progress are encouraged to visit their advisor at any time during the academic year. Undergraduates who have reached junior standing should meet with their advisor to initiate a major contract in preparation for applying for graduation, and to discuss plans for their final terms of enrollment. For application for graduation guidelines, see the Registration Guide at www.humboldt.edu/oaa/classes.shtml.

Pre-professional advising for admission to health science professional schools (including medical, dental, veterinary, optometry, and pharmacy) is available from designated faculty in our Biological Sciences and Chemistry departments. Please refer to the “Pre-Professional Health Programs” on the Preparatory Courses of Study page of this catalog. Pre-law advising is also available. For details, visit the pre-law advising website at www.humboldt.edu/prelaw.

**Academic & Career Advising Center (ACAC).** The ACAC is a newly formed center that unifies the functions of both academic and career advising to provide holistic and comprehensive guidance to students concerning career aspirations and academic achievement goals. Services include individualized or group work with advisors concerning course selection, major exploration, career possibilities, class schedule building, understanding graduation requirements (including general education), and mapping out coursework at HSU in order to graduate on time. The ACAC also offers individual and group attention for students on various career-oriented topics including acquiring jobs and internships, writing résumés and cover letters, interviewing tips, career guidance, and applying to graduate school.

The ACAC is where academic advising is housed for undeclared students as well. Advisors work with students who want to explore career and academic majors. Once students have declared a major, they are assigned an advisor in their appropriate academic departments.

The ACAC is located in Gist Hall 114. www.humboldt.edu/advise advise@humboldt.edu 707-826-3341
www.humboldt.edu/career www.facebook.com/HumboldtCareerCenter career@humboldt.edu 707-826-3341

**Career Development.** The ACAC advisors help students, both one-on-one and in workshops, learn about themselves, learn about jobs, make career choices, and plan strategies to meet their goals.

**Job Search Services.** The ACAC helps students find part-time, summer, temporary, workstudy, or full-time work. Jobs are posted on Springboard at www.humboldt.edu/career; the center’s online job board. Students can also sign up monthly on skills lists for temporary short-term jobs in the community. Employers from business, industry, government, and education visit campus to interview candidates as well as attend the annual Career Expo and Volunteer Fair.

**Internships & Career-Related Experience.** All students are encouraged to gain experience in their desired career fields while earning money or academic credit. Positions are offered throughout the school year and during the summer. The Internship Peer Advisor (IPA) student staff regularly offers workshops and one-on-one appointments to assist their peers in attaining internships.

**Career Resources Room.** Here students will find:
- A computer lab for developing résumés and cover letters, electronic job search, locating occupational information, and researching employers;
- Occupational and career materials for a range of majors, as well as information about the employment outlook and trends in the labor market;
- Directories and other guides to help students as they research career options, graduate/professional schools, and seek jobs and internships.

**Office of the Registrar.** Students can find information and assistance at the Office of the Registrar. Staff provide help with registration, enrollment verification, applications for graduation, transcript request forms, petition information, and clarification on academic regulations and deadlines. After students have filed an application for graduation, they can make appointments for a degree audit or graduation review with a Transfer & Graduation Counselor by contacting the Office of the Registrar; SBS 133; phone 707-826-4101; email records@humboldt.edu; website www.humboldt.edu/registrar.

**Student Support Services.** Student Support Services assist those from low-income families who need academic support to complete their education. Priority goes to students whose parents do not have a college degree. These services, tailored to the needs of the individual, include academic and personal counseling, tutorial help, study skills programs, and assistance with English, mathematics, spelling, and reading. Students may enroll in developmental classes in English grammar and composition, arithmetic, elementary algebra, reading improvement, and vocabulary development.

The U.S. Department of Education funds the program. Call 707-826-4781 or drop by Hadley House 56.

**Alumni Activities**
(see Forever Humboldt)

**Art Galleries**

The Reese Bullen Gallery and Goudi’ni Gallery located on campus, and First Street Gallery in Old Town Eureka, bring major exhibitions to the university community and serve as exhibition spaces for national, regional, and local artists. Our students regularly exhibit in three on-campus student galleries, all over campus in our annual Sculpture Walk, and in the Reese Bullen Gallery each spring for our annual Student Exhibition.
**Athletics**  
(Also see Recreation)

Students participate in a wide range of sports through intercollegiate athletics and student clubs. Club sports include, among others, rugby, crew, and lacrosse. Humboldt's intercollegiate teams have produced many championships over the years. Five men's and seven women's teams compete at the Division II level of the National Collegiate Athletic Association (NCAA). Men's sports include football, soccer, basketball, cross country, and track and field. Women's sports include soccer, volleyball, cross country, basketball, softball, track and field, and rowing.

Humboldt State University is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics. Information concerning athletic opportunities available to male and female students and the financial resources and personnel Humboldt dedicates to its men's and women's teams may be obtained from the Athletics Office in the Feuerwerker House. The Bookstore, conveniently located on the University Center's third floor, carries all HSU-imprinted and supporting them throughout their efforts in recruiting international students and faculty are reciprocal, meaning shared responsibility and gain. This process of experiential learning and community building includes: academic coursework, directed service, and guided reflection that taken together deepen the experience and learning for all partners.

Academic internships are courses taken for academic credit and provide students with the ability to have direct experiences with community partners that tie directly to their area of study and major. An academic internship formally integrates the student's academic study with practical experience in a cooperating organization. The Center for Service Learning & Academic Internships also manages three integrated programs: the Service Learning Faculty Development Program, the Service Learning Community Partner Program, and the Service Learning Student Internship Program. Additionally, hosting a range of activities across the “continuums of service” at HSU, from organizing two annual food drives for the local community, to coordinating monthly community service volunteer events to facilitating classroom presentations. The Service Learning Faculty Development Program, the Service Learning Community Partner Program, and the Service Learning Student Internship Program.

Facilities. Humboldt State has a modern physical education complex with areas for basketball, volleyball, wrestling, dance, yoga, fencing, and archery. Humboldt also offers soccer, softball, and football fields, and a swimming pool. An indoor climbing wall and a modern weight-training facility are housed in the newly-renovated fieldhouse, which also contains a large artificial turf field used for classes, intramural sports, and as an indoor practice facility.

**Bookstore**

The Bookstore, conveniently located on the University Center’s third floor, carries all textbooks and course materials required by HSU students, and in addition offers many cost saving measures such as the Rent-A-Text program and CafeScribe e-books.

The Bookstore also stocks a varied selection of general books — including local interest and campus authors — HSU imprinted and non-imprinted clothing, gift and athletic items, computer hardware and software, lab, school, and art supplies, as well as food, beverage, and sundry items.

The Bookstore operates a full-service post office, has a fax service, and is an authorized Apple Campus Sales Center, providing current HSU students, faculty, and staff with academically priced Apple merchandise.

Please visit www.humboldt.edu/bookstore for more information.

**Centers for Academic Excellence**

The Centers for Academic Excellence include the Native American Center for Academic Excellence, the African-American Center for Academic Excellence, the Latino/Latina Center for Academic Excellence, and the Asian American/Pacific Islander Center for Academic Excellence (CAE). The Centers for Academic Excellence are committed to supporting HSU students by providing facilities, activities, events, and opportunities designed to support retention and inclusive academic excellence for all HSU students.

The Centers offer the following:
- Culturally relevant advising
- Academic support and mentoring
- Academic enrichment activities
- Opportunities for engagement and leadership development

For more information, or to schedule an appointment, see RISS at www.humboldt.edu/ niss or call 707-826-4585.

The Center for Academic Excellence in STEM (Science, Technology, Engineering, and Mathematics) at Humboldt State University is an initiative aimed at strengthening the quality of STEM education and research, increasing the number of underrepresented students graduating in STEM undergraduate disciplines and encouraging matriculation to STEM graduate programs to meet local, state, national and international workforce needs, building the university’s capacity to advance and broaden knowledge in STEM disciplines, and enhancing the broader impact of STEM education and research.

**Center for International Programs**

The Center for International Programs (CIP) is home to international services for both domestic and international students. The CIP promotes the intellectual and cultural diversity that participation in international experiences brings to the university community. Located in the Feuerwerker House, the CIP leads Humboldt State University’s efforts in recruiting international students and supporting them throughout their career at HSU by providing them with immigration orientation, advising, advocacy, and programming support. The CIP also provides assistance and services to all HSU students interested in studying abroad.

Additional CIP services include an intensive English as a second language program, the International English Language Institute (IELI). IELI helps non-native English learners develop the knowledge and language skills necessary to achieve their academic goals. IELI offers instruction in English for Academic Purposes in all core skill areas: grammar, writing, reading, listening, and speaking.

For more information regarding our programs, please call the Center for International Programs at 707-826-4142, see our website at www.humboldt.edu/international, or email us at international@humboldt.edu.
center also hosts the campus-wide annual “HSU Day of Caring,” mobilizing students, staff, faculty, administration, and community members in a half-day of community service at many local community sites. It is an inspiring event of community connections often leading to deeper levels of community involvement for students.

For more information, visit the Center at Gist Hall 122, call 707-826-4963, or visit www.humboldt.edu/cslai.

Child Care

The Children’s Center provides a care and education program for toddlers and preschool children. Priority is given to university students’ children. Children of university staff members are welcome on a space-available basis. Fees are based on parental income. Call 707-826-3836 or drop by Jensen House 94.

The Child Development Laboratory offers an educational program for preschool children of students, staff, and community residents. Child development majors [and others] observe the children and serve as student teachers. Call 707-826-3475 or visit www.humboldt.edu/cdlog.

Clubs & Organizations

Over 150 clubs and organizations allow students to pursue a variety of activities. The average Humboldt student is involved in two or more. For a complete listing and further information, go to www.humboldt.edu/clubs or call the Clubs Office in the University Center at 707-826-3775. For recreation/sport clubs, go to www.humboldt.edu/recsports or call 707-826-6011.

Community Service
(also see Center for Service Learning & Academic Internships)

Humboldt State University has a long history and tradition of students engaged in community service and service learning experiences. A variety of programs offer students opportunities for direct community involvement, such as Youth Educational Services, HSU’s Annual “Day of Caring” event, clubs and organizations, as well as academic service learning courses. These experiences provide hands-on opportunities for students to help prepare for citizenship as well as providing opportunities for career-related experiences.

Youth Educational Services (YES) offers leadership and volunteer opportunities through student-directed programs addressing social issues and under-met needs in the community. These programs serve children, youth, seniors, isolated cultural communities, homeless families, and the environment.

YES trains students to become community advocates and organizers, giving them the knowledge, skills, and service learning experience to participate in their community with positive effects.

YES can offer practical experience which:
- Complements classroom learning;
- Offers an avenue for leadership;
- Gives the chance to initiate a community-based project;
- Fosters respect for human diversity;
- Provides an opportunity to volunteer in a career field;
- Offers management experience helpful in a job search following graduation.

Volunteers serve an average of four hours each week. For information, visit Youth Educational Services, Hagopian House 91, call 707-826-4965, or visit www.humboldt.edu/yes.

Computers
(see Resources for Research)

Counseling & Psychological Services (CAPS)

Counseling services are available for regularly enrolled HSU students, international (IELI) students, and under certain circumstances (e.g. for couples therapy), the non-student partner/spouse of an HSU student. For an initial (“first-time”) appointment, students can simply schedule a “same day” assessment appointment by phone or in person. These initial meetings are scheduled on a “first-come, first-served” basis, so contacting CAPS shortly after they open (8:00 - 9:00 A.M.) is the best way to assure a same-day slot. These 30 minute sessions may lead to further counseling at CAPS, participation in a CAPS therapy or support group, and/or to on- and/or off-campus referrals.

For emergencies [such as having the intent to commit suicide, to act violently toward someone else, or having recently experienced a trauma], CAPS has an on-call therapist available at all times [24/7]. For immediate assistance [emotional support, emergency help] when the CAPS office is closed [e.g. evenings and weekends], students can reach a CAPS counselor by phone (707-826-3236). For mental health emergencies, students can also opt to call the crisis line of Humboldt County Mental Health at 707-445-7715. For police assistance in an emergency, students should call 911.

CAPS services include:
- Emergency intervention and urgent care;
- Individual, couples, and group therapy;
- Psychoeducational workshops;
- Consultation;
- Assessment and referral.

For regularly enrolled and IELI students, CAPS services are paid for by the mandatory health and counseling fee. There is a $20 fee for missed appointments and late cancellations. The non-student half of a couple (seeking couples therapy) will be charged $30/session. Counseling services are confidential. Call 707-826-3236 or come to the office (Student Health, Wellness & Counseling Center; Room 205, second floor) during open hours [9:00 A.M. - 4:30 P.M.]. Bring your student ID card. For additional information and resources (including anonymous mental health screenings, self-help material, resources, recommendations, community referrals, etc.), visit our website at www.humboldt.edu/counseling.

Dining Services

Dining services at Humboldt offer students, faculty, and staff a number of options to satisfy their dining needs. For more in-depth information, please see www.humboldt.edu/dining.

The Jolly Giant Dining Commons ("the J") serves as the main dining facility for students living in the residence halls. Service is cafeteria style for breakfast, lunch, and dinner from Monday through Friday, and brunch and dinner on weekends. Special efforts are made to meet diverse student needs: vegetarian and vegan entrées at every meal, a build-your-own salad bar, fresh fruit, desserts, and a variety of snack items.

In addition to the J, The Giant’s Cupboard, a convenience store located in the Jolly Giant Commons, is open seven days a week. The Cupboard offers numerous beverages and snack items, frozen foods, sandwiches, and food staples.

The Depot, a food court setting, serves the main campus as well as resident students. The Depot offers made-to-order sandwiches, a Mexican burrito bar, salad bar, pizza, asorted bottled and fountain beverages, burgers, fresh soups, espresso, and specialty coffees. Several local products are featured at The Depot.

Windows Café offers full table service and is open Monday through Friday at lunchtime. The menu highlights local and seasonal ingredients.
**College Creek Marketplace** is a mini grocery store located at the corner of Harpst and Rossow Streets. College Creek Marketplace offers pizzas, broasted chicken, made to order sandwiches, salad and fruit bar, snacks, coffee, espresso, and other beverages, as well as school and test supplies for students.

The **Hilltop Marketplace** is a convenience store located next to the Behavioral & Social Sciences Building and offers a variety of beverages and snacks. Please stop in and see the view out our window!

The **Library Café**, part of HSU’s Learning Commons, provides a modern café setting for those studying in the library. The café serves hot beverages (including tea, coffee, and espresso), fresh snacks, salads, and sandwiches. The relaxed atmosphere includes a variety of seating options — from sofas to stools — where students can relax, study, recharge their cell phones or laptops, and enjoy wireless Internet access.

**Meal Plans.** Students living on campus (with the exception of Creekview, Campus Apartments, and College Creek) are required to purchase a meal plan. Three options provide flexibility to accommodate individual needs. All plans are à la carte, which means students pay only for what they eat. Purchases are electronically deducted from a student’s account when using a student ID card.

Each meal plan contains a different amount of meal points that can be used at any of our campus dining operations. This provides students maximum flexibility with their meal plans. Students living off campus may also purchase meal plans.

For answers to questions about any of the dining services locations or meal plans, call 707-826-3451 or email director Ron Rudebock, rhr4@humboldt.edu, or visit our website at www.humboldt.edu/dining.

**Disability Resource Center, Student (SDRC)**

The **Student Disability Resource Center** (SDRC) provides service, support, and resources for students with disabilities to maximize educational opportunities at Humboldt State University. We serve both permanent and temporary disabilities and can offer a variety of reasonable accommodations and academic adjustments to meet the access needs of qualified individuals. To learn more about our program and to see if you may be eligible for reasonable modifications, please contact the Student Disability Resource Center located in the Learning Commons, Lower Library, or call us at 707-826-4678, 707-826-5392 (TDD), 707-826-5397 (FAX). Our website is www.humboldt.edu/disability.

**Dormitories (see Housing)**

**Exchange Programs**

You may be eligible for financial aid while participating in an approved exchange program. Arrangements must be made with the Financial Aid Office prior to departure.

**National Student Exchange.** HSU no longer participates in the National Student Exchange program. We will no longer recruit and place HSU students at other campuses, nor will we accept students from other campuses through this program.

**Intrasystem Enrollment Programs.**

See Admission Information section.

**Study Abroad Programs & California State University International Programs.**

See “Study Abroad Programs.”

**eLearning & Extended Education**

**Open University.**

Enrollment through Open University allows one to sample regular university courses, get a head start on college while still in high school/community college, continue education while establishing residency, or renew student eligibility.

Participants select courses from the regular schedule of classes and complete an extended education registration form. If space is available at the first class meeting, they have the instructor and departmental office sign the form, then return the form and pay the fees at the College of eLearning and Extended Education (Student & Business Services Building, Room 211.)

Humboldt’s undergraduate programs accept up to 24 units; graduate programs up to nine units. Open University is not available to matriculated students [those officially admitted to and eligible to register at HSU during the current semester or the previous two semesters]. Also, regularly enrolled students who are academically disqualified from HSU are not eligible to enroll in coursework through eLearning and Extended Education for the academic year.

**The College of eLearning and Extended Education** offers [with no admission requirements] courses and programs for professional and personal development, for meeting professional licensing requirements, or for maintaining health and physical conditioning. Some Extension courses are available for optional academic credit, others are offered on a non-credit basis. Most courses are taught live, but some are available online.

Courses range from teacher skill enhancement to organic gardening, from music to foreign languages. Register and pay fees at the College of eLearning and Extended Education, Student & Business Services Building. For the coming semester’s Extension Bulletin, call 707-826-3731.

**Financial Aid (see Fees & Financial Aid)**

**Forever Humboldt**

Forever Humboldt is Humboldt State’s version of an Alumni Association, and it’s not just for alumni. It’s a dues-free association for the whole Humboldt State family—alumni, students, families, faculty, and staff. As a student, you can get involved by joining the Forever Humboldt Students Club. Open to all current HSU students, the club focuses on creating an engaging campus experience while providing valuable opportunities to network with HSU alumni. Club members help promote school pride, participate in campus and community outreach, establish and uphold campus traditions, advocate for the university, and give back to HSU through student-funded projects.

After graduation, you’ll be able to stay connected with HSU and other alumni through Humboldt magazine and the monthly alumni newsletter. Plus, as a Forever Humboldt member, you’ll keep your HSU email for life and receive exclusive discounts. You’ll also have access to events, career services and resources, the alumni directory, free and discounted educational opportunities, and more.

**Government, Student**

**Associated Students (AS).**

A student who pays the student body fee is a voting member of the Associated Students and is eligible to hold office in student government, serve on university committees, participate in club activities, and receive student discounts.

Students are represented by the Associated Students Council (ASC). Its members include three representatives from each of Humboldt’s three colleges, two at-large representatives, and a graduate student representative. Terms are for one year. Each spring, students elect the 12 representatives, a president, and three vice presidents. The ASC is committed to “furthering the educational, social, and cultural interests of Humboldt students, as well as ensuring the protection of student rights and interests.”

**Hilltop Marketplace**

This store offers a variety of beverages and snacks. It provides a modern café setting for those studying in the library. The café serves hot beverages (including tea, coffee, and espresso), fresh snacks, salads, and sandwiches. It also offers wireless Internet access.

**Commons**

This café provides a modern café setting within the Learning Commons. It offers hot beverages (including tea, coffee, and espresso), fresh snacks, salads, and sandwiches. It also offers wireless Internet access.

**Humboldt State University**

This university offers a variety of programs, including study abroad programs, e-learning and extended education, and intrasystem enrollment programs. It also offers counseling services and resources for students with disabilities.

**Open University**

This program allows students to sample regular university courses, get a head start on college studies while still in high school or community college, continue education while establishing residency, or renew student eligibility. Participants select courses from the regular schedule of classes and complete an extended education registration form. If space is available at the first class meeting, they have the instructor and departmental office sign the form, then return the form and pay the fees at the College of eLearning and Extended Education (Student & Business Services Building, Room 211.)

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One chief ASC responsibility is administering the annual budget, derived from student fees. More than 20 programs receive funds from the Associated Students, including the Campus Center for Appropriate Technology, the Marching Lumberjacks, the Children’s Center; club support; drop-in recreation, and the MultiCultural Center. ASC also provides travel funds and grants to recognized clubs for on-campus events.

The ASC meets regularly in open session. To become involved, drop by the Associated Students Office in the South Lounge of the University Center, call 707-826-4221, or visit us on the web at www.humboldt.edu/associatedstudents.

Serving on Committees. Thirty-nine university committees have students as voting members. To serve on a committee, contact the AS office early in the academic year. The Committee Handbook, published by the AS, lists committee openings.

Health Services

The Student Health Center is an accredited outpatient clinic staffed by physicians, nurse practitioners, and other health professionals who provide basic health care services to currently enrolled students.

Services available include:
1. Diagnosis and treatment of acute illness and injuries;
2. Reproductive health services;
3. Immunizations [additional fee may be required];
4. Health education;
5. Pharmacy, laboratory, and X-ray [additional fee may be required];
6. Limited elective services, such as psychiatric consultation, physical examinations for employment on campus [additional fee may be required];
7. Referral to outside medical specialists and facilities for complex and chronic health problems;
8. Fonemed, an answering service for after-hours medical advice (877-256-3534).

Services not available include: dental and vision care and long-term care of chronic illnesses and conditions [such as psychiatric care].

The Health Center strongly recommends that students have supplemental health insurance for services beyond the scope of the Health Center, such as emergency room care, ambulance service, hospitalization, and outside specialist care. A student insurance plan is available through the Associated Students Business Office (707-826-3771). Students who do have insurance are advised to check with their carriers to determine the coverage of their plan while they are at HSU.

Immunizations. Measles and rubella (MR, MMR) and hepatitis B immunizations are available for a charge to eligible students who are required to have these immunizations as a condition of enrollment (see “Immunizations & Health Screening” in the Admission Information section).

Emergency. In case of emergency when the Health Center is closed, there is a hospital approximately two miles north of campus with a 24-hour emergency room. Call 911 for emergency services.

Chronic Conditions. Students with chronic physical or psychiatric conditions, such as ADHD, are strongly advised to obtain local care (if necessary) prior to coming to campus, as these services are limited in the community and not available on campus.

Housing

On-Campus Housing. Humboldt State University is a residential campus. Most Humboldt students come from long distances, and many reside on campus their first and second years.

Life on campus is much more than studying, eating, and sleeping. The residence halls offer a place to live and learn, make lifelong friendships, and experience community living. Students get involved in social and educational programs, serve in leadership positions with the residence hall student government, and participate in special living communities.

The benefits of living on campus are numerous. Studies show that students living in residence halls get better grades, are more active in academic activities, and have a higher graduation rate than the general university population. Another benefit is convenience. Campus residents don’t have to spend time shopping, preparing meals, or commuting to school, and they are close to resources such as the library, recreational facilities, and classrooms. Living on campus is a great way for students to begin their academic careers.

Humboldt’s facilities, located in a spectacular natural setting, consist of six different residence hall living areas. Each is unique and provides various options for individual styles and personal preferences. All rooms are equipped with computer connectivity and each student may connect to the internet via the campus’s computer network or wireless access.

Redwood and Sunset Halls, known as “The Hill,” are traditional residence halls. Each of the three-story buildings houses 225 students in double, single, and triple rooms.

The Canyon consists of eight separate buildings, each three stories and home to about 50 students. There are doubles, singles, triples, and four-person suites.

Cypress Hall is a series of suites built up the slope of a hillside. Each suite houses 7-12 people in double and single rooms and has a common bathroom, living room, and small kitchen.

Creekview Apartments consist of four three-story buildings, each home to 12 apartments. Each apartment houses 5-6 students in double and single rooms and has a kitchen, living room, and bathroom.

The Campus Apartments are home to 220 students in a four-level complex. Each apartment has two rooms with private entrances that share an adjoining kitchen. Rooms house either one or two residents and have private bathrooms.

College Creek includes a community center and convenience store, lounge, and four apartment buildings housing 430 students. Four to six students live in each apartment in double or single rooms with two bathrooms, kitchen, and living room.

Each residence hall room comes equipped with a bed, mattress pad, desk, chair, dresser, carpet, wastebasket, recycling container, and window covering. Each room is wired for telephone service, which may be arranged with AT&T. Small refrigerators and microwave/refrigerator units are available for rent during the academic year. Students must provide their own linens, towels, pillow, blankets, study lamps, and personal items.

Students living in the residence halls [with the exceptions of Creekview, Campus Apartments, and College Creek] are required to purchase a meal plan (see “Dining Services”).

What does it all cost? Rates will be finalized and posted online in February. Information on current rates can be found online at www.humboldt.edu/housing/future/rates.php.

Applying for on-campus housing is easy! The housing application process begins the first week of March for the upcoming academic year. It begins in late October for the spring semester only. Housing will send an email to all admitted students when the online application is available. More information on the housing application process is available online at www.humboldt.edu/housing/apply. For additional information contact: Housing, 355 Granite Ave., Arcata CA 95521, call 707-826-3451, or email housing@humboldt.edu.

Off-Campus Housing. Most off-campus students live in Arcata. Housing provides
information and links to online listings of available local housing at www.humboldt.edu/housing/offcampus.

Indian Tribal & Educational Personnel Program and Cultural Resource Center

The Indian Tribal & Educational Personnel Program (ITEPP) and the Cultural Resource Center (CRC) are the anchor programs of the Native American Center for Academic Excellence. ITEPP is the primary support program for HSU’s American Indian students. ITEPP provides specialized academic and career advising, professional and peer mentoring, a dedicated computer lab, and tutoring services in a culturally appropriate homelike environment for students across colleges and majors. The CRC is a multimedia collection of materials on, about, or authored by Native American peoples. This is a public lending library. For more information on ITEPP and the CRC, please see page 152.

International Study (see Study Abroad Programs)

Intramural Sports

Humboldt State’s intramural sports program provides recreational leagues and activities Monday through Thursday evenings and Sunday afternoons on the HSU campus. The goal of our program is to provide a wide variety of leagues and activities to suit the skill levels of all university students. Participation in the program allows students to meet new people, learn new sports, test one’s physical ability, and just have fun. Sports include softball, flag football, volleyball, basketball, and soccer. Special events include disc golf, softball, and badminton tournaments. We also provide drop-in activities [sponsored by Associated Students] such as lap swimming, badminton, soccer, volleyball, and basketball. All intramural activities are free for full-time HSU students (faculty and staff pay a fee). For more information, please call 707-826-6011.

Learning Center

The Learning Center, located in the Lower Library, offers comprehensive skill development and tutoring services to support student success in the classroom. Services include a tutorial program, a writing center, a math tutoring lab, science tutoring lab hours, and supplemental instruction. Staff also provides support for study and organizational skills, such as time management, note taking, test preparation, and college reading. Our main office hours are Monday - Friday, 9:00 A.M. - 5:00 P.M.; some of our programs have evening and weekend hours as well. For more information, call 707-826-5217 or visit www.humboldt.edu/learning.

The Tutorial Program provides free small-group tutoring for many lower division courses. One-to-one tutoring is also offered for a small fee. Students can apply for tutoring at the Library Commons reception desk, Lower Library. Tutors are recommended by faculty and must have earned an A or B in target courses. The program also offers nationally recognized tutor certification for peer tutors.

The Writing Center, located in Library 32, offers free peer assistance with writing assignments and standardized writing examination preparation. Writing consultants are available to assist with various types of writing, including technical writing and using MLA and APA style guides. Appointments are recommended, but drop-ins are welcome as staffing allows. Contact the Learning Center, 707-826-5217, to make an appointment or for more information.

The Math Tutoring Lab, located in Library 208, is a walk-in tutorial service where students can receive assistance with mathematical problem solving free-of-charge. Contact the Learning Center, 707-826-5217, or visit the Learning Center website for current schedule and a list of math courses for which tutoring is available.

Science Tutoring Lab hours are designated times during the week that students can drop in the Learning Lab, Library 55, for lower division science tutoring. Check the Learning Center website for a current schedule.

Supplemental Instruction (SI) provides specialized peer support for students in rigorous entry-level and core science courses from several departments in the College of Natural Resources and Science. Weekly sessions are designed to help students develop course-specific academic and study skills while reviewing course content. The class times and locations are announced the first week during target science course meetings. To participate, students register for the SI course at the start of the term with a permission number given out by the SI Leader. For more information, contact the Learning Center, 707-826-5217, or visit the Learning Center website.

MultiCultural Center

The MultiCultural Center (MCC) is a student-centered program that honors and celebrates the diversity of people. It is a dynamic learning community where students, faculty, staff, and community members are empowered to cross boundaries, challenge the status quo, break through stereotypes, and work for social justice.

Often referred to as a “home away from home,” the MCC is located on the south side of the Library in the historic Balabanis family home (House 55). The MCC is a welcoming and safe place where students can find opportunities to:

- Explore identity and history;
- Experience cultures and traditions;
- Build community and network;
- Express feelings and ideas; and
- Empower and educate each other to work for social justice.

For more information, call 707-826-3369 or visit our website www.humboldt.edu/multicultural.

Music

The Music Department presents active and varied seasons of concerts and recitals. Performance groups include the Humboldt Symphonic Band, Jazz Orchestra, Humboldt Chorale, University Singers, Madrigal Choir, Mad River Transit (vocal jazz), Opera Workshop, Percussion Ensemble, Calypso Band, Humboldt Bay Brass Band, and Jazz Combos. Audiences also enjoy student recitals and a faculty artist concert series.

Natural History Museum

The HSU Natural History Museum is a learning laboratory for students interested in any of the many facets of museum work. Located three blocks from campus at 1242 G Street, the museum houses a magnificent fossil collection and regional natural history displays. The fossil exhibits cover the Precambrian period to the Present.

The regional natural history exhibits include Redwood Forest ecology, native bees, biodiversity, rocks and minerals, insects, and marine life. Many hands-on exhibits make the museum a popular destination for all ages. The museum also houses the Museum Store, which carries many nature-related books and gifts.

Humboldt State students from majors including biology, geology, wildlife, anthropology, elementary education, environmental management and protection, art, journalism, and business, gain experience at the museum. They are involved through volunteering, internships, teaching youth programs, special projects for course credit, and artwork for publications and exhibits among other jobs. Many HSU students are trained as education interns to lead programs for visiting school groups.

Humboldt opened the Natural History
The Campus Community

Located in the University Ticket Office—2015-2016 Humboldt State University Catalog

Parking

Parking meters, campus parking requires a permit, purchased by the semester or the day. See “Fees at Humboldt State University” for dollar amounts.

Visitors may obtain a parking permit from the drive-up window service at the Parking Booth located on the north end of Rossow Street. Parking permit dispensers are also located in the parking lots at Harpst and Rossow Streets, 14th and Union Streets, JGC lot, and 17th and Union Streets. One additional permit dispenser is located in the Library parking lot but doesn’t begin operating until 4:45 P.M., as this is a “Staff Only” lot until 5:00 PM. Semester-long parking permits for motorcycles and mopeds are only one quarter of the cost of automobile permits.

Performing Arts
(Also see Art, Music, or Theatre, Film, and Dance)

CenterArts/University Ticket Office, Humboldt State’s performing arts presenter, is hailed as the region’s most exciting arts organization. People on the North Coast can fill their nights with the inspiration and excitement of live music, theatre, and dance.

High quality professional performances by nationally-recognized artists encompass the classical, the traditional, the contemporary, and the experimental. World-class entertainers such as Eddie Izzard, Willie Nelson, Brandi Carlile, Ziggy Marley, Mike Birbiglia, and Stomp have performed and given workshops for students and the public. Students receive discounted tickets, opportunities to meet the performers, and the rare experience of enjoying urban arts experiences in a rural setting.

CenterArts (www.humboldt.edu/centerarts) publishes an annual brochure describing the season’s selection of art events. Newsletters and calendars are mailed throughout the year. To join the mailing list, call 707-826-4411.

The University Ticket Office, located in the University Center, provides ticketing services for all CenterArts and HSU Music and Theatre, Film & Dance Department productions. The University Ticket Office also provides copy services. Call 707-826-3928 for more information.

Community Events

Humboldt County is rich in cultural activity, with performances and exhibits throughout the county each month. The Dell’Arte Players, an international touring company, is based in nearby Blue Lake. Community actors have established theatre companies in Arcata, Eureka, and Ferndale. Local musicians play to fans of classical, rock, jazz, and folk music, while art exhibits, craft fairs, and cultural festivals abound year round.

Publications

The award-winning student newspaper, The Lumberjack, is published weekly by students. Students in any major may learn journalism, editing, photography, layout/design, and advertising by working on the paper. The Lumberjack also publishes an online edition each week. University credit is offered along with practical experience.

The Lumberjack has won more than two dozen California Newspaper Publishers’ Association awards in the past 20 years, including being named best college newspaper in the state six times. It has also won several Society of Professional Journalists awards. Osprey magazine, published each semester by students in journalism, includes feature-length articles on various subjects and color or black-and-white photography.

English students annually publish Toyon, a high-quality book of the poetry and prose of student and community writers. It includes occasional photos and drawings plus the winner and other entries in annual short story and poetry contests.

Campus achievements, alumni updates, and more are featured in the award-winning Humboldt magazine, published twice each year by University Advancement. It is mailed to alumni, students, faculty, and staff.
The Humboldt Journal of Social Relations (HJSR) is a peer reviewed free online journal published and housed since 1973 in the Department of Sociology at Humboldt State University. This internationally recognized journal produces one annual themed spring edition focused around current issues and topics. While the articles primarily draw authors from the social sciences, the journal has also facilitated interdisciplinary collaborations among authors from the arts, humanities, natural sciences, and the social sciences.

Radio
KHSU-FM, Humboldt State provides regional broadcast service to the Redwood Coast through its public radio station, KHSU-FM. Since its small beginnings in 1960, KHSU has evolved into a major broadcast facility, providing service from northern Mendocino County to southern Oregon. The station is acclaimed for its diversified programming: talk shows, news, overseas reports, debates, radioplay dramas, and music ranging from classical to rock.

Newcomers to the area are pleased to find many of their favorite programs from National Public Radio and other national programs in the fine arts and public affairs. KHSU also broadcasts a wide variety of programs locally produced by staff, students, and volunteers [involving the coordinated activity of over 130 people]. Programs are selected on the basis of quality and service to the community. Programming standards reflect a continuing commitment to excellence in public broadcasting.

KHSU-FM helps Humboldt pursue its goals of academic excellence by providing training facilities, internships, and on-air experience for students. Professional staff serve as guest lecturers and work side-by-side with students in practical situations.


KRFH-AM. The campus carrier-current station, KRFH-AM 610, fully prepares students to apply mass communication principles, regulations, laws, and personal skills in radio. Entirely student operated, KRFH offers an additional outlet for journalism students to present radio newscasts and public affairs programming. KRFH students also program for, and participate in, KHSU.

Recreation
The Recreation and Wellness Center is a campus collaborative effort to centralize activities and services that focus on the physical and mental wellbeing of the student population. The Recreation and Wellness Center is home to Center Activities, intramurals and sports clubs, and the wellness component of the Student Health Center programs.

Center Activities. This University Center program offers a variety of recreational opportunities and services for the university community including the Student Recreation Center; the Humboldt Bay Aquatic Center; outdoor adventures, aquatics programs, certification courses, and leisure activities.

The HSU Student Recreation Center offers a full range of fitness equipment, weight training facilities, an indoor climbing wall, and a large multiuse indoor turf field. Detailed information on hours of operation, policies, and fees are available online at www.humboldt.edu/src.

The Humboldt Bay Aquatic Center is located next to the Adorni Center on Eureka’s waterfront. The Aquatic Center’s purpose is to provide recreation and education opportunities for the HSU campus & local community and to host various events which will enrich the opportunity for off-campus activities. Programs include boating safety classes, Extended Education classes, special events, Center Activities leisure and aquatic classes, an aquatic-based environmental education program. It is also the on-water headquarters for the HSU Intercollegiate Rowing team. More information is available at www.humboldt.edu/hbac.

The Center Activities office, located in the Recreation and Wellness Center, is open Monday through Friday. The Center Activities office services include course registration, an equipment rental department, and an outdoor resource/reference library for outdoor activities on the North Coast.

The Outdoor Adventure and Aquatic Programs offer seasonal classes in back-packing sailing, kayaking, surfing, as well as various other outdoor activities. These experiential outings take place in our local mountains and waterways. The services provided by Center Activities are designed to foster student interest and involvement in Humboldt County’s outstanding outdoor recreational opportunities. No experience is required for most activities unless otherwise listed. Whether one is a beginner or an experienced outdoors person, Center Activities has an adventure for you. These courses provide an opportunity to meet new friends, learn new skills, and have lots of fun. Center Activities can provide assistance with planning group outings for interested groups or clubs. Activity choices include rafting, surfing, sea kayaking tours, and rock climbing adventures. Group rentals are also possible.

The Leisure Activities program offers music, dance, self-development, language, martial arts, and skills and training, to name a few. The leisure activities offered are intended for personal enrichment and skill acquisition. A variety of programs are offered which accommodate many interests and skill levels. Certification courses include EMT-I, Wilderness First Responder; CPR and First Aid, and Swiftwater Rescue.

For a complete listing of classes and services, please call 707-826-3357 or visit us online at www.humboldt.edu/centeractivities.

Intramurals and Sports Clubs. Students can get involved on campus and meet new people by joining other students on intramural recreational sport teams in volleyball, basketball, soccer; softball, and football. Also, if you are interested in more competitive sports, try our sports club program that offers lacrosse, rugby, crew, and ultimate frisbee, to name a few. The Recreational Sports Office is in the Recreation and Wellness Center (RWG), Room 101. Call us at 707-826-6011 for our current semester schedule.

Recycling
The Waste Reduction and Resource Awareness Program (WRRAP) is a student-led organization funded by the Associated Students that provides opportunities for students who are interested in waste reduction to educate the campus community on consumption reduction.

WRRAP has five main programs that serve the campus. The Compost Demonstration Site allows students to learn how composting works through hands-on experience. The Reusable Office Supply Exchange (ROSE) provides the campus with an alternative disposal of office supplies, which are made available to departments and students in need of office and school supplies. The Zero-Waste Program is available to help make events on the HSU campus zero-waste by collaborating with dining services to divert waste from landfills and to provide reusable place settings. The Take
Back the Tap Program is a student-led campaign that opposes the privatization of water, particularly the bottling of water and its negative environmental, social, and health impacts. The Education Program produces educational events on campus including the Clothing Swap, Trash Mountain, and Donation Dash.

WRRAP is located in Warren House 53. To learn more about the program, please visit the website (www.humboldt.edu/wrrap) or call 707-826-4162.

Reentry Services
More and more college students are not entering right out of high school. Over one third of Humboldt’s student body is 25 or older. Humboldt is well prepared to assist non-traditional students in their college experience. Already-enrolled reentry students should seek the guidance of the advisors assigned from within their departments. They can also obtain advice from the university’s Academic & Career Advising Center in Gist Hall 114, 707-826-3341.

Residence Halls (see Housing)

Resources for Research & Study

Arcata Marsh & Wildlife Sanctuary. The 307 acre Arcata Marsh and Wildlife Sanctuary (AMWS), located at the north end of Humboldt Bay, includes freshwater marshes, salt marshes, tidal sloughs, grassy uplands, mudflats, brackish marshes, and trails for walking and biking. The sanctuary is home to the City of Arcata’s wastewater treatment facility, combining conventional treatment processes with ponds and constructed wetlands. The AMWS is situated along the Pacific Flyway, and provides homes and migratory resting places for over 270 species of birds, along with year-round habitat for over 70 bird species and numerous species of plants, mammals, insects, and amphibians. The AMWS is used as an educational and research resource for numerous disciplines at HSU, including environmental resources engineering, botany, biology, fisheries, wildlife, environmental science and management, and chemistry.

Archaeology Research Laboratory. The Archaeology Research Laboratory (ARL) is a research facility dedicated to the scholarly pursuit of knowledge about past cultures ranging from local Historic projects to ancient Mesoamerican archaeology. The interwoven research, teaching, and service activities of the ARL reflect the university’s commitment to academic excellence and cooperation with other interest groups. As part of the Anthropology Program of HSU, the laboratory supports the archaeological research and instructional activities of the faculty. Basic equipment for laboratory and field methods, a reference library, teaching collections, and outreach collections are provided. The laboratory is central to student projects, educational outreach, informal student activities, and faculty research. Both students and faculty collaborate on a variety of projects ranging from ceramic restoration, GIS spatial analysis, 3D virtual reconstructions, experimental archaeology, historic cultural remains, textiles, cave use and function, soils, and ecological research. Mesoamerican research focuses on warfare, epigraphy, settlements, forensics, and sociopolitical organization. Students and faculty present their collaborative research at national and international conferences. Additionally, students are encouraged to publish their research in peer-reviewed journals such as HSU’s Archaeology-in-Situ and the Belize annual archaeology reports.

Art Foundry. The university’s art foundry is one of the largest on the West Coast. Almost 4000 pounds of bronze is poured each year. With each event, crowds gather to watch the fascinating molten flow. Students in the metal sculpture program learn sand mold and ceramic shell techniques for the lost-wax process of casting bronze or aluminum sculptures. The foundry offers excellent metal sculpture equipment, including welders and cutters for metal fabrication. Humboldt’s broader sculpture curriculum encourages creativity through a variety of materials, including laminated paper; stone, plastics, wood, and found objects.

Biochemistry and Protein Nanostructures Laboratory. Students will have opportunities to use modern biochemistry and biotechnology techniques under the supervision of a faculty member. Students will have hands-on research opportunities to design, construct, and characterize protein nanostructures for biotechnology and bioremediation applications. Student presentations of research results, typically at national conferences and meetings, will be highly encouraged.

Biological Sciences Greenhouse. Humboldt State’s splendid greenhouse contains plant specimens from more than 187 families — one of the most diverse collections in California. Individual rooms, ranging from a desert room to a fern room, offer students a unique opportunity to study the world’s plant life in one setting.

Biotechnology Laboratory. The Biotechnology Laboratory supports state-of-the-art instruction for students in Cell Biology, Genetics Laboratory, Stem Cell Biology, and Biotechnology. Major equipment and facilities include ultracentrifuges, walk-in cold room, thermal cyclers, microplate reader, laminar flow hoods, inverted microscopes, and computers.

Chemical and Molecular Dynamics Laboratory. Students find modern research opportunities using vacuum technology, techniques in mass spectrometry, and the interaction between light and matter to probe fundamental physical chemistry. Students will have research opportunities using a hands-on approach through construction and design of modern equipment under the supervision of a faculty member. Student presentations of research results, typically at national conferences and meetings, will be highly encouraged.

The CNRS Core Research Facility. The College of Natural Resources and Sciences (CNRS) Core Research Facility houses specialized instrumentation and equipment available to advance learning, training, and research within and across all of the College’s departmental disciplines. Some of the resources on our faculty, students, and staff have access to include qPCR instruments, PCR thermal cyclers, Atomic Absorption Spectrometry, Histology, Experimental Greenhouse and Growth Chambers, GC/MS, Carbon/Nitrogen analyzer, and an automated DNA sequencer allowing the pursuit of research on biological, organic, and inorganic components of our environment.

Committee for the Care and Use of Laboratory Animals. The Animal Welfare Act (AWA) and Animal Use Regulations require that institutions that receive federal funds and conduct research or educational activities involving the use of vertebrate animals [i.e. fishes, amphibians, reptiles, birds, and mammals] must establish an Institutional Animal Care and Use Committee (IACUC). The IACUC’s role is to ensure that vertebrates are treated humanely following the AWA and the principles outlined in the Guide for the Care and Use of Laboratory Animals published by the National Research Council. Faculty and students who wish to conduct research or educational activities involving vertebrates must submit an IACUC protocol for review. Upon approval by the IACUC, investigators or educators may initiate their project. Facilities that hold vertebrate animals in captivity for research or education are inspected twice each year by the IACUC. Individuals with concerns over
animal care and use issues for vertebrates associated with campus research or instruction should contact the Office of the Dean, College of Natural Resources and Sciences.

Committee for the Protection of Human Subjects in Research. Humboldt State University supports an Institutional Review Board (IRB) in compliance with federal regulations to enable students and faculty to conduct research using human subjects. The IRB’s function is to protect research subjects, including student volunteers, from risks of physical, psychological, or social harm. The IRB promotes the human rights and dignity of research subjects by providing voluntary, informed consent and risk/benefit analysis of research proposals. All research involving human subjects must be reviewed and approved for safety before recruitment of subjects may begin.

Human subjects research includes, among other categories, surveys, interviews, observations of public behavior, psychological research, social research, and physiological research. This applies to all research conducted at Humboldt State University, using university facilities, by employees, students, or other persons otherwise affiliated with the university, or using university employees or students as subjects. This policy applies to the university and its auxiliaries. Human Subjects in Research training is available through CITI, and is required for all individuals included on an IRB Application for Review.

For further information, please contact irb@humboldt.edu.

Computer Access. Students can access HSU computers from numerous sites on campus. Interdisciplinary labs have Macintosh and/or PC computers, and are available for use by classes, students, and faculty. These labs offer a large suite of industry-standard software applications, plus programming languages and databases. In addition, many academic departments have computer labs that offer software specific to their discipline.

The HSU Virtual Lab (VLab) allows access to some on-campus software from on- or off-campus, some of which can be streamed to both HSU and personal computers and devices. The VLab software library is accessible from Windows, Macintosh, and Linux systems, as well as popular mobile devices. All HSU students are provided personal email, file storage, and web accounts on the campus network. A Technology Help Desk is available for walkin (Library 120), call-in (707-826-HELP), email (help@humboldt.edu), and web form (www3.humboldt.edu/ditas/itsticket) support. Wireless network access is available across most of the campus.

Dunes Preserve. Students find instructional and research opportunities in a protected ecosystem at the 300-acre Lanphere Dunes Preserve, part of the Humboldt Wildlife Refuge. The dunes, bounded by the Pacific Ocean and the Mad River Slough, contain rare natural habitats of the California coast.

Earthquake Education. Students and faculty working with the Humboldt Earthquake Education Center take an active role in studying local and regional earthquakes. Both science and non-science majors help prepare and disseminate information through publications, workshops, the Humboldt Earthquake Hotline, 707-826-6020, and the Internet at www.humboldt.edu/shakyground.

Energy Research Center. The Schatz Energy Research Center (SERC) promotes the use of clean and renewable energy. SERC works with a wide range of technologies, including solar energy systems, hydrogen fuel cells, biomass energy, and efficient lighting products for the developing world. SERC also engages in policy work and statistical and mathematical modeling analyses relevant to clean energy deployment in local, state, national, and international contexts.

The Schatz Energy Research Center was founded in 1989 with a generous grant from Dr. L.W. Schatz. The center’s faculty and professional staff of nearly 20 people include engineers, scientists, policy experts, and education and outreach specialists. SERC is closely affiliated with the Environmental Resources Engineering program at HSU, and a number of undergraduate and graduate student assistants work at the Center. Projects range from local energy planning initiatives to government-funded research efforts and collaborations with private industry on state, national, and international scales.

In 1998, SERC built the first modern fuel cell car licensed to drive in the US and an accompanying solar powered hydrogen fueling station in southern California. The Center holds two fuel cell patents and has three technology license agreements with US corporations.

Recent SERC accomplishments include building a new hydrogen station on the HSU campus. The station was upgraded in 2012 to allow vehicles to drive up to 400 miles on a tank of hydrogen, connecting the station with the rest of the California Hydrogen Highway network. SERC operates a rotating fleet of prototype hydrogen vehicles, in collaboration with Toyota and the University of California, Berkeley.

SERC also plays a leading role in the World Bank Group’s Lighting Africa and Lighting Asia initiatives, which support the development of commercial markets for high quality, affordable lighting and energy solutions for people living in off-grid areas of Africa and Asia. SERC has led the development and implementation of the Lighting Global quality assurance program, which serves the Lighting Africa and Lighting Asia initiatives. SERC’s work includes coordinating a testing and certification program for off-grid lighting products, operating its own off-grid lighting test laboratory, and supporting the establishment of laboratories in Africa and Asia.

In cooperation with local governments, SERC has also recently concluded the ambitious RePower Humboldt plan, which promises to dramatically increase use of renewable energy in Humboldt County over the next two decades.

In 2011, SERC moved into its newly built facility on the HSU campus. The building’s indoor and outdoor laboratories, workshop, and office space provide an ideal research environment for SERC staff. The building meets the US Green Building Council’s LEED Leadership in Energy and Environmental Design gold rating.

Evolutionary Anthropology Research. The Humboldt Center for Evolutionary Anthropology (HCEA) offers opportunities for undergraduates to engage in research and learning methods in biological anthropology by working closely with faculty and other researchers. Research projects at HCEA focus on a variety of topics that are relevant to the understanding of human evolution, primate behavior, and conservation, including studies in evolutionary medicine, bioacoustics, genetics, evolutionary epidemiology, and evolutionary processes, such as genetic drift and speciation. Additionally, HCEA offers state of the art technology for skeletal morphology and primate vocalization analysis projects. Faculty in HCEA are actively involved in working with local law enforcement agencies by assisting in the processing of forensic anthropology cases. Student research through HCEA is presented at national conferences, in publications, and through community outreach projects.

Fish Hatchery. Humboldt is one of the few universities with an on-campus fish hatchery. The hatchery recirculates 900 gallons of water each minute. Fish-rearing facilities include an earthen brood pond, concrete raceways, circular ponds, fiberglass circular tanks, and hatching troughs. Students rear
trout from the egg through to brood stock. Grown fish are used for classroom instruction and research by both undergraduate and graduate students.

Fish and Wildlife Research Unit. The only one of its kind in the state, the California Cooperative Fish and Wildlife Research Unit conducts research on fish and wildlife in their habitats in response to state, regional, and national trends. The Unit supports graduate students who work on fisheries and wildlife problems as part of their degree and provides research opportunities to undergraduate students. The Unit is a cooperative effort of the university, the California Department of Fish and Wildlife, the U.S. Fish and Wildlife Service, Wildlife Management Institute, and the U.S. Geological Survey. To learn more, visit the Unit at Wildlife & Fisheries Bldg., Room 212 or call 707-826-3268.

Forests, University. Humboldt State has two forests dedicated to the educational and research needs of the students and faculty.

The L.W. Schatz Demonstration Tree Farm was donated to the university [along with an endowment] as a classroom and laboratory. In this 385-acre mixed-species forest, about 25 miles east of campus, research focuses on the needs of the small landowner.

The Freshwater Forest, a coastal conifer forest owned by Humboldt Redwood Company, is used as a teaching facility through the generosity of the owner. The 300-acre tract, seven miles south of campus, is excellent for studying local conifers.

Game Pens. Students receive firsthand experience with wildlife at the campus game pens. The facility features a huge flight cage where animals move with much freedom. It also has waterfowl ponds and several large holding pens.

Gravitational Research Laboratory. The Gravitational Research Lab provides physics majors with hands-on research experience testing fundamental properties of gravity and Einstein’s General Theory of Relativity. Through application of the skills and methods studied in the undergraduate Physics & Astronomy curriculum, students gain valuable skills in experimental apparatus design, construction and characterization, as well as data analysis and presentation. The methods and results of the laboratory’s research are of wide interest to researchers in many areas of experimental and theoretical physics and astronomy. Students regularly author peer-reviewed papers and give oral presentations at national conferences such as the National Conference on Undergraduate Research (NCUR) and meetings of the American Physical Society (APS). The research skills developed in the laboratory also provide the Physics & Astronomy graduates with the necessary background to successfully secure graduate school and industrial positions.

Human Performance Laboratory. Humboldt’s laboratory is a resource center for those wanting a baseline assessment of their health. The lab also serves as a training facility for exercise science students to develop skills in testing and promoting an active lifestyle.

From athletes with an Olympic fitness agenda, to persons with special conditions (e.g. arthritis, asthma, heart problems, pregnancy), everyone can benefit from the laboratory’s resources: dietary analysis, body composition testing, aerobic fitness testing, exercise prescriptions, and specialized exercise programs are available to both the campus and surrounding community. The lab actively educates both graduate and undergraduate students through hands-on experience in the basic and applied aspects of exercise and how to properly prepare for careers in this field. State-of-the-art equipment advances graduate research and puts Humboldt on the map in human performance technology.

Library. See “University Library.”

Marine Laboratory. In the coastal town of Trinidad, 11 miles north of campus, students in fisheries biology, oceanography, geology, and the biological sciences take classes and conduct research at the Telsonicher Marine Laboratory. The lab includes a circulating seawater system, lecture rooms, several research labs, a computer lab, and various kinds of microscopes and instrumentation for faculty and student use. Nearby Trinidad and Humboldt Bays and the Pacific Ocean provide rocky and sandy intertidal and subtidal habitats for further study. The lab is open for visitors from 9:00 A.M. to 4:30 P.M. during the week, and from noon to 4:00 P.M. on weekends when HSU is in session. Local fishes and invertebrates are on display, and there is a simulated tide pool area containing invertebrates that may be touched. For more information, call 707-826-3671. To schedule group tours, call the Marine Naturalist at 707-826-3689.

Marine Wildlife Care Center. The center operates both as a training complex for students in the wildlife program and as a regional rescue center for marine birds injured as a result of oceanic oil spills. The 4,500 square-foot facility serves the coastal region from Point Arena to the Oregon border.

Music Ensemble Library. The music ensemble library houses over 14,000 titles, including roughly 1,000 pieces each for orchestra, symphonic band, jazz ensemble, and mixed chorus. In addition, there are two separate collections of chamber music, one owned by HSU and one co-owned by the Humboldt Chamber Music Workshops, that have been serviced by the library for over 50 years. These combined collections number over 8,700 and include most standard chamber music works as well as many non-standard and/or out-of-print works which are difficult to obtain elsewhere.

Natural History Collections. Humboldt State maintains some of the most important collections of plants and animals in the Pacific Northwest. Most of these collections are the only ones of their kind between central California and northern Oregon. Each collection is available to qualified undergraduate and graduate students:

The University Herbarium, largest in the CSU system, contains over 100,000 specimens of algae, fungi, mosses, ferns, gymnosperms, and flowering plants. It stores reprints, monographs, and florals.

The Forestry and Range Herbarium is national in scope and supports the instructional programs in those areas.

The Marine Invertebrates Collection focuses on invertebrates from central to northern California. Approximately 1,000 species are represented by over 5,000 specimens.

The Fisheries Collection, largest in the CSU and fourth largest in California, contains approximately 46,000 specimens. The focus is on the freshwater and marine fishes of the Pacific Northwest, but it also has representatives of groups worldwide.

The Wildlife Museum is the primary regional repository for birds. It contains about 14,000 specimens, including birds, nests and eggs, and mammals. Its scope is worldwide and includes specimens collected in the late 1800s, and extinct, rare, and endangered species.

The Vertebrate Museum houses approximately 15,000 mammal specimens with worldwide representation. Additionally, about 1,500 amphibian and reptile specimens are maintained. The mammal collection is accredited by the American Society of Mammalogists and the museum is part of the federal
Marine Mammal Stranding Network. Astronomy students venture up Fickle Hill in Arcata to use the university observatory. It is located only 10 miles from campus but over 2,000 feet above sea level. Far from city lights, the site has two observatory buildings, housing two 14-inch telescopes and six 8-inch telescopes. Students go far beyond textbook photos in observing stars, planets, and galaxies.

Scanning Electron Microscopes (SEM) & Transmission Electron Microscope (TEM). HSU currently has three SEMs: two Topcon ABT-32 scopes used primarily in teaching, and an FEI Quanta 250 environmental SEM with energy dispersive spectroscopy for elemental analysis and digital image acquisition. The SEMs are used by faculty and advanced students in the biological sciences, geology, and natural resources to examine the surface structure of organisms and other natural objects.

The TEM is an instrument that generates extremely highly magnified images of small objects [such as bacteria or viruses] or of ultra-thin sections of larger material through the use of a concentrated electron beam. The conventional light microscope allows magnifications of up to about 1000x while the TEM can be used to obtain higher magnifications greater than 100,000x.

Seagoing Vessels. Biology, fisheries, geology, oceanography, and wildlife classes use the university's 90-foot, 143-ton research vessel, the Coral Sea, for field trips to support both undergraduate/graduate instruction and advanced undergraduate and graduate research. Besides the Coral Sea, a number of smaller watercraft are used for instructional and research purposes.

Wildlife Refuge. The Wright Wildlife Refuge is a 5.5 acre parcel on the eastern edge of Eureka, jointly managed by the Humboldt Area Foundation and the Wildlife Department. Ms. Wright's endowment supports wildlife management, research, and education on the refuge. The area provides many opportunities for independent research by Humboldt State students. Students also participate in a bird-banding program ongoing on the site.

Study Abroad Programs

There are many opportunities for students at Humboldt State University to study abroad for a year; a semester; or the summer and receive academic credit. Students are advised to attend one of the informational meetings held throughout the year where they can learn about the various programs available to them. For information, contact Penelope Shaw at 707-826-3942 or pjs25@humboldt.edu, or visit the website at www.humboldt.edu/goabroad. The Study Abroad Office is located in the Feuerwerker House.

California State University International Programs. Developing intercultural communication skills and international understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 50 recognized universities and institutions of higher education in 18 countries, the International Programs also offers a wide selection of study abroad destinations and learning environments.

Australia: Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University
Canada: Concordia University (Montreal)
Chile: Pontificia Universidad Católica de Chile (Santiago)
China: Peking University (Beijing)
Denmark: Danish Institute for Study Abroad (international education affiliate of the University of Copenhagen)
Germany: University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
Ghana: University of Ghana, Legon
Israel: University of Haifa
Italy: CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze
Japan: Waseda University (Tokyo), University of Tsukuba
Korea: Yonsei University (Seoul)
Mexico: Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
South Africa: Nelson Mandela Metropolitan University, Port Elizabeth
Spain: Universidad Complutense de Madrid, Universidad de Granada, Universidad de Jaén
Sweden: Uppsala University
Taiwan: National Taiwan University (Taipei), National Tsing Hua University (Hsinchu)
United Kingdom: Bradford University, Bristol University, Hull University, Kingston University, Swansea University International Programs pays tuition and administrative costs abroad for participating California resident students to a similar extent that such funds would be expended to support similar costs in California. Participants are responsible for all CSU tuition and program fees, personal costs, such as transportation, room and board, and living expenses. Financial aid, with the exception of Federal Work Study, is available to qualified students. International Programs participants expecting financial aid must meet with an advisor in the Financial Aid Office prior to departure.

To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs or courses in Canada, China, France, Germany, Korea, Mexico, Sweden, and Taiwan. California Community Colleges transfer students are eligible to apply directly from their community colleges. Students must also possess a current cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply, and must fulfill all coursework prerequisites.

Additional information and application materials may be obtained by visiting the HSU Study Abroad website at www.humboldt.edu/goabroad, or the CSU site at www.calstate.edu/ip, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor; Long Beach, CA 90802-4210.

Students can also participate in the bilateral exchange, summer, and semester programs offered at HSU. More information can be found here: www.humboldt.edu/goabroad.
Support Services
The Educational Opportunity Program and Student Support Services (EOP/SSS) provide admissions assistance and academic support for low-income and first-generation college students. The program is designed to improve access and retention of historically low-income and educationally disadvantaged students. Once admitted into EOP, students receive academic and financial aid advising, tutoring, learning skills assistance, mentoring, and participate in academic enrichment activities. Students who qualify for financial aid may be considered for an EOP grant.

To be considered for admission into EOP, students must first submit their undergraduate application to the university, and then complete the EOP application, which is available on the CSU Mentor website. The EOP application includes: The Applicant Information Form and two Recommendation Forms. Students must also meet the EOP income criterion, as described in the EOP application.

Students who do not qualify for admission to the university may be recommended for special admission through EOP.

Only a limited number can be admitted through EOP, so those with the greatest need for program services are selected.

Native American Support Programs. See "Indian Tribal & Educational Personnel Program" and "Center for Academic Excellence in STEM" the Academic Programs section.

Student Academic Services Outreach Program provides outreach services designed to inform students and their parents about admission requirements, financial aid, and educational opportunities. Culturally relevant activities are designed for high school and community college students to assist them in planning their attendance to a four-year college. Special outreach events include admission and financial aid staff and faculty representatives from academic departments. The program strengthens college preparation and support, particularly for low-income and/or first-generation college going students, preparing to enter a postsecondary institution. For additional information call 707-826-4791.

Testing Center
The Testing Center, located in the Library Basement (Room 24), administers and provides information for a wide variety of tests, including those for college/university admission (undergraduate, graduate, and credential), for course placement, for proficiency, and for vocational interest. [See Admission Information for descriptions of some of the tests.] In addition to standardized tests, accommodated classroom testing for students with disabilities and correspondence tests are administered by appointment. The center also provides electronic scoring for faculty using scannable multiple-choice exams. Call 707-826-3611.

Theatre, Film & Dance
The Department of Theatre, Film, and Dance presents seasons of mainstage productions, one-act plays, dance programs, and film showings. Students participate in the staging, costuming, production, and performance of plays and concerts.

A limited number of free student tickets are available for most performances through the University Ticket Office.

The department also sponsors the annual Humboldt Film Festival, the oldest student-run festival in America (since 1966). It attracts entries from all parts of the world.

Transportation (also see Parking)
Many Humboldt students, living on campus or off, get around without a car. Downtown Arcata, restaurants, shopping centers, health care services, and many apartments are within easy walking distance of the campus.

The university and local governments have encouraged alternatives to cars by establishing bicycle lanes, mass transit, and carpool services. For more information, call 707-826-3773 or email parking@humboldt.edu.

Jack Pass Bus Program. A portion of every student’s registration fees subsidizes Humboldt State University’s Jack Pass program. This program provides all HSU students, with a current ID card, unlimited free rides on the city’s Arcata & Mad River Transit System, the county’s Redwood Transit System, and the city of Eureka’s Eureka Transit System. Between these three bus systems, a student can ride between the communities of Trinidad, in the north, to Scotia, in the south, and throughout the cities of Arcata and Eureka. Riders may take their bicycles on the Redwood Transit System buses. For details, go to Humboldt Transit Authority’s website at www.hta.org.

Bicycles. Bicycles are very popular in Arcata and on campus, where more than 800 bicycle racks are available. The Bicycle Learning Center and the Campus Center for Appropriate Technology periodically offer free bicycle maintenance workshops. The city of Arcata officially encourages bicycling. A bicycle license may be purchased at the Arcata Police Department. Call 707-822-2428.

Car Pools and Ride Sharing. Parking & Commuter Services offers an online carpool matching service to Humboldt State students, staff, and faculty, helping people find others who share their commute. Parking’s website at www.humboldt.edu/parking provides access to this service, as well as carpooling tips.

For ride sharing out of the area, a ride board allows drivers and riders to find each other; a service particularly useful during holiday times and weekends. The board, located in the Jolly Giant Commons, has a large map of destinations divided into several regions.

Car-Sharing Program. Humboldt State has partnered with Zipcar to bring two rentable cars to campus. Cars are available on demand 24/7, to be reserved by the hour or day. Visit www.humboldt.edu/green/resources/zipcarphp for more details.

Air Travel. Humboldt County has a full-service airport (the Arcata/Eureka Airport) located north of campus in McKinleyville (about a 15-minute drive from campus). United Express is the airline serving this region.

Undeclared Students
Many students begin their studies at Humboldt undecided about which major is right for them. These students are assigned advisors from the Academic & Career Advising Center (ACAC) who help them select courses that satisfy degree requirements while guiding them through the process of selecting an academic program.

Students have an excellent opportunity to make progress towards their degree by completing general education and other university requirements as they clarify their educational and career goals, and explore various majors.

Students must declare a major by the time they have earned 45 units.

University Center
The University Center (UC) is the student union on campus and the heart of student activities and services. The 54,000 sq. ft. building is located at the foot of Founders Hall. The UC has conference rooms, two lounges, and two multipurpose rooms avail-
able for use by the university community. Campus services located in the building include the University Ticket Office, Information Counter, The Depot, Windows Café, and the HSU Bookstore. The UC also houses the offices of Associated Students, CenterArts, Clubs, and the University Center Administration.

For more information, please visit the University Center’s website at www.humboldt.edu/uc.

University Library

Information Resources & Collections. The 109,000 square foot Library houses approximately 496,000 volumes in its main book collection, and subscribes to 270 print periodicals and newspapers. The Library also provides access to more than 75,000 full-text e-journals and e-newspapers, and over 100,000 e-books, all of which are available 24/7 to students, faculty, and staff via the Internet.

In addition to the main book collection, the Library maintains several specialized collections, including a Children’s Literature Collection, a Map Collection, and Archives. As a depository for United States federal and California state documents, the Library houses over 426,000 government publications in its Documents Collection. Unique to the HSU campus is the Humboldt Room — a collection of material about the natural and cultural history of Humboldt County.

If an information resource is not available locally, the Library's interlibrary loan service will acquire it from another library upon request.

Research & Instructional Services. Librarians offer in-person, online, and telephone reference assistance, and provide instruction in locating, retrieving, organizing, evaluating, and communicating information. They offer both formal and informal classes addressing basic library research skills. Research assistance is available through online chat, to the campus community around the clock.

Online & Other Resources. The Library’s webpage [library.humboldt.edu] provides a portal for accessing the Library’s digital resources, including the HSU Library Catalog, 160 information databases, the Journal and Newspaper Finder, the online catalogs for other academic libraries, and a state-of-the-art discovery system accessing a knowledge base of over 800 million books, journal articles, and other research data. In addition to serving as a finding aid to holdings in the various Library collections, the HSU Library Catalog provides access to full-text electronic course reserve readings which are available through ONCORES [the Library’s Online Course Reserve System]. Humboldt Digital Scholar, the institutional repository run by the Library, provides access to over 800 electronic HSU master’s theses, video of campus lectures, faculty scholarship and other online scholarship.

Within the Library, students have access to more than 50 computer workstations located throughout the library for study and research. Over 80 additional machines are available in four Information Technology Services computer labs also located in the building. The entire Library has wireless internet access for those using a personal laptop or handheld device.

Group study rooms, most with multimedia viewing equipment, are available for student use on all three floors of the Library. Group study rooms may be reserved in advance online through the library’s web site. The library features a newly created silent study room, for the ultimate in concentration. The popular Library Café offers an array of snacks and beverages to sustain Library users.

Library Media. In the Media Resources Area, the Library offers a variety of resources, including the DVD and video collection, the CD collection, and the microform collection, to support instruction and research in many academic areas. Students can either check out these resources, or use the equipment available in that area.

Veterans Enrollment & Transition Services (VETS)

Student veterans and staff at Humboldt State University are committed to the academic success and career goals of our veterans. Located in the Lower Library, Room 58, we offer facilities in which to meet other veterans, study, and access our resource library and other resources specifically for veterans. VETS processes enrollment certifications for the Montgomery GI Bill and provides application assistance for veterans benefits and the California Department of Veterans Affairs fee waiver. Information about veterans educational program planning, tutorial services, military credit evaluation, and the VA work-study program is also available. We have on-campus representatives from the local Veteran Center, California’s Employment Development Department, and county Veterans Service Office to assist with transitional counseling, career counseling, and claims processing. All veterans are invited to join our Student Veterans Association and become an integral part of Humboldt State’s student life and the Veteran’s community. You can find us online at www.humboldt.edu/veterans or by calling 707-826-6272.

Women’s Resource Center

Located in House 55, the Women’s Resource Center offers support groups, educational activities, and resource materials. The center sponsors workshops, speakers, films, concerts, and other events to promote an awareness of the roles, achievements, and concerns of women.
Admission

Requirements for admission to Humboldt State University are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning. The requirements are described below. Contact the Humboldt State University Office of Admissions or California high school and community college counselors for more information.

NOTE: Admissions requirements are subject to change dependent upon the number of applications received and possible “impacted” status at the campus.

Applying to the University. Electronic versions of the CSU undergraduate and graduate applications are accessible online at www.csumentor.edu. The CSU Mentor system allows students to browse through general information about CSU’s twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in “hard copy” form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications. Paper applications may be mailed to Humboldt State University, Admissions Office, 1 Harpst Street, Arcata, CA 95521-8299.

Importance of Filing Complete, Accurate, and Authentic Application Documents.

Humboldt State University advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations). All documents submitted for admission or evaluation become property of the University and are not returned.

Graduate Application Procedures. See section titled The Master’s Degree.

Undergraduate Application Procedures. Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed undergraduate application. The $55 nonrefundable application fee should be in the form of a check or money order payable to “The California State University” or by credit card, and may not be transferred or used to apply to another term. An alternate major may be indicated on the application. The applications of persons denied admission to an impacted and/or closed campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Impacted Programs. The CSU designates programs as impacted when more applications from regularly eligible applicants are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus which they are offered; others are impacted only at a few campuses. Candidates for admission must meet all of the campus’ specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and programs impact will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- www.calstate.edu/sas/impaction-campus-info.shtml

Campuses will communicate supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate

For master’s degree application requirements, see The Master’s Degree.

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### CSU Application Filing Periods

You are urged to apply as early as possible. Applications for impacted programs must be filed during the initial filing period (first month of the filing period or October and November for fall terms). Not all campuses/programs are open for admission to every term. If applying after the initial filing period, consult the campus admission office or CSU Mentor for current information.

<table>
<thead>
<tr>
<th>Application Term</th>
<th>Application Filing Period</th>
<th>Filing Period Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall semester or quarter 2015</td>
<td>October 1 - Nov 30, 2014</td>
<td>Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits.</td>
</tr>
<tr>
<td>Winter quarter 2016</td>
<td>June 1 - 30, 2015</td>
<td></td>
</tr>
<tr>
<td>Spring semester or quarter 2016</td>
<td>August 1 - 31, 2015</td>
<td></td>
</tr>
</tbody>
</table>

To find out which CSU campuses are currently accepting applications and which majors are open or closed, go to www.csumentor.edu/Filing_Status.
Supplementary Admission Criteria. Each campus with impacted programs or admission categories uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of AA/AS degree, the overall transfer grade point average (GPA), completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible, but no later than November or December of the preceding year.

The supplementary admission criteria used by the individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program. Details regarding the supplementary admission criteria are published at www.calstate.edu/impactioninfo.shtml.

HSU Application Deadlines. Apply to Humboldt State University as early as possible:

- To be considered for admission (the deadline for applying may occur any time after the initial filing period — October 1 to November 30 for fall term; August for spring term);
- To be among the first considered for campus housing;
- For early notification about the application, allowing more time to plan a college career.

Eligibility Index Table
for California High School Graduates or Residents of California
(nonresidents should contact the Office of Admissions)

<table>
<thead>
<tr>
<th>GPA ACT SAT</th>
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<tbody>
<tr>
<td>3.00 and above qualifies with any score</td>
<td>2.75 15 700</td>
<td>2.48 20 920</td>
<td>2.21 26 1140</td>
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<td>2.99 10 510</td>
<td>2.74 15 710</td>
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<td>2.00 30 1300</td>
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</table>

The CSU uses only the ACT score or the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.
Undergraduate Admission Requirements

NOTE: Admissions requirements are subject to change dependent upon the number of applications received and possible “impacted” status at the campus.

First-Time Freshmen. Generally applicants will qualify for consideration for first-time freshman admission if they meet the following requirements:

- Have graduated from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination (CHSPE), and
- Have a qualifiable minimum eligibility index [see “Eligibility Index”]; and
- Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements also known as the “a-g” pattern [see “Subject Requirements”].

Eligibility Index. The eligibility index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school.

Included in calculation of GPA are grades earned in all college preparatory “a-g” subject requirements, and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth grade can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

A CSU Eligibility Index [EI] can be calculated by multiplying a grade point average by 800 and adding your total score on the mathematics and critical reading scores of the SAT. For students who took the ACT, multiply the grade point average by 200 and add ten times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes), need a minimum index of 2900 using the SAT or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages.

The university has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 (ACT).

Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section. An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission. Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

Provisional Freshman Admission. Humboldt State University may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all coursework has been satisfactorily completed. Official high school transcripts must be received prior to deadline set by the university. In no case may documentation of high school graduation be received any later than the census date for a student’s first term of CSU enrollment. The campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts, and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular [non-provisional] admission when the university verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory “a-g” subjects, and, if applying to an impacted program or campus, have met all supplementary criteria.

California high school graduates and residents must have SAT or ACT scores at or above those listed beside their GPA in the Eligibility Index Table. Admission requirements for high school graduates from other states or US possessions are more restrictive than those for residents (contact the Office of Admissions for more information).

Applicants who cannot meet admission requirements may wish to enroll at a community college to prepare for admission to Humboldt at a later date as an upper division transfer. See “Admission by Exception” on page 32. For questions regarding individual situations, make an appointment with an admissions counselor: Phone 707-826-4402 or toll free 1-866-850-9556.

Subject Requirements

First-time freshmen must have completed, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units. (A unit is one year of study in high school.)

- 4 years of English
- 3 years of math (algebra, geometry, and intermediate algebra)
- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 2 years of laboratory science (1 biological and 1 physical, both must have laboratory instruction).
- 2 years in the same language other than English (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual or performing arts: art, dance, drama/theatre, or music. Both semesters must be within the same area — one full year of dance or one full year of music, etc.
- 1 year of additional coursework selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU “a-g” list.

Recommendations. Students should consider taking courses beyond the minimum required. Humboldt strongly recommends preparation in natural sciences, social sciences, visual and performing arts, languages other than English, humanities, and keyboarding.

Those planning to major in mathematics, science, engineering, premedicine, business, or economics should take four years of college preparatory mathematics and will find improved computer skills especially valuable. All students should include English and mathematics in their final high school year.

Subject Requirements for Students with Disabilities. Humboldt encourages applicants with disabilities to complete college preparatory course requirements if possible. Those unable to fulfill specific course requirements because of disabilities may be able to substitute alternative college preparatory courses.

Substitutions are authorized on an individual basis after review and recommendation by
the applicant’s academic advisor or guidance counselor in consultation with the director of the Student Disability Resource Center; and subject to approval by the Office of Admissions.

Although the distribution may be slightly different from the course pattern required of other students, those students qualifying for substitutions still will be held for 15 units of college preparatory study.

NOTE: Course substitutions may limit later enrollment in certain majors, particularly those involving mathematics.

For information or substitution forms, contact the Student Disability Resource Center 707-826-4678 (voice) or 707-826-5392 (TDD).

Transfer Policies of CSU Campuses

Most commonly, college-level credits earned from an institution of higher education accredited by a regional accrediting agency is accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

“Certification” is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at www.assist.org.

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses and any or all of the California community colleges, and other regionally accredited institutions. Established CSU and CCC articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution which does not offer bachelor’s degrees or their equivalents, for example, community colleges. Given the university’s 30-semester (45-quarter) unit residency requirement, no more than a total of 90 semester (135 quarter) units may be transferred into the university from all sources.

Transfer Requirements

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower Division Transfer Requirements.

Please contact the Office of Admissions to determine whether lower division transfer students are being admitted.

Generally, applicants will qualify for CSU admission consideration as a lower division transfer if they have a cumulative grade point average of at least 2.0 (C or better) in all transferable units attempted.

- Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see “First-Time Freshman” under “Undergraduate Admission Requirements”). or

- Were eligible as a freshman at the time of high school graduation except for missing college preparatory subject requirements, have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subject requirements with a 2.0 or better GPA.

Applicants who graduated from high school prior to 1988 should contact the Admissions Office to inquire about alternative admission programs.

Lower division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways:

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.

2. Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.

3. Earn acceptable scores on specified examinations, e.g., SAT subject tests.

Please consult with the CSU campus admissions office, to which you are applying for further information about alternative ways to satisfy the subject requirements.

Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

Upper Division Transfer Requirements.

Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. They have a cumulative grade point average of at least 2.0 (C or better) in all transferable units attempted;

2. They are in good standing at the last college or university attended; and

3. They have completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g., mathematics.

The 60 units must include at least 30 units of courses, which meet CSU general education requirement including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Associate Degrees for Transfer (AA or AS-T)/Student Transfer Achievement Reform (STAR) Act (SB 1440). The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AST) degrees offered at the California Community Colleges (CCC) are designed to provide a California community college student a clear transfer preparation and admission pathway to the CSU degree majors.

California Community College students who earn an associate degree for transfer (AA-T or AS-T) degree are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus, or non-impacted CSU program. AA-T or AS-T admission applicants are given priority con-

30 Admission Information 2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG
consideration to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AAT/AST in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester (90 quarter) units. It is the responsibility of the student who has earned an AAS/AAT to provide documentation of the degree to the CSU campus.

Provisional Transfer Admission. Humboldt State University may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit official transcripts of all college level work completed by the deadline listed in Admissions communications. Campuses may rescind admission for any student who is found not to be eligible after the final transcript has been evaluated. In no case may such documents be received and validated by the university any later than a student’s registration for their second term of CSU enrollment.

ASSIST is an articulation and transfer planning system providing a variety of information about California public institutions of higher education. For information on courses from other California colleges that can be used in lieu of specific Humboldt coursework, visit their website at www.assist.org.

Test Requirements

SAT/ACT Requirement. Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see “Eligibility Index” on page 29), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores, and should take the test no later than November or December. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from high school or college counselors and from Humboldt's Testing Center, 707-826-3611.

Applicants also may contact:
The College Board (SAT) Registration Unit, Box 6200
Princeton, NJ 08541-6200
609-771-7588
www.collegeboard.org

ACT Registration Unit
PO Box 414

Iowa City, IA 52240
319-337-1270
www.act.org

English Language Requirement. All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a minimum score of 525 written/197 computer-based/71 internet-based or above on the Test of English as a Foreign Language (TOEFL) or a minimum score of 6.0 on the International English Language Testing System (IELTS) test. Some campuses may require a higher score. A few campuses may also use alternative methods of assessing English fluency. Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores. Students who do not meet the TOEFL/IELTS requirement may enroll in the English as a Second Language Institute (ELI); see “English as a Second Language (ESL)” at the end of this catalog section.

Placement / Proficiency Tests

The CSU requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) exam and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. These examinations are designed to identify entering students who may need additional support in acquiring college entry-level English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be required to participate in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Information on testing times and places is mailed upon admission (or may be obtained from the Office of Admissions or the Testing Center). Students should make every effort to take these exams at the CSU campus closest to home on a test date early enough for scores to be received at Humboldt prior to registration.

Advanced Placement (AP) Tests. Humboldt State University grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit.

The English Placement Test (EPT) is designed to assess the level of reading and writing skills of students entering the California State University. The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of “Exempt” or “Ready for college-level English courses” on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11;
- A score of “Conditionally ready for college-level English courses” or “Conditional” on the CSU Early Assessment Program (EAP) taken on grade 11, provided successful completion of the Expository Reading and Writing Course (ERWC). AP English, 1B English or an English course approved for extra honors weight on the University of California “a-g” Doorway course list;
- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test;
- A score of 22 or above on the American College Testing (ACT) English Test;
- A score of 3 or above on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement Program;
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided the course was completed with a grade of C or better.

The Entry Level Mathematics (ELM) exam is designed to assess and measure the level of mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (Algebra I and II, and Geometry) of students entering the California State University (CSU). The CSU ELM must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students

Admission Information
who score 50 or above on the ELM will be placed in college-level mathematics classes. Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of “Exempt” or “Ready for college-level Mathematics courses” on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II;
- A score of “Conditionally ready for college-level Mathematics courses” or “Conditional” on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite;
- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test;
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2);
- A score of 23 or above on the American College Testing (ACT) Mathematics Test;
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam;
- A score of 3 or above on the College Board Advanced Placement Statistics examination;
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better.

**Early Start Program.** Entering resident freshmen who are not proficient in math or English will need to start the remediation process before their first regular term.

The goals of Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students’ chances of successful completion of a college degree.

Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

**Special Admission**

**Admission by Exception.** Section 89030.7 of the California Education Code requires that the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the university. The procedure is limited to addressing campus decisions to deny an applicant admission to the university.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website. Applicants who are denied admission to Humboldt can appeal the decision. Please refer to the appeal policy at www.humboldt.edu/admissions/apply.

**High School Concurrent Program.** High school juniors/seniors who have a 3.0 GPA or higher in their college preparatory program, and who have been recommended by their high school counselors, will be considered for enrollment through the High School Concurrent Program. Enrollment requires individual approval for each course and term of attendance. Such admission is only for a given specific program and does not constitute the right to continued enrollment. Contact the College of eLearning and Extended Education for details (707-826-3731).

**International Students**

The CSU must assess the academic preparation of international students. For this purpose, “international students” include those who hold U.S. temporary visas as students, exchange visitors, or in other nonimmigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of international students. Verification of English proficiency (see the section on the “English Language Proficiency” for undergraduate applicants), financial resources, and academic performance are each important considerations for admission.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those majors or programs with limited openings.

Academic records from foreign institutions, if not in English, must be accompanied by certified English translations, and must be on file by the following deadlines:

**Application Deadline Dates** [subject to change]:

- **Undergraduates and Second Bachelor applicants:**
  - Fall terms: June 1st
  - Spring terms: November 1st

- **Graduates:**
  - See your specific department at: www.humboldt.edu/gradprograms

**Applying to Humboldt.** International appli-
Estimated Expenses for International Students. Undergraduate international students are required to pay nonresident tuition of $372 per unit in addition to registration fees. All MBA students, international and American, must also pay a Professional Program Fee of $254 per unit ($626 total per unit for international students).

International students must be enrolled full-time (12 units per semester for undergraduates; 9 units per semester for graduates). Additionally, there are expenses for books and other school supplies, medical insurance, housing, food, and miscellaneous expenses. Please note you are required to prove your ability to provide the mandatory amount. Refer to the Estimated Yearly Costs chart for more information.

A minimum of $4,000.00 is required for modest living expenses during the summer vacation period.

All fees are subject to change upon approval by the California State University Board of Trustees, the Chancellor, or campus President.

The figures in the chart are based upon enrollment in a minimum of 12 units per semester for undergraduates and 9 units per semester for graduates, as required by the US Citizenship and Immigration Services. MBA fees are estimated on 12 units, as required by the program.

Registration fees are $372 per unit; therefore, the chart calculates $372 x 24 units for undergraduate and MBA students for one academic year. For graduate students the calculation is $372 x 18 units for one academic year. Estimates do not include the fees or living expenses for any summer courses except the MBA program.

Certification of Financial Support. All international students must submit evidence of financial ability to meet minimum costs at HSU before admission can be granted and an I-20 or DS2019 issued.

You will be asked to provide a Certification of Financial Support reflecting sufficient financial resources to meet your educational and living expenses while at HSU. The Certification must be signed by you and, if appropriate, your sponsor. Original documents are required: faxes and photocopies will not be accepted.

Undergraduate students may apply for one of the few highly competitive International

<table>
<thead>
<tr>
<th>Estimated Yearly Costs for International Students</th>
<th>August - May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
<td><strong>Graduate</strong></td>
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<tr>
<td>---</td>
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<tr>
<td>Tuition</td>
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<td>Registration Fees</td>
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<td>Books and Supplies</td>
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<tr>
<td>Room, Board, and Transportation</td>
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<tr>
<td>Incidental Expenses (laundry, clothing, etc.)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$33,016</strong></td>
</tr>
</tbody>
</table>

*Estimated costs for the MBA program includes a summer term (academic year August - July)
Eligibility Requirements for International Students:

- Applicants for Bachelor’s Degrees:
  
  *First-time freshmen* are required to have, at a minimum, the equivalent to graduation from secondary school in their native country (GCE with 5 ‘O’ levels and 2 ‘A’ levels, Maturity Certificates, Abitur, etc.)

- Applicants for Master’s Degrees:
  
  An international applicant may be admitted to a campus as an unclassified post-baccalaureate student if the applicant satisfies the requirements of each of the three following lettered subdivisions:
  
  a) The applicant holds an acceptable baccalaureate degree earned at an institution accredited by a regional accrediting association, or the applicant has completed equivalent academic preparation as determined by the appropriate campus authority; and
  
  b) The applicant has satisfied any one of the following three numbered conditions:
  
  1) The applicant has attained a grade point average of at least 2.5 in an acceptable earned baccalaureate degree,

Internally, a limited number of Graduate Assistantships and/or tuition waivers may be available through some graduate departments. Please consult with your specific graduate department for additional details.

Official Transcripts and Translations.

International applicants must provide official transcripts from all institutions attended. Official transcripts are those sent in sealed envelopes directly from the issuing institution directly to the Center for International Programs to the attention of the International Admissions Coordinator. Copies of transcripts sent by applicants or any other source will be considered unofficial and will not be accepted.

Transcripts in a language other than English must be accompanied by an official English translation. The translations must also be sent in a sealed envelope directly from the issuing institution to Humboldt State University.

All transcripts should reflect a detailed statement of the courses completed, the amount of time spent on each course, the grade earned, and an explanation of the grading system used. Any degree, certificate, or diploma awarded should be clearly indicated and included if possible.

For students from countries where schools issue only one original record to the student for all future use, you must submit copies of all required documents, each of which must have been compared with and certified as a true copy of the original document by an appropriate school or government official. You will be required to present the original document for verification to the International Admissions Coordinator prior to registration.

Applicants for Bachelor’s Degrees:

First-time freshmen are required to have, at a minimum, the equivalent to graduation from secondary school in their native country (GCE with 5 ‘O’ levels and 2 ‘A’ levels, Maturity Certificates, Abitur, etc.) which gives access to university study in their home country or graduation from a US high school. All applicants must possess an overall minimum 2.5 grade point average that will be calculated by the Center for International Programs. Applicants are required to submit one official transcript with the diploma/graduation certificate (if appropriate).

Lower-division transfer applicants (those students applying with less than 60 transferable units) must submit an official high school transcript with diploma/graduation certificate (if appropriate) showing the equivalent of high school graduation with a minimum grade point average of 2.5 and official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.0 or higher on all transferable work.

Upper-division transfer applicants must submit official transcripts from all accredited colleges and/or universities attended with a minimum overall grade point average of 2.0 on at least 60 transferable units. In addition, applicants are expected to have completed a minimum of 30 units in general education, to include English composition, speech communication, critical thinking, and math concepts with minimum grades of ‘C’ or higher. Applicants who have completed coursework outside the US will be evaluated on an individual basis, and may also be asked to present secondary school records.

Second bachelor’s applicants must submit official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.0 on the last 60 semester units attempted and hold a valid bachelor’s and/or master’s degree or equivalent.

Applicants for Master’s Degrees:

An international applicant may be admitted to a campus as an unclassified post-baccalaureate student if the applicant satisfies the requirements of each of the three following lettered subdivisions:

1) The applicant has attained a grade point average of at least 2.5 in the last 60 semester units (90 quarter units) attempted;

2) The applicant has attained a grade point average of at least 2.5 in the last 60 semester units (90 quarter units) attempted;

3) The applicant holds an acceptable post-baccalaureate degree earned at an institution accredited by a regional accrediting association;

- And the applicant was in good standing at the last institution of higher education attended.

Applicants to master’s programs are required to submit official transcripts from all accredited institutions attended. Master’s applicants are advised to contact their specific graduate department directly for additional requirements, documents, and application deadlines (for instance, applicants to some master’s program must submit official GRE test results, and nearly all departments require a statement of objectives and three letters of recommendation). Master’s applicants must satisfy admission requirements from both the major departments and the Center for International Programs.

Medical Insurance. Health care in the United States can be very costly. The California State University system requires that all non-immigrant students obtain and maintain insurance coverage for health, medical evacuation, and repatriation prior to their enrollment at a CSU campus.

Upon registering for classes at HSU, you will be assessed fees for the “CSUHealthLink” policy (administered by Wells Fargo of California Insurance Services, and underwritten by Anthem Blue Cross) which meets/exceeds California State University coverage requirements. Benefits covered by the CSUHealthLink policy can be found at www.csuhealthlink.com and a brochure can be downloaded from this website.

Contact Information:

Humboldt State University
Center for International Programs
1 Harpst Street
Arcata, CA 95521-8299 USA

Telephone: 1-707-826-4142
Fax: 1-707-826-3939
Email: international@humboldt.edu
Web: www.humboldt.edu/international

English as a Second Language (ESL): the International English Language Institute

A student whose English does not meet the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test requirements may enroll in a program of intensive English study on campus. The curriculum is designed for
Admission Information

Failure to...
Academic Renewal

The Trustees of the California State University have established a program of academic renewal. Students having difficulty meeting graduation requirements due to a grade point deficiency may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with requirements for the baccalaureate degree.

Academic renewal is intended only to facilitate graduation from Humboldt State; it does not apply to individuals who already possess a baccalaureate degree or who meet graduation requirements without the approval of a petition for academic renewal.

Conditions. In order to qualify for academic renewal, students must meet all of the conditions established by the Trustees:

- This policy can be applied only if students have met all graduation requirements except GPA.
- AND present evidence in the petition that the coursework to be disregarded was, due to extenuating circumstances, substandard and not representative of the student's present scholastic ability and level of performance.
- AND present evidence that if the petition is denied, the student will have to enroll in additional coursework involving one or more additional terms to qualify for the degree. Include the specific coursework or requirements involved.
- AND five years must have elapsed since the term or terms to be disregarded. Terms taken at any institution may be disregarded.
- AND since completing the term(s) to be disregarded, the student must have completed at least one of the following in regard to Humboldt State coursework:
  - 15 semester units with at least a 3.0 GPA
  - 30 semester units with at least a 2.5 GPA
  - 45 semester units with at least a 2.0 GPA
- AND the student’s grade point average remains below 2.0 for the major, Humboldt State, or overall.

Students who believe they are eligible should file a Petition of the Student with the Registrar through the Office of the Registrar (SBS 133).

Academic Standing

Good Standing. Undergraduate students whose Humboldt State cumulative grade point average (GPA) and overall GPA are 2.0 or above are considered in good academic standing. Graduate students whose Humboldt State cumulative GPA and overall GPA are 3.0 or above are considered in good academic standing.

Academic Probation and Disqualification. An undergraduate seeking a bachelor’s degree, a post-baccalaureate student seeking a second bachelor’s degree, or an unclassified post-baccalaureate student will be placed on academic probation if either the overall grade point average or the cumulative GPA at Humboldt falls below 2.0 (C grade average).

If a student is on academic probation and the Humboldt State cumulative GPA is below the following levels, the student will be academically disqualified:

- Freshmen (<30 units) below 1.50
- Sophomores (30 to 59.9 units) below 1.70
- Juniors (60 to 89.9 units) below 1.85
- Seniors (>90 units), post-baccalaureate students seeking a second bachelor’s degree below 1.95
- Unclassified post-baccalaureate graduates below 1.95

NOTE: A student may remain on probation for no more than two sequential semesters. After two semesters on academic probation, a student must either return to good academic standing or be disqualified.

- Graduate students, including those who are classified or conditionally classified, and credential seeking students will be placed on academic probation if their Humboldt State cumulative grade point average falls below a 3.0 (B grade average). A graduate coordinator may also notify a student of academic probation or disqualification for failure to maintain a GPA of 3.0 or better in all courses taken to satisfy the requirements of the degree. Graduate students may be placed on probation and/or disqualified for failure to make adequate progress in the program, as defined by the requirements and policies of the program, by recommendation of the program faculty and graduate coordinator, and action of the graduate dean. While on academic probation, a graduate student or a credential student’s cumulative GPA at Humboldt State is below a 3.0 for a second consecutive term, the student will be academically disqualified.

Disqualified students will not be allowed to register unless they are formally reinstated and/or readmitted to the university.

Regularly enrolled students who are academically disqualified from HSU are not eligible to enroll in coursework through eLearning and Extended Education.

For undergraduate and unclassified post-baccalaureate students:

After the absence period, an admission application is required for reinstatement consideration. Humboldt State reserves the right to accept applications for disqualified students during specified application terms only. Please contact the Office of Admissions for more information.

First DQ: Students must take off a minimum of one semester before reapplying.

Second DQ: Students must take off a minimum of a full year before reapplying. Students may be required to take additional time off, or complete courses at a different institution before being readmitted.

Third DQ: No option to reapply to HSU. May complete coursework elsewhere and reapply to a different CSU campus.

For graduate and credential students:

First DQ: Students may be immediately reinstated to the university given a positive recommendation from the graduate program including an agreement by a graduate faculty member to serve as the student’s advisor submitted to the Graduate Studies Office.

Second DQ: Students must take a minimum of one semester off before reapplying. Students may be required to take additional time off. Students may be readmitted to the university given a positive recommendation from the graduate program including an agreement by a graduate faculty member to serve as the student’s advisor. Students will be required to provide a letter with a statement describing the reasons for the academic probation and a plan to address the underlying problems in order to increase the likelihood of success. Both documents will be forwarded to the Graduate Studies Office for processing. After the absence period, an admission application is required for reinstatement consideration. Humboldt State reserves the right to accept applications for
disqualified students during specified application terms only. Please contact the Office of Admissions for more information.

Third DG: No option to reapply to HSU. May complete coursework elsewhere and reapply to a different CSU campus.

Financial aid and veterans educational benefits have satisfactory academic progress criteria that can affect aid eligibility. Baccalaureate and post-baccalaureate level veterans and eligible dependent students will be placed on veteran’s academic probation if their cumulative grade point average at Humboldt State falls below a 2.00. Veterans and eligible dependents are permitted a maximum of two semesters on probation before their benefits will be terminated due to unsatisfactory academic progress. Contact the Veterans Certification Officer, LL 5B, for information regarding veterans educational benefit criteria.

Contact the Financial Aid Office, SBS 231, for information regarding satisfactory academic progress standards for financial aid recipients.

Add/Drop (see Schedule Adjustments)

Attendance
Humboldt State University expects attendance at every class meeting. Students who have been absent from a class or lab session within the first week of instruction without notifying the instructor before the absence may be dropped from the course by the instructor no later than the end of the second week of instruction.

Not all instructors will drop students on the basis of non-attendance. Students are responsible for officially dropping the course via the web. Failure to drop the course officially will result in a grade of "WU" or "F" being submitted by the instructor. (A "WU" is a withdrawal unauthorized which is computed in your GPA the same as an "F" grade.)

Advisor Change
Requests for an advisor change are made by filing out an Advisor Change form obtained from the Office of the Registrar [SBS 133], or online at www.humboldt.edu/registrar/forms.

Auditing a Course
A student must petition the Office of the Registrar to audit a class. The Audit Petition must be approved by the instructor and have the fees paid. The petition must be returned to the Office of the Registrar, SBS 133, by the twentieth day of instruction (census).

Humboldt permits students to audit only after those otherwise eligible to enroll on a credit basis have had opportunity to do so. The same fee structure applies as for credit students. Regular class attendance is expected.

There is no limit to the number of courses a student can petition to audit within a term. You should register for the course to be audited prior to the deadline to add courses (see the Calendar of Activities and Deadlines in the Registration Guide).

Use an Audit Petition to obtain the signature/approval of the instructor of the course you wish to audit. Forms are available in the Office of the Registrar, SBS 133, or online at www.humboldt.edu/registrar/forms. Courses audited must be paid for following the same fee structure as courses in which a student is normally enrolled.

Once enrolled as an auditor, a student may not change to a credit status unless the change is requested no later than the last day to add a course.

An AU grade for the audited course will appear on the permanent record. There are no grade points earned nor are the units counted in earned, attempted or GPA hours. Audited courses are not eligible for inclusion in the determination of full/part-time status in the awarding of financial aid.

Cancelled Classes
Classes scheduled to be offered by the colleges of Humboldt State University are listed in the Schedule of Classes. Humboldt State reserves the right to cancel, postpone, divide, change the time of, combine scheduled classes, and/or change instructors.

Catalog Rights & Continuous Enrollment
A student’s catalog rights are based on when and where you begin college and how long you have been “continuously enrolled.” Students who have been enrolled either at a California Community College or a CSU campus for at least one semester or two quarters of consecutive calendar years are considered to be “in continuous attendance.” A student in continuous attendance may choose to meet the requirements for graduation specified in the Humboldt State University catalog which was/is in effect:

- When the student first enrolled in any CSU or California community college.
- When the student first enrolled at Humboldt, or
- When the student graduates.

NOTE: Students changing their major or minor may be required to complete the major or minor requirements in effect at the time of the change.

Class Level
Students are classified according to the number of semester units completed:

- Freshmen fewer than 30 units
- Sophomores 30 to 59.9 units
- Juniors 60 to 89.9 units
- Seniors 90 or more units

Commencement
Graduation ceremonies take place on the Saturday following spring semester final exams. Each college hosts its own ceremony. These are the only ceremonies taking place during the academic year.

Credit by Examination
External Credit By Exam. Humboldt State may grant credit for passing scores on external examinations such as Advanced Placement (AP), CLEP, DSST, EEE, and International Baccalaureate (IB) exams. No more than 30 semester units of such credit may apply to a baccalaureate degree. Advanced Placement (AP) and International Baccalaureate (IB) credits are excluded from this limit.

The number of units awarded and how they meet specific academic requirements are provided in the proceeding charts. If the content covered by an examination duplicates other credit awarded, the units will be adjusted from the amount indicated.

Challenging A Course At HSU. A Credit by Examination form must be submitted to the Office of the Registrar, SBS 133, during the first two weeks of the semester. Do not register for the class you would like to challenge.

Not all courses are available to be challenged. The instructor of the course and the department chair must first approve the credit by exam. Approval by the department chair and the instructor will be based upon consideration of preparation and background, the nature of the work to be covered, and the availability of qualified staff members to give the examination.

Units earned by examination will not count toward the residency requirement at Humboldt State. Persons challenging courses must be enrolled in other courses as matriculating students. Applications for internal credit by examination are available from the Office of the Registrar, SBS 133.
<table>
<thead>
<tr>
<th>Advanced Placement Exam</th>
<th>Minimum Score</th>
<th>Total Credit in Semester Units</th>
<th>Course Distribution&lt;sup&gt;a&lt;/sup&gt;</th>
<th>GE Assignment and/or Course Equivalency</th>
<th>Units</th>
<th>Elective/Course/Additional GE Credit</th>
<th>Units</th>
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<tbody>
<tr>
<td>Art History</td>
<td>3, 4, or 5</td>
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<td>Arts or Humanities</td>
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<td>Elective</td>
<td>3</td>
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<td>Art Studio - 2-D Design</td>
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<td>Arts (ART 105C)</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>Art Studio - 3-D Design</td>
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<td>Arts (ART 109)</td>
<td>3</td>
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<tr>
<td>Art Studio - Drawing</td>
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<td></td>
<td>Arts</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
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<td>6</td>
<td></td>
<td>Life Forms with lab (BIOL 104)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Biology&lt;sup&gt;b&lt;/sup&gt;</td>
<td>4 or 5</td>
<td>6</td>
<td></td>
<td>Life Forms with lab (BIOL 105)</td>
<td>4</td>
<td>Elective</td>
<td>2</td>
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<tr>
<td>Calculus AB&lt;sup&gt;c&lt;/sup&gt;</td>
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<td>6</td>
<td></td>
<td>Mathematical Concepts &amp; Quantitative Reasoning (MATH 109)</td>
<td>4</td>
<td>Elective</td>
<td>2</td>
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<tr>
<td>Calculus AB Subgrade&lt;sup&gt;c&lt;/sup&gt;</td>
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<td>6</td>
<td>Mathematical Concepts &amp; Quantitative Reasoning (MATH 109)</td>
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<td>Elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Calculus BC&lt;sup&gt;d&lt;/sup&gt;</td>
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<td>6</td>
<td></td>
<td>Mathematical Concepts &amp; Quantitative Reasoning (MATH 109)</td>
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<td>MATH 110</td>
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<tr>
<td>Chemistry&lt;sup&gt;e&lt;/sup&gt;</td>
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<td></td>
<td>Physical Universe with lab</td>
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<td>Elective</td>
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</tr>
<tr>
<td>Chinese Language and Culture</td>
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<td>Humanities</td>
<td>3</td>
<td>Elective</td>
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<td>Computer Science A&lt;sup&gt;f&lt;/sup&gt;</td>
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<tr>
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<td>Elective</td>
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<tr>
<td>English Language/Composition&lt;sup&gt;i&lt;/sup&gt;</td>
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<td>6</td>
<td>Written Communication (ENGL 104)</td>
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<td>Elective</td>
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<tr>
<td>English Literature/Composition&lt;sup&gt;i&lt;/sup&gt;</td>
<td>3, 4, or 5</td>
<td>6</td>
<td>Written Communication (ENGL 104)</td>
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<td>Elective</td>
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<tr>
<td>Environmental Science (through SU09)&lt;sup&gt;j&lt;/sup&gt;</td>
<td>3</td>
<td>6</td>
<td>Interdisciplinary Social or Behavioral Science</td>
<td>3</td>
<td>Life Forms with lab or Physical Universe with lab</td>
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<td></td>
</tr>
<tr>
<td>Environmental Science (through SU09)&lt;sup&gt;j&lt;/sup&gt;</td>
<td>4 or 5</td>
<td>6</td>
<td>Interdisciplinary Social or Behavioral Science (EMP 105)</td>
<td>3</td>
<td>Life Forms with lab or Physical Universe with lab</td>
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<td></td>
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<tr>
<td>Environmental Science (effective F09)&lt;sup&gt;j&lt;/sup&gt;</td>
<td>3, 4, or 5</td>
<td>6</td>
<td>Interdisciplinary Social or Behavioral Science (EMP 105)</td>
<td>3</td>
<td>Physical Universe with lab/ENVS 110</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>French Language &amp; Culture</td>
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<td>6</td>
<td>Humanities</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>Geography - Human</td>
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<td></td>
<td>Geography (GEOG 105)</td>
<td>3</td>
<td>DCG-N*</td>
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<td>German Language &amp; Culture</td>
<td>3, 4, or 5</td>
<td>6</td>
<td>Humanities</td>
<td>3</td>
<td>Elective</td>
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<td></td>
</tr>
<tr>
<td>Government / Politics U.S.&lt;sup&gt;k&lt;/sup&gt;</td>
<td>3, 4, or 5</td>
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<td>Political Science, Government &amp; Legal Institutions (HIST 2)</td>
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<td>Elective</td>
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<td>Government &amp; Political Comp.</td>
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<td>Political Science, Government &amp; Legal Institutions</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History - European</td>
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<td>History or Humanities</td>
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<td>Elective</td>
<td>3</td>
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<tr>
<td>History - U.S.&lt;sup&gt;k&lt;/sup&gt;</td>
<td>3</td>
<td>6</td>
<td>History (HIST 1) or Humanities</td>
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<td>Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>History - U.S.&lt;sup&gt;k&lt;/sup&gt;</td>
<td>4 or 5</td>
<td>6</td>
<td>History/HIST 110 or HIST 111 (HIST 1) or Humanities</td>
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<td>Elective</td>
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<td></td>
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<tr>
<td>History - World&lt;sup&gt;l&lt;/sup&gt;</td>
<td>3</td>
<td>6</td>
<td>History or Humanities</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>History - World&lt;sup&gt;l&lt;/sup&gt;</td>
<td>4 or 5</td>
<td>6</td>
<td>History (HIST 107 &amp; HIST 108) or Humanities</td>
<td>3</td>
<td>(HIST 109 or HIST 109B) see footnote</td>
<td>3</td>
<td></td>
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<tr>
<td>Italian Language and Culture</td>
<td>3, 4, or 5</td>
<td>6</td>
<td>Humanities</td>
<td>3</td>
<td>Elective</td>
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<td></td>
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<tr>
<td>Japanese Language and Culture</td>
<td>3, 4, or 5</td>
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<td>Humanities</td>
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<td>Elective</td>
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<tr>
<td>Latin</td>
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<td></td>
<td>Humanities</td>
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<td>Elective</td>
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<tr>
<td>Music Theory</td>
<td>3, 4, or 5</td>
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<td></td>
<td>Arts</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>Physics 1&lt;sup&gt;m&lt;/sup&gt;</td>
<td>3, 4, or 5</td>
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<td>Physical Universe with lab</td>
<td>4</td>
<td>Elective</td>
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</tr>
<tr>
<td>Physics 2&lt;sup&gt;m&lt;/sup&gt;</td>
<td>3, 4, or 5</td>
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<td>Physical Universe with lab</td>
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<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td>Physics C - Elect./Magn.&lt;sup&gt;n&lt;/sup&gt;</td>
<td>3, 4, or 5</td>
<td>6</td>
<td>Physical Universe with lab</td>
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<td>Elective</td>
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<tr>
<td>Physics C - Mechanics&lt;sup&gt;n&lt;/sup&gt;</td>
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<td>Physical Universe with lab</td>
<td>4</td>
<td>Elective</td>
<td>2</td>
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* Diversity & Common Ground - Non-Domestic
### Advanced Placement Exam

<table>
<thead>
<tr>
<th>Advanced Placement Exam</th>
<th>Minimum Score</th>
<th>Total Credit in Semester Units</th>
<th>GE Assignment and/or Course Equivalency</th>
<th>Units</th>
<th>Elective/Course/ Additional GE Credit</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>Psychology</td>
<td>3, 4, or 5</td>
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<td>Psychology (PSYC 104)</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>Seminar</td>
<td>3, 4, or 5</td>
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<td>Humanities</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Language &amp; Culture</td>
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<td>Humanities</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Spanish Literature &amp; Culture</td>
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<td>Humanities</td>
<td>3</td>
<td>Elective</td>
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<tr>
<td>Statistics</td>
<td>3, 4, or 5</td>
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<td>Mathematical Concepts &amp; Quantitative Reasoning (STAT 109 or STAT 106 or STAT 108)</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**NOTE:** A student may take an unlimited number of Advanced Placement exams and apply all to the baccalaureate degree.

1. If a student passes more than one exam in calculus, only 9 units may be applied to the baccalaureate degree.
2. If a student passes more than one exam in computer science, only 6 units may be applied to the baccalaureate degree.
3. If both Macroeconomics and Microeconomics are passed, 12 units will be applied to the baccalaureate degree and will be distributed thusly: 3 units Economics, 4 units ECON 210, 5 units elective.
4. If a student passes both exams in English, only 9 units may be applied to the baccalaureate degree and will be distributed thusly: 3 units Written Communication (ENGL 104), 3 units Humanities, and 3 units elective.
5. If a student passes more than one exam in Physics, only 6 units may be applied to the baccalaureate degree.
6. The Chancellor's Office allows credit in Life Forms or Physical Universe if the Environmental Science exam was taken Summer 2009 or earlier. Effective Fall 2009, credit is awarded to Physical Universe only. Adjustments to this policy require a petition to the Registrar. Contact the Registrar's Office for further information.
7. A total of six units/two courses chosen from: HIST 107, HIST 108, HIST 109, HIST 109B. Humanities may be awarded in lieu of the previous courses. Contact the Registrar's Office for further information.
8. Does not meet the California State and Local Government degree requirement. INST 1 meets the US History requirement, INST 2 meets the US Constitution requirement.
9. When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: Psychology: 6 units distributed thusly: 3 units to PSYC 104 and 3 elective units. PSYC 104 is an approved general education course and will automatically be routed to general education Psychology.
10. Redistribution of units effective Fall 2010 (increase GE units from 3 to 4).
11. A maximum of 6 units is allowed for each Advanced Placement exam, therefore, in this case, the units have been distributed evenly between the designated HSU courses.
12. Redistribution of units effective Fall 2013 (increase GE units from 3 to 4).

### CLEP Examination

<table>
<thead>
<tr>
<th>CLEP Examination</th>
<th>Minimum Score</th>
<th>Total Credit in Semester Units</th>
<th>GE Assignment and/or Course Equivalency</th>
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<th>Elective/Course/ Additional GE Credit</th>
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<td>American Government</td>
<td>50</td>
<td>6</td>
<td>Political Science, Government &amp; Legal Institutions</td>
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<td>American Literature</td>
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<td>ENGL 232</td>
<td>3</td>
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<td>Analyzing &amp; Interpreting Literature</td>
<td>50</td>
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<td>Humanities (ENGL 105)</td>
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<td>Biology</td>
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<td>Life Forms with lab (BIOL 105)</td>
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<td>Calculus1</td>
<td>50</td>
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<td>Chemistry1</td>
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<td>College Algebra</td>
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<td>College Comp Modular</td>
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**NOTE:** A student may take an unlimited number of CLEP exams and apply all to the baccalaureate degree.
**NOTE**: A maximum of 30 units of external exams (excluding AP and IB) will count toward degree requirements.

1. Minimum score for Calculus increased from 50 to 51 effective Fall 2009. Reduced to 50 Fall 2010.
2. Chemistry approved effective Fall 2009. Minimum score increased from 48 to 50 Fall 2010.
3. If both Principles of Macroeconomics and Principles of Microeconomics are passed, 12 units will be applied to the baccalaureate degree and will be distributed thusly: 3 units Economics, 4 units ECON 210, 5 units elective.
4. INST 1 meets the US History requirement.
5. When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: Psychology: 6 units distributed thusly: 3 units to PSYC 104 and 3 elective units. PSYC 104 is an approved general education course and will automatically be routed to general education Psychology.
6. Reduction in minimum score effective Fall 2010.
7. A maximum of 6 units is allowed for each CLEP exam, therefore, in this case, the units have been evenly distributed between the designated HSU courses.
8. Redistribution of units effective Fall 2013 (increase units for BA 210 from 3 to 4).

### CLEP Examination

<table>
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* Diversity & Common Ground - Non-Domestic
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**NOTE:** A maximum of 30 units of external exams (excluding AP and IB) will count toward degree requirements.

1 MATH 44: Remedial course, units will not count toward degree credit.

2 A passing score of 46 on the Physical Geology exam meets GEOL 109 lecture content without the lab, satisfying general education Physical Universe without lab. One unit of GEOL 399 must be taken to earn credit for both lecture and lab requirements of GEOL 109.

---

<table>
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<th>Minimum Score</th>
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**NOTE:** A maximum of 30 units of external exams (excluding AP and IB) will count toward degree requirements.

1 When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: EEE 6 units distributed thusly: 3 units to ENGL 104 and 3 elective units. ENGL 104 is an approved general education course and will automatically be routed to general education Written Communication.

* Diversity & Common Ground - Non-Domestic
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</tr>
<tr>
<td>French A Literature SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td></td>
<td>Humanities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French A Language &amp; Literature HL&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4, 5, 6, or 7</td>
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<td></td>
<td>Humanities</td>
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<td>Elective</td>
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<tr>
<td>French A Language &amp; Literature SL</td>
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<tr>
<td>French B HL&lt;sup&gt;2&lt;/sup&gt;</td>
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<td>3</td>
<td>Elective</td>
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</tr>
<tr>
<td>French B SL</td>
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<td></td>
<td>Humanities</td>
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</tr>
<tr>
<td>Further Mathematics SL</td>
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<td>3</td>
<td></td>
<td>Mathematical Concepts &amp; Quantitative Reasoning</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Geography HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td></td>
<td>Geography (GEOG 105)</td>
<td>3</td>
<td>DCG-N&lt;sup&gt;*&lt;/sup&gt;</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>German ab initio SL</td>
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<td>Humanities</td>
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<td></td>
<td></td>
</tr>
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<td>German A Literature HL&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>Humanities</td>
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<td>Elective</td>
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<td>Humanities</td>
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<td>3</td>
<td>Elective</td>
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</tr>
<tr>
<td>German A Language &amp; Literature SL</td>
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<td></td>
<td>Humanities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>German B SL</td>
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<td></td>
<td>Humanities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History (any region) HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td></td>
<td>History or Humanities</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>History (any region) SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td></td>
<td>History</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Info Tech in a Global Society HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
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<td>Geography</td>
<td>3</td>
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### International Baccalaureate Exam

<table>
<thead>
<tr>
<th>International Baccalaureate Exam</th>
<th>Minimum Score</th>
<th>Total Credit in Semester Units</th>
<th>Course Distribution&lt;sup&gt;4&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>GE Assignment and/or Course Equivalency</td>
</tr>
<tr>
<td>Info Tech in a Global Society SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Geography</td>
</tr>
<tr>
<td>Islamic History HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>History</td>
</tr>
<tr>
<td>Islamic History SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>History</td>
</tr>
<tr>
<td>Language HL (any)</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Humanities</td>
</tr>
<tr>
<td>Language SL (any)</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>Mathematics HL&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Mathematical Concepts &amp; Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematics SL</td>
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<td>3</td>
<td>Mathematical Concepts &amp; Quantitative Reasoning</td>
</tr>
<tr>
<td>Mathematical Studies SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Mathematical Concepts &amp; Quantitative Reasoning (MATH 103)</td>
</tr>
<tr>
<td>Music HL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Arts</td>
</tr>
<tr>
<td>Music SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Arts</td>
</tr>
<tr>
<td>Philosophy HL</td>
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<td>Critical Thinking</td>
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<td>Philosophy SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities (PHIL 107)</td>
</tr>
<tr>
<td>Physics HL&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Physical Universe with lab</td>
</tr>
<tr>
<td>Physics SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Physical Universe with lab</td>
</tr>
<tr>
<td>Psychology HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Psychology (PSYC 104)</td>
</tr>
<tr>
<td>Psychology SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Psychology</td>
</tr>
<tr>
<td>Spanish ab initio SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>Spanish A Literature HL&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Humanities</td>
</tr>
<tr>
<td>Spanish A Literature SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>Spanish A Language &amp; Literature HL&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Humanities</td>
</tr>
<tr>
<td>Spanish A Language &amp; Literature SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>Spanish B HL&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Humanities</td>
</tr>
<tr>
<td>Spanish B SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities</td>
</tr>
<tr>
<td>Theatre HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Arts</td>
</tr>
<tr>
<td>Theatre SL</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Arts</td>
</tr>
<tr>
<td>Visual Arts HL</td>
<td>4, 5, 6, or 7</td>
<td>6</td>
<td>Arts (ART 105B)</td>
</tr>
<tr>
<td>Visual Arts SLA</td>
<td>4, 5, 6, or 7</td>
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<td>Arts (ART 105B)</td>
</tr>
<tr>
<td>Visual Arts SLB</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Arts (ART 105B)</td>
</tr>
<tr>
<td>World Religions</td>
<td>4, 5, 6, or 7</td>
<td>3</td>
<td>Humanities</td>
</tr>
</tbody>
</table>

**NOTE:** A student may take an unlimited number of International Baccalaureate exams and apply all to the baccalaureate degree.

1 Prior to summer 2007 a score of 5, 6, or 7 was required for HL exams.
2 Course content for ENGL 105 is fully met if exam was passed summer 2007 or later. Contact the Registrar's Office for further information.
3 Units increased from 3 to 6 effective Fall 2009 for HL Biology, Chemistry, Physics.
4 When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: Psychology HL: 6 units distributed thusly: 3 units to PSYC 104 and 3 elective units. PSYC 104 is an approved general education course and will automatically be routed to general education Psychology.
5 Units increased from 3 to 6 effective Fall 2010 for HL Languages and Mathematics.

### Military Service

<table>
<thead>
<tr>
<th>Military Service</th>
<th>Minimum Score</th>
<th>Total Credit in Semester Units</th>
<th>Course Distribution&lt;sup&gt;4&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>GE Assignment and/or Course Equivalency</td>
</tr>
<tr>
<td>Basic Training (other than Marines)</td>
<td>n/a</td>
<td>4</td>
<td>Lifelong Understanding &amp; Integration of Self</td>
</tr>
<tr>
<td>Basic Training (Marines)</td>
<td>n/a</td>
<td>8</td>
<td>Lifelong Understanding &amp; Integration of Self</td>
</tr>
</tbody>
</table>
Credit for Non-Collegiate Instruction

Humboldt grants undergraduate degree credit for successful completion of non-collegiate instruction — either military or civilian — appropriate to the baccalaureate degree. Credit must be recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The numbers of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

The National Guide to Educational Credit for Training Programs recommends the number of units allowed. Appropriate documentation of instruction/coursework must be submitted to the registrar through the Office of the Registrar before credit can be awarded.

Military Credit. Students may earn general education and elective credit for active military service with an honorable discharge by filing a copy of their Member 4 DD214 with the Veterans Enrollment & Transition Services (VETS) office. Students may earn credit for education and training courses completed in the military based on recommendations by the American Council on Education. Students are required to submit a military registry transcript to VETS.

Contact Veterans Enrollment & Transition Services to see about obtaining a military registry transcript or if you have questions about your military evaluation, 707-826-6272.

Credit Hour

As of July 1, 2011, federal law (Title 34, Code of Federal Regulations, Sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the “credit hour” is defined as “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

A credit hour is assumed to be a 50-minute period. In courses in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Credit Limitations

Extension and Correspondence. Students may count no more than 24 semester units of extension or correspondence courses toward a bachelor’s degree. NOTE: These may not count toward the residency requirement.

Open University. Students may count no more than 24 semester units of Open University / Special Session courses toward a bachelor’s degree. No more than nine units of Open University / Special Session courses can apply toward a master’s degree (provided these courses are on the candidate’s approved master’s program).

Transfer Credit. No more than 70 semester units earned at an accredited community college may transfer to Humboldt State. (California Code of Regulations, Title 5).

No more than six units earned in intercollegiate athletics may count toward graduation requirements. No more than two units of intramural courses may count toward graduation.

Credit/No Credit

Mandatory Credit/No Credit. Some courses are offered only credit/no credit — no letter grades. These include activity courses, thesis projects, field projects, independent study courses, and specialized courses.

Optional Credit/No Credit. In some courses, students choose between taking a letter grade or credit/no credit. A student choosing the credit/no credit option must do so by the eighth week of classes; otherwise the student will receive a letter grade.

Courses used to fulfill major requirements may not be taken on an optional credit/no credit basis. No more than 24 semester units of credit/no credit [mandatory and/or optional] taken at Humboldt State will count toward a bachelor’s degree.

Graduate students can choose optional CR/NC only for courses not required by their approved program. No more than one-third of master’s degree courses may be taken credit/no credit.

Students may take only one optional CR/NC course per semester at Humboldt State.

Evaluating Credit. For an undergraduate, unclassified post-baccalaureate, and second bachelor’s degree student, credit is equivalent to a passing grade (A, B, C, or C). No credit is equivalent to a D+ or lower. For a graduate student who is in a master’s degree program, or a credential-seeking student, credit is equivalent to a passing grade (A, B, or B). No credit is equivalent to a C+ or lower.

Although grades of CR and NC do not affect GPA calculation, some universities and many graduate schools interpret an NC grade as an F.

Disqualification

(see Academic Standing)

Double Major

Students may earn a bachelor’s degree with two majors by completing the requirements for both programs. Although both majors appear on the permanent record, the student receives one degree.

Students may request a second major only if they meet the following criteria:

- They file a major contract with each major program by the time they have completed 90 units.
- The major contracts demonstrate that they can graduate with both majors completed in fewer than 140 total units.

Students who choose to complete a second major and cannot complete the required courses in less than 140 units may submit a request for an exception to the department chair and dean.

Drop/Add

(see Schedule Adjustments)

Educational Leave

(Leave of Absence)

Undergraduate students [in addition to post-baccalaureate students who are pursuing a certificate or bachelor’s degree] who plan on not attending Humboldt State University for a semester; can request a leave of absence or educational leave from the university if qualified.

A leave of absence may be requested for two terms, but may be extended for two additional terms [for a maximum of four terms] under special circumstances. For more information or to obtain an educational leave request, contact the Office of the Registrar (SBS 133), or go to www.humboldt.edu/registrar.
Graduate students, including those who are classified or conditionally classified, and credential seeking students, should request a leave of absence or educational leave from the university if they will not be attending HSU each semester. The request should be submitted to the Office of Academic Programs & Undergraduate/Graduate Studies, SH 217A.

All students must attend at least one term prior to requesting a leave of absence. A leave of absence maintains continuing student status. This allows students to maintain catalog rights and eligibility to enroll for the term immediately after the expiration of the leave without reapplying to the university. While on leave a student is not considered enrolled and is not eligible for any services from the university. Students will be apprised of registration information and deadlines for the term they are to return to Humboldt State, via their preferred email address.

NOTE: Students must keep their HSU preferred email address up-to-date. Humboldt State will be contacting them via email with important registration information after the leave has ended. Please see the following section on “Email Policy.”

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### Email Policy

HSU email accounts are the officially recognized accounts for email communication between students and the university. All HSU students are responsible for checking their HSU email account for official communications. While students may elect to redirect messages sent to their official HSU email address to another address, those who redirect their email to another address do so at their own risk.

Having email lost as a result of redirection does not absolve the account holder from responsibilities associated with communication sent to their official email address. The university is not responsible for the handling of email by outside vendors or unofficial servers.

This policy does not preclude the university from utilizing other forms of communication, such as registered mail.

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### Enrollment Limitations

The CSU may impose unit limitations on a term-by-term basis. Check with the current Registration Guide at www.humboldt.edu/oaa/classes.shtml for the most up-to-date information.

Due to their academic standing, some students are limited to enrolling in no more than 12 units. Advisors cannot change units for these students. These students should contact the Office of the Registrar, SBS 133, for information on their unit limit.

### Full-Time Status

A normal course load is 15 units for undergraduates to ensure timely progress towards the bachelor’s degree. Undergraduates taking twelve or more semester units, graduate students taking nine or more semester units, or post-baccalaureate students taking twelve or more semester units are enrolled full-time for student verification purposes.

### Grades on the Web

You may view your student records online, including holds, term grades, addresses, and account information. Grades for fall semester are available in January; spring grades are available the end of May; summer grades are available the end of August. Grades are not sent by mail or email.

### Grading Symbols

[See Grade Point System chart for specific grade point values.]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Included in GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Yes</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
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</tr>
<tr>
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</tr>
<tr>
<td>WU</td>
<td>0.0</td>
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</tr>
</tbody>
</table>

* Report in Progress in undergraduate level courses change to “F/NC” if not completed within one year.

* Report in Progress in master’s theses courses change to “F/NC” if not completed within seven years.
courses. Master’s thesis courses with an RP grade must be completed within seven years from the end of the term in which it was assigned. If an undergraduate student does not complete the coursework within one year; the RP grade will be administratively changed to a grade of F [Failure] and will be included in the student’s grade point average or to a grade of NC [No Credit] depending on the grade mode of the course. If a graduate student does not complete the coursework within seven years, the RP grade will be administratively changed to a grade of F [Failure] and will be included in the student’s grade point average or to a grade of NC [No Credit] depending on the grade mode of the course.

W, Withdrawal — an authorized drop of the class within the allowed deadline. The symbol W indicates the student was permitted to drop the course after the fourth week of instruction with the approval of the instructor and department chair. It carries no connotation of quality of student performance and is not used in calculating grade point average.

NOTE: If a student withdraws completely from Humboldt, an instructor has the right to override a W with an F or NC, depending on the grade mode of the course. Effective fall 2009, students will only be permitted to withdraw from 18 semester units after the fourth week of instruction for a serious and compelling reason.

WU, Withdrawal Unauthorized — indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of the academic performance possible. For purposes of grade point average this symbol is equivalent to an F and is included in grade point average.

# symbol — following a grade indicates a remedial course. Remedial courses do not earn academic or degree credit.

Graduate Credit

Undergraduate students may earn graduate credit by petition under the following circumstances:

- Only courses taken in the final semester of the senior year are applicable;
- No more than six units remain to complete requirements for the bachelor’s degree;
- Cumulative GPA is 2.5 or higher;
- Applicable courses are upper division or graduate level and, if being used for graduate credit, are not also being used for undergraduate credit;
- Application for graduation (degree check) is on file with the Registrar;
- No more than nine units taken as an undergraduate may be applied to the master’s degree;
- Students must complete the Petition for Graduate Credit (To be Earned in Final Semester of Senior Year) form available in the Office of Academic Programs & Undergraduate/Graduate Studies, Siemens Hall 217A.

Graduation, Applying for

To graduate from Humboldt State University students must apply for graduation, which initiates a degree check. The university does not automatically grant academic degrees upon completion of degree requirements. Students pursuing a bachelor’s degree may apply for graduation any time after they have reached junior standing (60 units), and it is strongly recommended they apply AT LEAST three semesters prior to their expected term of graduation. Early application ensures that students receive their degree checks in time for adequate planning and advising for the final semester(s) of enrollment. It is recommended that students pursuing master’s degrees apply for graduation at least one semester before finishing all degree requirements. Please refer to the Calendar of Activities and Deadlines in the Registration Guide for application deadlines.

Bachelor’s degree Applications for Graduation are available at the Office of the Registrar; SBS 133, and online at www.humboldt.edu/registrar/. The Application for Graduation for master’s students is available from the Office of Academic Programs & Undergraduate/Graduate Studies, SH 217A.

Students pursuing a bachelor’s degree must accompany their Application for Graduation with a major contract approved by their major advisor and department chair (unless an approved major contract has already been sent to the Office of the Registrar). Students should make arrangements with their major advisor to obtain this contract.

Once the major contract is approved and the Application for Graduation form is filled out, students need to pay a graduation fee at Student Financial Services, SBS 285, and return the receipted Application For Graduation and the major contract to the Office of the Registrar.

Once the Application for Graduation is received, a degree check is prepared and sent to both student and advisor. The degree check summarizes how degree requirements have been satisfied and lists remaining requirements. Students are encouraged to come to the Office of the Registrar if they have any questions about their degree check or, if they wish, to receive an update on their progress towards their degree objective.

Once the student has applied for graduation the student’s name may be included as a candidate for graduation on lists for faculty approval, diploma ordering, and commencement booklet publication for the expected term of graduation (see the Calendar of Activities and Deadlines in the Registration Guide). Details regarding the May commencement ceremony are available online at www.humboldt.edu/commencement.

Once an undergraduate student has applied for graduation, the student is not eligible to register for the term following the expected graduation date without first reapplying to the university as a post-baccalaureate student or deferring the expected date of graduation.

After semester grades are processed, degree checks are reviewed for all candidates for graduation for that term. If all degree requirements are satisfied, the degree is posted to the student’s academic record and a diploma is sent shortly thereafter. If any requirements remain unsatisfied, a letter outlining the deficiency is sent to the student. Should the student need to postpone graduation after the expected date of graduation has passed, a reapplication fee is required. To change a graduation date, students may download the printable Graduation Date Change Request available at www.humboldt.edu/registrar/forms.
Graduation with Distinction
Master’s candidates awarded the Patricia O. McConkey Award in their program will graduate with distinction. Students who participate in commencement, but who have not completed their culminating experience requirement may be nominated for the award the following semester.

Graduation with Honors
Humboldt State University awards honors to undergraduate students at the time of graduation, based on the following criteria:
- Completion of 30 units in letter-graded coursework in residence at Humboldt State
- A minimum GPA of 3.50 on all work taken at Humboldt State
- An overall minimum GPA of 3.50 on all work attempted

The overall grade point average (including both transfer and Humboldt State coursework) determines which honors the student receives at graduation:
- Summa Cum Laude 3.85 to 4.00
- Magna Cum Laude 3.70 to 3.84
- Cum Laude 3.50 to 3.69

Honors are printed on the diploma and on official HSU transcripts.

Honors for second-baccalaureate degree candidates. When computing grade point averages for honors purposes, all undergraduate units from HSU and transfer colleges will be considered, plus the HSU post-baccalaureate units.

NOTE: Master’s degree candidates are not awarded honors. See “Graduation with Distinction.”

Half-Semester or Less Courses
To allow for flexibility in scheduling, departments may offer courses at various times during the semester on a ten-week, seven-week, five-week, and weekend workshop format. For purposes of adding and dropping, courses must be added and/or dropped by the deadlines listed in the Calendar for Activities and Deadlines found in the Registration Guide available online.

Holds
Holds can prevent registration, adding and dropping classes, receiving transcripts, obtaining grades, or graduating. It is recommended that students check their Student Center at www.humboldt.edu at least five days prior to their registration starting time in order to have time to clear any holds that may prevent registration. To view any possible holds, log in to the campus portal at www.humboldt.edu/myhumboldt. Once logged in, click on Student Center. The Holds section is in the upper right-hand corner of your screen.

Holds are placed on a student’s account for various reasons, including money due to the university, library fines, outstanding/dishonored checks, lost key charges, immunization requirements not being met, admission requirements not being met, remedial course work requirements not being met, and more. Students should contact Student Financial Services, SBS 285, regarding financial obligations. The Student Health Center should be contacted regarding immunization requirements. The Office of the Registrar, SBS 133, should be contacted regarding academic and records-related holds.

HSU Identification
HSU-ID Number. To assist in protecting students from identity theft, Humboldt State University has generated an identification number (HSU-ID) for each student. Students are encouraged to carry their valid HSU-ID card as various areas on campus will require that the HSU-ID card be swiped to obtain access or services. The HSU-ID card can be used only for obtaining services from the university. It cannot be used to establish credit or to identify a student for business purposes outside the university. Therefore, if the card is lost, it does not create the potential for identity theft inherent in using social security numbers (SSNs).

HSU Username. In an effort to consolidate login information and to provide better protection of student information, many components of HSU’s system use the student’s HSU username (e.g. abc123 or abcd1234) as a login.

Social Security Number. Humboldt State uses the social security number to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. The Internal Revenue Service requires the university to file information returns that include the student’s social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used to help determine whether a student, or a person claiming a student as a dependent, may take credit or deduction to reduce federal income taxes. Many efforts are made to protect the privacy of this number.

ID Card. Students must have a picture taken in order to obtain a student identification card. An ID card is needed to use the library, Student Health & Counseling Center, and various campus services, as well as to pick up financial aid checks, ride the local transit system, and obtain student discounts for campus events. ID pictures are taken in the campus ID Office, located in the library, Monday through Friday, 10:00 A.M. to 3:00 P.M., and Monday through Thursday, 6:00 P.M. to 9:00 P.M. by appointment, call 707-826-5801. New students should contact the campus ID Office in the library regarding specific dates and times pictures will be taken at the beginning of each semester. The cost of the ID card is included in the registration fee the first term of enrollment at Humboldt State. There is a $5 fee, payable at Student Financial Services, SBS 285, or the Housing cashier; if the ID card needs to be replaced. The receipt must be presented to the ID Office prior to having a new card made. For further information visit the ID Office website at library.humboldt.edu/circulation/id_cards.html.

Major Changes
Undergraduate students who wish to request a major change must file the appropriate form with the Office of the Registrar, SBS 133. The required signatures must be obtained from the department before the forms are filed. Some departments may have additional requirements.

Graduate students should contact Academic Programs & Undergraduate/Graduate Studies, SH 217A for information on changing their major.

Forms for requesting a change of major; are available from the Office of the Registrar, or online at www.humboldt.edu/registrar/forms.

Major Change Policy: Students are not permitted to change majors after they have earned 90 units, unless the new major can be completed in less than 140 total units. Students changing majors after having earned 90 units are required to complete a new major contract before completing additional units beyond 90. Students who choose to change majors and cannot complete the required courses in less than 140 units may submit a request for an exception to the department chair and dean.

Minor, Declaring
Requests for declaring minors are made by filling out a Minor Declaration/Update form obtained from the Office of the Registrar (SBS 133), or online at www.humboldt.edu/registrar/forms.

Noncollegiate Instruction
(see Credit for Noncollegiate Instruction)
President Scholar

An undergraduate student who completes at least 12 graded (A-F) units with a minimum term grade point average of 3.85 is designated a Presidential Scholar. This designation appears on the student’s academic transcript.

Probation
(see Academic Standing)

Registration

Students register for classes online, from any computer with Internet access, at home or on campus.

Continuing students normally register in November for the spring semester and in April for the fall semester: New students, transfer students, and returning students have the opportunity to register before the beginning of the term. Students should refer to their admission letter and the online Registration Guide for more specific registration information.

Registration Holds

A hold is placed on a student’s registration and schedule adjustment for a financial obligation greater than $99 and less than $200 days old owed to the university or for other administrative reasons. Students are responsible for resolving any holds placed on their registration.

Remedial Courses

Courses numbered 001-099 are remedial courses. These courses are designed to assist students in developing basic skills that are essential to successful university achievement. Units and grades earned will not count in the student’s grade point average nor towards meeting graduation requirements. The # symbol following a grade indicates a remedial course on a student’s HSU transcript.

Remediation

Basic skills in mathematics are vital to academic success at Humboldt. Some students are admitted to the university with a need for further development in this area, as measured by scores on the Entry Level Mathematics (ELM) exam.

In order to ensure academic success for all students, and in compliance with California State University regulations, Humboldt State University requires that all new students with ELM scores that indicate a need for remediation enroll in appropriate remedial classes their first term of attendance. Some students may need a sequence of remedial courses; these students must enroll in the appropriate remedial course each term of attendance until remediation is satisfied. All remediation must be completed within one year from a student’s first term of enrollment at Humboldt. Students who do not satisfactorily complete the required courses within one year are not eligible to continue at Humboldt. Satisfactory completion of remedial courses requires a grade of C- or higher. See “Early Start Program” in the Admissions section for more information.

Repeating Courses

Undergraduate students may repeat up to 16 units with grade forgiveness. With the exception of repeatable courses, undergraduate students may only repeat courses if they earned grades lower than a C. For the first 16 units of repeated courses, only the newer attempt calculates into the student’s GPA. Undergraduate students may only repeat a course for grade forgiveness two times and each of these attempts counts toward the 16-unit maximum for repeats. Grade forgiveness will not be allowed for a course for which the original grade was the result of a finding of academic dishonesty. Students may repeat an additional 12 units (beyond the initial 16) with “grades averaged,” where both the original and new grade are included in the calculation of the student’s GPA. Undergraduate students may not repeat more than 28 units of course work. This limit applies only to units completed at Humboldt State University.

Exceptions occur in cases where an academic program on campus specifically designates that a course is repeatable so that the automatic repeat process does not take place. For instance, ENVS 111 is set up by the department to be repeatable 4 times. This means that a student may earn credit for the course a maximum of 5 times.

Students should submit a petition to the Office of the Registrar; SBS 133, if special circumstances are involved. Repeating a Humboldt State course that was previously taken at another college may require permission from the university department offering an equivalent course (if the equivalency has not been established by an articulation agreement). Additionally, the department chair must sign a Student Petition, if applicable, which is available from the Office of the Registrar. In order to override the Humboldt State automatic repeat policy, the student needs approval of the department chair on a Student Petition.

The grades of I, NC, RP, RD, and W are not considered as attempts for grade point average computation. Contact the Office of the Registrar; SBS 133, regarding courses taken prior to fall semester 1996. NOTE: Some universities calculate all attempts of every course and ignore the undergraduate grade point average provided by Humboldt State for post-baccalaureate programs (e.g. graduate level programs, law school, medical schools).

Students who are pursuing a second bachelor’s degree, or who are unclassified post-baccalaureate students, are eligible to use the undergraduate repeat policy. Students should submit a petition to the Office of the Registrar; SBS 133.

Graduate students may repeat courses; however, all grades will appear on the permanent record and count in the grade point average. The units earned toward the degree count only once.

NOTE: A student may not take a course at Humboldt State, repeat it at another college, and then use the repeat policy to remove the Humboldt State course from the grade point average.

Schedule Adjustments

Students may view an updated list of open, cancelled, and closed classes at www.humboldt.edu/oaa/classes.shtml or by going to Humboldt’s homepage at www.humboldt.edu and selecting Class Schedule from the Quick Links drop-down menu. Schedule adjustments may be made by using Student Center:

Adding Courses. During the first four weeks of classes, all adds can be done by the student via Student Center. Instructor approval is not required for students to enroll in open classes during the first week of instruction, except for those that require special approval. Instructor approval is required (with a permission number) for students to enroll in any class beginning the second week of instruction through the fourth week of instruction. A $20 fee per course is assessed.

Courses cannot be added after the fourth week of classes (see “census” in the Calendar of Activities and Deadlines at www.humboldt.edu/oaa/classes.shtml for deadline dates). After the fourth week, approval to add courses will only be considered if verification that the course is necessary for the student to graduate at the end of the current semester is provided. Instructor, department chair, and college dean signatures are required.

When adding courses with lecture, lab and/or activity/discussion links, all courses/sections must be added in Student Center.
Dropping Courses. When dropping a course that requires a lab or activity, both the lecture and the lab/activity must be dropped at the same time.

As a matter of university policy, the instructor in the course may opt to drop a student upon absence from a class lab session within the first week of classes. Ultimately, it is the responsibility of the student to drop the course via the web. (See “Attendance” in the Academic Regulations section of this catalog.)

During the first four weeks of instruction, students may drop a class from their schedule via Student Center. After the first four weeks of classes, permission to withdraw with a documented serious and compelling reason must be approved. A $20 fee per course is assessed.

Go to www.humboldt.edu/withdraw to start the process. Students can only withdraw from a maximum of 18 units. Withdrawal from courses for reasons that are catastrophic, such as accident or serious illness, do not count toward the 18-unit limit. A “W” grade is recorded on the academic record and a $20 fee will be charged per course. The final drop deadline is the end of the tenth week of classes (see the Calendar of Activities and Deadlines in the Registration Guide for deadline dates: www.humboldt.edu/oaa/classes.shtml).

A student is not permitted to withdraw from any classes during the last five weeks of instruction or later except in cases where the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an incomplete grade is not practicable. Approval for requests for course withdrawals during the final five weeks of the semester are seldom granted. Such withdrawals from courses will not count towards the total of 18 permitted semester units of withdrawn courses.

NOTE: When you drop all of your classes using Student Center (during the first week of instruction), the information is relayed to the Office of the Registrar. You will be withdrawn from the university. The date on which the drop process is completed is the effective date used for official records in the Office of the Registrar, Financial Aid Office, and Student Financial Services. Many students, however, must also complete various exit procedures with offices on campus. We strongly encourage students that are considering withdrawing to visit the Office of the Registrar or the Academic & Career Advising Center; GH 114, for a full discussion of the withdrawal procedure. Following the complete withdrawal procedure ensures that outstanding issues are dealt with in advance of leaving the university.

Students should contact the Office of the Registrar to request permission to withdraw completely from the term.

Second Bachelor’s Degree (for post-baccalaureate students only)

All undergraduate units and post-baccalaureate units are counted in computing overall units and grade point average. Candidates should apply for graduation early in order to receive a complete evaluation of their progress toward the second degree.

To earn a second bachelor’s degree at Humboldt, a student must complete at least 30 semester units in residence at HSU beyond the requirements of the first degree. Of these units, 24 must be upper division, and at least 12 of the upper division units must be included in the major. Student must have an overall 2.00 grade point average at HSU.

Candidates must fulfill the requirements of the second degree and must satisfy the GWPE and DCG requirements.

Honors for second-baccalaureate degree candidates. When computing grade point averages for honors purposes, all undergraduate units from HSU and transfer colleges will be considered, plus the HSU post-baccalaureate units.

A student may not concurrently earn two bachelor’s degrees; for information on pursuing two majors, please see Double Major.

Second Master’s Degree

Preparation equivalent to an undergraduate major in the student’s field is prerequisite to earning a second master’s degree. The program for the second degree requires a minimum of 30 semester units, 24 of which must be beyond the requirements for the first master’s degree and 21 of which must be completed in residence. In addition, students must meet the requirements set by their graduate committee.

Transferring to Another Institution

For specific requirements, students should consult with the institution to which they plan to transfer. Humboldt State is accredited by the Western Association of Schools and Colleges and by the State Board of Education. This ensures that institutions accredited by the same (or similar) boards will accept student credits.

Transcripts

Students may request a copy of their academic record or transcript by filing a transcript request form at the Office of the Registrar. The form can be printed from www.humboldt.edu/registrar or ordered by mail at the following address:

Office of the Registrar
Transcript Section
Humboldt State University
1 Harpst Street
Arcata CA 95521-8299

Transcript requests may also be faxed to 707-826-6194.

To avoid delays in processing, include:

- Student’s current full name and all other prior names used
- Student’s HSU-ID number or social security number
- Date of birth
- Beginning/ending dates of attendance
- Whether the current term’s grades are to be included (when a transcript is ordered near the end of a term)
- Full address of the agency, college, or individuals to whom transcripts are to be sent (complete mailing addresses are required)
- Student’s signature and date (authorizing release of records to the designee)
- The correct fee payment (or pay online)

The current fee is $4 for the first copy, $2 for each additional copy prepared at the same time (to a total of ten copies), and $1 per copy over ten. Students may print unofficial copies of their HSU transcripts from Student Center.

Because of the volume of transcript requests, a delay of up to four weeks may occur after grades have been posted to the academic record. Requests are processed on a first-come, first-served basis.

The Office of the Registrar will accept requests to expedite service, such as preparing and mailing transcripts within 72 hours or preparing special certifications of graduation status prior to issuing a diploma. There are additional fees for expedited services. Requests for special handling will be accepted only if work volume permits. To request expedited service or special handling, call 707-826-4101. For more detailed instructions on how to order and pay for a transcript, please visit the transcript department’s website at: www.humboldt.edu/registrar/transcripts.
Withdrawal from HSU

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university’s official withdrawal procedures. Failure to follow formal university procedures by stated dates will result in an obligation to pay fees (please see the Calendar of Activities and Deadlines in the Registration Guide) as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Any students who are anticipating the need to withdraw from Humboldt State are encouraged to discuss this with their academic advisor or with staff at the Office of the Registrar; SBS 133, 707-826-4101 or the Academic & Career Advising Center.

To start the withdrawal process, a student should go to the Office of the Registrar: A student who formally withdraws prior to the end of the fourth week of instruction will have only an appropriate date of withdrawal [no coursework] appear on the academic record for that term.

After the first four weeks of the semester, a request to withdraw with a documented serious and compelling reason must be approved. Go to www.humboldt.edu/withdraw to start the process. A date of withdrawal appears on the academic record and all coursework appears with a grade of “W” [withdrawal]. A maximum of 18 units can be withdrawn throughout your career at Humboldt State University.

A student is not allowed to withdraw during the last five weeks of instruction or later except in cases where the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an incomplete grade is not practicable. Requests for course withdrawals during the final five weeks of the semester are seldom granted. Such withdrawals will not count towards the total of 18 permitted semester units of withdrawn courses.

Students must notify all course instructors of withdrawal. An instructor has the right to override a “W” grade with a grade of “F” or “NC.” For information regarding deadlines for partial refund upon withdrawal consult the Calendar of Activities and Deadlines and Student Financial Services. Graduate students (master’s degree seeking) must also contact their graduate department coordinator regarding their withdrawal.

A student who does not plan to return to Humboldt State the next semester may need to request a leave of absence or reapply to the university upon return. For more information please see the “Educational Leave” section of this catalog or contact the Office of the Registrar, 707-826-4101.

Financial Aid. Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received. If a student withdraws from the university, or ceases attendance, a portion of student financial assistance received may be considered unearned and must be returned to the program. Financial aid recipients will be billed for any unearned financial aid and resulting unpaid university charges.

Housing. Students who have paid for housing on campus should contact the Office of Housing and Dining Services, 707-826-3451 or housing@humboldt.edu concerning refunds.

NOTE: Students must check their HSU email address. Humboldt State University will contact students via this email address with important information (see “Email Policy” for more details).

Withdrawal Procedures for Students Mobilized for Active Duty. Humboldt State students who are in the military reserves or the National Guard of the United States who are called to active duty after the beginning of a semester or summer session have two options they may consider in determining their enrollment status with the university. Normal withdrawal procedures should be followed whenever possible. However, if students are unable to complete the necessary paperwork by coming into the Office of the Registrar; SBS 133, or writing a letter of withdrawal, the university shall accept notification from the student or a family member. The Office of the Registrar will verify all notifications.

Students may also contact Veterans Enrollment & Transition Services, 707-826-8272, with questions or for assistance with required paperwork. Withdrawals as a result of a verified call to active duty do not count towards the 18-unit withdrawal limit.

OPTION 1 - Students may withdraw from all courses:

A student may choose to do a total withdrawal from all classes, and under a CSU policy, receive a full refund of tuition and fees. This option requires that the student withdraw from every course and receive no grade for any course taken during the semester.

To process this total semester withdrawal, undergraduate students must contact the Office of the Registrar; SBS 133, 707-826-4101, or email records@humboldt.edu to complete the necessary paperwork and to start the process for refunds; in addition graduate students should notify the Office of Academic Programs & Undergraduate/Graduate Studies, Siemens Hall 217A, 707-826-4192.

A student who does not plan to return to HSU the next semester must request a leave of absence. This approved leave of absence will ensure that the student will retain their catalog rights and will allow the student to register for subsequent terms without reapplying for admission.

OPTION 2 - Students may take a grade of incomplete in courses.

If a substantial part of the semester has been completed by the time the student is called for active military duty, the student may meet with each instructor to determine if the assignment of an incomplete grade is practicable. The conditions for completing course work and receiving a final grade should be agreed to between the student and the instructor by completing an Authorized Incomplete form available from any academic department. If the assignment of an incomplete grade is not practicable, then students should be offered the option of withdrawing from the course.

A student who does not plan to return to HSU the next semester must request a leave of absence. This approved leave of absence will ensure that the student will retain their catalog rights and will allow the student to register for subsequent terms without reapplying for admission.
Fees & Financial Aid

CSU Funding
Average Support Cost Per Full-Time Equivalent Student and Sources of Funds.
The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2015/16 budget amounts were $2,967,063,000 from state General Fund (GF) appropriations (not including capital outlay funding), $2,106,781,800 from tuition fee revenue and after tuition fee discounts [forgone revenue] for a total of $5,093,844,800. The number of 2015/16 FTES is 346,050 resident target and 18,630 non-resident students for a total of 364,680 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student’s academic load).
The 2015/16 average support cost per FTES based on GF appropriation net tuition and fee revenue is $14,409, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, and other campus mandatory fees). Of this amount, the average net tuition and other fee revenue per FTES is $5,777.

Fees
The registration fee includes the student body association fee; student body center fee; health facilities fee; instructionally-related activities fee; student health and counseling fee; materials, services, and facilities fee; the tuition fee; and other course-related fees, as determined by the department.

Students who are residents of states other than California, or nonresident students from other countries, must pay nonresident tuition fees in addition to the registration fee. Students auditing a class still pay regular fees.

Credit Cards. Visa, MasterCard, Discover, and American Express credit cards may be used to pay fees through a third party vendor via the web or your student account. Payments may also be sent directly to the HSU Cashier’s Office.

Fee Waivers and Exemptions. The California Education Code includes provisions for the waiver or exemption of mandatory systemwide fees as follows: Section 66025.3 – Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran via the web or your student account. Payments may also be sent directly to the HSU Cashier’s Office.

Fee Waivers and Exemptions. The California Education Code includes provisions for the waiver or exemption of mandatory systemwide fees as follows: Section 66025.3 – Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran via the web or your student account. Payments may also be sent directly to the HSU Cashier’s Office.

2015/16 CSU Funding

<table>
<thead>
<tr>
<th>2015/16 CSU Funding</th>
<th>Amount</th>
<th>Average per FTE Student</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation (GF)¹</td>
<td>$2,987,063,000</td>
<td>$8,632</td>
<td>60%</td>
</tr>
<tr>
<td>Net Tuition Fee Revenue²</td>
<td>$2,106,781,800</td>
<td>$5,777</td>
<td>40%</td>
</tr>
<tr>
<td>Total Support Cost</td>
<td>$5,093,844,800</td>
<td>$14,409</td>
<td>100%</td>
</tr>
</tbody>
</table>

¹ Represents state GF appropriation in the Budget Act of 2015/16; GF is divisible by resident students only (346,050 FTES).
² Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of tuition fee discounts) submitted in campus August 2015/16 final budgets. Revenues are divisible by resident and nonresident students (346,880 FTES).
The average CSU 2015/16 academic year resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the university is $5,472 ($5,472 tuition fee plus $1,287 average 2014/15 campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.
 Fees at Humboldt State University

<table>
<thead>
<tr>
<th>Registration Fees (per semester)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Body Association fee...............</td>
</tr>
<tr>
<td>fall = $59; spring = $58</td>
</tr>
<tr>
<td>Campus Union fee..........................</td>
</tr>
<tr>
<td>fall = $93; spring = $92</td>
</tr>
<tr>
<td>Facilities fee.............................</td>
</tr>
<tr>
<td>instructionally-related activities fee</td>
</tr>
<tr>
<td>0-6 units........................................201</td>
</tr>
<tr>
<td>6.1 or more units.........................337</td>
</tr>
<tr>
<td>student health &amp; counseling fee...........210</td>
</tr>
<tr>
<td>Materials, services &amp; facilities fee</td>
</tr>
<tr>
<td>0-6 units........................................79</td>
</tr>
<tr>
<td>6.1 or more units.........................158</td>
</tr>
<tr>
<td>Tuition fee (undergraduate)*</td>
</tr>
<tr>
<td>0-6 units........................................1,587</td>
</tr>
<tr>
<td>6.1 or more units.........................2,736</td>
</tr>
<tr>
<td>Tuition fee (graduate)*</td>
</tr>
<tr>
<td>0-6 units........................................1,953</td>
</tr>
<tr>
<td>6.1 or more units.........................3,369</td>
</tr>
<tr>
<td>Tuition fee (teacher credential)*</td>
</tr>
<tr>
<td>0-6 units........................................1,842</td>
</tr>
<tr>
<td>6.1 or more units.........................3,174</td>
</tr>
</tbody>
</table>

Tuition fee (Western Undergraduate Exchange) |
0-6 units........................................2,381 |
6.1 or more units..........................4,104 |

Student Involvement Fee (optional).........2

Professional Program Fee |
The Professional Program Fee is charged at a rate of $254 per unit for students in the Master of Business Administration (MBA) program. The fee is charged in addition to the tuition fee, campus registration fees, and applicable nonresident fees.

Nonresident Tuition Fee |
Non-California residents pay tuition in addition to the fees above (fall & spring terms), per unit *..............$372

Other Fees |
Administrative charge for dropping to lower fee category or withdrawing...27
Application........................................55
Application for graduation..................60

Check returned (includes e-checks).............25
Checks returned (includes e-checks) for payment of registration fees also assessed late registration fee............25
Failure to meet administratively required appointment or time limit...................2 - 30
Humboldt Orientation Fee......................50
Identification card (or replacement)...........5
Late payment fee...............................30
Late registration fee..........................25
Late schedule adjustments...................20
Library materials service charge, loss of or damage to......varies
Parking (per semester) |
automobile.....................................157.50
motorcycles, motorized bicycles..............40
 Replacement diploma..........................25
Transcript........................................4
2nd through 10th transcript, prepared at same time as first, each............2
additional copies over ten, prepared at same time as above, each............1

* Fees based on 2014-15 levels.

NOTE: The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

Section 68130.5 - Students who are not residents of California are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus. In addition, students without lawful immigration status will be required to file an affidavit stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This exemption from paying nonresident tuition does not apply to students who are nonimmigrant aliens within the meaning of 8 U.S.C. 1101(a)(15), except as provided by Section 68122 above.

Procedure for the Establishment or Abolishment of Campus-Based Mandatory Fees. The law governing the California State University provides that Humboldt State University fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose. The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the university. Student body association fees support a variety of cultural and recreational programs, child-care centers, and special student support programs. A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code, Section 89304). Once bonds are issued, authority to set and adjust student body center fees is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, Education Code Sections 90012, 90027, and 90068.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1054, Section III. The campus President may use alternate consultation mechanisms if the President determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may adjust campus-based mandatory fees but must request the Chancellor to establish a new mandatory fee. The President shall provide to the fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the Chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor’s Office at 562-951-4560.
Materials, Services, and Facilities Fees. Students pay additional fees for courses with activities such as field trips. Some courses require insurance. The current semester class schedule has fee information; available online at www.humboldt.edu/oaa/classes.shtml.

Veterans Administration Educational Benefits. Veterans, dependents of deceased or disabled veterans, and reservists are eligible for VA educational benefits. Please contact your local Veterans Service Office or the Department of Veterans Affairs, 800-827-1000.

California Department of Veterans Affairs Fee Waiver. Many spouses/registered domestic partners and dependents of service connected deceased or disabled veterans are eligible for a Cal Vet Fee Waiver. This is a partial waiver of registration fees at any CSU, UC, or California community college through the California Department of Veterans Affairs. [Eligibility is established by any County Veterans Service Office.] Financial aid recipients must report to the HSU Financial Aid Office any fee waiver received.

To find out which veterans benefits program you may be eligible for, and to obtain information and forms, contact Veterans Enrollment & Transition Services (LL 58: 707-826-6272) at least two months before the term you plan to attend.

Cancellation For Non-Payment Of Fees. Failure to pay all outstanding tuition and fees by the posted due date will result in the cancellation of your classes. Students should review their student account to make sure that all eligible aid (such as financial aid, fee waiver, third party scholarship/award) has been applied to their outstanding charges. The university offers a variety of installment plans to cover tuition and fees. Please refer to the Student Financial Services website for any questions regarding fees, installment plans or deadlines: www.humboldt.edu/studentfinancial/tuition_fees.html.

Debts & Refunds

Fees and Debts Owed to the Institution. Should a student or former student fail to pay a fee or a debt owed to Humboldt State, the university may "withhold permission to register; to use facilities for which a fee is authorized to be charged; to receive services, materials, food, or merchandise or any combination of the above from any person owing a debt" until the debt is paid [see Title 5, California Code of Regulations, Sections 42380 and 42381]. For example, Humboldt may withhold permission to receive official transcripts of grades from any person owing a debt.

Prospective students who register for courses offered by the university are obligated for the payment of fees associated

### Schedule of Fees

The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fee, without notice, until the date when instruction for a particular semester or quarter has begun.

All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

The following reflects estimated applicable fees for the 2015-2016 academic year. [Fees are subject to change by the CSU.] Costs do not include summer attendance.

**All Students:** Application Fee (nonrefundable), payable by check or money order at time application is made: $55

**HSU Units Cost** including campus-based fees:

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<thead>
<tr>
<th>Units</th>
<th>Per Semester</th>
<th>Per Academic Year</th>
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<tbody>
<tr>
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<td></td>
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<td>0 to 6.0</td>
<td>$2,489</td>
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<tr>
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<tr>
<td>0 to 6.0</td>
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<td></td>
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<tr>
<td>6.1 or more</td>
<td>$4,966</td>
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<tr>
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<td>$6,056</td>
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</tbody>
</table>

**Professional Program Fee**

The Professional Program Fee is charged at a rate of $254 per semester unit for students in the Master of Business Administration (MBA) program. The fee is charged in addition to the tuition fee, campus registration fees, and applicable nonresident tuition fees.

**Nonresident Students** (US and International): In addition to other fees charged all students, there is a nonresident tuition fee charge of $372 per course unit. The total nonresident tuition fee paid per term will be determined by the number of units taken. Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see "Fee Waivers").

**Credit Cards:** Visa, MasterCard, Discover, and American Express credit cards may be used for payment of fees through a third party vendor on the web.
with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

Humboldt may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes they do not owe all or part of an asserted unpaid obligation, that person may contact Student Financial Services 707-826-4407, who will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

**Refund of Mandatory Fees, Including Nonresident Tuition Fee.** Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the university, available at Student Financial Services.

In order to receive a full refund of mandatory fees, less an administrative charge established by the campus, including nonresident tuition fees, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available online and from Student Financial Services.

For state-supported semesters, quarters, and non-standard terms or courses of four (4) weeks or more, a student who withdraws during the term in accordance with the university’s established procedures or drops all courses prior to the campus-designated drop period will receive a refund of mandatory fees, including nonresident tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition.

A student who, within the campus designated drop period and in accordance with the campus procedures, drops units resulting in a lower tuition and/or mandatory fee obligation shall be entitled to a refund of applicable tuition and mandatory fees less an administrative charge established by the campus.

For state-supported non-standard terms or courses of less than four (4) weeks, no refunds of mandatory fees and nonresident tuition will be made unless a student cancels registration or drops all classes, in accordance with the university’s established procedures and deadlines, prior to the first day of instruction for state-supported non-standard terms or courses or prior to the first meeting for courses of less than four (4) weeks.

Students will also receive a refund of mandatory fees, including nonresident tuition fees, under the following circumstances:

- The fees were assessed or collected in error;
- The course for which the fees were assessed or collected was cancelled by the university;
- The university makes a delayed decision that the student was not eligible to enroll in the term for which mandatory fees were assessed and collected and the delayed decision was not due to incomplete or inaccurate information provided by the student; or
- The student was activated for compulsory military service.

Registration fee refunds for Cal Grant recipients may be returned to the California Student Aid Commission (CSAC) per state regulations: California Education Code 69532 [a]; Institutional Participation Agreement, Article VI.B.; Cal Grant Manual, Chapter B, page 20, November 2005.

Students who are not entitled to a refund as described above may petition the university for a refund within six months of the term to which the refund would apply demonstrating exceptional circumstances. The chief financial officer of the university or designee may authorize a refund if determined that the fees and tuition were not earned by the university.

Information concerning any aspect of the refund of fees may be obtained from Student Financial Services, SBS 257, 707-826-4407.

**Determination of Residency for Tuition Purposes**

University requirements for establishing residency for tuition purposes are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student should pay university fees on an in-state or out-of-state basis. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code, Sections 68000-68085, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, Sections 41900-41916. This material can be viewed on the Internet by accessing the California State University’s website at www.calstate.edu/GR/resources.shtml.

Each campus’ admissions office is responsible for determining the residency status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

Residency status for an applicant is based on the length of physical presence and demonstration of intent to remain in California indefinitely. Residency status for a nonresident student requesting reclassification as a resident is based on the length of physical presence, demonstration of intent to remain in California indefinitely, and financial independence. In depth information and the various residency forms are available on Humboldt’s residency website at www.humboldt.edu/admissions/apply/eligibility/residency.html.

Generally, for both applicants and nonresident students seeking reclassification, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least 366 days prior to the residence determination date for the term
in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residency for tuition purposes. A minor normally derives residency from the parent(s) resided with or most recently resided with.

Evidence demonstrating intent may vary from case to case but will include, and is not limited to, the absence of residential ties to any other state, California voter registration and voting in California elections, maintaining California vehicle registration and driver’s license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting an apartment where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial independence. Financial independence is required, along with physical presence and intent, to be eligible for reclassification. Financial independence is established if in the calendar year the reclassification application is made and in any of the three calendar years preceding the reclassification application the student:

- has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent;
- has not and will not receive more than seven hundred and fifty dollars ($750) per year in financial assistance from his/her parent; and
- has not lived and will not live longer than six (6) weeks in the home of his/her parent.

A nonresident student who has been appointed as a graduate student teaching assistant, a graduate student research assistant, or a graduate student teaching associate on any CSU campus and is employed on a 0.49 or more time basis is exempt from the financial independence requirement.

Non-citizens establish residency in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residency requirements are contained in California Education Code, Sections 68070-68085 and Title 5 of the California Code of Regulations, Title 5, Subchapter 5, Article 4, Sections 419006-419106.6, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three or more years of high school in California and graduated from a California high school or attained the equivalent of graduation. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor’s Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. For Humboldt, they are September 20 for fall and January 25 for spring.

Students classified as nonresidents may appeal a final campus decision within 120 days of notification by the campus. A campus residency classification appeal must be in writing and submitted to: The California State University; Office of General Counsel; 401 Golden Shore, 4th Floor; Long Beach, CA 90802-4210.

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review. Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition fees are subject to reclassification as nonresidents and payment of nonresident tuition fees in arrears. If incorrect classification results from false or concealed facts, the student is also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office. Changes may have been made in the rate of nonresident tuition fees and in the statutes and regulations governing residency for tuition purposes in California between the time this information is published and the relevant residency determination date. Students are urged to review the statutes and regulations stated above.

Refer to Humboldt’s residency website for detailed information at www.humboldt.edu/admissions/apply/eligibility/residency.html.

Financial Aid

Humboldt State recommends early application for financial aid, as some types of aid are extremely limited and/or have deadlines.

Parents are expected to provide for their dependents’ education in accordance with nationally recognized standards. In addition, students are expected to use part of their savings and employment earnings to help meet expenses.

You may apply for aid via FAFSA online at www.fafsa.gov. Remember to file for your electronic PIN code for FAFSA and also have your parents apply for a PIN code, if needed for signatures.

Deadlines. File the Free Application for Federal Student Aid (FAFSA), and list Humboldt (our school code is 001149) as a school choice to be considered for all federal aid, state grants, and scholarships administered by the Financial Aid Office. New Cal Grant applicants also need to obtain and file the required Cal Grant GPA Verification form. To be considered for a scholarship or grant, both forms must be filed by March 2 for the 2015-2016 FAFSA, although applicants are advised to file as soon as possible after January 1.

Types of Aid

The answers to most general questions about assistance programs, application procedures, and financial aid services are available on the Financial Aid website at www.humboldt.edu/financialaid. You may access your personal financial aid award information online at your Student Center. If you have further questions, Intake Advisors are available during regular work hours at 707-826-4321 or toll free at 866-255-1390, or you may also email Financial Aid at finaid@humboldt.edu. Most email inquiries are treated like incoming mail, with an expected reply turnaround time of one to two weeks.

A partial list of aid sources follows:

Federal Pell Grants. All undergraduates filing for aid are considered for this grant, based on financial need. This federal grant helps students who have not yet earned a bachelor’s degree.

Federal College Work Study. Need-based funding for part-time jobs on or off campus.

Federal Perkins Loans. Low-interest loans (currently 5%) awarded to students based on financial need. Students begin to repay these loans once they are enrolled less than half-time.
Federal Supplemental Educational Opportunity Grants. Awarded to a limited number of undergraduates.

Educational Opportunity Program Grants. Economically and educationally disadvantaged undergraduates may qualify for this state-funded program. Recipients must be enrolled in Humboldt’s Educational Opportunity Program.

State University Grants. State-supported, awarded to California residents with financial need. You must be classified as a California resident for fee purposes to be eligible for this grant. Fee waivers can affect eligibility for this grant.

For the following types of financial aid, students might need to fill out additional application forms. Contact Humboldt’s Financial Aid Office, 707-826-4321, for information and applications.

Federal Direct Loans. Long-term federal loans available to students and the parents of dependent students. Interest rates are variable and adjusted each year on July 1. The current maximum interest rates are 6.8% for students, 8% for parents. Repayment and deferment plans vary. For comprehensive information, contact the Financial Aid Office.

Cal Grants A and B are state grants awarded by the California Student Aid Commission to California residents. Cal Grants A and B are for undergraduates.

Middle Class Scholarship (MCS) is a new program beginning in the 2014-15 academic year that provides undergraduate students with family incomes up to $150,000 a scholarship to attend University of California (UC) or California State University (CSU) campuses. MCS scholarships are not set amounts and may vary by student and institution. If you are selected to receive a MCS, you will be notified by the California Student Aid Commission.

TEACH Grant. Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Currently, the TEACH Grant is only available to credential students. For detailed information about the TEACH Grant, go to studentaid.ed.gov/types/grants-scholarships/teach. After reading all of the information on the fact sheet, if you are interested in learning more about the TEACH Grant Program, please contact the Financial Aid Office to schedule an appointment with a financial aid counselor.

Bureau of Indian Affairs Grants and Tribal Scholarships. American Indians who qualify may receive federal grants funded by BIA or their tribal agencies. Interested students should contact their Tribal Education Office for tribal scholarship and BIA Higher Education Grant applications. Financial aid recipients must report these educational grants as resources.

Humboldt State Short-Term Loans range from $50 to $500, generally must be repaid within ten weeks.

Humboldt State Scholarships

Financial Aid Office Scholarships. Financial Aid awards scholarships, averaging $800, primarily on the basis of need. Other donor interests, such as community of residence, may be factors in determining recipients. Applications for HSU scholarships are available from January 1 through March 2 via our online application, accessible via the student portal.

Financial Aid measures academic achievement by grade information obtained from the Office of the Registrar.
Estimated Cost of Attendance

The following estimates for 2015-16 will give you a general idea of costs; summer attendance costs are not included. Fees are based on 6.1 or more units per semester. The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

### UNDERGRADUATES

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<th>Living with parents</th>
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<td>food &amp; housing</td>
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### WUE (Western Undergraduate Exchange)

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<tr>
<td>food &amp; housing</td>
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### CREDENTIAL CANDIDATES

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### POST BACCALAUREATE/GRADUATES

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<td><strong>$24,634</strong></td>
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*The estimate includes books, supplies, and course materials fees.

**ID Card Fee:** An additional $5 is assessed to new students for an Identification Card.

**Nonresident Tuition:** Out-of-state and international students must pay nonresident tuition of $372 per semester unit in addition to the registration fees listed above. For example:

12 units x 2 semesters = 24 units x $372 per unit = $8,928 nonresident fees
Undergraduates: $8,928 nonresident fees + $22,824 attendance costs = $31,752 per year cost of attendance
Graduates: [9 units] $8,696 + $24,090 = $30,786 per year cost of attendance

Nonresident tuition may be paid in three equal installments, due 30, 60, and 90 days into the semester. The service fee is 12% for each installment payment. Students whose aid eligibility does not seem satisfactory, or who have questions, should make an appointment with a financial aid counselor.
The Bachelor’s Degree

The Language of Program & Requirement Descriptions

This section of the catalog employs terms and numbering systems which may be unfamiliar to the new student. The most common of these, printed in bold, are explained here.

Academic Terminology

This catalog refers to academic programs, academic departments, and academic disciplines. The same name may refer to all three. For instance, history can refer to the major in history [a program], to the History Department, or to the general academic discipline of history. On the other hand, some names apply only to a program or department or discipline.

A program is a set of requirements met by certain courses. Most programs are associated with specific academic departments. However, teaching credential programs and several others are neither offered by, nor identified with, a single department. General education, a set of requirements met by taking a collection of courses, qualifies as a program in this sense.

A discipline is a conventional academic perspective or area of study. Chemistry, psychology, and marine biology, for example, are disciplines at Humboldt. The first two are represented by departments with the same name, but Humboldt has no specific marine biology department.

A department is an organization offering and administering academic programs. Usually the name of the department is the same as the program it administers, but not always. For example, the Department of Biological Sciences offers a major in botany as well as in biology. Departments usually are assigned to colleges.

A college contains and administers a number of departments. Humboldt State has three colleges: the College of Arts, Humanities, and Social Sciences; the College of Natural Resources and Sciences; and the College of Professional Studies.

Course Numbering System

All Humboldt State University courses have both a descriptive title (e.g. Survey of American Literature) and a course number (e.g. English 232). Besides identifying courses, the numbers indicate other useful information.

- 001-099 remedial; units do not count toward graduation
- 100-199 lower division, appropriate for freshmen
- 100-199 lower division general education (except Chinese, French, German, & Spanish 105)
- 200-299 lower division, appropriate for sophomores
- 300-399 upper division, appropriate for juniors
- 300-399 upper division general education, area B, C, or D
- 309 upper division general education, areas B, C, D (meets multiple GE areas, but can only be used to satisfy one area)
- 400-499 upper division, appropriate for seniors
- 400-499 general education, area E
- 480 seminars/selected topic courses
- 499 independent/directed studies
- 500-599 graduate courses which may be taken by qualified seniors on an elective basis
- 500-599 graduate level, open only to graduates
- 600-699 credential/licensure courses, not generally applicable to a master’s degree program
- 700-799 courses for seniors

Letter designations can be attached to a course number. Letters B, C, D, and so on, distinguish between courses assigned the same number (for example, ART 104B, 104C, 104F, 104G). Such courses may or may not be part of a sequence.

The letters Y and Z designate courses in a sequence. These have two limitations. First, the entire sequence must be completed in order to satisfy the requirement. That is, the student must complete the Z course before any units count toward general education requirements. The other limitation is that not all the units earned in a sequence count toward the GE requirement, only the number specified.

The letter L used as a suffix signifies a laboratory taught in conjunction with a lecture. Usually students must enroll in the lecture as well as the laboratory of such a course. The letter D signifies a discussion section — and A signifies an activity section — offered in conjunction with the lecture portion of a course. The letter S is used to signify a service learning course. At least part of this course will include a service learning component.

Other Terminology

Sections distinguish parts of a course. For example, the laboratory section of a course may be distinct from the lecture section. More commonly, the term distinguishes between multiple offerings of a single course. To say, “there are four sections of American History offered in the fall,” means the course is offered four different times that semester, possibly in four different locations.

Upper division courses generally are intended for juniors and seniors, lower division courses for sophomores and freshmen. As the numbering table shows, lower division course numbers run from 100-299, upper division from 300-499.

One speaks of a total baccalaureate [bachelor’s] requirement of 120 units or describes a course as having three units. A unit is an amount of credit, the value assigned to the course.

Units also indicate how much time a course will meet per week. The amount varies with the type of instruction:

- 1 unit of lecture or discussion = 50 minutes per week
- 1 unit of activity = 100 minutes per week
- 1 unit of laboratory = 150 minutes per week

Variable Unit Courses. Some courses may be taken for different unit amounts. Be aware that different requirements may exist for completion of different unit amounts.

Students’ baccalaureate programs must conform to specific guidelines:
Limits. In certain kinds of courses, only a limited number of units apply toward graduation requirements. For instance, no more than six units in intercollegiate athletics courses may count toward graduation.

Residency Requirement. For both BA and BS degrees, students must earn a minimum of 30 units in regular courses at Humboldt. Of those 30 units, 24 must be upper division, and 12 of the upper division units must be in the major. All students must earn at least nine units of general education at Humboldt.

None of these resident course units may be satisfied through extension, correspondence courses (24 units of Open University courses excepted), or credit earned through examination.

Writing Skills. Two demonstrations of writing skills are required of students. The English Placement Test (EPT), which students take before registration in their first semester (unless exempt — see Admission Information, “Placement/Proficiency Tests”), assesses entering students’ reading and writing skills to determine appropriate course[s]. Students who do not demonstrate college-level skills will be directed into the appropriate course[s] to help them attain these skills during their first semester[s] of enrollment. Students who demonstrate proficiency are eligible to enroll in the general education written communication course.

All students must also demonstrate competency in writing skills as a requirement for graduation. The Graduation Writing Proficiency Examination (GWPE) is an evaluation of writing skills used to determine whether students have attained a level of proficiency necessary to obtain a bachelor’s degree. All students should take the GWPEbefore their last semester and must pass this test to graduate.

Students may take the GWPE after completing 60 semester units (junior standing) in addition to completing a GE A1 Written Communication course (or an equivalent college composition course with a C- or better). The GWPE is offered once in the fall semester and twice in the spring. Contact the Testing Center for information (Library Basement Room 24).

Mathematics. Unless exempt (see Admission Information, “Placement/Proficiency Tests”), all students must take the Entry Level Mathematics (ELM) exam before registration in their first semester. The ELM assesses skill levels typically attained in three years of college preparatory mathematics courses. Those not demonstrating college-level skills will be directed into appropriate courses to help them attain these skills during their first semester[s] of enrollment. Those demonstrating college-level proficiency are eligible to enroll in the general education mathematics/quantitative reasoning course.

Grade Point Average. A minimum cumulative grade point average (GPA) of 2.0 is required in all work taken for the degree, all work taken at Humboldt, and all work taken in the major.

Components of the Degree

The undergraduate (or baccalaureate) degree program has two forms: the Bachelor of Arts (BA) and the Bachelor of Science (BS).

General Education & All-University Requirements

The general education and all-university (GEAR) component requires a minimum of 48 units. Some of these units may simultaneously satisfy major; minor; or diversity/common ground requirements. General education (GE) courses meet CSU breadth requirements and help students meet the goals of the bachelor’s degree program. The GEAR component educates students in three ways:

- By developing the ability to think and communicate clearly and effectively;
- By acquiring knowledge about the arts, humanities, science, and society; and
- By understanding the methods, principles, and processes of human inquiry.

Within various disciplines, GEAR courses enable the student to explore fundamental knowledge, perspectives, methods of inquiry, assumptions, and values. Such exploration helps the student perceive relationships between the disciplines in preparation for lifelong commitment to scholarship and learning.

Important Provisions

- Students may elect to take approved GEAR courses offered by their major department.
- Other Humboldt courses should not be substituted for the approved GEAR courses on the following pages.
- Students must complete GE Basic Subjects and Mathematical Concepts/Quantitative Reasoning courses with grades of C- or higher.
- Students must complete GE Basic Subjects [area A] and Mathematical Concepts/Quantitative Reasoning courses [a portion of area B] by the time they earn 60 units. Transfer students who come to HSU with more than 30 units must complete these courses by the time they earn 30 units at Humboldt.
- Information and advice regarding GE requirements are available from your advisor and at the Academic & Career Advising Center, GH 114.

Lower Division Component

Students must complete a minimum of 36 lower division units in approved GE courses. These break down to a minimum of nine units in each of four areas, designated A, B, C, and D. Each area has specific requirements and outcomes, described on the following pages.

Upper Division Component

Upper division GE courses build upon knowledge and abilities developed in lower division GE courses. Students must complete nine upper division units: three units from each of areas B, C, and D, taken no sooner than the semester during which they will attain junior status (60 units). Upper division “309” courses address outcomes of multiple GE areas, but can only be used to satisfy one area.

In addition, all students need three units in an area E course (human integration). Humboldt State offers area E courses at an upper division level, but transfer students can meet the requirement with transferable lower division units appropriately certified by a CSU or California Community College.
**Transfer Students**

Students who transfer to Humboldt from a California Community College, and who have followed the approved CSU or IGETC general education pattern, may satisfy up to 39 semester units of GE with transfer coursework. Transfer students from accredited private or non-California colleges will have their transfer courses applied to GE through individual review of transcripts.

Send transcripts of all previous work to the Office of Admissions. A Degree Audit Report for Students (DARS) will be made available at the time of orientation or initial enrollment that indicates how courses taken elsewhere apply to Humboldt’s all-university requirements (general education, American institutions, diversity and common ground, unit minimums and limits, etc.) and in many cases, the major program. The DARS report also reflects HSU courses completed and in progress, and is available to enrolled students whose first term of enrollment was fall 2003 or later.

Students who have completed an Associate Degree for Transfer under the Student Achievement Reform (STAR) Act should check with the Office of the Registrar to determine whether HSU offers the parallel bachelor’s degree.

A minimum of nine units of GE coursework must be completed in residence (i.e. at Humboldt) to satisfy the residency requirement.

In general, 15 units per semester each fall and spring semester leads to graduation in four years. Some majors may require more. Check your major’s four-year plans available at:

www.humboldt.edu/humboldt/programs/type
### General Education & All-University Requirements

#### A: Basic Subjects | 9 units | Page 62

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication (A1)</td>
<td></td>
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<tr>
<td>Oral Communication (A2)</td>
<td></td>
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<tr>
<td>Critical Thinking (A3)</td>
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</tbody>
</table>

#### B: Math & Science | 9 units | Page 63

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Concepts</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Life Forms</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Physical Universe</td>
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</tbody>
</table>

One must have a lab

#### C: Arts & Humanities | 9 units | Page 64

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts (C1)</td>
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<tr>
<td>Humanities (C2)</td>
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<tr>
<td>Arts OR Humanities (C1 or C2)</td>
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</tbody>
</table>

#### D: Social Science | 9 units | Page 65

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subarea</td>
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<tr>
<td>Subarea</td>
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</tbody>
</table>

Be sure you select courses from more than one subarea

TOTAL Lower Division: 38 unit minimum

#### E: Upper Division GE | 9 units | Page 66

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area B (UD B)</td>
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<tr>
<td>Area C (UD C)</td>
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<tr>
<td>Area D (UD D)</td>
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</tbody>
</table>

Must have Junior Standing

TOTAL General Education: 48 unit minimum

#### F: Human Integration | 3 units | Page 68

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
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<tbody>
<tr>
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</tbody>
</table>

#### G: American Institutions | Page 69

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>US History</td>
<td></td>
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</tbody>
</table>

Both requirements met by completing one approved HSU course

#### H: Diversities & Common Ground | Page 70

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic</td>
<td></td>
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<tr>
<td>Domestic or Non-Domestic</td>
<td></td>
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</tr>
</tbody>
</table>

#### I: Graduate Writing Proficiency Exam | Page 59

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Term &amp; Year</th>
<th>Grade</th>
<th>Campus</th>
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<tbody>
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</tbody>
</table>

Must have Junior Standing

120 Total Units
40 Upper Division Units
30 Units Completed @ HSU
## Lower Division GE Area A: Basic Subjects

**Required Units:** 9 | 3 units in each category

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Oral Communication</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completing this requirement, students will be able to:</td>
<td>Upon completing this requirement, students will be able to:</td>
<td>Upon completing this requirement, students will be able to:</td>
</tr>
<tr>
<td>▪ demonstrate mastery of writing a well-composed and mechanically competent essay consisting of an introduction, claim (thesis), support (argument), and conclusion</td>
<td>▪ demonstrate the discovery, critical evaluation, and reporting of information by designing an appropriately organized and credibly supported speech, using techniques to inform and/or persuade an audience</td>
<td>▪ identify the premises and conclusion of an argument and determine its validity and soundness</td>
</tr>
<tr>
<td>▪ explain how the effectiveness of communication is influenced by the form, content, and context of someone’s writing</td>
<td>▪ deliver a speech using effective verbal and nonverbal skills</td>
<td>▪ analyze, criticize, and advocate ideas</td>
</tr>
<tr>
<td>▪ practice the discovery, critical evaluation, reporting, and appropriate citation of information.</td>
<td>▪ critically listen to and analyze oral communication</td>
<td>▪ distinguish deductive from inductive argument forms, identify their fallacies, and reason inductively and deductively</td>
</tr>
</tbody>
</table>

ENGL 102 & ENGL 103  Composition and Rhetoric A & B [complete both courses to meet requirement]
ENGL 104  Accelerated Composition and Rhetoric
ENGL 104S  Accelerated Composition and Rhetoric

COMM 100  Fundamentals of Speech Communication

**Recommended for first year:** Must be completed before earning 60 units. (Students who transfer in with more than 30 units must complete these before they complete 30 units at HSU.) A minimum grade of C- is required in each course.

**BA 105**  Critical Thinking in Organizations
**COMM 103**  Critical Listening & Thinking
**CS 100**  Critical Thinking with Computers
**ENGL 101**  Critical Writing
**FOR 100**  Critical Thinking and Social & Environmental Responsibility
**INTL 100**  Thinking Critically About Globalization
**PHIL 100**  Logic
**PSYC 100**  Psychology of Critical Thinking

| | | | |
Required Units: 9 | minimum of 3 units in each category

**Mathematical Concepts**

Upon completing this requirement, students will be able to:

- use skills beyond the level of intermediate algebra to solve problems through quantitative reasoning
- apply mathematical concepts and quantitative reasoning to problems.

MATH 103 Contemporary Mathematics
(Not for science or NR majors)
MATH 103i Mathematics as a Liberal Art
(MATH 43 corequisite, not for science or NR majors)
MATH 104 Finite Mathematics
MATH 105‡ Calculus for the Biological Sciences & Natural Resources
MATH 106 Calculus for Bus. & Economics
MATH 108 Critical Thinking in Math
(for prospective elementary teachers)
MATH 109‡ Calculus I
STAT 106 Introduction to Statistics for the Health Sciences
STAT 108 Elementary Statistics
STAT 109‡ Introductory Biostatistics

**Life Forms**

Upon completing this requirement, students will be able to:

- apply scientific concepts and theories to develop scientific explanations of natural phenomena
- critically evaluate conclusions drawn from a particular set of observations or experiments
- demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts.

BIOL 102/BIOL 102L Human Biology
(not for most science or NR majors — chemistry or physics majors may take this course)

BIOL 104 General Biology
(not for most science or NR majors — chemistry or physics majors may take this course)

BIOL 105‡ Principles of Biology
BOT 105 General Botany

**Physical Universe**

Upon completing this requirement, students will be able to:

- apply scientific concepts and theories to develop scientific explanations of natural phenomena
- critically evaluate conclusions drawn from a particular set of observations or experiments
- demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts.

CHEM 107 Fundamentals of Chemistry
CHEM 109 General Chemistry I
ENVS 108 Environmental Science and Climate Change
GEOG 106 Physical Geography
(may enroll in GEOG 106L to fulfill lab requirement)
GEOL 106 Earthquake Country
(not for geology majors)
GEOL 108 The Dynamic Earth
(not for geology majors)
GEOL 109 General Geology
OCN 109 General Oceanography
OCN 109L General Oceanography Laboratory
PHYX 104 Descriptive Astronomy
PHYX 106‡ College Physics: Mechanics & Heat
(not calculus-based)
PHYX 107‡ College Physics: Electromagnetism & Modern Physics (not calculus-based)
PHYX 109‡ General Physics I: Mechanics

Where courses exceed 3 units, only 3 units count towards GE requirements.

**MATH:** Minimum grade of C- required. Must be completed by 60 units. (Students who transfer in with more than 30 units must complete these before they complete 30 units at HSU.)

**SCIENCE:** One course must include a lab.

‡ Course requires one or more prerequisites.
Upon completing this requirement, students will be able to:

- apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation
- respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses.
- explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.

Upon completing a course in the arts, students will be able to:

- demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, "as a result of their") participation in and study of drama, music, studio art, and/or creative writing.

Upon completing a course in the humanities, students will be able to:

- discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.

### Lower Division GE Area C: Arts & Humanities

**Required Units: 9** | minimum of one course in each subarea

* * Counts as both GE and DCG domestic.
** * Counts as both GE and DCG non-domestic.

**Arts (Art, Cinema, Dance, Music, Theatre)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ART 100**</td>
<td>Global Perspectives in Art</td>
</tr>
<tr>
<td>ART 103</td>
<td>Introduction to Art History</td>
</tr>
<tr>
<td>ART 104 [B-N]</td>
<td>Art History</td>
</tr>
<tr>
<td>ART 104J*</td>
<td>American Art</td>
</tr>
<tr>
<td>ART 104K**</td>
<td>Africa, Oceania, the Americas</td>
</tr>
<tr>
<td>ART 104M**</td>
<td>Latin American Art</td>
</tr>
<tr>
<td>ART 104N**</td>
<td>Asian Art &amp; Culture</td>
</tr>
<tr>
<td>ART 105 (B-D)</td>
<td>Studio Art</td>
</tr>
<tr>
<td>ART 106</td>
<td>Beginning Painting</td>
</tr>
<tr>
<td>ART 107</td>
<td>Beginning Printmaking</td>
</tr>
<tr>
<td>ART 108</td>
<td>Beginning Graphic Design</td>
</tr>
<tr>
<td>ART 109</td>
<td>Beginning Sculpture</td>
</tr>
<tr>
<td>DANC 103</td>
<td>Modern I</td>
</tr>
<tr>
<td>DANC 104</td>
<td>Modern II</td>
</tr>
<tr>
<td>FILM 102</td>
<td>Introduction to Radio, TV &amp; Film</td>
</tr>
<tr>
<td>FILM 109**</td>
<td>Film Comedy Around the World</td>
</tr>
<tr>
<td>MUS 102</td>
<td>Jazz &amp; America</td>
</tr>
<tr>
<td>MUS 103</td>
<td>Listening to the Movies</td>
</tr>
<tr>
<td>MUS 104</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>MUS 105</td>
<td>The American Musical</td>
</tr>
<tr>
<td>MUS 106 [any]</td>
<td>Musical Ensembles</td>
</tr>
<tr>
<td>MUS 107 [any]</td>
<td>Chamber Ensembles</td>
</tr>
<tr>
<td>MUS 108 [any]</td>
<td>Beginning Music</td>
</tr>
<tr>
<td>MUS 109 [any]</td>
<td>Intermediate Music</td>
</tr>
<tr>
<td>TA 104</td>
<td>Story Through Word &amp; Image</td>
</tr>
<tr>
<td>TA 105</td>
<td>Acting</td>
</tr>
<tr>
<td>TA 106</td>
<td>Behind the Scenes in Theatre</td>
</tr>
<tr>
<td>TA 107</td>
<td>Dramatic Writing</td>
</tr>
<tr>
<td>TA 108</td>
<td>Movement/Voice for Performers</td>
</tr>
</tbody>
</table>

**Humanities (Literature, Philosophy, Languages other than English)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 109Y &amp; CD 109Z</td>
<td>American Sign Language: Level I &amp; II (complete both courses for three units of GE credit)</td>
</tr>
<tr>
<td>CHIN 106</td>
<td>Chinese Level II</td>
</tr>
<tr>
<td>CHIN 107**</td>
<td>Chinese Level III</td>
</tr>
<tr>
<td>COMM 108</td>
<td>Oral Interpretation</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>Introduction to Literature</td>
</tr>
<tr>
<td>ES 106*</td>
<td>Introduction to Black Studies</td>
</tr>
<tr>
<td>ES 107*</td>
<td>Chicano/Latino Lives</td>
</tr>
<tr>
<td>FREN 106</td>
<td>French Level II</td>
</tr>
<tr>
<td>FREN 107**</td>
<td>French Level III</td>
</tr>
<tr>
<td>GERM 106</td>
<td>German Level II</td>
</tr>
<tr>
<td>GERM 107</td>
<td>German Level III</td>
</tr>
<tr>
<td>JMC 105</td>
<td>Intro to Mass Communication</td>
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<tr>
<td>PHIL 104**</td>
<td>Asian Philosophy</td>
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<td>PHIL 106</td>
<td>Moral Controversies</td>
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<td>PHIL 107</td>
<td>Introduction to Philosophy</td>
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<td>RS 105**</td>
<td>World Religions</td>
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<tr>
<td>RS 107*</td>
<td>Religion in America</td>
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<td>SPAN 106</td>
<td>Spanish Language &amp; Culture II</td>
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<td>SPAN 107**</td>
<td>Spanish Language &amp; Culture III</td>
</tr>
<tr>
<td>SPAN 108**</td>
<td>Level III Heritage Speakers</td>
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<tr>
<td>SPAN 108S*</td>
<td>Level III Heritage Speakers</td>
</tr>
<tr>
<td>WS 107*</td>
<td>Women, Culture, History</td>
</tr>
</tbody>
</table>
Upon completing this requirement, students will be able to:

- apply the discipline-specific vocabulary, principles, methodologies, value systems, and ethics employed in social science inquiry, to a specific instance
- explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts
- illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

**D1: Anthropology & Archaeology**
- ANTH 104 Cultural Anthropology
- ANTH 105 Archaeology & World Prehistory

**D2: Economics**
- ECON 104 Contemporary Topics in Econ.

**D3: Ethnic Studies**
- CHIN 109 Intro to Chinese Studies
- ES 105 Intro to US Ethnic Studies
- NAS 104 Intro to Native American Studies

**D4: Gender Studies**
- CRGS 108 Power/Privilege: Gender & Race, Sex, Class
- WS 106 Introduction to Women's Studies

**D5: Geography**
- GEOG 105 Human Geography
- GSP 101 & GSP 101L Geospatial Concepts & Geospatial Concepts Lab

**D6: History**
- HIST 104 Western Civilization to 1650
- HIST 105 Western Civilization, 1650 to Present
- HIST 107 East Asian History to 1644
- HIST 108 East Asian Civilization, Since 1644
- HIST 109 Colonial Latin American History
- HIST 109B Modern Latin America

**D7: Interdisciplinary Social or Behavioral Science**
- COMM 105 Intro to Human Communication
- EMP 105 Natural Resource Conservation
- SW 104* Intro to Social Work & Social Work Institutions

**D8: Political Science, Government, and Legal Institutions**
- PSCI 104 People & Politics

Students may elect to use one institutions course to substitute for one course in D6: History or D8: Political Science. Only one institutions course can be used to satisfy GE Area D requirements. See list of American Institutions courses.

**D9: Psychology**
- PSYC 104 Introduction to Psychology

**D0: Sociology & Criminology**
- SOC 104 Introduction to Sociology
The Bachelor's Degree

Upon completing this requirement, students will be able to:

- apply scientific concepts and theories to develop scientific explanations of natural phenomena
- critically evaluate conclusion drawn from a particular set of observations or experiments
- discuss value systems and ethics associated with scientific endeavors.

Upper Division GE Area B: Math & Science

Required Units: 3

Students can also satisfy three units of Upper Division GE Area B by completing an approved minor in one of the disciplines in the College of Natural Resources and Sciences.

NOTE: A minor cannot be awarded to a student receiving a related major of the same name.

The following majors have Upper Division GE Area B requirements incorporated into the major requirements: Chemistry (Biochemistry option only), Fisheries Biology, Kinesiology, Oceanography, Physics (BS options only).

ANTH 303 Human Biology/Evolution
BIOL 301 History of Biology
BIOL 304 Human Genetics
BIOL 305 Social Behavior & Biology
BIOL 306 California Natural History
BIOL 307 Evolution
BIOL 308 Environment & Culture: How People Transformed a Continent
BOT 300 Plants & Civilization
CHEM 308 Alchemy
CS 309 Computers & Social Change
ENGR 305 Appropriate Technology
ENGR 308 Technology & Environment
ENVS 308 Ecotopia
FSH 300 Introduction to Fishery Biology
FOR 302 Forest Ecosystems & People
FOR 307 California's Forests & Woodlands
GEOG 308 Social Justice and the Environment in Africa
GEOL 300 Geology of California
GEOL 303 Earth Resources & Global Environmental Change
GEOL 305 Fossils, Life & Evolution
GEOL 306 General Geomorphology
GEOL 308 Natural Disasters
MATH 301 Mathematics & Culture: Historical Perspective
MATH 308B or MATH 308C Mathematics for Elementary Education (for prospective elementary teachers)
OCN 301 Marine Ecosystems — Human Impact
OCN 304 Resources of the Sea
PHIL 309 Perspectives: Humanities/Science/Social Science
PHYX 304 Cosmos
RRS 306 Wildland Resource Principles
WLDF 300/WLDF 300B Wildlife Ecology & Mgmt.
WLDF 301 Principles of Wildlife Mgmt.
WLDF 306 Birds & Human Society
WLDF 309 Case Studies in Environmental Ethics

* Counts as both GE and DCG domestic.
** Counts as both GE and DCG non-domestic.
# Addresses outcomes of multiple GE areas, but may only be used to satisfy one of those areas.
‡ Course requires one or more prerequisites.
**Upper Division GE Area C: Arts & Humanities**

**Required Units: 3**

Upon completing this requirement, students will be able to:

- apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation
- respond subjectively as well as objectively to aesthetic experiences and will differentiate between emotional and intellectual responses
- explain the nature and scope of the perspectives and contributions found in a particular discipline within the Arts and Humanities as related to the human experience, both individually (theirs) and collectively.

Upon completing a course in the arts, students will be able to:

- demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or “as a result of their”) participation in and study of drama, music, studio art, and/or creative writing.

Upon completing a course in the humanities, students will be able to:

- discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 301</td>
<td>Topics in Western Art History</td>
</tr>
<tr>
<td>ART 302**</td>
<td>Topics in Global Art History</td>
</tr>
<tr>
<td>ART 303**</td>
<td>Global Contemporary Art</td>
</tr>
<tr>
<td>ART 304*</td>
<td>Topics in American Art</td>
</tr>
<tr>
<td>COMM 300*</td>
<td>American Public Discourse</td>
</tr>
<tr>
<td>COMM 309B*</td>
<td>** Gender &amp; Communication</td>
</tr>
<tr>
<td>CS 309*</td>
<td>Computers &amp; Social Change</td>
</tr>
<tr>
<td>DANC 303**</td>
<td>Dance in World Cultures</td>
</tr>
<tr>
<td>EMP 309B*</td>
<td>Environmental Communication</td>
</tr>
<tr>
<td>ENGL 305**</td>
<td>Postcolonial Perspectives: Literature of the Developing World</td>
</tr>
<tr>
<td>ENGL 306</td>
<td>Contemporary Texts</td>
</tr>
<tr>
<td>ENGL 308B*</td>
<td>Women in Literature</td>
</tr>
<tr>
<td>ENGL 308C**</td>
<td>Women in Literature</td>
</tr>
<tr>
<td>FILM 305</td>
<td>Art of Film: Beginning - 1950s</td>
</tr>
<tr>
<td>FILM 306</td>
<td>Art of Film: 1950s to Present</td>
</tr>
<tr>
<td>FREN 300**</td>
<td>African Storytelling</td>
</tr>
<tr>
<td>FREN 306**</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int’l Short Stories</td>
</tr>
<tr>
<td>GERM 305</td>
<td>Marx, Nietzsche, Freud &amp; German Literature</td>
</tr>
<tr>
<td>GERM 306**</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int’l Short Stories</td>
</tr>
<tr>
<td>JMC 302</td>
<td>Mass Media/Popular Arts</td>
</tr>
<tr>
<td>JMC 306</td>
<td>Mass Communication History</td>
</tr>
<tr>
<td>JMC 309#</td>
<td>Analyzing Mass Media Messages</td>
</tr>
<tr>
<td>MUS 301</td>
<td>Rock: An American Music</td>
</tr>
<tr>
<td>MUS 302**</td>
<td>Music in World Culture</td>
</tr>
<tr>
<td>MUS 305</td>
<td>Jazz: An American Art Form</td>
</tr>
</tbody>
</table>

* Counts as both GE and DCG domestic.
** Counts as both GE and DCG non-domestic.
# Addresses outcomes of multiple GE areas, but may only be used to satisfy one of those areas.
Upon completing this requirement, students will be able to:

- apply the discipline-specific vocabulary principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance
- explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts
- illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

* Counts as both GE and DCG domestic.
** Counts as both GE and DCG non-domestic.
# Addresses outcomes of multiple GE areas, but may only be used to satisfy one of those areas.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ANTH 302**</td>
<td>Anthropology of Religion</td>
</tr>
<tr>
<td>ANTH 306**</td>
<td>World Regions Cultural Studies</td>
</tr>
<tr>
<td>CS 309*</td>
<td>Computers &amp; Social Change</td>
</tr>
<tr>
<td>CMM 309B**</td>
<td>Gender &amp; Communication</td>
</tr>
<tr>
<td>ECON 305</td>
<td>Int'l Economics &amp; Globalization</td>
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<tr>
<td>ECON 306**</td>
<td>Economics of the Developing World</td>
</tr>
<tr>
<td>ECON 308</td>
<td>History of Economic Thought</td>
</tr>
<tr>
<td>ECON 309#</td>
<td>Economy of a Sustainable Society</td>
</tr>
<tr>
<td>EMP 305</td>
<td>Environmental Conflict Resolution</td>
</tr>
<tr>
<td>EMP 305B*</td>
<td>Environmental Communication</td>
</tr>
<tr>
<td>ENVS 301</td>
<td>International Environmental Issues &amp; Globalization</td>
</tr>
<tr>
<td>ENVS 305</td>
<td>Environmental Conflict Resolution</td>
</tr>
<tr>
<td>ES 304*</td>
<td>Migrations &amp; Mosaics</td>
</tr>
<tr>
<td>ES 306**</td>
<td>World Regions Cultural Studies</td>
</tr>
<tr>
<td>ES 307</td>
<td>Multicultural History of Africa</td>
</tr>
<tr>
<td>ES 308*</td>
<td>Multi-Ethnic Resistance in the US</td>
</tr>
<tr>
<td>GEOG 300**</td>
<td>Global Awareness</td>
</tr>
<tr>
<td>GEOG 301</td>
<td>International Environmental Issues &amp; Globalization</td>
</tr>
<tr>
<td>GEOG 304*</td>
<td>Migrations &amp; Mosaics</td>
</tr>
<tr>
<td>HIST 300</td>
<td>The Era of World War I</td>
</tr>
<tr>
<td>HIST 301</td>
<td>The Era of World War II</td>
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<tr>
<td>JMC 306</td>
<td>History of Mass Communication</td>
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<tr>
<td>JMC 309#</td>
<td>Analyzing Mass Media Messages</td>
</tr>
<tr>
<td>NAS 306*</td>
<td>Indigenous Peoples of the Americas</td>
</tr>
<tr>
<td>NAS 307**</td>
<td>Nature and Issues of Genocide</td>
</tr>
<tr>
<td>PHIL 309B#</td>
<td>Perspectives: Humanities/Science/Social Science</td>
</tr>
<tr>
<td>PSCI 303**</td>
<td>Third World Politics</td>
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<tr>
<td>PSCI 306</td>
<td>Environmental Politics</td>
</tr>
<tr>
<td>PSYC 300*</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSYC 302*</td>
<td>Psychology of Prejudice</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Family Relations</td>
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<tr>
<td>PSYC 309#</td>
<td>The Thinking Consumer in a Materialistic Society</td>
</tr>
<tr>
<td>REC 302*</td>
<td>Inclusive Recreation</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Forests &amp; Culture</td>
</tr>
<tr>
<td>SOC 303*</td>
<td>Race and Inequality</td>
</tr>
<tr>
<td>SOC 305</td>
<td>Modern World Systems</td>
</tr>
<tr>
<td>SOC 306#</td>
<td>The Changing Family</td>
</tr>
<tr>
<td>SOC 308</td>
<td>Sociology of Altruism &amp; Compassion</td>
</tr>
<tr>
<td>VLDF 309#</td>
<td>Case Studies in Environmental Ethics</td>
</tr>
<tr>
<td>WS 300*</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>WS 303**</td>
<td>Third World Women's Movements</td>
</tr>
<tr>
<td>WS 308B#</td>
<td>Gender &amp; Communication</td>
</tr>
</tbody>
</table>

**GE Area E: Human Integration**

Required Units: 3

Upon completing this requirement, students will be able to:

- explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and sociocultural influences
- demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>DANC 400</td>
<td>Bodyworks</td>
</tr>
<tr>
<td>EMP 400</td>
<td>Inscapes &amp; Landscape</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>Inscapes &amp; Landscape</td>
</tr>
<tr>
<td>FOR 400</td>
<td>Forestry in Modern Society</td>
</tr>
<tr>
<td>HED 400</td>
<td>A Sound Mind in a Sound Body: Human Integration</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Health Psychology</td>
</tr>
</tbody>
</table>

UBC 2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG
**AMERICAN INSTITUTIONS**

**Required Units: 6 | 3 units each area**

**US History**

Upon completing this requirement, students will be able to:
- explain significant events covering a time span of at least 100 years of US history, including the relationships of US regions and relationships with foreign nations
- analyze the roles of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred
- explain how these events illustrate both the continuity of “the American experience” and its derivation from other cultures by considering at least three of the following: politics, economics, social movements, and geography.

**Area D6:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 323</td>
<td>Economic History of the US</td>
</tr>
<tr>
<td>HIST 110</td>
<td>US History to 1877</td>
</tr>
<tr>
<td>HIST 111</td>
<td>US History from 1877</td>
</tr>
<tr>
<td>NAS 200</td>
<td>Indigenous Peoples in US History</td>
</tr>
</tbody>
</table>

**US & California Government**

Upon completing this requirement, students will be able to:
- distinguish the key philosophies of the framers of the US Constitution
- demonstrate an understanding of the nature and operation of major US political institutions and processes
- identify the liberties, rights, and responsibilities of citizens under the political system established by the US Constitution
- demonstrate an understanding of the California Constitution and state and local government within the framework of evolving Federal-State relations.

**Area D8:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 359</td>
<td>CA &amp; US Forest and Wildland Policy</td>
</tr>
<tr>
<td>PSCI 110</td>
<td>American Government</td>
</tr>
<tr>
<td>PSCI 210</td>
<td>United States Politics</td>
</tr>
<tr>
<td>PSCI 359</td>
<td>California Government</td>
</tr>
<tr>
<td>PSCI 410</td>
<td>American Constitutional Law</td>
</tr>
</tbody>
</table>

There are three options:

1. Complete one US history course and one US & California government course; or
2. Pass the qualifying exams in US history, American constitutional government, and California state and local government; or
3. Complete a combination of courses and exams.

To satisfy the requirement by examination, students must pass in three areas: [1] US history, [2] US government and constitution, and [3] California state and local government. These three exams may be taken separately. The California state and local exam is provided separately so that students may challenge this portion separately when their previous coursework does not specifically address this requirement (e.g., out of state coursework). The department offering the exam sets limits on repeating the exam(s). To exercise this option, contact the Testing Center for study information and exam dates. These are competency exams and do not result in credit or grades.

Through the American Institutions requirement is separate from general education, one of the eight courses listed above can count in Lower Division GE Area D. Regardless of whether a lower or upper division American Institutions course is applied to GE, it will count for lower division GE, not upper division GE.
Upon completing this requirement, students will be able to:

- analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.

Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. Students may meet the DCG requirement with courses that simultaneously meet other degree requirements (general education, the major or minor, US Government, or the elective component).

Following is a list of courses currently approved to count towards satisfaction of the Diversity and Common Ground requirement.

### DIVERSITY & COMMON GROUND: Domestic (focused within the boundaries of the US)

Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area column.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>GE AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 104J</td>
<td>American Art</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>ES 106</td>
<td>Introduction to Black Studies</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>ES 107</td>
<td>Chican@/Latin@ Lives</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>RS 107</td>
<td>Religion in America</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>WS 107</td>
<td>Women, Culture, History</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>CRGS 108</td>
<td>Power &amp; Privilege: Gender, Race, Sex, Class</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>ES 105</td>
<td>Introduction to US Ethnic Studies</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>NAS 104</td>
<td>Introduction to Native American Studies</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>SW 104</td>
<td>Introduction to Social Work</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>WS 106</td>
<td>Introduction to Women’s Studies</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>ART 304</td>
<td>Topics in American Art</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>COMM 300</td>
<td>American Public Discourse</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>COMM 309B</td>
<td>Gender &amp; Communication</td>
<td>Area C-UD or D-UD</td>
</tr>
<tr>
<td>ENGL 308B</td>
<td>Women in Literature</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>NAS 301</td>
<td>Native American Literature</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>NAS 302</td>
<td>Oral Literature &amp; Oral Tradition</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Race, Racism &amp; Philosophy</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>SPAN 308S</td>
<td>Introduction to Translation &amp; Interpretation</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>TA 307</td>
<td>Theatre of the Oppressed</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>WS 308B</td>
<td>Women in Literature</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>WS 309B</td>
<td>Gender &amp; Communication</td>
<td>Area C-UD or D-UD</td>
</tr>
<tr>
<td>COMM 309B</td>
<td>Gender &amp; Communication</td>
<td>Area D-UD or C-UD</td>
</tr>
<tr>
<td>ES 304</td>
<td>Migrations &amp; Mosaics</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>ES 308</td>
<td>Multi-Ethnic Resistance in the US</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>GEOG 304</td>
<td>Migrations &amp; Mosaics</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>NAS 306</td>
<td>Indigenous Peoples of the Americas</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>Psychology of Women</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Psychology of Prejudice</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>REC 302</td>
<td>Inclusive Recreation</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>SOC 303</td>
<td>Race and Inequality</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>SOC 306</td>
<td>Changing Family</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>WS 300</td>
<td>Psychology of Women</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>WS 309B</td>
<td>Gender &amp; Communication</td>
<td>Area D-UD or C-UD</td>
</tr>
</tbody>
</table>

LD = Lower Division GE; UD = Upper Division GE; ‡ = Course requires one or more prerequisites

Approved DCG courses are subject to change. Courses used to count towards this requirement must be DCG approved at the time the course is taken. Students are advised to check the current online Registration Guide for the most current list of DCG-approved courses.
### DIVERSITY & COMMON GROUND: Domestic (focused within the boundaries of the US)

Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic [focused within the boundaries of the United States] while the second course may either be domestic or international/transnational [non-domestic] in focus. DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area column.

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>AIE 330</td>
<td>History of Indian Education</td>
</tr>
<tr>
<td>AIE 335</td>
<td>Social &amp; Cultural Considerations</td>
</tr>
<tr>
<td>AIE 340†</td>
<td>Educational Experiences</td>
</tr>
<tr>
<td>CD 310</td>
<td>Perspectives: History &amp; Theory</td>
</tr>
<tr>
<td>CD 352</td>
<td>Parent-Child Relationships</td>
</tr>
<tr>
<td>CD 467</td>
<td>Working with Culturally Diverse Families</td>
</tr>
<tr>
<td>CD 467S</td>
<td>Working with Culturally Diverse Families</td>
</tr>
<tr>
<td>COMM 315†</td>
<td>Communication &amp; Social Advocacy</td>
</tr>
<tr>
<td>COMM 322</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>CRGS 313</td>
<td>Community Activism</td>
</tr>
<tr>
<td>CRGS 330‡</td>
<td>Women of Color Feminisms</td>
</tr>
<tr>
<td>CRGS 360</td>
<td>Race, Gender &amp; US Law</td>
</tr>
<tr>
<td>EDUC 313</td>
<td>Community Activism</td>
</tr>
<tr>
<td>EDUC 318</td>
<td>Gay &amp; Lesbian Issues in Schools</td>
</tr>
<tr>
<td>ENGL 336</td>
<td>American Ethnic Literature</td>
</tr>
<tr>
<td>ENGL 465B‡</td>
<td>Multicultural Issues in Literature/Languages</td>
</tr>
<tr>
<td>ES 245†</td>
<td>Hip Hop &amp; the Black Experience</td>
</tr>
<tr>
<td>ES 314</td>
<td>Chicano Culture &amp; Society in America</td>
</tr>
<tr>
<td>ES 325</td>
<td>From Civil Rights to Black Power</td>
</tr>
<tr>
<td>ES 326</td>
<td>Media and the Politics of Representation</td>
</tr>
<tr>
<td>ES 336</td>
<td>American Ethnic Literature</td>
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<tr>
<td>ES 465B‡</td>
<td>Multicultural Issues in Literature/Languages</td>
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<tr>
<td>HIST 372</td>
<td>Rise of Modern America [1877-1929]</td>
</tr>
<tr>
<td>KINS 474</td>
<td>Psychology of Sport &amp; Exercise</td>
</tr>
<tr>
<td>NAS 200</td>
<td>Indigenous Peoples in US History</td>
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<tr>
<td>NAS 327</td>
<td>Native Tribes of North American Regions</td>
</tr>
<tr>
<td>NAS 332</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>NAS 392</td>
<td>Indigenous Identities in Film</td>
</tr>
<tr>
<td>NAS 468</td>
<td>Tribal Justice Systems</td>
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<td>PSCI 318</td>
<td>Race, Gender &amp; US Law</td>
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<td>PSYC 437</td>
<td>Sexual Diversity</td>
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<td>SOC 316</td>
<td>Gender &amp; Society</td>
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<td>SPAN 408S</td>
<td>Field Experience: Translation and Interpretation</td>
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<tr>
<td>WS 316</td>
<td>Gender &amp; Society</td>
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<tr>
<td>WS 318</td>
<td>Gay &amp; Lesbian Issues in Schools</td>
</tr>
<tr>
<td>WS 336</td>
<td>American Ethnic Literature</td>
</tr>
<tr>
<td>WS 350</td>
<td>Women’s Health and Body Politics</td>
</tr>
<tr>
<td>WS 465B†</td>
<td>Multicultural Issues in Literature/Languages</td>
</tr>
</tbody>
</table>

*LD = Lower Division GE; UD = Upper Division GE; 
† = Course requires one or more prerequisites*
### DIVERSITY & COMMON GROUND: Non-Domestic

Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area column.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>GE AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 100</td>
<td>Global Perspectives in Art</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>ART 104K</td>
<td>Africa, Oceania, the Americas</td>
<td>Area C-LD</td>
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<tr>
<td>ART 104M</td>
<td>Latin American Art</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>ART 104N</td>
<td>Asian Art &amp; Culture</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>CHIN 107</td>
<td>Chinese Level III</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>FILM 109</td>
<td>Film Comedy Around the World</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>FREN 107</td>
<td>French Level III</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>PHIL 104</td>
<td>Asian Philosophy</td>
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</tr>
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<td>RS 105</td>
<td>World Religions</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>SPAN 107</td>
<td>Spanish Language &amp; Culture III</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>SPAN 108</td>
<td>Level III Heritage Speakers</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>SPAN 108S</td>
<td>Level III Heritage Speakers</td>
<td>Area C-LD</td>
</tr>
<tr>
<td>CHIN 109</td>
<td>Introduction to Chinese Studies</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>Cultural Geography</td>
<td>Area D-LD</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>Human Genetics</td>
<td>Area B-UD</td>
</tr>
<tr>
<td>MATH 301</td>
<td>Math &amp; Culture: Historical Perspective</td>
<td>Area B-UD</td>
</tr>
<tr>
<td>ART 302</td>
<td>Topics in Global Art History</td>
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</tr>
<tr>
<td>ART 303</td>
<td>Global Contemporary Art</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>DANC 303</td>
<td>Dance in World Cultures</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>ENGL 305</td>
<td>Post Colonial Literature</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>ENGL 308C</td>
<td>Women in Literature</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>FREN 300</td>
<td>African Storytelling</td>
<td>Area C-UD</td>
</tr>
<tr>
<td>FREN 306</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int'l Short Stories</td>
<td>Area C-UD</td>
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<td>GERU 306</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int'l Short Stories</td>
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<td>MUS 302</td>
<td>Music in World Culture</td>
<td>Area C-UD</td>
</tr>
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<td>RS 304</td>
<td>Cultural &amp; Religious Heritage of Africa</td>
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<tr>
<td>SPAN 306</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int'l Short Stories</td>
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<td>WS 306</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int'l Short Stories</td>
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<td>WS 308C</td>
<td>Women in Literature</td>
<td>Area C-UD</td>
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<td>ANTH 302</td>
<td>Anthropology of Religion</td>
<td>Area D-UD</td>
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<tr>
<td>ANTH 306</td>
<td>World Regions Cultural Studies</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>ECON 306</td>
<td>Economics of the Developing World</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>ES 306</td>
<td>World Regions Cultural Studies</td>
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</tr>
<tr>
<td>GEOG 300</td>
<td>Global Awareness</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>NAS 307</td>
<td>Nature and Issues of Genocide</td>
<td>Area D-UD</td>
</tr>
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<td>PSCI 303</td>
<td>Third World Politics</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>WS 303</td>
<td>Third World Women’s Movements</td>
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<tr>
<td>ANTH 315</td>
<td>Sex, Gender &amp; Globalization</td>
<td>Area D-UD</td>
</tr>
<tr>
<td>BA 410‡</td>
<td>International Business</td>
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<td>CHIN 207</td>
<td>Chinese Level IV</td>
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<tr>
<td>CRGS 390‡</td>
<td>Theory &amp; Methods</td>
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<td>ENGL 465C‡</td>
<td>Multicultural Issues in Literature/Languages</td>
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</tr>
<tr>
<td>ES 310</td>
<td>US and Mexico Border</td>
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<tbody>
<tr>
<td>ES 465C‡</td>
<td>Multicultural Issues in Literature/Languages</td>
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<tr>
<td>FREN 207</td>
<td>French IV &amp; Introduction to Francophone Studies</td>
</tr>
<tr>
<td>FREN 311</td>
<td>French V &amp; Stories from the Francophone World</td>
</tr>
<tr>
<td>HIST 327‡</td>
<td>History of Brazil</td>
</tr>
<tr>
<td>HIST 345</td>
<td>Imperialism</td>
</tr>
<tr>
<td>HIST 377</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>JMC 330</td>
<td>International Mass Communication</td>
</tr>
<tr>
<td>RS 340</td>
<td>Zen, Dharma &amp; Tao</td>
</tr>
<tr>
<td>SPAN 207</td>
<td>Spanish Language &amp; Culture IV</td>
</tr>
<tr>
<td>SPAN 208</td>
<td>Level IV Heritage Speakers</td>
</tr>
<tr>
<td>SPAN 208S</td>
<td>Level IV Heritage Speakers</td>
</tr>
<tr>
<td>TA 241</td>
<td>Theatre History II</td>
</tr>
<tr>
<td>WS 315</td>
<td>Sex, Gender &amp; Globalization</td>
</tr>
<tr>
<td>WS 340</td>
<td>Ecofeminism: Global Women &amp; Environment</td>
</tr>
<tr>
<td>WS 465C‡</td>
<td>Multicultural Issues in Literature/Languages</td>
</tr>
</tbody>
</table>
Components of the Degree: Majors, Minors, Electives

The major provides depth of study. For the BA (Bachelor of Arts) degree, the major consists of a minimum of 33 semester units. At least 12 units in the major must be upper division level. For the BS (Bachelor of Science) degree, a major requires a minimum of 36 semester units, with at least 18 upper division units.

Major programs must be approved by the university. A list of approved baccalaureate or undergraduate majors offered at Humboldt State appears at the beginning of the Academic Programs section in this catalog and is followed by detailed descriptions of the majors.

A major contract approved by the student’s advisor and department chair must be submitted to the Office of the Registrar when a student applies for graduation or earlier. The major contract lists courses required for the major, including transfer courses and substitutions that have been reviewed and approved. Students should work with their academic advisor to develop a major contract before they have completed 90 units.

The minor is similar to the major but less comprehensive. Although a minor is not required for graduation, many students find a minor complements their studies and enhances their career opportunities.

A minor consists of 15–30 units, six of which must be upper division. A minimum 2.0 (C) GPA is required. Courses used for a minor can also be used for general education.

Students are generally prohibited from earning a major and minor from the same degree program. Exceptions can be made in combinations in which: 1) at least 9 units required for the minor are not already required for the major: In cases where there are “options” within the minor or major, a student must take options such that at least 9 units for the minor are not counted towards the major; and 2) the major and minor must be distinctly different programs.

Although minors are posted on the transcript, they are not listed on the diploma. A minor cannot be posted if completed after the degree has been awarded. It must be completed in conjunction with a degree or credential program.

Students choose elective courses [outside of specific degree requirements] to fulfill total unit requirements for the degree. An elective component may be part of the degree, depending on the chosen major and/or minor. Because electives do not meet specific requirements, a student may use them to pursue individual goals and interests. A student also may use electives to complete a minor. Most Humboldt courses may be taken as electives.
THE MASTER’S DEGREE

Degree Programs
Humboldt State University is authorized to offer the following programs. Detailed requirements for each program appear in the next section of this catalog.

Master of Arts degree with majors in:
- Applied Anthropology*
- Education
- English
- Psychology
- Social Science: Environment & Community Sociology

Master of Science degree with majors in:
- Biology
- Environmental Systems
- Kinesiology
- Natural Resources

Master of Business Administration degree

Master of Social Work degree
* Program offered through the College of eLearning & Extended Education

General Admission Requirements
The minimum requirements for admission to graduate and post-baccalaureate studies at a CSU campus are in accordance with individual university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

The minimum admission requirements are:
1. Have completed a four-year college course of study with a baccalaureate degree from an institution accredited by a regional accrediting association, or equivalent academic preparation as determined by appropriate campus authorities;
2. Good academic standing at the last college or university attended;
3. One of the following:
   - A grade point average (GPA) of at least 2.5 in an acceptable earned baccalaureate degree, or
   - A GPA of at least 2.5 in the last 60 semester (90 quarter) units attempted, or
   - Post-baccalaureate degree earned at an institution accredited by a regional accrediting association.
4. English language proficiency;
   - Regardless of their citizenship, all graduate and post-baccalaureate applicants whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. See "English Language Proficiency" on page 33.
5. Other requirements as defined by specific programs. For example, some programs require a higher GPA for admission.

Application Process
To apply for admission to Humboldt State University, please visit CSU Mentor at www.csumentor.edu. CSU Mentor is available 24 hours, 7 days a week. Your completed admission application will be forwarded automatically to HSU. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. If you are not able to use the CSU web-based application, you may obtain an application by downloading a PDF file from the CSU Mentor website. Instructions on how to download a PDF application and where to send it are provided at www.csumentor.edu. You may submit the completed PDF application to the admissions office at the campus[es] where you want to apply.

Apply to Humboldt State University as early as possible. Fall applications are accepted beginning October 1; spring applications beginning August 1.

Deadlines for submitting graduate applications vary by program. Check with the Office of Admissions—Graduate, 707-826-6250, or the individual program office. While some admission categories remain open later than others, no applications will be accepted later than one month prior to the beginning of the term. In addition to a CSU graduate application and all college transcripts (official), applicants are required to submit the materials listed under General Admission Requirements to complete their application. Please check with the individual departments for any additional requirements.

Classification. Applicants who meet the minimum requirements for graduate and post-baccalaureate studies may be admitted in one of the following categories:
- Conditionally Classified. This classification applies to students who have admission deficiencies that require additional preparation.
- Classified. This classification applies to students who have met all admission requirements. Attainment of this classification is required before advancement to candidacy.
- Post-Baccalaureate Classified. This classification applies to enrollment in certification programs.

Graduate Financial Aid
Placement in one or another of the post-baccalaureate admission categories has an effect on student eligibility for financial aid. Contact the Financial Aid Office, 707-826-4321, for clarification of eligibility.

Candidacy
Admission to candidacy is an acknowledgement of a student’s potential to complete the requirements for the master’s degree. Students should apply for advancement to candidacy and graduation at least one semester prior to completion of course requirements. Some programs require earlier application. A student must be enrolled in the semester during which advancement to candidacy takes place.

Candidacy Requirements
- “Classified” standing;
- A GPA of 3.0 or better;
- Completion of 12 to 15 units approved coursework for the master’s program;
- Approval of the advisor; committee, and graduate coordinator; and
- Approval of any plan to use humans or animals as subjects in research if applicable. (See “Use of Human Subjects in Research” or “Use of Animals in Research” in the Graduate Student Handbook for more information.)

Forms are available on the HSU Forms website. Some programs require their students to advance to candidacy within their first year at HSU.
Graduate Degree Requirements

General requirements for the master’s degree programs as specified by Title 5 are below. Discipline-specific requirements are outlined in the program description section of this catalog.

1. Completion of a specified program of study, usually requiring approval from the university department.

2. Completion of a minimum of 30 semester units of approved coursework within a maximum of seven years. (See “Seven-Year Limit”.) This standard includes:
   - 21 or more semester units must be completed at Humboldt State University [residency requirement] unless an exception is made;
   - At least half the units must be at the graduate level;
   - lower division course [100-200 level] cannot be counted toward the degree;
   - No more than six thesis or project units will apply toward the degree with a maximum of nine total units for independent study, field work, and thesis/project courses.

3. B- or better in all courses taken to satisfy the requirements for the degree and maintain a grade point average of 3.0 (B) or better. A higher grade standard than the campus minimum (B) may be specified by a graduate degree program.

4. Completion of an approved thesis, project, or comprehensive examination, as defined by Title 5:
   - A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.
   - A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project’s significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.
   - A comprehensive examination is an assessment of the student’s ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The results of the examination evidences independent thinking, appropriate organization, critical analysis, and accuracy of documentation. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of The California State University.

5. The California State University, under Executive Order 665, requires that graduate students demonstrate competency in writing. The graduate writing requirements are built into each program.

Academic Probation & Disqualification

Graduate students, including those who are classified or conditionally classified, will be placed on academic probation if their Humboldt grade point average falls below a 3.0 [B grade average]. See Academic Regulations, “Academic Standing” on page 36.

Continuous Enrollment

Students admitted to master’s degree programs are required to enroll for a minimum of one unit per term for at least two terms per academic year [fall, spring, summer] until their degree requirements are completed. If you have “substantial work” to do to complete your project/thesis, you will register as a regularly enrolled student. The number of units registered for would be estimated based on the amount of work required and the extent of faculty involvement.

Master’s degree students who do not maintain continuous enrollment [two terms each academic year], and who have not been granted a leave of absence, are required to reapply for admission to the university and to the graduate program. If readmitted, they will be subject to any new admission or degree requirements that have been approved since their first admission to the program.

Educational Leave of Absence

An educational leave of absence must be requested if continuous enrollment, as defined above, will be interrupted. At least one term must be completed prior to taking a leave of absence. The maximum duration of a single leave is one academic year; the total duration of combined leaves may not exceed two years. A leave of absence does not extend the seven-year time limit. See Academic Regulations, “Educational Leave (Leave of Absence)” on page 44 for additional information.

Extended Education

Some departments allow master’s students to register for one unit of a discipline-specific x693 course through the College of eLearning and Extended Education. Enrollment in the discipline-specific x693 course maintains continuous enrollment and status in the master’s degree program.

The minimum requirements to be eligible to enroll through eLearning and Extended Education:
   - Advancement to candidacy;
   - Completion of all the coursework required for the degree; and
   - Current graduation date on file with the Office of the Registrar.

The Graduate Continuous Enrollment form is used to request authorization to enroll in one unit of discipline-specific x693 course through Extended Education. Forms are available online on the HSU Forms website (www.humboldt.edu/forms).

This policy does not apply to credential candidates.

Additional requirements for registering through extended education vary by program.

Seven-Year Limit

Title 5 Education of the California Administrative Code of Regulations limits the maximum time for completing a master’s degree program to seven years. The seven years is calculated from the time of completion of the oldest course listed on the Approved Graduate Course List. An extension may be granted if warranted by individual circumstances and if the outdated coursework is validated by examination. See the Graduate Student Handbook for additional information.

Graduation

Students apply for graduation at the same time as they apply for advancement to candidacy. The dual application initiates a degree check to ensure that the coursework listed meets the requirements of the master’s degree program.

The graduate student application for graduation should be filed at least one semester before finishing all degree requirements. Forms are available online on the HSU Forms website (www.humboldt.edu/forms). See the online Registration Guide for appropriate deadlines.
Certificates of Study

Certificates of study are collections of courses in subjects other than those in which majors or minors are offered. A certificate of study is not the same as a teaching certificate, a credential, or a license.

**Art Museum & Gallery Practices**
Courses provide preparatory experience for working in art museums and commercial galleries, or pursuing graduate studies in the museum field. Study issues and topics related to museum and gallery operations and practice curatorship, registration, exhibition design and art preparation firsthand through production of actual art exhibitions for the on-campus Reese Bullen Gallery, Goudi’ni Gallery, and in local museums and galleries off campus. This certificate may be of particular interest to students majoring in art, anthropology, history, education, Native American studies, education, or business administration. For more information, call 707-826-3624.

**Bioinformatics**
This interdisciplinary program exposes biology, biochemistry, computer science, fisheries, math, and wildlife students to bioinformatics tools and their applications, and provides them hands-on experience in practicing those skills. Students earning this certificate become more competitive for entry into master's and Ph.D. programs and for jobs in the biotech and pharmaceutical industries. For information, contact the Biological Sciences Department, 707-826-3245.

**Environmental Education & Interpretation**
Develop basic skills for careers in natural resources interpretation and public information. Contact the Environmental Science & Management Department, 707-826-4147, or go to www.humboldt.edu/environment/programs/certificates.

**Environmental & Natural Resources Planning**
An overview of effective participation in multidisciplinary planning activities. Contact the Environmental Science & Management Department, 707-826-4147, or go to www.humboldt.edu/environment/programs/certificates.

**Institutional Research**
This post-baccalaureate online certificate program is for students and entry level career professionals to explore the discipline of institutional research (IR). It provides an introduction to the field of Institutional Research and forms a solid base of foundational knowledge for those interested in pursuing a career in IR. Two prerequisite graduate courses are required to enter the program: Research Methods, and Statistics. These can be taken through any accredited graduate program. Three courses are required to complete the certificate: Introduction to Institutional Research, Applied Research, and Diversity in Institutional Research. Because this program is offered through eLearning and Extended Education, no financial aid is available. The certificate is administered by the Institutional Research and Planning Office and is housed in the Department of Psychology, and administered through the Office of the College of eLearning and Extended Education. For more information or to complete an application, please call 707-826-5338 or visit the certificate program website at www.humboldt.edu/ircertificate.

**Journalism**
Prepare for a career in news, public relations, broadcasting, or another job within the mass media or related fields. Contact the Department of Journalism and Mass Communication, 707-826-4775.

**Natural Resources Policy & Administration**
Aimed at students seeking positions at advanced managerial levels in agencies and corporations responsible for managing natural resources. Contact the Environmental Science & Management Department, 707-826-4147, or go to www.humboldt.edu/environment/programs/certificates.

**Wildland Fire Management**
The curriculum is designed for those wishing to enhance or upgrade knowledge and skills in fire ecology, management of wildland fuels, prescribed fire, and fire behavior. Students can supplement previously taken college courses to help qualify for employment with various agencies and companies that manage wildlands. This program is specifically designed to help students to partially meet the educational requirements for the GS-401 Fire Management Specialist job series. For information, contact the Department of Forestry and Wildland Resources, 707-826-3935.

**Women’s Studies**
Helps expand knowledge and experience in a particular area of women’s studies. This certificate can be particularly useful for those entering careers in counseling, psychology, social work, health care, or teaching. Contact the Department of Critical Race, Gender, and Sexuality Studies. 707-826-4329.
Preparatory courses of study are non-major programs offering supervised and independent studies to prepare students for specialty educational institutions.

**Pre-Law (non-major)**

**Pre-Law Advisors**
Martin Flashman, flashman@humboldt.edu
Marlon Sherman, ms31@humboldt.edu

**The Program**
Pre-law is not a specific course of study in a particular discipline. There is no established major or specific course of studies for pre-law preparation. Many different routes exist for preparing for the study of law. Various legal professional organizations, such as the American Bar Association and the Association of American Law Schools, emphasize that success in legal education comes from a background that has developed the essential skills of strong analytic thinking, including the ability to analyze arguments and situations with sound reasoning, and the ability to communicate well, both orally and in writing.

Any number of possible majors and minors, along with elective courses, can be combined in preparation for the study of law. The best plan is to choose a major that interests you, and choose as many challenging courses from other areas as possible that support your development as noted above. Perhaps the best way to prepare for law school at Humboldt is to take challenging courses. This will train your mind to perform well within the rigors of law school studies and later as a member of the legal profession.

Pre-law students should remain in close contact with one of the pre-law advisors. Humboldt’s Career Center has information on admission to law schools and the Law School Admission Test (LSAT).

More information is available through the Pre-Law Advising website at: www.humboldt.edu/prelaw.

**Pre-Professional Health (non-major)**

**Pre-Dental Advisor**
John Reiss, jor1@humboldt.edu

**Pre-Medical Advisor**
Jacob Varkey, jpv1@humboldt.edu

**Pre-Optometry Advisor**
Jacob Varkey, jpv1@humboldt.edu

**Pre-Pharmacy Advisors**
Jacob Varkey, jpv1@humboldt.edu
Jeff Schineller, jbs4@humboldt.edu

**Pre-Physical Therapy**
Sheila Alicea, skk41@humboldt.edu
[see Kinesiology major]

**Pre-Veterinary Advisors**
Sharyn Marks, sbm1@humboldt.edu
Bruce O’Gara, bao3@humboldt.edu

**College of Natural Resources & Sciences**
Steve Smith, Ph.D., Dean

**Biological Sciences**
Science Complex B 221
707-826-3245
www.humboldt.edu/biosci

Humboldt’s Career Center has information on requirements at medical and other professional schools.

**The Program**
Several of Humboldt’s undergraduate programs in the biological and physical sciences prepare students to meet admissions requirements for health science professional schools. Usually these schools require a broad education in biological and physical sciences, which Humboldt provides. Humboldt offers both supervised and independent studies to prepare for professional schools.

**Requirements**
Requirements listed here are typical for health science and related professional schools. Contact individual professional schools for specific requirements and consult pre-professional advisors.

- **General education** courses and other requirements for the major. [To demonstrate a well rounded background, the HIST 104-HIST 105 sequence is recommended.]
- **Chemistry**: CHEM 109, CHEM 110, CHEM 321, CHEM 322. Some schools may require CHEM 438 or the CHEM 431-CHEM 432 series. Start the CHEM 109-CHEM 110 sequence as soon as possible.
- **Mathematics**: MATH 109, MATH 110 [or MATH 105, MATH 205 for pre-medical students]. The amount of calculus required by professional schools varies, but a full year is highly recommended. Start the mathematics sequence in the freshman year; because physics and chemistry courses have mathematics prerequisites. Pre-veterinary students should take STAT 109.
- **Physics**: PHYX 106, PHYX 107 sequence or PHYX 109, PHYX 110, PHYX 111.
- **Zoology**: ZOOL 270 is strongly recommended for pre-medical students.
- Other courses may be required to prepare adequately for appropriate aptitude examinations.

Pre-professional students should remain in close contact with their pre-professional advisors.
Degree Programs

MAJORS
Bachelor of Arts (BA)
Anthropology
Art
Chemistry
Child Development**
Child Development/>
Communication
Criminology & Justice Studies
Critical Race, Gender &
Sexuality Studies
Dance Studies*
Economics
Elementary Education**
English
Environmental Studies
Film
French & Francophone Studies
Geography
Geology
History
Interdisciplinary Studies
International Studies*
Journalism
Leadership Studies*
Liberal Studies/
Elementary Education
Mathematics
Music
Native American Studies
Philosophy
Physics
Political Science
Psychology
Recreation Administration**
Religious Studies
Social Work
Sociology
Spanish
Theatre Arts

Bachelor of Science (BS)
Biology
Botany
Business Administration
Chemistry
Computer Science
Environmental Management &
Protection
Environmental Resources
Engineering
Environmental Science
Fisheries Biology
Forestry
Geology
Kinesiology
Oceanography
Physics
Rangeland Resource Science
Wildlife
Zoology

MINORS
American Indian Education
American Sign Language &
Special Populations
Anthropology
Applied Mathematics
Applied Statistics
Appropriate Technology
Art History
Art Studio
Astronomy
Biology
Botany
Business Administration
Chemistry
Chinese Studies
Communication
Computer Science
Dance
Early Childhood Development
Ecological Restoration
Economics
English Literature
English Writing
Environmental & Natural
Resources Planning
Environmental & Natural
Resources Recreation
Environmental Education &
Interpretation
Environmental Ethics
Environmental Policy
Ethnic American Literatures
Ethnic Studies
Family Studies
Film
Fire Ecology
Fisheries Biology
Forestry
French & Francophone
Studies
Geography
Geology
Geospatial Analysis
German Studies
Health Education
History
Journalism

Kinesiology
Linguistics
Mathematics
Multicultural Queer Studies
Music
Native American Studies
Natural Resources
Oceanography
Philosophy
Physics
Political Science
Psychology
Rangeland Resource Science
Recreation Administration
Religious Studies
Scientific Diving
Social Advocacy
Sociology
Spanish
Teaching English as a
Second Language
Theatre Arts
Water Resource Policy
Watershed Management
Wildland Soil Science
Wildlife
Women's Studies
Zoology

CREDENTIALS
Elementary Education
Preliminary Credential in
Multiple Subjects
Secondary Education
Art
English/Language Arts
Mathematics
Music
Physical Education
Science
Social Science
Spanish
Educational Leadership
Preliminary Administrative
Services
Professional Clear
Administrative Services

Specialist Credentials
Adapted Physical Education
Special Education
Mild to Moderate &
Moderate to Severe
Disabilities

GRADUATE DEGREES
Master of Arts (MA)
Applied Anthropology
Economics
Education
English
Composition Studies &
Pedagogy
Literary & Cultural Studies
Peace Corps Service
Psychology
Academic Research
Counseling
School Psychology
Social Science
Environment & Community
Sociology
Public Sociology,
Ecological Justice and Action

Master of Business Administration (MBA)
Master of Science (MS)
Biology
Environmental Systems
Energy, Technology & Policy
Environmental Resources
Engineering
Geology
Mathematical Modeling
Kinesiology
Exercise Science
Teaching/Coaching
Natural Resources
Environmental & Natural
Resource Sciences
Fisheries
Forest, Watershed &
Wildland Sciences
Wildlife

Master of Social Work (MSW)

* an option within the Interdisciplinary Studies degree
** an option within Liberal Studies degree
† program offered through the College of eLearning &
Extended Education
Adapted Physical Education Credential

See Kinesiology for the Master of Science degree with a major in Kinesiology.

Program Coordinator
Rock Braithwaite, Ph.D.

Department of Kinesiology & Recreation Administration
Kinesiology & Athletics 305
707-826-4536
www.humboldt.edu/kra

The Program

This program includes extensive fieldwork to prepare students to teach physical education to individuals with disabilities. Students develop teaching competencies in perceptual motor development, aquatics, game and sports skills, and physical fitness.

Admission Requirements

Submit the following documents to Kinesiology & Recreation Administration:

- letter of application, stating interest in working with a special group
- three letters of recommendation for admission to the program
- transcripts of all previous college work

Applicants must hold a basic teaching credential authorizing the teaching of physical education. A single subject credential with a supplementary authorization in sports and games is not a valid basic credential. The following are acceptable: single subject in physical education; multiple subject; standard secondary with a major or minor in kinesiology; standard elementary with a major or minor in kinesiology; standard early childhood; special secondary in PE; general elementary; general secondary; junior high school; kindergarten — primary.

Program Requirements

All students receiving the Adapted Physical Education Specialist Credential must:

- successfully complete the California Basic Education Skills Test (CBEST)
- complete a CCTC-approved subject area program or pass the SSAT and/or Praxis tests authorizing the teaching of physical education
- maintain a 3.0 GPA in the following required courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>REC 302</td>
<td>3</td>
</tr>
<tr>
<td>KINS 385</td>
<td>3</td>
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<tr>
<td>KINS 475</td>
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<tr>
<td>KINS 484</td>
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<tr>
<td>KINS 535</td>
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<td>KINS 577</td>
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<tr>
<td>KINS 578</td>
<td>2</td>
</tr>
<tr>
<td>KINS 695</td>
<td>1-6</td>
</tr>
</tbody>
</table>

American Indian Education Minor

Minor in American Indian Education

This minor is housed within the College of Professional Studies.

Contact
Department of Child Development
707-826-3471
childdev@humboldt.edu
www.humboldt.edu/cdblog

The Program

The American Indian Education (AIE) minor provides an understanding of the particular educational needs of American Indian students, as well as the skills to apply methodologies and classroom practices conducive to academic success and validation of cultural identity and values.

Having a positive self-identity and strong cultural affirmation is key for the success of any student in school and in life, but American Indian students face assaults on their identity and culture on a daily basis. To help ensure success in working with American Indian students and communities, the College of Professional Studies provides a rigorous curriculum designed to heighten awareness of the numerous and complex issues surrounding American Indian education, along with successful educational models and classroom applications.

Requirements for the Minor

Core Courses (9 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>AIE 330</td>
<td>3</td>
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<tr>
<td>AIE 335</td>
<td>3</td>
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<tr>
<td>AIE 340</td>
<td>3</td>
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</tbody>
</table>

Child Growth & Development (3 units)

Choose one from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CD 253</td>
<td>3</td>
</tr>
<tr>
<td>CD 255</td>
<td>3</td>
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<tr>
<td>CD 256</td>
<td>3</td>
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</tbody>
</table>

Language & Communication Awareness (3 units)

Choose from one of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AIE 380/AIE 580</td>
<td>3</td>
</tr>
<tr>
<td>NAS 340</td>
<td>3</td>
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<tr>
<td>NAS 345</td>
<td>3</td>
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</tbody>
</table>

AIE courses also comprise a specialization within the Child Development major, as well as a special area of emphasis in the MA Education program.

AIE courses are available to all HSU students. Community members may enroll through Extended Education; call 707-826-3731 for a schedule of classes.

* Diversity/Common Ground courses.
American Sign Language & Special Populations Minor

Minor in American Sign Language and Special Populations

Department Chair
Claire Knox, Ph.D.

Department of Child Development
Harry Griffith Hall 229
707-826-3471
childdev@humboldt.edu
www.humboldt.edu/cdblog

The Program
The American Sign Language and Special Populations Minor is designed to assist individuals who wish to work with the deaf or hard of hearing and/or children with special needs. Individuals will find the minor useful if they seek employment as early interventionists, family service providers, teachers of special education, teachers of the hard of hearing or deaf, or teachers of children with language delays.

The minor is designed to help prepare students to work in an entry-level position with children and families that use American Sign Language as a means of communication or who might benefit from using signed speech in combination with verbal communication. The minor provides the student with background in child development, language acquisition, American Sign Language, life and culture of the deaf and hard of hearing communities, and experiences of families with children with special needs.

Requirements for the Minor
Students must complete a total of 19 units as described below.

Children’s Growth and Development (One 3-unit course)
CD 253 (3) Prenatal and Infant Development, or
CD 255 (3) Early Childhood Development, or
CD 256 (3) Middle Childhood Development, or
CD 350 (3) Perspectives: Life-Span Development

American Sign Language (6 units)
CD 109Y (3) American Sign Language I,* and
CD 109Z (3) American Sign Language II

Language Acquisition (3 units)
CD 355 (3) Language Development

Special Needs Populations (7 units)
CD 366 (3) Exceptional Children and their Families, and
COMM 322 (4) Intercultural Communication, or
COMM 324 (4) Nonverbal Communication

---

* Students with extensive prior experience using ASL may take the challenge exam to complete CD 109Y.

NOTE: Challenge process requires students to inform instructor of desire to challenge and take exam within the first two weeks of the semester. Students should not enroll in the course they wish to challenge. The student must earn a 70% or greater on the challenge exam to earn a credit in CD 109Y and before proceeding to CD 109Z.
Anthropology

Bachelor of Arts degree with a major in Anthropology

Minor in Anthropology

Master of Arts degree in Applied Anthropology

Department Chair
Lyn Smith, Ph.D.

Graduate Coordinator
Marissa Ramsier, Ph.D.

Department of Anthropology
Behavioral & Social Sciences 506
707-826-3139
www.humboldt.edu/anthropology

THE BA PROGRAM

Students completing this program will have demonstrated:

- understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic)
- the ability to think critically and to apply the scientific method in the various subfields of the discipline (Cultural, Biological, Archaeology, Linguistics, and Applied)
- understanding of the complex and interrelated processes of change (biological and cultural evolution, diffusion, colonialism, globalization) both within cultures and across cultural boundaries
- the relevance of anthropology to present-day policy and social issues including medical intervention, economic development, language and cultural survival, and human rights
- practical skills needed to assume the roles and responsibilities of a productive member of a community (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities.

Concerned with the world’s diverse cultures, anthropology provides education and experience to help students understand the perspectives of peoples in other places, settings, and times. It develops critical and analytical skills and empathic understanding. Students can pursue a wide number of anthropological fields: social and cultural, archaeological, linguistic, and biological.

Humboldt State’s unique setting in proximity to nine Native American tribes presents a rare opportunity for learning about the first Nations of North America and their contemporary relationships to other cultures of the U.S. Our region’s cultural richness includes immigrant communities and families as well as students and faculty of diverse nationalities at HSU. Combined with our department’s emphasis on international and applied experience, this context allows our students to obtain an academic and experiential education in the study of culture.

Anthropology provides an excellent liberal arts background, benefiting many careers. Wherever crosscultural relations are present, or wherever culturally broad perspectives are valuable (education, social services, medicine, business, legal services, and journalism), anthropologists can make strong contributions.

Humboldt’s program provides a strong foundation for graduate study. Graduates have established careers in archaeology, linguistics, international development, foreign affairs, health services, multicultural education, environmental planning and research, biological and medical research, cultural resource management, and professional anthropology.

Preparation

At the high school level, students can prepare for a major in Anthropology through the study of college preparatory courses, especially including second-language learning, social sciences, mathematics, and biology. At the university level we encourage students to continue with a carefully-planned breadth of education in these areas.

Please obtain a Major Contract form as soon as you decide to major in anthropology. You can pick one up from the departmental office, or print a copy from the Anthropology home page (www.humboldt.edu/anthropology). Review the form with your advisor each semester, and ask how to best apply international study and field school work toward the requirements of your major.

REQUIREMENTS FOR THE BACHELOR’S DEGREE

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Basic Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH 104</td>
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<td>ANTH 105</td>
<td>3</td>
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<td>ANTH 303</td>
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<td>ANTH 310</td>
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<td>ANTH 331</td>
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<td>ANTH 332</td>
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<td>ANTH 333</td>
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<td>ANTH 339</td>
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Methods Training (select 2 out of 3)

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<th>Course</th>
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<tbody>
<tr>
<td>STAT 108</td>
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<tr>
<td>ANTH 318</td>
<td>4</td>
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<tr>
<td>ANTH 350</td>
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</table>

Breadth & Specialization

Specialization: Take at least 3 courses from your specialization group (9-12 units).

Breadth: In addition, take at least 1 course from each non-specialization group (6-8 units), and

Regional: Take 1 course (4 units) and 2 seminars, one of which must be linguistics (ANTH 485; 1 unit each).

Archaeology Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>ANTH 357</td>
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<tr>
<td>ANTH 359</td>
<td>4</td>
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<td>ANTH 374</td>
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Biological Anthropology Specialization

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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<td>ANTH 331</td>
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<td>ANTH 332</td>
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<td>ANTH 333</td>
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<td>ANTH 339</td>
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Sociocultural Anthropology & Linguistics Specialization

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<th>Course</th>
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<td>ANTH 302</td>
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<td>ANTH 315</td>
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<td>ANTH 316</td>
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<td>ANTH 317</td>
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<td>ANTH 341</td>
<td>4</td>
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<tr>
<td>ANTH 329</td>
<td>4</td>
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</table>

Advisor Approved Elective (field program, independent study, etc.)
Anthropology

Courses:
ANTH 394  [4] Archaeology of N. America

Seminars
ANTH 485  [1] Language & Human Evolution
ANTH 485  [1] Language & Prehistory
ANTH 485  [1] Language & Society

Capstone

REQUIREMENTS FOR THE MINOR
ANTH 104  [3] Cultural Anthropology
ANTH 105  [3] Archaeology and World Prehistory or
ANTH 33B  [1] Biological Anthropology Lab

Plus 9 upper division units

THE APPLIED ANTHROPOLOGY MA PROGRAM

Students completing this program will have demonstrated that they:
- exhibit substantive knowledge of the discipline, and an advanced ability to apply disciplinary principles, theories, methods, and approaches
- possess a wide range of graduate level research and problem-solving skills enabling one to proficiently address complex human and environmental problems within academic and non-academic settings
- display knowledge and competency in all areas of anthropological ethics, cultural relativism, and social responsibility as applied to research, teaching, and service
- model life-long learning, and evidence effective multi-modal communication, adaptability, perseverance, and proactive marketing of anthropological skills.

The MA in Applied Anthropology is a rigorous yet flexible program focused on building competitive, marketable skills. Applied Anthropology is the application of anthropological perspectives, methods, theories, and practices to human and environmental problems in academic, professional, and global contexts. Applied Anthropology crosses traditional disciplinary boundaries and is relevant to students of anthropology, history, human biology, environmental studies, religious studies, sociology, art, geography, international studies, political science, and many other areas.

The program begins with a five-week Summer Institute held on the HSU campus, during which students will build camaraderie and receive rigorous hands-on methods training. While on campus, students work with resources such as the archaeology and biological anthropology laboratories, cultural artifact & skeletal collections, and simulated archaeological site. After the Summer Institute, students undertake the remaining coursework via online distance learning, either full-time (three semesters) or part-time (six semesters). Students who would like to be on campus are welcomed and will have access to departmental facilities.

Students will be held to rigorous standards and as such, graduates will gain competitive, broadly applicable skills and be in a position to confidently apply anthropological perspectives, theories, and methods to a variety of careers in today’s academic, non-academic, and increasingly global job market.

REQUIREMENTS FOR THE MASTER’S DEGREE

Core Courses (26 units)
ANTH 670  [2] Introduction to Applied Anthropology
ANTH 673  [3] Anthropology in Practice
ANTH 674  [3] Project Design and Management

Anthropology Electives (6 units)
Choose two or more of the following:
ANTH 618  [3] Ethnographic Methods
ANTH 621  [3] International Development
ANTH 654  [3] Cultural Resources Management

Breadth Electives (3 units)
One or more, advisor-approved course from outside the discipline.

ADDITIONAL MA DEGREE INFORMATION

Summer Institute
5 units, 5 weeks at HSU, before Semester 1
- Courses: ANTH 670 & ANTH 671.
  Includes approximately 22 hours per week of required meetings in the classroom/lab/field.
- Milestones: Pass preliminary exams
- Following the Summer Institute, students may choose to complete the remainder of the program as either 3 full-time or 6 part-time semesters.

Full-Time Timeline
Semester 1, Fall (10+ units, online)
- Courses: ANTH 672, ANTH 673, ANTH 678 & one elective
- Milestones: Establish internship, thesis chair; preliminary thesis plan

Semester 2, Spring (10+ units, online)
- Courses: ANTH 674, ANTH 675, ANTH 678 & one elective
- Milestones: Complete internship, thesis committee formed, thesis topic approved, Advancement to Candidacy filed. Students will generally begin thesis research during the summer directly following this course if they have not done so already.

Semester 3, Fall (10+ units, online)
- Courses: ANTH 678, ANTH 690 & one elective
- Milestones: Thesis and defense completed, or progress approved by thesis committee.

Part-Time Timeline
Semester 1, Fall (4 units, online)
- Courses: ANTH 673 & ANTH 678
- Milestones: Establish internship

Semester 2, Spring (6+ units, online)
- Courses: ANTH 675 & one elective
- Milestones: Satisfactory progress on internship, which must be completed before the start of the fall term.

Semester 3, Fall (6+ units, online)
- Courses: ANTH 672 & one elective
- Milestones: Thesis chair; preliminary thesis plan

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG
Anthropology
Semester 4, Spring (4 units, online)
- Courses: ANTH 674 & ANTH 678
- Milestones: Thesis committee formed, thesis topic approved, Advancement to Candidacy filed. Students will generally begin thesis research during the summer or fall directly following this course if they have not done so already.

Semester 5, Fall (4+ units, online)
- Courses: ANTH 678 & one elective

Semester 6, Spring (6 units, online)
- Courses: ANTH 690
- Milestones: Thesis and defense completed, or progress approved by thesis committee.

Field Placement Requirement
Students are required to complete 180 hours of field placement that is focused on gaining hands-on applied experience in an area relevant to their focus. The field placement may, but is not required to be directly related to MA thesis research. Each student will arrange the field placement in close consultation with the student’s Advisor and the Graduate Coordinator. The arrangement and completion of the field placement will be integrated with ANTH 673 and ANTH 674, respectively.

Supplemental Coursework
In addition to program requirements, students may enroll in additional courses to develop interests and expertise and enable competent completion of specialized thesis topics. Students may enroll in non-program courses following HSU’s Open University policy.

Grade and Progress Requirements,
Continuous Enrollment Requirements,
and Leave of Absences
Students must pass preliminary exams at the end of the Summer Institute to continue in the program, and each semester students are expected to maintain at least a B average and pass all courses with a C or better. If the thesis is not expected to be completed according to the standard timeline, students are required to enroll in at least one unit (usually thesis units) each fall and spring until work is complete and both committee members have approved the final written thesis and oral defense. Extension of thesis completion deadlines must be approved by the advisor and Graduate Coordinator.

Conduct Requirements
Students are expected to maintain professional conduct and abide by ethical standards, in all aspects of and activities related to the program, in anthropological research and activities, and in all situations where they represent the program and discipline. The department reserves the right to dismiss from the program a student who does not abide by these rules.
**APPLIED STATISTICS MINOR**

**Minor in Applied Statistics**

**Information**
Jeffrey Haag, Ph.D., Chair
Department of Mathematics
707-826-5345

**The Program**
It is increasingly necessary for practitioners in any quantitative discipline to have a substantial background in statistics. Whereas statistics has traditionally played a central role in the biological and computer sciences, it is now equally important in business, economics, and the social sciences.

The applied statistics minor is designed to provide the broad statistical knowledge and practical skills needed for application of statistical techniques to research and management problems in a wide variety of disciplines. The introductory, intermediate, and topics courses include computer laboratory sessions, in which students learn to use statistical software. The minor culminates with an upper division applications course.

Different choices for the introductory, intermediate, and applications courses make the applied statistics minor an attractive complement to bachelor’s degree programs in business, economics, psychology, and the biological and natural resources sciences.

**REQUIREMENTS FOR THE MINOR**

**MATH 115** (4) Algebra & Elementary Functions, or equivalent math placement code

**One of the following calculus courses:**

- **MATH 105** (3) Calculus for the Biological Sciences & Natural Resources
- **MATH 109** (4) Calculus I

**One of the following introductory courses:**

- **PSYC 241** (4) Introduction to Psychological Statistics
- **STAT 108** (4) Elementary Statistics
- **STAT 109** (4) Introductory Biostatistics

**One of the following intermediate courses:**

- **BA 332** (4) Intermediate Business Statistics
- **PSYC 478** (4) Analysis of Variance
- **STAT 333** (4) Linear Regression Models/ANOVA

Two topics courses from the following list:

- **STAT 323** (4) Probability & Statistics
- **STAT 404** (4) Multivariate Statistics
- **STAT 406** (4) Sampling Design & Analysis
- **STAT 409** (4) Experimental Design & Analysis
- **STAT 410** (4) Modern Statistical Modeling
- **STAT 480** (1-3) Special Topics in Statistics

One advanced applications course from the following list:

- **BA 446** (4) Marketing Research
- **FISH 45B** (4) Fish Population Dynamics
- **FOR 311** (4) Forest Mensuration & Growth
- **PSYC 488** (4) Regression/Multivariate Topics
- **WLD 311** (4) Wildlife Techniques
- **WLD 478** (3) Animal Energetics or other applications course with substantial statistics content, as approved by the Applied Statistics coordinator.

**APPROPRIATE TECHNOLOGY MINOR**

**Minor in Appropriate Technology**

**Advisors**
Arne Jacobson, Ph.D.
Department of Environmental Resources Engineering
Harry Griffith Hall 116B
707-826-3184

John Meyer, Ph.D.
Department of Politics
Founders Hall 13B
707-826-4497

**The Program**

The term “appropriate technology” challenges the presumed inevitability or naturalness of technological development. At the same time, the question of which technologies are “appropriate” resists easy or predetermined answers. An HSU minor in appropriate technology allows students to familiarize themselves with promising technologies, while also developing their understanding of the political, social, and economic processes by which choices about technologies are — and might be — made.

Courses enable students to combine theory and practice, often through hands-on projects at the Campus Center for Appropriate Technology (CCAT). CCAT is a student-run, living laboratory and demonstration home on the HSU campus. It models effective energy use, a photovoltaic electrical system, solar hot water heating, graywater recycling, a composting privy, organic gardening, low-impact building materials, and many other technologies, in a residential setting.

The minor can be of particular value to students wishing to pursue careers in science, public policymaking, or community development. It can also be useful for students wishing to volunteer for the Peace Corps or other overseas development work. For those wishing to design and develop technological systems professionally, the minor is not an adequate substitute for a major in Environmental Resource Engineering or a related field.

**REQUIREMENTS FOR THE MINOR**

- **ENGR 114** (2) Whole Earth Engineering
- **ENGR 305** (3) Appropriate Technology Engineering
- **ENGR 308** (3) Technology and the Environment
- **PSCI 364** (4) Technology & Development
- **PSCI 373** (4) Politics of Sustainability
- **SOC 320** (4) Social Ecology
Bachelor of Arts degree with a major in Art — concentrations in Art History and Art Studio

Minor in Art History

Minor in Art Studio

Certificate of Study in Art Museum & Gallery Practices (see Certificates of Study)

The Art Department is a fully accredited member of the National Association of Schools of Art and Design.

Department Chair
Kris Patzlaff, MFA

Department of Art
Art Complex 121
707-826-3624
www.humboldt.edu/art

REQUIREMENT FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. Students must receive a minimum grade of C- in any major course for it to count toward the major.

ART HISTORY CONCENTRATION

The Program

Students completing this program will have demonstrated:

- recognition of art from a diverse number of periods, cultures, and civilizations
- experience with the materials and working methods of artists
- study of at least one foreign language
- the ability to find information in the library using both traditional and online resources
- recognition of different methods of interpretation
- use of the vocabulary and language of visual analysis
- understanding of the relationship of art to other disciplines in the humanities, social sciences, or sciences
- oral presentation of information and ideas to a group
- written presentation of information and ideas in a formal research paper.

At Humboldt, art history is taught in a variety of ways, based on the visual and historical contexts in which art is created. At the beginning level of instruction, the program features period courses (ART 104 series), such as Renaissance Art and 20th Century Art. These courses introduce works of art within their historical contexts.

Upper division courses focus on narrower periods, movements, artists, or problems, such as Rococo & Revolution and Public Art. The undergraduate seminar provides a capstone experience preparing students for advanced study leading to teaching and curatorial careers.

Besides courses in art history, students enroll in at least two studio art courses to familiarize themselves with materials and creative working methods of artists. Study of gallery and museum methods gives students both theoretical and practical experience in the important areas of art display and management. This can lead to careers in the gallery and museum world. Students also complete a year of language study to learn how language affects thinking and visual experience in other cultures.

Preparation

In high school take as many art courses as possible in a variety of areas.

Requirements for the Major Art History Concentration

Lower Division

ART 103 (3) Introduction to Art History

Four courses (12 units) from the ART 104 series

Two lower division studio art classes

One year of a language other than English at the college level (French, German, and Spanish are recommended).

Upper Division

ART 356 (3) Museum & Gallery Practices
ART 410 (4) Seminar in Art History

Upper division art history (15 units)

Electives to bring total units to 120 (40 units must be upper division)

Requirements for the Minor in Art History

Lower Division

ART 103 (3) Introduction to Art History

Plus two ART 104-series art history courses (6 units)

Upper Division

Three upper division art history courses (9 units)

ART STUDIO CONCENTRATION

The Program

Students completing this program will have demonstrated:

- perceptual and technical skills and basic fundamentals in a variety of media and have depth of knowledge in one or more studio areas
- familiarity with the history of visual ideas, vocabulary, and the language of visual analysis
- utilization of new technological advances where appropriate
- problem solving abilities, individual intuition, creativity, and vision
- the importance of locating the functions of art in current and historical cultural contexts
- integration of knowledge gained in both studio and art history courses.

The studio concentration has classes in painting, ceramics, drawing, graphic design, jewelry and metalsmithing, photography, printmaking, and sculpture. We provide large and well-equipped studio facilities (including a computer lab), small classes with individual attention, and a faculty of 20 artists who remain active in their own creative pursuits.

The lower division core has courses common to all areas of inquiry in the visual arts. The upper division component is tailored to each student’s individual studio emphasis. Through problem-solving assignments and accompanying instruction, students learn processes and strategies for creating works of art in various media. By concentrating on a particular studio area in depth, students can prepare a portfolio for further professional opportunities or for postgraduate study.
In addition to their studio courses, students must complete 12 units of art history in order to familiarize themselves with the history of visual ideas.

Students can view exhibits at the campus Reese Bullen Gallery as well as at the First Street Gallery in downtown Eureka. Both galleries bring challenging and thoughtful exhibitions of contemporary art to the Humboldt community. Besides curating shows of artists from outside the area, the galleries exhibit the work of faculty members and students.

Student Access Gallery Club, a student-run organization, curates and exhibits student work in three separate venues around campus.

Humboldt’s art graduates have gone on to become graphic artists, webpage designers, painters, commercial jewelers, art historians and teachers. Other careers: printmaking, art direction, art museum work, exhibition design, package design, silk screening, sculpting, illustration, photography, jewelry, and ceramics.

**Preparation**
In high school take as many art courses as possible in a variety of areas.

**Requirements for the Major**

**Art Studio Concentration**

**Lower Division Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 103</td>
<td>3</td>
<td>Introduction to Art History</td>
</tr>
<tr>
<td>ART 104I</td>
<td>3</td>
<td>20th Century Art</td>
</tr>
<tr>
<td>ART 105B</td>
<td>3</td>
<td>Beginning Drawing</td>
</tr>
<tr>
<td>ART 105C</td>
<td>3</td>
<td>Color and Design</td>
</tr>
<tr>
<td>ART 105D</td>
<td>3</td>
<td>3D Design</td>
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</table>

**Lower Division Studio Electives**
Select four courses (12 units) from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 106</td>
<td>3</td>
<td>Beginning Painting</td>
</tr>
<tr>
<td>ART 107</td>
<td>3</td>
<td>Beginning Printmaking</td>
</tr>
<tr>
<td>ART 108</td>
<td>3</td>
<td>Beginning Graphic Design</td>
</tr>
<tr>
<td>ART 122</td>
<td>3</td>
<td>Life Drawing I</td>
</tr>
<tr>
<td>ART 250</td>
<td>3</td>
<td>Beginning Darkroom Photography</td>
</tr>
<tr>
<td>ART 251</td>
<td>3</td>
<td>Beginning Digital Photography</td>
</tr>
<tr>
<td>ART 280</td>
<td>3</td>
<td>Beginning Jewelry</td>
</tr>
<tr>
<td>ART 290</td>
<td>3</td>
<td>Beginning Ceramics</td>
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</table>

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ART 437</td>
<td>3</td>
<td>Professional Practices in Art</td>
</tr>
</tbody>
</table>

Two courses in upper division art history (minimum six units)

18 upper division studio units (ART 356 recommended)
ART EDUCATION

Bachelor of Arts degree with a major in Art — education option preparatory to a fifth-year single subject teaching credential program

The Art Department is a fully accredited member of the National Association of Schools of Art and Design and an approved subject matter waiver program through the California Commission on Teacher Credentialing.

Department Chair
Kris Patzlaff, MFA

Department of Art
Art Complex 121
707-826-3624
www.humboldt.edu/art

The Program

The undergraduate subject-matter program in art education prepares students to teach in a junior high and senior high school. The art education curriculum is a combination of studio, art history, and museum practices; this prepares the student for more advanced training to become an art educator either in schools or museums. Our program is an approved subject matter waiver program through the California Commission on Teacher Credentialing.

The lower division core classes build a strong foundation for students developing the skills and tools needed in becoming an artist or teacher. In upper division classes, students have the opportunity to concentrate in a particular studio area while taking courses that prepare them to teach a broad spectrum of courses offered in a junior or high school.

Students will familiarize themselves with the four components of the California Visual and Performing Arts Framework and the California Visual and Performing Arts Content Standards in order to develop strategies for teaching and lessons for instruction. We have a service learning component built into the art education classes. Students have the opportunity to develop curriculum and teach art in local schools and docent school children at the local galleries and museums.

In the fifth-year credentialing program, students are immersed in education classes and have opportunities to teach with excellent Master Teachers in Humboldt County. Students must apply for this program and pass the competency assessment of subject matter, which takes place spring semester of the senior year.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Students must receive a minimum grade of C- in any major course for it to count toward the major.

Please note: Degree requirements listed here do not include the professional education courses required for the credential. Students earning this degree may waive CSET assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/SED 410.

Lower Division Core

ART 103* (3) Introduction to Art History
ART 105B* (3) Beginning Drawing
ART 105C (3) Color & Design
ART 106 (3) Beginning Painting
ART 109 (3) Beginning Sculpture
ART 122 (3) Life Drawing I

* Prerequisite to further art coursework.

Lower Division Art History

Select one course from the following 104 series: ART 104I through ART 104N.

Lower Division Studio

ART 108 (3) Beginning Graphic Design
ART 251 (3) Beginning Digital Photography
ART 290 (3) Beginning Ceramics

Upper Division Core

ART 357B (3) Curriculum & Development through Art Education I [fall only, take in your junior year]
ART 357C (3) Curriculum & Development through Art Education II [spring only, take in your junior year]
ART 497S (3) Service Learning & Art Education I [fall only, take in your senior year]
ART 498S (3) Service Learning & Art Education II [spring only, take in your senior year]

Upper Division Art History

Select two courses from the following:
ART 301 (3) Topics in Western Art History
ART 302 (3) Topics in Global Art History
ART 303 (3) Global Contemporary Art
ART 304 (3) Topics in American Art

Upper Division Studio

Select three courses (9 units) of upper division Studio Electives.
organismal morphology, physiology, life history, and behavior
• explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of different forms of life
• explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment. They will be able to relate the physical features of the environment to the structure of populations, communities, and ecosystems
• demonstrate proficiency in the experimental techniques and methods of analysis appropriate for their area of specialization within biology.

Humboldt’s program emphasizes hands-on learning. Our diverse facilities include the largest greenhouse in the California State University system, a vertebrate museum containing mammals, reptiles, and amphibians from around the world, and a vascular plant herbarium with almost 100,000 specimens. Near the campus are many parks, forests, and undisturbed habitats for studying plants and animals in their natural surroundings.

Humboldt’s marine laboratory, located on the coast in the nearby town of Trinidad, gives students outstanding opportunities for marine biology projects. The research vessel, the Coral Sea, is used for seagoing field trips. Several smaller boats are used in nearshore waters, coastal lagoons, and Humboldt Bay.

Our well-equipped biotechnology laboratory, cell culture facility, and Biology Core facility allow modern work in molecular and cellular biology. Scanning and transmission electron microscopes are also available for student use.

Humboldt biology graduates have many job opportunities: teacher; field biologist; marine biologist; museum curator; science librarian; clinical lab technologist; laboratory technician; environmental consultant; microbiologist; and biotechnology research technician. Graduates may also pursue advanced study in biology or a professional degree.

Preparation
In high school take biology, chemistry, and physics (with labs, if possible); beginning and intermediate algebra; geometry; and trigonometry.

**Requirements**
Students who receive a grade below a C- in any prerequisite course will require instructor approval for enrollment.

**Requirements for the Major**
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

**Cellular/Molecular Biology Emphasis**

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>4</td>
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<tr>
<td>BOT 105</td>
<td>4</td>
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<tr>
<td>CHEM 109</td>
<td>5</td>
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<tr>
<td>CHEM 110</td>
<td>5</td>
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<tr>
<td>MATH 105</td>
<td>3</td>
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<tr>
<td>PHYS 106/107</td>
<td>4/4</td>
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<tr>
<td>STAT 109</td>
<td>4</td>
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<tr>
<td>ZOOL 110</td>
<td>4</td>
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<tr>
<td>ZOOL 310</td>
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<tr>
<td>ZOOL 312</td>
<td>4</td>
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</table>

Take all lower division courses before beginning upper division work.

**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL 307</td>
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<tr>
<td>BIOL 340</td>
<td>4</td>
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<tr>
<td>BIOL 410</td>
<td>4</td>
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<td>BIOL 412</td>
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<td>BIOL 440</td>
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<td>CHEM 328</td>
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<tr>
<td>CHEM 321/CHEM 322</td>
<td>5/5</td>
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<tr>
<td>CHEM 438</td>
<td>4</td>
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<tr>
<td>CHEM 431/CHEM 432</td>
<td>5/5</td>
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<tr>
<td>BIOL 490</td>
<td>1-2</td>
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<tr>
<td>BIOL 499</td>
<td>1-2</td>
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</tbody>
</table>

**Minor in Biology**

**Science Teaching Credential**

**Master of Science degree in Biology**

**Department Chair**

Bruce O’Gara, Ph.D.

**Department of Biological Sciences**

Science Complex B 221
707-826-3245
www.humboldt.edu/biosci

The Program

Students completing this program will have demonstrated the ability to:
• apply the scientific method to questions in biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses
• present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists
• access the primary literature, identify relevant works for a particular topic, and evaluate the scientific content of these works
• apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations
• identify the major groups of organisms and be able to classify them within a phylogenetic framework. Students will be able to compare and contrast the characteristics of organisms that differentiate the various domains and kingdoms from one another
• use the evidence of comparative biology to explain how the theory of evolution offers the only scientific explanation for the unity and diversity of life on earth. They will be able to use specific examples to explicate how descent with modification has shaped
Ecology & Biodiversity Emphasis

**Lower Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>(4)</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>BOT 105</td>
<td>(4)</td>
<td>General Botany</td>
</tr>
<tr>
<td>ZOOL 110</td>
<td>(4)</td>
<td>Introductory Zoology</td>
</tr>
<tr>
<td>CHEM 109</td>
<td>(5)</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>(5)</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>PHYX 106</td>
<td>(4)</td>
<td>College Physics: Mechanics &amp; Heat</td>
</tr>
<tr>
<td>PHYX 118</td>
<td>(1)</td>
<td>College Physics: Biological Applications</td>
</tr>
<tr>
<td>MATH 105</td>
<td>(3)</td>
<td>Calculus for Biological Sciences &amp; Natural Resources*</td>
</tr>
<tr>
<td>STAT 109</td>
<td>(4)</td>
<td>Introductory Biostatistics</td>
</tr>
</tbody>
</table>

One course from the following:

- FISH 320 (3) Limnology
- GEOG 106 (3) Physical Geography
- GEOL 109 (4) General Geology
- OCN 109 (4) General Oceanography
- SOIL 260 (3) Intro to Soil Science

**Upper Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHEM 328</td>
<td>(4)</td>
<td>Brief Organic Chemistry</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>(4)</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 307</td>
<td>(4)</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>(4)</td>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>BIOL 410</td>
<td>(4)</td>
<td>Cell Biology, or</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>(4)</td>
<td>Gen. Plant Physiology, or</td>
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<tr>
<td>CHEM 328</td>
<td>(4)</td>
<td>Brief Organic Chemistry, or</td>
</tr>
<tr>
<td>ZOOL 310</td>
<td>(4)</td>
<td>Animal Physiology</td>
</tr>
</tbody>
</table>

Two courses in animal groups from:

- FISH 310 (4) Ichthyology
- WLD 365 (3) Ornithology I
- ZOOL 314 (5) Invertebrate Zoology
- ZOOL 316 (3) Freshwater Invertebrates
- ZOOL 354 (4) Herpetology
- ZOOL 356 (3) Mammalogy
- ZOOL 358 (4) General Entomology
- ZOOL 556 (4) Marine Mammalogy

One course in plant groups from:

- ZOOL 370 (4) Comparative Animal Behavior

At least six units of additional courses from the following:

- BIOL 412 (4) General Bacteriology
- BOT 350 (4) Plant Taxonomy
- BOT 354 (4) Agrostology
- BOT 355 (4) Lichens and Bryophytes
- BOT 356 (4) Phyiology
- BOT 358 (2) Biology of Microfungi
- BOT 359 (2) Biology of Ascomycetes and Basidiomycetes
- FISH 310 (4) Ichthyology
- WLD 365 (3) Ornithology I
- ZOOL 314 (5) Invertebrate Zoology
- ZOOL 316 (3) Freshwater Aquatic Invertebrates
- ZOOL 354 (4) Herpetology
- ZOOL 356 (3) Mammalogy
- ZOOL 358 (4) General Entomology
- ZOOL 556 (4) Marine Mammalogy

One anatomy/morphology course from:

- BOT 322 (4) Developmental Plant Anatomy
- BOT 372 (4) Evolutionary Morphology of Plants

One upper division statistics course (e.g., STAT 333, STAT 406, STAT 409)

At least three additional upper division courses in the biological sciences to be chosen in consultation with advisor.

Environmental Biology Emphasis

**Lower Division**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>(4)</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>BOT 105</td>
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<tr>
<td>CHEM 109</td>
<td>(5)</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>(5)</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>MATH 105</td>
<td>(3)</td>
<td>Calculus for the Biological Sciences &amp; Natural Resources*</td>
</tr>
<tr>
<td>PHYX 106</td>
<td>(4)</td>
<td>College Physics: Mechanics &amp; Heat</td>
</tr>
<tr>
<td>PHYX 118</td>
<td>(1)</td>
<td>College Physics: Biological Applications</td>
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<tr>
<td>STAT 109</td>
<td>(4)</td>
<td>Introductory Biostatistics</td>
</tr>
<tr>
<td>ZOOL 110</td>
<td>(4)</td>
<td>Introductory Zoology</td>
</tr>
</tbody>
</table>

Take all lower division courses before beginning upper division work.

**Upper Division**

<table>
<thead>
<tr>
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<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 307</td>
<td>(4)</td>
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<td>BIOL 330</td>
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<td>(4)</td>
<td>Genetics</td>
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<tr>
<td>BIOL 410</td>
<td>(4)</td>
<td>Cell Biology, or</td>
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<td>ZOOL 310</td>
<td>(4)</td>
<td>Animal Physiology</td>
</tr>
</tbody>
</table>

Two courses in plant groups from:

- BOT 350 (4) Plant Taxonomy
- BOT 354 (4) Agrostology
- BOT 355 (4) Lichens and Bryophytes
- BOT 356 (4) Phyiology
- BOT 359 (2) Biology of Ascomycetes & Basidiomycetes
- BOT 360/BOT 360L (2/2) Biology of the Fleshy Fungi, Lab

Two courses in animal groups from:

- FISH 310 (4) Ichthyology
- WLD 365 (3) Ornithology I
- ZOOL 314 (5) Invertebrate Zoology
- ZOOL 316 (3) Freshwater Aquatic Invertebrates
- ZOOL 354 (4) Herpetology
- ZOOL 356 (3) Mammalogy
- ZOOL 358 (4) General Entomology
- ZOOL 556 (4) Marine Mammalogy

One anatomy/morphology course from:

- BOT 322 (4) Developmental Plant Anatomy
- BOT 372 (4) Evolutionary Morphology of Plants
- ZOOL 270 (4) Human Anatomy
- ZOOL 370 (4) Comparative Anatomy of the Vertebrates

Two practical applications courses from:

- BIOL 412 (4) General Bacteriology
- BOT 394 (3) Forest Pathology
- BOT 458 (3) Pollination Biology
- BOT 553 (3) Marine Macrophyte Ecology

Or other courses selected in consultation with an advisor.

One unit from:

- BIOL 490 (1-2) Senior Thesis, or
- BIOL 499 (1-2) Directed Study

General Biology Emphasis

**Lower Division**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>(4)</td>
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<tr>
<td>BOT 105</td>
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Take all lower division courses before beginning upper division work.

**Upper Division**

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</tr>
<tr>
<td>ZOOL 310</td>
<td>(4)</td>
<td>Animal Physiology</td>
</tr>
</tbody>
</table>

Two courses in plant groups from:

- FISH 310 (4) Ichthyology
- WLD 365 (3) Ornithology I
- ZOOL 314 (5) Invertebrate Zoology
- ZOOL 316 (3) Freshwater Aquatic Invertebrates
- ZOOL 354 (4) Herpetology
- ZOOL 356 (3) Mammalogy
- ZOOL 358 (4) General Entomology
- ZOOL 556 (4) Marine Mammalogy

One anatomy/morphology course from:

- BOT 322 (4) Developmental Plant Anatomy
- BOT 372 (4) Evolutionary Morphology of Plants
- ZOOL 270 (4) Human Anatomy
- ZOOL 370 (4) Comparative Anatomy of the Vertebrates

Two practical applications courses from:

- BIOL 412 (4) General Bacteriology
- BOT 394 (3) Forest Pathology
- BOT 458 (3) Pollination Biology
- BOT 553 (3) Marine Macrophyte Ecology

Or other courses selected in consultation with an advisor.

One unit from:

- BIOL 490 (1-2) Senior Thesis, or
- BIOL 499 (1-2) Directed Study

At least 15 additional units of upper division courses in biological sciences, chosen in consultation with an academic advisor.
Marine Biology Emphasis

Lower Division

BIOL 105  [4] Principles of Biology
CHEM 110  [5] General Chemistry II
MATH 105  [3] Calculus for the Biological Sciences & Natural Resources*
PHYX 118  [1] College Physics: Biological Applications
STAT 109  [4] Introductory Biostatistics
ZOO 110  [4] Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

FISH 310  [4] Ichthyology
ZOO 314  [5] Invertebrate Zoology
BIOL 430  [3] Intertidal Ecology, or
OCN 310  [4] Biological Oceanography
BIOL 410  [4] Cell Biology, or

One of the following:

BIOL 490  [1-2] Senior Thesis, or
BIOL 499  [1-2] Directed Study

Choose at least one advanced marine biology elective from the following list, or from any optional course not taken above.

OCN 410  [3] Zooplankton Ecology

Microbiology Emphasis

Lower Division

BIOL 105  [4] Principles of Biology
CHEM 110  [5] General Chemistry II
MATH 105  [3] Calculus for the Biological Sciences & Natural Resources*
PHYS 118  [1] College Physics: Biological Applications
STAT 109  [4] Introductory Biostatistics
ZOO 110  [4] Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 433/BIOL 433D  [3/1] Microbial Ecology, or
CHEM 431/CHM 432  [5/5] Biochemistry, or

Requirements For The Degree

Students completing this program will have demonstrated the ability to:

- demonstrate a thorough understanding of fundamental knowledge in biology and the essential literature in their specific research or project area
- propose, design, and conduct research or a project in biological sciences and demonstrate proficiency in the techniques and methods of analysis appropriate for their research or project area
- present the results of their research or project to an appropriate forum in both oral and written format.

Requirements For Admission

- Bachelor’s degree in biology, botany, zoology, or a related subject area approved by the Department of Biological Sciences.
- Undergraduate GPA at least 2.5 overall or 3.0 for the last 60 semester units of credit.
- Submitted results of the aptitude portion of the Graduate Record Examination (GRE).

Requirements For The Degree

- 30 upper division or graduate units in biological sciences or supporting courses approved by the graduate committee, including BIOL 683 and BIOL 684 (normally taken at the first opportunity) and two seminars (BIOL 685). A minimum of 18 units must be at the graduate level.
- Combined total of not less than four nor more than eight units of BIOL 690 and/or BIOL 699 (with a maximum of six units in BIOL 690) and a thesis or project approved by the graduate committee.
- While in residence, enrollment in a minimum of two units per semester of BIOL 690 or BIOL 699.
- Oral presentation of the thesis or project work and defense of the thesis or project before the graduate committee.

* MATH 109 may substitute for MATH 105.
Biology [Science] Education

Bachelor of Science degree with a major in Biology —
concentration in science education leading to a single subject teaching credential

Biology Information:
Credential Advisor
Jeffrey White, Ph.D.
707-826-5551

Department Chair
Bruce O’Gara, Ph.D.

Department of Biological Sciences
Science Complex B 221
707-826-3245
www.humboldt.edu/biosci

The Program
Prepare to teach science (biology) in junior high school and high school. [For information on the preliminary and professional clear teaching credentials, see Education.]

Biology
Humboldt has the largest greenhouse in the California State University system, where students can examine a variety of plants in a variety of microclimates. Humboldt also has an extensive herbarium plus vertebrate and invertebrate museums. Students gain hands-on experience using plant growth chambers and electron microscopes.

In addition, the university has a marine laboratory in nearby Trinidad.

Preparation
Biology: In high school take biology, chemistry, and physics (with labs), plus algebra (beginning and intermediate), trigonometry, and geometry.

Requirements
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Students who receive a grade below a C- in any prerequisite course will require instructor approval for enrollment.

Please note: Degree requirements listed here do not include professional education courses required for the credential.

Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/SED 410. In addition, they must take EDUC 285 or equivalent.

Courses listed here are subject to change. Please see an advisor.

Biology Education

Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>4</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>BOT 105</td>
<td>4</td>
<td>General Botany</td>
</tr>
<tr>
<td>CHEM 109</td>
<td>5</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>5</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>GEOL 109</td>
<td>4</td>
<td>General Geology</td>
</tr>
<tr>
<td>MATH 105</td>
<td>3</td>
<td>Calculus for the Biological Sciences &amp; NR [or MATH 109]</td>
</tr>
<tr>
<td>PHYX 106</td>
<td>4</td>
<td>College Physics: Mechanics &amp; Heat</td>
</tr>
<tr>
<td>PHYX 107</td>
<td>4</td>
<td>College Physics: Electromagnetism &amp; Modern Physics</td>
</tr>
<tr>
<td>STAT 109</td>
<td>4</td>
<td>Introductory Biostatistics</td>
</tr>
<tr>
<td>ZOOL 110</td>
<td>4</td>
<td>Introductory Zoology</td>
</tr>
</tbody>
</table>

Take all lower division courses before beginning upper division work.

Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 307</td>
<td>4</td>
<td>Evolution</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>4</td>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>4</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 412</td>
<td>4</td>
<td>General Bacteriology</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>2</td>
<td>Genetics Laboratory</td>
</tr>
<tr>
<td>BOT 350</td>
<td>4</td>
<td>Plant Taxonomy</td>
</tr>
<tr>
<td>CHEM 328</td>
<td>4</td>
<td>Brief Organic Chemistry</td>
</tr>
<tr>
<td>ZOOL 312</td>
<td>4</td>
<td>Human Physiology</td>
</tr>
</tbody>
</table>


Botany

Bachelor of Science degree with a major in Botany
Minor in Botany
Master of Science degree in Biology [see Biology]

Department Chair
Bruce O’Gara, Ph.D.

Department of Biological Sciences
Science Complex B 221
707-826-3245
www.humboldt.edu/biosci

The Program

Students completing this program will have demonstrated the ability to:

- apply the scientific method to questions in biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses
- present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists
- access the primary literature, identify relevant works for a particular topic, and evaluate the scientific content of these works
- apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations
- identify the major groups of organisms and be able to classify them within a phylogenetic framework. Students will be able to compare and contrast the characters of organisms that differentiate the various domains and kingdoms from one another
- use the evidence of comparative biology to explain how the theory of evolution offers the only scientific explanation for the unity and diversity of life on earth. They will be able to use specific examples to explicate how descent with modification has shaped organismal morphology, physiology, life history, and behavior
- explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of different forms of life
- explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment. They will be able to relate the physical features of the environment to the structure of populations, communities, and ecosystems
- demonstrate proficiency in the experimental techniques and methods of analysis appropriate for their area of specialization within biology.

Humboldt State University has the largest greenhouse of all the state campuses, containing an extensive collection of plants from around the world. Students also find a large collection of pressed plants in the herbarium.

Several plant growth chambers allow students to control growing conditions of plants. Native plants in nearby wilderness areas also provide excellent opportunity for study.

Our botany graduates do well in these careers: herbarium curator, naturalist, plant physiologist, technical writer, plant ecologist, environmental consultant, botanist, horticulturist, science librarian, plant pathologist.

Preparation

In high school take biology, chemistry, and physics (with labs, if possible), algebra (beginning, intermediate), geometry, and trigonometry.

REQUIREMENTS

Students who receive a grade below a C- in any prerequisite course will require instructor approval for enrollment.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 58-74, and "The Master's Degree" section of the catalog, pp. 75-76.

Lower Division

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>4</td>
</tr>
<tr>
<td>BOT 105</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 109</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>5</td>
</tr>
<tr>
<td>MATH 105</td>
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<tr>
<td>PHYX 106</td>
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</tr>
<tr>
<td>BIOL 490</td>
<td>1-2</td>
</tr>
<tr>
<td>BIOL 499</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Upper Division

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 307</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>4</td>
</tr>
<tr>
<td>BOT 310</td>
<td>4</td>
</tr>
<tr>
<td>BOT 350</td>
<td>4</td>
</tr>
<tr>
<td>BOT 355</td>
<td>4</td>
</tr>
<tr>
<td>BOT 356</td>
<td>4</td>
</tr>
<tr>
<td>BOT 358</td>
<td>4</td>
</tr>
<tr>
<td>BOT 372/BOT 572</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 328</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 412</td>
<td>4</td>
</tr>
</tbody>
</table>

One unit from:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 490</td>
<td>1-2</td>
</tr>
<tr>
<td>BIOL 499</td>
<td>1-2</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR THE MINOR

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>4</td>
</tr>
<tr>
<td>BOT 105</td>
<td>4</td>
</tr>
</tbody>
</table>

14 units of upper division courses in botany, approved by the botany minor advisor

Resources

- PHYX 118 (1) College Physics:
- STAT 109 (4) Introductory Biostatistics
- ZOOL 110 (4) Introductory Zoology

Three courses in plant groups from the following four:
1. BOT 350 (4) Plant Taxonomy
2. BOT 355 (4) Lichens & Bryophytes
3. BOT 356 (4) Phycology
4. One of the following mycology options:
   - BOT 358 (2) Biology of the Microfungi
   - BOT 359 (2) Biology of Ascomycetes & Basidiomycetes
   - BOT 360/BOT 360L (2) Biology of the Fleshy Fungi/Lab
   - BOT 394 (3) Forest Pathology

CHEM 328 (4) Brief Organic Chemistry

Three courses in plant groups from the following four:

One upper division zoology course with lab

3..
**BUSINESS ADMINISTRATION**

**Bachelor of Science degree with a major in Business Administration** — options available in accounting, finance, international business, management, marketing

**Minor in Business Administration**

**Master of Business Administration**

**School Chair**
Hari Singh, Ph.D.

**School of Business**
Siemens Hall 111
707-826-3224
www.humboldt.edu/business

**The Program**

Students completing this program will have demonstrated:
- basic knowledge of core business disciplines in a global context
- effective writing and presentation skills
- competent ethical reasoning skills
- understanding of basic sustainability (triple bottom line) from a strategic point of view
- strategic decision making skills that integrate knowledge from various business disciplines.

Our academic programs are infused with sustainability and focused on entrepreneurship. Talk to your advisor if you are interested in focusing your training in entrepreneurship. Our faculty are committed to providing students with opportunities for hands-on learning and collaborative, team-oriented projects. We are inspired to provide our students with a rigorous business training that is comprehensive, practical, and grounded in social and environmental responsibility and the triple bottom line.

Our goal is to educate students for lifelong learning. Our curriculum emphasizes critical thinking and communication skills stressing integration of business disciplines with options in accounting, finance, international business, management, and marketing.

Humboldt State University is committed to teaching in small classes. Business students learn to produce professional quality written assignments and oral presentations delivered in a realistic business setting.

Business students apply a wide-range of computing skills, including projects that develop their information research capability. Acquisition, analysis, and presentation of statistical data are quantitative skills that get special emphasis in our program.

Business majors can participate in student club activities, in internships, and in other special events that provide professional, practical experience.

**Preparation**

High school students should follow preparation requirements for the CSU system.

Community college students should take approved substitutes for lower division core courses. Community college courses may not be transferred to fulfill upper division core or option requirements.

Consult your community college advisor or contact the School of Business if you have questions about transfer credit for business courses.

**REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.*

*Students must earn a minimum grade of C- in all required courses.*

**Lower Division Core (20 units)**

- **BA 120** (1) Business Essentials
- **BA 210** (4) Legal Environment of Business
- **BA 250** (4) Financial Accounting
- **BA 252** (4) Management Accounting
- **ECON 210** (4) Principles of Economics
- **MATH 104** (3) Finite Mathematics

**Upper Division Core (20 units)**

- **BA 340** (4) Principles of Marketing
- **BA 350** (4) Principles of Finance
- **BA 370** (4) Principles of Management
- **BA 494** (4) Business & Society
- **BA 496** (4) Strategic Management

**Options (24 units)**

Select one of the options listed below.

*Be sure to check with the department office or with an advisor regarding the availability of option courses.*

**ACCOUNTING**

- **BA 450** (4) Intermediate Financial Accounting I
- **BA 451** (4) Intermediate Financial Accounting II
- **BA 452** (4) Cost Accounting, Planning & Control
- **BA 453** (4) Tax Accounting
- **BA 454** (4) Financial Statement Auditing
- **BA 455** (4) Governmental & Nonprofit Accounting

**FINANCE**

- **BA 332** (4) Intermediate Business Statistics
- **BA 460** (4) Investment Management
- **BA 462** (4) Problems in Financial Management
- **BA 464** (4) International Business Finance
- **BA 468** (4) Capital Budgeting
- **ECON 435** (4) Principles of Money & Banking

**INTERNATIONAL BUSINESS**

- **BA 410** (4) International Business
- **BA 444** (4) International Marketing
- **BA 464** (4) International Business Finance
- **BA 475** (4) International Management
- **ECON 305** (3) International Economics & Globalization
- **ECON 305D** (1) International Economics & Globalization - Add'l Depth
- **Elective** (international experience encouraged – see advisor)

**MANAGEMENT**

- **BA 310** (4) Business Law
- **BA 401** (4) Advanced Sustainable Management Applications
- **BA 470** (4) Organization & Management Theories
- **BA 472** (4) Change Management
- **BA 475** (4) International Management
- **ECON 309** (3) Economics of a Sustainable Society
- **ECON 309D** (1) Economics of a Sustainable Society - Add’l Depth

**MARKETING**

- **BA 332** (4) Intermediate Business Statistics
- **BA 444** (4) International Marketing
- **BA 445** (4) Marketing Communications
- **BA 446** (4) Marketing Research
- **BA 448** (4) Consumer Behavior
- **ECON 310** (4) Intermediate Microeconomics

**Electives**

- **BA 378** (4) Small Business Management
- **BA 379** (4) Business Plan Development
- **BA 417** (4) Small Business Consulting

These courses may be taken as substitutions upon advisor approval.
REQUIREMENTS FOR THE MINOR

A minor in business can complement your existing major by adding practical applied skills that are useful for the job market. A minimum of 18 units, nine of which must be upper division.

Suggested tracks for a minor:

Entrepreneurship Track
- BA 105 (3) Critical Thinking in Org.
- BA 340 (4) Principles of Marketing
- BA 370 (4) Principles of Management
- BA 378 (4) Small Business Management
- BA 379 (4) Business Plan Development

Marketing Track
- BA 105 (3) Critical Thinking in Org.
- BA 340 (4) Principles of Marketing
- BA 444 (4) International Marketing
- BA 445 (4) Marketing Communications
- BA 448 (4) Consumer Behavior

Management Track
- BA 105 (3) Critical Thinking in Org.
- BA 370 (4) Principles of Management
- BA 470 (4) Organization & Management Theories
- BA 472 (4) Change Management
- BA 475 (4) International Management

Accounting/Finance Track
- BA 250 (4) Financial Accounting
- BA 252 (4) Management Accounting
- BA 360 (4) Principles of Finance
- BA 453 (4) Tax Accounting
- BA 460 (4) Investment Management

General Business Track
- BA 105 (3) Critical Thinking in Org.
- BA 210 (4) Legal Environment of Business
- BA 340 (4) Principles of Marketing
- BA 370 (4) Principles of Management
- BA 401 (4) Advanced Sustainable Management Applications

MBA Track

Fall Semester (13 units)

- STAT 108 (4) Elementary Statistics
- BA 250 (4) Financial Accounting
- BA 340 (4) Principles of Marketing
- BA 360 (4) Principles of Finance
- BA 370 (4) Principles of Management

Spring Semester (13 units)

- MBA 605 (4) Strategic Sustainability Foundations
- MBA 610 (4) Research Methods
- MBA 620 (4) Accounting for the Triple Bottom Line
- MBA 692 (1) Master’s Project

Summer Capstone Term (11 units)

- MBA 630 (4) Marketing Management for Shared Value
- MBA 640 (4) Financial Management for Sustainable Growth
- MBA 650 (4) Designing Sustainable Organizations
- MBA 692 (1) Master’s Project

NOTE: Students who minor in Business Administration, who also intend to enter HSU’s MBA program, must take ECON 210 Principles of Economics as an additional class.

Students must earn a minimum grade of C- in all required courses.

Before completing two courses in the program, students must meet with the minor advisor and sign a minor contract.

Every student admitted to the program receives a scholarship and a mandatory paid internship that effectively integrates theory and practice, providing practical hands-on skills and work experiences.

Admission to the MBA program requires a minimum GMAT score of 500 or combined GRE score of 300, and a minimum undergraduate GPA of 2.75.

Degree Requirements

- Undergraduate Prerequisite Courses (16 units)
  - ACCOUNTING
    - BA 250 (4) Financial Accounting
  - ECONOMICS
    - ECON 210 (4) Principles of Economics
  - FINANCE
    - BA 360 (4) Principles of Finance
  - STATISTICS
    - STAT 108 (4) Elementary Statistics

Applicants must complete all the degree requirements shown above before enrolling in MBA courses.

- MBA Core Courses (37 units)

- Fall Semester (13 units)
  - MBA 605 (4) Strategic Sustainability Foundations
  - MBA 610 (4) Research Methods
  - MBA 620 (4) Accounting for the Triple Bottom Line
  - MBA 692 (1) Master’s Project

- Spring Semester (13 units)
  - MBA 630 (4) Marketing Management for Shared Value
  - MBA 640 (4) Financial Management for Sustainable Growth
  - MBA 650 (4) Designing Sustainable Organizations
  - MBA 692 (1) Master’s Project

- Summer Capstone Term (11 units)
  - MBA 675 (4) Sustainability/Ethics
  - MBA 679 (4) Strategic Analysis
  - MBA 682 (2) Business Internship
  - MBA 692 (1) Master’s Project
The Center for Academic Excellence in STEM (Science, Technology, Engineering, and Mathematics) at Humboldt State University is an initiative aimed at strengthening the quality of STEM education and research, increasing the number of underrepresented students graduating in STEM undergraduate disciplines and encouraging matriculation to STEM graduate programs to meet local, state, national and international workforce needs, building the university’s capacity to advance and broaden knowledge in STEM disciplines, and enhancing the broader impact of STEM education and research.

Degrees in the sciences and natural resources disciplines are:

- Biological Sciences
- Chemistry
- Computer Science
- Environmental Resources Engineering
- Environmental Science & Management
- Fisheries Biology
- Forestry and Wildland Resources
- Geology
- Mathematics
- Oceanography
- Physics and Astronomy
- Wildlife

STEM Advisor
Lonyx Landry
Walter Warren House 3B
707-826-5642
lbl2@humboldt.edu

Administrative Staff
Samantha Martinez
707-826-4998, fax 707-826-4995
srm55@humboldt.edu

www.humboldt.edu/inrsep

The Program
CAE-STEM and affiliated programs are seeking American Indian, Alaskan Native, Native Hawaiian students who are interested and dedicated to the ideals of serving Indigenous People through the science, engineering, and natural resources. Through participation at CAE-STEM, students will be ensured a working knowledge of contemporary and traditional American Indian communities not otherwise taught in formal classrooms.

By offering mentoring, cultural and academic advisement, scholarship and research opportunities, our intent is for students to develop the tools, skills, and values required to succeed in leadership roles within our families, community, and workforce.

Our program’s foundational philosophy is built on generosity, courage, respect, and wisdom. As an Indigenous STEM community, we encourage trust, mutual sharing, and respect for others.

CAE-STEM Affiliated Programs
CAE-STEM sponsors several student organizations:

- HSU SACNAS Chapter (Society for the Advancement of Chicano’s and Native Americans in Science)
- HSU AISES Chapter (American Indian Science and Engineering Society)
- CSU HSU-Louis Stokes Alliance for Minority Participation (LSAMP)
- U.S. Fish & Wildlife Professional Development Program

...
CHEMISTRY

Bachelor of Science degree
with a major in Chemistry

Bachelor of Science degree
with a major in Chemistry — option in Biochemistry

Bachelor of Arts degree
with a major in Chemistry

Minor in Chemistry

Department Chair
Joshua Smith, Ph.D.

Department of Chemistry
Science Complex A 470
707-826-3277
www.humboldt.edu/chemistry

The Program

Students completing this program will have demonstrated:
- understanding of what chemistry reveals about the nature of physical reality
- proficiency in abstract reasoning
- sound abilities in written and oral communications
- understanding of and use of physical and mathematical models
- understanding of the relationship of experimental observation to chemical theory and knowledge
- proficiency in spatial perception
- critical independent thinking
- chemical knowledge and skills needed in chemistry as well as in other disciplines
- breadth, depth, and rigor characteristic of a professional chemist
- proficiency and skill in performing laboratory techniques and in making and interpreting laboratory observations
- understanding of the theory and operation of fundamental modern laboratory instruments.

Students majoring in chemistry may choose either a Bachelor of Science or a Bachelor of Arts degree. Both degrees offer excellent preparation for graduate study and professional schools.

The BS degree with a major in chemistry fulfills requirements for professional training established by the American Chemical Society. Students may choose the biochemistry option, which prepares them for careers in biochemistry and related fields, as well as for graduate study.

Students who choose the BA program find less specialization in chemistry and greater opportunity for study in other fields. This program is recommended for students wanting a standard teaching credential with specialization in secondary school teaching.

Potential careers: analytical chemist, biotechnologist, nutritionist, food and drug inspector; toxicologist, organic or inorganic chemist, medical technologist, genetic engineer; physical chemist, pharmacologist, science librarian, biochemist, forensic chemist, sanitarian, geochemist, environmental consultant, chemical engineer.

Preparation

High school students should take chemistry, English, and mathematics.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE
CHEMISTRY MAJOR DEGREE

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for either option in the Chemistry major.

Students must earn a minimum grade of C- in all courses with the “CHEM” prefix for the BS Chemistry Major degree.

Lower Division

CHEM 110 [5] General Chemistry II
MATH 110 [4] Calculus II
MATH 210 [4] Calculus III

Upper Division

CHEM 311 [3] Inorganic Chemistry I
CHEM 323 [1] Nuclear Magnetic Resonance Spectroscopy Techniques
CHEM 341 [5] Quantitative Analysis
CHEM 361 [3] Physical Chemistry I
CHEM 362 [3] Physical Chemistry II
CHEM 363 [2] Physical Chemistry II Lab
CHEM 410 [3] Inorganic Chemistry II
CHEM 410L [2] Inorganic Chemistry II Lab
CHEM 438 [4] Introductory Biochemistry
CHEM 441 [4] Instrumental Analysis
CHEM 485 [1] Seminar in Chemistry

Plus free electives to bring the total units for the BS degree to 120.

Biochemistry Option

Students must earn a minimum grade of C- in all courses with the “CHEM” prefix for the BS Chemistry Major degree.

Lower Division

Same lower division requirements listed for the BS chemistry major plus:

BIOL 105 [4] Principles of Biology
BOT 105 [4] General Botany, or
ZOOI 110 [4] Introductory Zoology

Upper Division

CHEM 323 [1] Nuclear Magnetic Resonance Spectroscopy Techniques
CHEM 341 [5] Quantitative Analysis
CHEM 361 [3] Physical Chemistry I
CHEM 362 [3] Physical Chemistry II
CHEM 432 [5] Biochemistry
CHEM 485 [1] Seminar in Chemistry

Plus one of the following:

ZOOI 310 [4] Animal Physiology, or

REQUIREMENTS FOR THE BACHELOR OF ARTS
CHEMISTRY MAJOR DEGREE

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Students must earn a minimum grade of C- in all courses with the “CHEM” prefix for the BA Chemistry Major degree.

Lower Division

CHEM 110 [5] General Chemistry II
Plus one of these calculus series:
- MATH 105 [3] Calculus for the Biological Sciences & Natural Resources
- MATH 205 [3] Multivariate Calculus for the Biological Sciences & Natural Resources, or
- MATH 110 [4] Calculus II

Plus one of these physics series:
- PHYX 107 [4] College Physics: Electromagnetism and Modern Physics, or

**Upper Division**

15 approved upper division units, including at least one of the following sequences:
- CHEM 323 [1] Nuclear Magnetic Resonance Spectroscopy Techniques, or
- CHEM 341 [5] Quantitative Analysis
- CHEM 441 [4] Instrumental Analysis, or
- CHEM 361 [3] Physical Chemistry I
- CHEM 362 [3] Physical Chemistry II
- CHEM 363 [2] Physical Chemistry II Lab, or

For the required 15 upper division units, all of the above upper division courses and the following courses are approved for all students:
- CHEM 310 [3] Inorganic Chemistry I
- CHEM 410 [3] Inorganic Chemistry II
- CHEM 410L [2] Inorganic Chemistry II Lab
- CHEM 495 [1-3] Undergraduate Research

The following courses are approved for all students except those listed:
- CHEM 328 [4] Brief Organic Chemistry [not approved for students getting credit for CHEM 321 or 322]
- CHEM 438 [4] Introductory Biochemistry [not approved for students getting credit for CHEM 431 or 432]

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**Requirements for the Minor**

A minimum of 8 upper division units must be completed at Humboldt State University.

Students must earn a minimum grade of C in all courses with the “CHEM” prefix for the BS Chemistry Minor degree.

**Lower Division**

CHEM 110 [5] General Chemistry II
Bachelor of Arts degree  
with a major in Liberal Studies —  
Child Development  

Minor in Early Childhood Development  

Minor in Family Studies  
[see Family Studies]  

Minor in American Sign Language and  
Special Populations  
[see American Sign Language & Special Populations]  

Department Chair  
Claire Knox, Ph.D.  

Department of Child Development  
Harry Griffith Hall 229  
707-826-3471  
childdev@humboldt.edu  
www.humboldt.edu/cdblog  

The Program  
Students completing this program will have demonstrated:  
- description of the principles and patterns of growth and development in the cognitive, physical and motor, communicative, emotional, and social domains  
- critical evaluation of literature germane to child development (theories, research, historical viewpoints, current viewpoints, contemporary trends, assumptions, practices)  
- identification and evaluation of the variety of factors that influence children’s development (personal, familial, social)  
- knowledge about child development related professions (services, common foundation, opportunities for collaboration)  
- practical skills in working with children (assessment instruments, guidance approaches)  
- skills required of professionals in the field (interpersonal communication, collaboration, reflection, ethics, personal decision making, advocacy, writing, presenting, and using information technology).  

This major focuses on the ever-growing body of knowledge about children and its applications. This interdisciplinary major provides a holistic approach to the study of children, from birth to age 18, and provides the basis for a variety of careers. These include: preschool or elementary teacher; after-school program leader; child abuse prevention worker; civilian employee for military base family/child services; consultant for employer-sponsored child/family program; early childhood special education teacher; home visitor for at-risk families; infant/toddler intervention worker; licensing representative, parent educator; Peace Corps/Americorps volunteer; public policy advocate, recreation leader; researcher; resource and referral coordinator; social worker; special education teacher; youth services coordinator; university professor.  

Humboldt’s program is unique among the child development programs in the CSU system in that:  
- core courses (which all students take) give cohesive and comprehensive attention to children’s development and socialization;  
- an on-campus practicum is required;  
- additional practicums with children or families are available in the emphasis and specialization areas;  
- coursework beyond the core is based on the student’s own identified special interests.  

In core courses students learn basic principles and theories of child development as well as practices that support children and families. Students also select one of the following three tracks: Teaching, Child and Family Services, or Specialized Studies Track. Within the first two tracks, students select emphasis and specialization areas while the Specialized Studies is individually designed between student and advisor: For a simplified visual summary of the CD tracks, go to the Child Development website at www.humboldt.edu/cdblog.  

Preparation  
High school students should take courses in history, political science, English, and speech.  

REQUIREMENTS FOR THE MAJOR  
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.  

58-59 units are required depending on the track selected:  
- Core for all tracks (34 units), plus one of the following tracks  
  - Teaching track (24 - 25 units)  
  - Child & Family Services track (24 units)  
  - Specialized Studies track (24 units)  

Students must earn a minimum grade of C- in all courses required for the major — core, emphasis, and specialization. It is recommended that students view our website for major requirements clarification: www.humboldt.edu/cdblog.

Core (34 units)  
The core courses are required of all students and should be taken in the order listed below. (There may be scheduling problems that delay graduation if 200- and 300-level courses are postponed.)  
- One course from the following four courses. (Selected in consultation with CD advisor:)  
  - CD 253  
    [3] Prenatal & Infant Development  
  - CD 255  
    [3] Early Childhood Development  
  - CD 256  
    [3] Middle Childhood Development  
  - PSYC 414  

Plus:  
- CD 211  
  [3] Perspectives: Professional Development, or  
- CD 211S  
  [3] Perspectives: Professional Development  
- CD 257  
  [4] Supervised Work with Children I  
- CD 310*  
  [3] Perspectives: History & Theory, or  
- AIE 330  
  [3] History of Indian Education  
- CD 350  
  [3] Perspectives: Life-Span Development  
- CD 354  
- CD 355  
  [3] Language Development, or  
- COMM 422  
  [4] Children’s Communication Development  
- CD 386  
  [3] Exceptional Children & Their Families  
- CD 467*  
  [3] Working with Culturally Diverse Families, or  
- CD 467S*  
  [3] Working with Culturally Diverse Families, or  
- AIE 335  
  [3] Social & Cultural Considerations  
- CD 469  
  [3] Contemporary Issues in Child Development  
- CD 479  
  [3] Policy Analysis & Advocacy  

* Satisfies diversity/common ground and/or GE requirements.  
** Counts for upper division Area B GE.  
*** These courses require PSYC 104 as a prerequisite; students interested in a psychology emphasis are advised to take PSYC 104 to fulfill one of their lower division Area D GE Requirements.
Tracks (24-25 units): Students select track 1, 2, or 3:

**Track 1 — Teaching** (24-25 units including emphasis & specialization areas)

**Emphasis Areas:** All five courses required.
- CD 356 (3) Curriculum Development for Early Childhood
- CD 357 (3) Early Literacy
- CD 358 (3) Supervised Work with Children II
- CD 446/CD 546 (3) Structure & Content of Children’s Thinking
- CD 482 (1-4) Directed Field Experience

**Specialization Areas:** Select specialization 1, 2, or 3:

- **Specialization 1: Early Childhood Education and Care**
  - CD 255 (3) Early Childhood Development (required in CD core)
  - CD 251 (3) Children, Families and Their Communities
  - CD 352* (3) Parent/Child Relationships
  - and 2 - 3 units from:
    - CD 362 (3) Children and Stress, or
    - CD 463 (3) Administration of Early Childhood Programs, or
    - CD 464 (3) Atypical Child Development

**NOTE:** Students completing the above specialization qualify to apply for the California Commission on Teacher Credentialing Child Development Permit at the Site Supervisor level. To move to the Program Director level of the permit, students must complete both CD 461 and CD 463 (or equivalent courses) and an additional 3-unit program administration course. In addition, they need at least one year of documented experience as a Site Supervisor.

- **Specialization 2: Elementary Education**
  - CD 256 (3) Middle Childhood Development (in core)
  - MATH 308B & MATH 308C* (3 & 3) Mathematics for Elementary Education
  - SCI 331 (3) Fundamental Concepts in Science Education
  - KINS 475 (3) Elementary School Physical Education
  - ART 358 (3) Art Structure

**NOTE:** Students completing the above specialization qualify to apply for the California Commission on Teacher Credentialing Child Development Permit at the Site Supervisor level with a School Age emphasis. Students are also well prepared for Elementary Education Credential programs to become elementary school teachers.

For information about a specific California Teacher Credentialing Subject Matter program, see separate information on the Child Development Elementary Education Program.

- **Specialization 3: Special Education/Early Intervention**
  - One of the following three core courses:
    - CD 253 (3) Prenatal and Infant Development
    - CD 255 (3) Early Childhood Development
    - CD 256 (3) Middle Childhood Development
  - plus:
    - CD 352* (3) Parent/Child Relationships
    - and 6 units from:
      - CD 109Y (3) American Sign Language I, or
      - CD 109Z* (3) American Sign Language II
      - CD 362 (3) Children and Stress
      - CD 464 (3) Atypical Child Development
      - PSYC 418 (3) Developmental Psychopathology

* Satisfies diversity/common ground and/or GE requirements.
* * Counts for upper division Area B GE.
* *** These courses require PSYC 104 as a prerequisite; students interested in a psychology emphasis are advised to take PSYC 104 to fulfill one of their lower division Area D GE Requirements.
**Track 2 — Child & Family Services**
[24 units including emphasis & specialization]

Take the two following courses plus one emphasis area and one specialization area.

**Child Development**
CD 251 (3) Children, Families and Their Communities
CD 352* (3) Parent/Child Relationships

- **Emphasis Areas** [Choose 9 units from one discipline in consultation with advisor:]
  
  **Child Development**
  
  CD 251* (3) Children, Families and Their Communities
  CD 338 (4) Supervised Work with Children II
  CD 362 (3) Children and Stress
  CD 464 (3) Atypical Child Development
  CD 482 (1-4) Directed Field Experience

**Psychology**
PSYC 321*** (3) Intro Behavioral Neuroscience
PSYC 324*** (3) Cognitive Psychology
PSYC 337*** (3) Personality Theory and Research
PSYC 418 (3) Developmental Psychopathology
PSYC 436 (3) Human Sexuality
PSYC 454 (3) Interviewing and Counseling Techniques
PSYC 473 (3) Substance Use & Abuse

**Social Work**
SW 104* (3) Introduction to Social Work & Social Work Institutions
SW 340 (3) Social Work Methods I
SW 341 (3) Social Work Methods II
SW 431/CRIM 431 (4) Juvenile Delinquency
SW 442 (3) Special Issues in Social Work Methods
SW 480 (1-4) Special Topics
   (Must be child and family related and approved by a Child Development advisor)

**Sociology**
SOC 303* (3) Race and Inequality
SOC 305 (3) Modern World Systems
SOC 306* (3) The Changing Family
SOC 308 (3) Sociology of Altruism & Compassion
SOC 330 (4) Social Deviance
SOC 420 (4) Social Change
CRIM 431/SW 431 (4) Juvenile Delinquency

**Specialization Areas** [Choose 9 units from one area:]

- **American Indian Communities**
  AIE 335 (3) Social and Cultural Considerations
  AIE 340 (3) Educational Experiences
  AIE 380 (5-3) Special Topics
  NAS 306 (3) Indigenous Peoples of the Americas
  NAS 340 (3) Language & Communication in Native American Communities
  NAS 361 (3) Tribal Sovereignty, Tribal Citizens

- **Diversity**
  ES 105* (3) Introduction to US Ethnic Studies
  ES 308* (3) Multi-Ethnic Resistance in the US
  ES 326 (4) Media & the Politics of Representation
  CRGS 360 (3) Race, Gender & US Law

- **Specialization Areas** [Choose 9 units from one area:]

  **American Sign Language**
  CD 109Y (3) American Sign Language I
  CD 109Z* (3) American Sign Language II

  **Child Development**
  CD 362 (3) Children and Stress
  CD 464 (3) Atypical Child Development

  **Language**
  3-6 units of a modern language other than English
  COMM 322 (4) Intercultural Comm.
  ENGL 328 (4) Structure of American English
  ENGL 417 (3) Second Language Acquisition
  NAS 340 (3) Lang. & Comm. in Native American Communities

**Program Administration**
BA 110 (3) Introduction to Business
BA 210 (4) Legal Environment of Business
BA 250 (4) Financial Accounting
BA 310 (4) Business Law
BA 340 (4) Principles of Marketing
BA 360 (4) Principles of Finance
BA 370 (4) Principles of Management
CD 463 (3) Administration of Early Childhood Programs

**Recreational Programming**
REC 300 (3) Leisure in Society
REC 310 (3) Recreation Leadership
REC 302 (3) Inclusive Recreation
REC 320 (3) Organization, Administration & Facility Planning

**Special Populations**
CD 109Y (3) American Sign Language I
CD 109Z* (3) American Sign Language II
CD 362 (3) Children and Stress
CD 464 (3) Atypical Child Development
PSYC 418 (3) Developmental Psychopathology

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* Satisfies diversity/common ground and/or GE requirements.
** Counts for upper division Area B GE.
*** These courses require PSYC 104 as a prerequisite; students interested in a psychology emphasis are advised to take PSYC 104 to fulfill one of their lower division Area D GE Requirements.
**Track 3 - Specialized Studies** [24 units total]

This track is individually designed for students who require specialized preparation and/or post-graduate studies (e.g. Child Life Specialist). Students select courses in consultation with their advisor. The program must include:

CD 482 (1-4) Directed Field Experience, or
CD 499 (1-4) Directed Study

In addition, child development faculty recommend the program include:

- A coherent emphasis including at least 9 units from a single discipline
- A specialization of at least 7 related units associated with the emphasis
- Specific courses that may be required or recommended for graduate school admission or specialized post-baccalaureate education

### Early Childhood CAP Transfer Option

The Early Childhood CAP (Curriculum Alignment Project) Transfer Option is designed for students who have completed a CA Curriculum Alignment Project (CAP) approved, 24-unit early childhood transfer package at a California Community College. Such students should follow the plan of study below to complete the Child Development major at Humboldt State within two years of full-time study if lower division coursework is also complete.

### CAP Transfer Option Requirements

**Core** [33-34 units]

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CD 211</td>
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<td>CD 469</td>
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<td>CD 479</td>
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</tbody>
</table>

**Emphasis and Specialization** (9 units)

- CD 358 (4) Supervised Work with Children II
- CD 482 (1-4) Directed Field Experience
- CD 499 (1) Family Theory

**CAP-Approved Transfer Package** (18 units)

Includes curriculum; principles and practices of teaching young children; child, family, and community; child health, safety, and nutrition; teaching in a diverse society; observation and assessment.

### REQUIREMENTS FOR THE MINORS

#### Early Childhood Development

This minor provides a background in the development of children from birth through age eight with a focus on four interrelated areas. The minor is useful to those wishing to work with children and families. Students must complete courses in the following areas:

- **Growth & Development** (complete two):
  - CD 253 (3) Prenatal & Infant Development
  - CD 255 (3) Early Childhood Development
  - CD 350 (3) Perspectives: Life-Span Development

- **Guidance & Discipline** (complete one):
  - CD 257 (4) Supervised Work with Children I
  - CD 354 (3) Methods of Observation

- **Special Needs of Children** (complete one):
  - CD 362 (3) Children & Stress
  - CD 366 (3) Exceptional Children & Their Families
  - CD 464 (3) Atypical Child Development

- **Family Relations** (complete one):
  - CD 251 (3) Children, Families and Their Communities
  - CD 352* (3) Parent/Child Relations
  - CD 467* (3) Working with Culturally Diverse Families

#### Child Development Permit

Students who minor in Early Childhood Development may wish to explore requirements for the Child Development Permit, issued by the California Commission on Teacher Credentialing and required for teaching preschool children in state and federally funded programs in California. For permit eligibility and application procedures visit the Child Development Training Consortium’s website at www.childdevelopment.org or the California Commission on Teacher Credentialing website at www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html.

### American Indian Education Minor

See American Indian Education.

### American Sign Language and Special Populations Minor

See American Sign Language and Special Populations.

### Family Studies Minor

See Family Studies.

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* Satisfies diversity/common ground and/or GE requirements.
* * Counts for upper division Area B GE.
** ** These courses require PSYC 104 as a prerequisite; students interested in a psychology emphasis are advised to take PSYC 104 to fulfill one of their lower division Area D GE Requirements.
Child Development / Elementary Education [Liberal Studies]

Bachelor of Arts degree
with a major in Liberal Studies —
Child Development/Elementary Education*

Please note: This program is distinct from Humboldt's Child Development [Liberal Studies] program or Liberal Studies/Elementary Education.

Department Chair
Claire Knox, Ph.D.

Department of Child Development
Harry Griffith Hall 229
707-826-3471
childdev@humboldt.edu
www.humboldt.edu/cdblog

The Program
This program is designed for students who wish to become elementary school teachers. Completion of the Child Development/Elementary Education program (CDEE) requirements also satisfies Humboldt’s general education, institutions, and diversity/common ground requirements.

CDEE has several distinct features:
- Students take the traditional disciplines taught in elementary schools alongside courses focusing on developmental characteristics of children.
- The program emphasizes working with children from grades K-6.
- Students learn how classroom, school, home, and community impact the child and the learning process.
- Courses explore different philosophies of education but emphasize those that see children as active learners.
- Students explore careers to clarify their professional goals.
- Students participate in multiple supervised classroom experiences.

Elementary school teachers must be able to teach children basic subjects, but they must also integrate social studies; the visual and performing arts; health and physical education; life, physical, and earth sciences; and literature. CDEE uses the liberal arts to give students background in content areas they will teach. Simultaneously, child development courses orient them to the children with whom they will work.

The depth of study area focuses on teaching 5- to 9-year-old children enrolled in kindergarten through third grade. It provides in-depth exposure to theories and methodologies that consider children as capable and active learners who construct knowledge through meaningful experiences.

The CDEE concentration encourages frequent self-assessment and guided career exploration. Supervised experiences in children’s classrooms are key. CDEE students acquire guidance and discipline skills and prepare developmentally appropriate curriculum while working in early primary classrooms.

For admission requirements to a post-baccalaureate credential program, contact the campus credential program of choice. CDEE students must complete all required courses with a grade of C- or better and have at least a 2.7 overall grade-point average.

The CCTC requires all majors to complete subject-matter assessment. The assessment (conducted before the student’s final semester) is required before entering, and in some cases applying for; any CCTC-approved credential programs. (See Education for admission requirements to Humboldt’s elementary education credential program.)

Requirements for the Major
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. Must see Child Development advisor for requirements.

Core Liberal Arts (specific GE requirements)

Child Development Core (34 units)
Child Development major includes growth and development courses, practicums with children, and depth of studies options.

* The Liberal Studies Child Development degree program with an Elementary Education specialization is recommended for transfer students preparing for elementary school teaching.
The Program
The minor in Chinese Studies, housed in the Department of World Languages and Cultures, is characterized by its interdisciplinary nature. It consists of a minimum of 26 credit units including core and elective classes. The minor program gives students a language experience and solid cultural base upon which to build an understanding of Chinese culture and society. Additionally, students are encouraged to participate in authorized programs abroad to complete minor requirements. Selection of courses is to be made with the counsel of a Chinese Studies faculty advisor.

Requirements for the Minor
For students in the Interdisciplinary Major: International Studies, Chinese Studies Concentration, courses used to fulfill that major cannot be counted toward the Chinese Studies Minor. Alternate courses for the minor will need to be identified and approved by the Chinese Studies advisor, and entered into the minor contract.

Core
Must take the following three courses for a total of 11 units:

- CHIN 105 (4) Chinese Level I
- CHIN 106 (4) Chinese Level II
- CHIN 109 (3) Introduction to Chinese Studies

Electives
Must take a minimum of five units from the following list:

- CHIN 107 (4) Chinese Level III
- CHIN 207 (4) Chinese Level IV
- CHIN 280 (1-4) Special Topics
- CHIN 396 (1) Chinese Film Seminar
- CHIN 480 (1-4) Special Topics

Must take a minimum of three courses from the following interdisciplinary list:

- ANTH 306 (3) World Regions Cultural Studies: Chinese Culture
- CHIN 390/ANTH 390 (4) Chinese Cultural Heritage Seminar
- GEOG 472 (1-4) China & Inner Asia
- PHIL 345 (3) Philosophies of China
- RS 340 (3) Zen, Dharma, and Tao
- PSYC 480 (5-3) Selected Topics in Psychology: Psychology of Chinese Families

Study Abroad Options
Students pursuing a Chinese Studies Minor are strongly encouraged to participate in an HSU or CSU study abroad program in China. They may study for one semester or one year. Classes taken in such programs can be counted toward the minor upon prior consultation and approval by a Chinese Studies faculty advisor.
Bachelor of Arts degree
with a major in Communication

Minor in Communication

Department Chair
Armeda Reitzel, Ph.D.

Communication Department
Telsonicher House, Room 101
707-826-3261
www.humboldt.edu/communication

The Program

Students completing this program will have demonstrated:
- the ability to present an original, formal, and researched speech
- competence in reflective analysis of persuasive discourse
- basic competency in written communication
- understanding of diversity in relationship to communication
- fundamental understanding of how knowledge is generated in the communication discipline.

Communication majors develop understanding of communication codes, communication and influence, interpersonal and small group communication processes, public communication, cultural differences in communication, and applied communication in work contexts.

The communication major helps graduates develop skills to become more effective advocates, leaders, decision makers, and citizens.

Communication students can become involved in active learning processes inside and outside the classroom. The Communication Club is open to all; honorary society chapters are available for those who excel. The intercollegiate speech and debate program travels throughout the West Coast, where students participate in both debate and individual events tournaments.

Communication graduates excel in many career fields, including education, law, business management, marketing, public relations, human relations, social advocacy, communication consulting, and training and development.

Preparation

High school courses in English, speech, and debate are useful preparation, but are not necessary.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 58-74.

NOTE: The department highly recommends majors take COMM 103 to fulfill GE area A, critical thinking.

Introduction to the Field
COMM 105 (3) Introduction to Human Communication

Public Communication Skills
Take six units from the following:
COMM 108 (3) Oral Interpretation
COMM 110/COMM 310 (1-3) Intercollegiate Speech and Debate*
COMM 214 (3) Persuasive Speaking

Personal Communication Skills
Take one from the following:
COMM 213 (3) Interpersonal Communication
COMM 312 (4) Group Communication
COMM 324 (4) Nonverbal Communication

Cultural Studies
Take one from the following:
COMM 309B (3) Gender and Communication
COMM 322 (4) Intercultural Communication

Communication & Society
Take one from the following:
COMM 300 (3) American Public Discourse
COMM 315 (4) Communication & Social Advocacy

Research Methods
COMM 319 (4) Communication Research

Applied Communication
Take one from the following:
COMM 411 (4) Organizational Communication
COMM 416 (3) Social Advocacy Theory & Practice

Theories of Communication
Take two from the following:
COMM 404 (4) Theories of Communication Influence
COMM 414 (4) Rhetorical Theory
COMM 415 (4) Communication Theory

Special Topics
Must be taken from a single 3- or 4-unit class. Other 480 courses may be used as electives.
COMM 480 (1-4) Seminar in Speech Communication

Electives

Any upper-division courses needed to complete major requirements of 45 units
COMM 300 (3) American Public Discourse
COMM 309B (3) Gender & Communication
COMM 310 (1-3) Advanced Intercollegiate Speech and Debate
COMM 312 (4) Group Communication
COMM 315 (4) Communication & Social Advocacy
COMM 322 (4) Intercultural Communication
COMM 324 (4) Nonverbal Communication
COMM 404 (4) Theories of Communication Influence
COMM 414 (4) Rhetorical Theory
COMM 415 (4) Communication Theory
COMM 416 (3) Social Advocacy Theory & Practice
COMM 422 (4) Children's Communication Development
COMM 426 (4) Adolescent Communication
COMM 472 (1) Convention Experience
COMM 473 (1) Conference Experience
COMM 480 (1-4) Seminar in Speech Communication
COMM 495 (1-6) Field Experiences in Speech Communication (3-unit max. toward fulfilling major requirements)
COMM 499 (1-4) Directed Study (3-unit max.)

Capstone
COMM 490 (2) Capstone Experience

Requirements for the Minor

12 units of communication courses, with six units from upper division courses and no more than three activity units counted toward the minor. If used for general education, COMM 100, COMM 102, and COMM 103 cannot be included in the 12 units for the minor.

* No more than three units of COMM 110/COMM 310 may be counted to fulfill this requirement and a total of no more than four units may be used to meet major requirements.
Bachelor of Science degree  
with a major in Computer Science

Minor in Computer Science

Certificate of Study in Bioinformatics  
(See Certificates of Study)

Department Chair  
Jeffrey Haag, Ph.D.

Department of Computer Science  
Behavioral & Social Sciences 320  
707-826-3143  
csdept@humboldt.edu  
www.humboldt.edu/computerscience

The Program

Students who graduate from this program will have demonstrated:

- computational thinking, a way of problem solving which draws upon central computing concepts, such as abstraction, virtualization, algorithmic development and analysis, recursion, resource management, and induction
- self-directed learning, whereby graduates may maintain their currency in the field by formulating their own learning goals, identifying learning strategies, identifying available resources, implementing learning strategies, and evaluating learning outcomes
- communicating and collaborating, which pairs the written and oral skills to deliver information with the ability to respect and embrace the diversity others bring to a team
- the ability to produce and digest technical documents.

The Computer Science program prepares students for roles across the breadth of computer science, in industry, service, and research. Our approach to computer science includes a rigorous and balanced core of mathematical, theoretical, and practical knowledge about computation. Students in our department spend more instructional hours on topics central to computer science than at many similar institutions, while electives in topics like robotics and bioinformatics programming challenge students to deeply employ the tools of their discipline. Our approach also emphasizes active engagement of students in the learning process both in and beyond the classroom. To support this approach, faculty vigorously pursue professional development. Majors have access to a departmental lab, which provides dual-booting Linux and Windows platforms with many language compilers. Our Internet Teaching Laboratory (ITL) provides an isolated network for network design experimentation and student investigations in computer security. The ITL also serves as the home of our parallel cluster mini-supercomputer *deus ex machina*, and storage for a collection of robot kits used in neighboring lab spaces. Servers for n-tier application development are also available to students. Students participate in the Computer Science Club, affiliated with the national Association for Computing Machinery (ACM). Many students enjoy internship opportunities. Faculty typically hold memberships with professional organizations including the ACM, IEEE Computer Society, and the Consortium for Computing in Small Colleges.

Job Prospects

Numerous careers are available to graduates in this major, including software engineering and development; network maintenance, implementation, and design; database design and web interface development; scientific computing; and innumerable more. Many of our students pursue graduate studies in areas such as computer graphics, parallel computing, man-machine interfaces, data communications, computational philosophy, expert systems, artificial intelligence, embedded computer applications, distributed systems, and networking. The job forecast for computer specialists is outstanding. More than 750,000 new jobs will be created between 2008 and 2018, according to the Federal Bureau of Labor Statistics. An analysis of their data by Calvin College revealed that 71% of the anticipated increase in all science and engineering jobs will be in computing. The National Association of Colleges and Employers reports consistently high wage growth across the industry.

Preparation

Oral and written communication skills are central to success in college science majors, including computer science. Prospective students should take as many English, speech, and mathematics courses as possible, as well as general science courses.

Students transferring from a community college should also take courses meeting the Transfer Model Curriculum (TMC) for computer science. We strive to quickly graduate students meeting the TMC and general education requirements.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

A minimum grade of C must be earned in all courses required for the major. Prerequisite courses must be passed with a minimum grade of C.

Lower Division

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<tr>
<th>Course</th>
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<td>CS 112</td>
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<td>CS 211</td>
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<td>CS 243</td>
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Upper Division

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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CS 235</td>
<td>3</td>
</tr>
<tr>
<td>CS 238</td>
<td>4</td>
</tr>
<tr>
<td>CS 346</td>
<td>4</td>
</tr>
<tr>
<td>CS 374</td>
<td>4</td>
</tr>
<tr>
<td>CS 449</td>
<td>4</td>
</tr>
<tr>
<td>CS 458</td>
<td>4</td>
</tr>
<tr>
<td>CS 461</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 232</td>
<td>3</td>
</tr>
<tr>
<td>CS 235</td>
<td>3</td>
</tr>
<tr>
<td>CS 237</td>
<td>3</td>
</tr>
<tr>
<td>CS 279</td>
<td>4</td>
</tr>
<tr>
<td>CS 280/CS 280L</td>
<td>1-3</td>
</tr>
<tr>
<td>CS 328</td>
<td>4</td>
</tr>
<tr>
<td>CS 444</td>
<td>4</td>
</tr>
<tr>
<td>CS 480/CS 480L</td>
<td>1-4</td>
</tr>
<tr>
<td>CS 482</td>
<td>1-4</td>
</tr>
<tr>
<td>CS 489</td>
<td>1-4</td>
</tr>
<tr>
<td>MATH 351</td>
<td>4</td>
</tr>
</tbody>
</table>

REQUIREMENTS FOR THE MINOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 111</td>
<td>4</td>
</tr>
<tr>
<td>CS 112</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus three additional approved Computer Science courses, at least two of which are upper division, with total units equal to at least 18 units. These courses may not include general education courses.
The Program
Students completing this program will have demonstrated the ability to:
- think critically about crime, justice, as well as the process and significance of criminalization (the social process by which we construct what counts as crime, who commits it and who is implicated in it).
- appreciate diverse conceptions of justice.
- critically analyze the relationship between systems of oppression (white supremacy, economic inequality, gendered relations of ruling, heteronormativity, etc) and crime, violence, and the criminal justice system.
- apply an intersectional framework to criminological problems.
- devise sophisticated solutions to problems of crime, addiction, violence and justice.
- formulate appropriate research designs and analytic techniques to answer questions of significance to critical criminology.
- effectively communicate through oral and written methods.

Criminology & Justice Studies (CJS) students find an active and supportive department culture with a curriculum intentionally focused on a critical criminology perspective. Critical criminology challenges traditional understandings and seeks to unearth the social and historical processes that constitute ‘crime’. Coursework addresses law, policy, social justice and how systems of oppression are produced and reproduced by the criminal punishment system. Faculty members teaching in this major come from multiple disciplines including Sociology, Ethnic Studies, Political Science, Gender & sexuality Studies, social work, and Native American Studies. Criminology and Justice Studies is primarily taught through a sociological perspective, which allows students to develop critical thinking, theoretical application and research skills.

The program prepares students to be transformative leaders in a variety of locations, from probation and legal advocacy to community activism and policy research. Above all students will have a solid foundation to work and effect social change. Students should know that law enforcement agencies usually have extensive training programs on the specifics of work in their organization (investigation procedures, safety protocols). HSU’s Criminology & Justice Studies program provides a liberal arts degree with breadth, adaptability and practical application. Graduates choose to work in many different sectors: non-profit, private business, social services, education, health services, public relations, government, as well as pursuing graduate studies.

Community engagement and social action are important values of the Sociology Department. Internships are encouraged for the capstone experience. The Sociology/CJS community advisory board assists with developing and maintaining internships and community action research opportunities.

Preparation
In high school take math, writing, and social science courses (history, psychology, sociology).

REQUIREMENTS FOR THE MAJOR
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. A minimum grade of C is required for all courses in the major.

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 125</td>
<td>(3)</td>
<td>Intro to Criminology and Justice Studies</td>
</tr>
<tr>
<td>CRIM 225S</td>
<td>(4)</td>
<td>Inequalities and Crime</td>
</tr>
<tr>
<td>CRIM 305</td>
<td>(4)</td>
<td>Law and Society</td>
</tr>
<tr>
<td>CRIM 410</td>
<td>(4)</td>
<td>Criminological Theory</td>
</tr>
<tr>
<td>SOC 202L</td>
<td>(1)</td>
<td>Sociological Statistics Lab</td>
</tr>
<tr>
<td>SOC 392</td>
<td>(4)</td>
<td>Intro to Social Research</td>
</tr>
<tr>
<td>SOC 372</td>
<td>(1)</td>
<td>Proseminar</td>
</tr>
<tr>
<td>STAT 10B</td>
<td>(4)</td>
<td>Elementary Statistics</td>
</tr>
</tbody>
</table>

*Service learning component

Knowledge Based Requirements
Choose one course from each of the following four categories:

Inequalities, Identities, and Crime
CRIM 431/SW 431 (4) Juvenile Delinquency
CRIM 432 (4) Crime and Rural Communities

Inequalities, Identities, and Crime
PSYC 419 (3) Family Violence
SOC 330 (4) Social Deviance
SOC 363 (4) Environmental Crime

Law
NAS 364 (4) Federal Indian Law I
NAS 365 (4) Federal Indian Law II

Social Research and Action Skills
CRGS 313 (4) Race, Gender & US Law
PSCI 318/CRGS 360 (4) Politics of Criminal Justice

Social Research and Action Skills
SW 442 (3) Special Topics in Social Work Methods
SOC 370 (4) Environmental Inequality and Globalization

Social Research and Action Skills
CRGS 313/EDUC 313 (3) Community Activism

Capstone Options
SOC 482 (3) Internship, or
SOC 492 (3) Senior Thesis, or
One additional knowledge based class

Many contributing departments to the CJS major offer 1-2 unit workshops around pressing social issues and popular topics. We encourage enrollment in these workshops, but the units may not be counted as part of the required 40-45 unit major requirement. Exception: Units may be used to "make up" 1-2 units if a student is short after transferring 3-unit courses from another college.
The Program

Our major lies at the intersections of Ethnic Studies (ES), Women's Studies (WS), and Multicultural Queer Studies (MQS). This interdisciplinary program analyzes how notions of race, gender, sexuality, nation, class, physical ability, and other aspects of social location materially influence people's lives. Students take a common core of classes then choose a pathway in ES, WS, or MQS.

Students completing this program will have demonstrated the ability to:

- use intersectional analysis to examine social issues
- explain prominent debates in critical social theory
- examine gendered, racialized, and/or sexualized relations in a transnational context
- link theory to practice
- write effectively within scholarly contexts
- articulate the relationship between social justice movements and history.

CRGS graduates will be prepared to work in such fields as politics and government, business, social services, activism, and community organizing, and to pursue a variety of other jobs in the non-profit sector.

In addition, graduates will be in a strong position to enter and successfully complete graduate study programs in the social sciences and humanities as well as obtain professional degrees and credentials leading to a range of careers. Graduates of our program are likely to pursue professions in, for example, social work, library science, education (on K-12, community college, and university levels), health care (counselor, psychologist, midwife, doctor, nurse, hospice, and hospital counseling), and law (civil rights attorney, legal representation for domestic abuse and violence cases, human rights law).

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 58-74.

All courses required for the major must be completed with a minimum grade of C.

Core Curriculum

Lower Division [9 units]

Required:
CRGS 108 [3] Power/Privilege: Gender & Race, Sex, Class

Historical Content:
Choose one of the following:
ES 105 [3] Intro to Ethnic Studies, or

Contemporary Issues:
Choose one of the following:
ES 106 [3] Intro to Black Studies, or
WS 106 [3] Intro to Women's Studies

Upper Division [12 units]

CRGS 360 [4] Race, Gender & US Law
CRGS 485 [1] Senior Portfolio

Community Engagement and Leadership [5 units]

Required:
CRGS 313/EDUC 313 [3] Community Activism

Choose two units from the following courses:
CRGS 482 [1-3] Internship, or
CRGS 491 [1-2] Mentoring

Total units in common curriculum: 26

Ethnic Studies Pathway [16 units required]

Required:
Choose 12 units from the following list, chosen in consultation with major advisor:
CRGS 235 [1] Act to End Sexualized Violence
ES 107 [3] Chicano/Latin@ Lives
ES 314 [3] Chicano Culture & Society
ES 325 [3] From Civil Rights to Black Power
ES 480 [1-3] Special Topics in Ethnic Studies

Other advisor approved courses.

Multicultural Queer Studies Pathway [16 units required]

Required:
CRGS 430/ANTH 430 [3-4] “Queer” Across Cultures

Choose 12 units from the following list, chosen in consultation with major advisor:

CRGS 235 [1] Act to End Sexualized Violence
ENGL 465BC [4] when offered as Performing Race & Gender
FILM 465 [4] when offered as Queer Movies
PSYC 437 [3] Sexual Diversity
WS 370 [3-4] Queer Women's Lives, or
ENGL 360 [4] when offered as Queer Women’s Literature

Other advisor approved courses.

Women's Studies Pathway [16 units required]

Required:
WS 315/ANTH 315 [4] Sex, Gender, and Globalization*
DANCE MINOR

Minor in Dance

See also Dance Studies (Interdisciplinary Studies) and Theatre, Film, and Dance.

Dance Minor Advisor
Sharon Butcher
707-826-3549
sgb14@humboldt.edu

Department of Theatre, Film & Dance
Theatre Arts Building, Room 20
707-826-3566
www.humboldt.edu/theatrefilmanddance

The Program

Minors develop an understanding of dance as an art form and as a unique cultural and social expression. Students develop skills in physical techniques, creative process, collaboration, and performance. Dance minors are encouraged to participate in informal and mainstage dance performances.

REQUIREMENTS FOR THE MINOR

The program must be approved by the dance minor advisor. Transfer students must complete nine units at HSU.

Required courses

- DANC 104 (3) Modern II
- DANC 303 (3) Dance in World Cultures
- DANC 389 (3) Choreography Workshop

Nine units of electives from the following:

- DANC 103 (3) Modern I
- DANC 103T (1) Modern I Skills Maint.
- DANC 104T (1) Modern II Skills Maint.
- DANC 330 (3) Modern III
- DANC 110 (2) Ballet I
- DANC 110T (1) Ballet I Skills Maint.
- DANC 310 (2) Ballet II
- DANC 310T (1) Ballet II Skills Maint.
- DANC 120 (2) Jazz Dance Styles I
- DANC 120T (1) Jazz Styles I Skills Maint.
- DANC 320 (2) Jazz Dance Styles II
- DANC 320T (1) Jazz Styles II Skills Maint.

- DANC 240 (1) African Dance
- DANC 243 (1) Tap Dance
- DANC 245 (1) Middle Eastern Dance
- DANC 247 (1) Mexican Folklorico Dance
- DANC 350 (3) Dance Science
- DANC 380 (1-3) Special Topics in Dance — Activity Based
- DANC 400 (3) Bodyworks
- DANC 480 (1-4) Special Topics in Dance
- DANC 484 (3) Creative Dance for the Classroom
- DANC 485 (3) Interdisciplinary Seminar
- DANC 488 (1-4) Dance Performance Ensemble
- DANC 489 (4) Dance Theatre Production
- DANC 499 (1-4) Directed Study

- PE 192 (1) Latin Dance,
- PE 194 (1) Social Dance
- PE 196 (1) Swing Dance
Bachelor of Arts degree
with an Interdisciplinary Studies
major — Option in Dance Studies

See also Dance Minor.

Academic Advisor
Sharon Butcher
707-826-3549
sgb14@humboldt.edu

Department of Theatre, Film & Dance
Theatre Arts Building, Room 20
707-826-3566
www.humboldt.edu/theatrefilmanddance

The Program

Students completing this program will have demonstrated:

- theoretical and experiential knowledge of dance as an art form and as a vehicle for personal and community expression that is common to all peoples and cultures throughout history
- experiential learning of dance movements and their application to a variety of dance experiences
- discovery, understanding, and application of improvisation, movement invention, artistic intent, and compositional craft
- development of healthy collaborative relationship with dancers, choreographers, directors, musicians, designers, theatre crew, and other possible collaborators.

The Interdisciplinary Studies: Dance Studies (ISDS) curriculum unifies the physical, intellectual, cultural, and artistic aspects of dance into an invigoration course of study, and prepares students for careers in the dance arts and/or for graduate studies. Experience and practice in a broad range of technical, performance, and creative skills develop the student's capacity to form and transform thought into expressive composition and performance. By investigating the relationship of dance to other art forms, various ethnic groups and cultures, and to social trends through historic and contemporary periods, our students grasp the profound importance of dance as a fine art and as an essential component of human existence.

The ISDS degree is a 50-unit degree. It has a diverse core of 31 units with 9 units of dance electives. An additional 10 units of interdisciplinary electives allow student to develop skills in dance design/technical production and to enhance their dance education with knowledge form other art forms, multicultural study, sacred studies and/or dance pedagogy and teaching skills.

Annually, we offer two or three informal performances and one main stage concert. These performance opportunities refine and develop choreographic and performance skills while providing unique collaborative experiences with scenic, costume, and lighting designers. In coordination with CenterArts, we are able to provide affordable tickets and multiple master class opportunities with internationally-renowned dance artists and companies.

The ISDS program participates annually in American College Dance Festival Association conferences.

Students are highly encouraged to participate in the international exchange programs in order to experience dance as a universal and unifying phenomenon.

Dance Studies prepares students for careers as dance teachers, choreographers and performers of innovative and/or multicultural works; performance artists; teacher of mind/body integration techniques; special arts events coordinators; designers of lights, sets and costumes; and prepares students for further study at the graduate level.

Additional Dance at HSU:
- See PE Dance Classes
- Interdisciplinary Dance Club (IDC) The club offers diverse dance experiences and classes. Dancers of all skill levels are encouraged to participate. (hsudance@humboldt.edu)
- Also see HSU’s Clubs and Activities webpage for more information on the following:
  - Middle Eastern Dance Club: medance@humboldt.edu
  - Mexican Folklorico Club: ballet@humboldt.edu
  - Salsa Dance Club: salsa@humboldt.edu
  - Lindy Hop Club: hsdance@humboldt.edu
  - Demolition Dance Team: dsquad@humboldt.edu

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

CORE COURSES (31 units)

Majors must be able to place in DANC 310, DANC 320, and DANC 330 to complete degree. Lower levels of these courses taken remedially count as dance electives. It is highly recommended that majors take a dance technique class every semester. One repeat of each of the following may count as a Dance/Movement elective. “T” courses offer 1-unit opportunities to maintain technical and artistic performance skills.

DANC 303 [3] Dance in World Culture
DANC 310 [2] Ballet II
DANC 320 [2] Jazz II
DANC 389 [3] Choreography
DANC 485 [3] Interdisciplinary Seminar (Capstone)
DANC 489 [4] Dance Production

With faculty advisement, take one of the following music courses:

MUS 104 [3] Intro to Music, or

Take two units from the following courses:

DANC 240 [1] African Dance, or
DANC 243 [1] Tap Dance, or
DANC 245 [1] Middle Eastern Dance, or
DANC 247 [1] Mexican Folklorico Dance

DANCE/MOVEMENT ELECTIVES

(9 units, minimum)

DANC 110 [2] Ballet I
DANC 120 [2] Jazz Dance Styles I
DANC 240 [1] African Dance
DANC 243 [1] Tap Dance
DANC 245 [1] Middle Eastern Dance
DANC 247 [1] Mexican Folklorico Dance
DANC 310 [2] Ballet II
DANC 320 [2] Jazz Dance Styles II
DANC 330  (3) Modern III  
DANC 330T  (1) Modern III Skills Maint.  
DANC 380T  (1-3) Special Topics in Dance  
DANC 400  (3) Bodyworks  
DANC 480  (1-4) Special Topics in Dance  
DANC 484  (3) Creative Dance for the Classroom  
DANC 488  (1-4) Dance Performance Ensemble  
DANC 489  (4) Dance Production  
DANC 499  (1-4) Directed Study  
KINS 313  (2) Concepts of Teaching Dance  
PE 192  (1) Latin Dance  
PE 194  (1) Social Dance  
PE 196  (1) Swing Dance  

**APPROVED ELECTIVES — INTERDISCIPLINARY** (10-unit minimum; 6 units must be upper division) 

**Group 1: Design and Production for Dance**
Choose ONE course (3 units minimum)
- TA 137  (4) Production Techniques  
- TA 230  (4) Theatre & Film Aesthetics  
- TA 333  (4) Lighting Design Stage & Screen  
- TA 336  (4) Costume Design Stage & Screen  

*Take TWO from EITHER Group 2 - OR - Group 3.*

**Group 2: Dance/Art for Self, Society and Culture**
Choose TWO courses (6 units minimum)
- ART 104I  (3) 20th Century Art, or  
- ART 104J  (3) American Art, or  
- ART 104K  (3) Africa, Oceania, the Americas, or  
- ART 104M  (3) Latin American Art, or  
- ART 104N  (3) Asian Art  
- ART 303  (3) Global Contemporary Art  
- MUS 302  (3) Music in World Culture  
- NAS 302  (3) Oral Literature & Oral Tradition  
- PHIL 301  (3) Reflections on the Arts  
- PHIL 309B  (3) Perspectives: Humanities/Science/Social Science  
- RS 300  (3) Living Myths  
- RS 362  (3) Wisdom & Craft  
- TA 104  (4) Story Through Word & Image  
- TA 307  (3) Theatre of the Oppressed  

**Group 3: Dance Education**
Choose TWO courses (6 units minimum)
- CD 255  (3) Early Childhood Development, or  
- CD 256  (3) Middle Childhood Development  
- CD 350  (3) Perspectives: Life-Span Development  
- DANC 484  (3) Creative Dance for the Classroom  
- KINS 313  (2) Concepts of Teaching Dance  
- KINS 475  (3) Elementary Education/PE  
- KINS 484  (3) Motor Development/Learning  
- REC 210  (3) Recreation Leadership  
- REC 320  (3) Organization, Administration & Planning  
- WS 350  (4) Women's Health & Body Politics  

...
Economics

Bachelor of Arts degree with a major in Economics — with pathways in Traditional Economics; Individually-Designed Interdisciplinary

Minor in Economics

Department Chair
Steven C. Hackett, Ph.D.

Department of Economics
Siemens Hall 206
707-826-3204
www.humboldt.edu/economics

See what our students, faculty and alumni have to say about our program at: www.humboldt.edu/economics.

The Program

Students completing this program will have demonstrated:

- mastery of core microeconomic and macroeconomic concepts, including application and conceptual analysis in evaluating real-world issues/problems
- mastery of computational analysis, including solving problems using economics tools and methods
- effective communication through written summary/analysis and descriptive research papers and oral presentations.
- the ability to present themselves professionally in the job market.

The Economics major at Humboldt State University is distinguished by its hands-on approach and close faculty-student relationships. Our “small urban” environment is a wonderful place for Economics majors to learn and make a difference in the community through our many research and service learning opportunities. Examples include calculating the economic impact of our annual Oyster Festival, helping prepare the City of Arcata’s development strategy, and preparing monthly estimates for the City of Arcata’s development strategy, our annual Oyster Festival, helping prepare the City of Arcata’s development strategy, and preparing monthly estimates for the City of Arcata’s development strategy.

Many of our graduates attend law school, earn an MBA, or pursue an advanced graduate degree in economics. Economics students typically earn high starting salaries and pursue a diverse range of career tracks including banking, government, advocacy organizations, consulting, brokerage, and sales. We have a strong record of helping students realize their career aspirations, whether that be through job placements or preparation for graduate and professional school. Economics majors at Humboldt State University are in the top ten percent in terms of shortest time to graduation.

We believe that 21st century academic training must move toward a more interdisciplinary, team problem-solving approach. Therefore, students may choose from either a traditional economics pathway or an interdisciplinary pathway that requires a minor (or equivalent) in applied mathematics, political science, environmental and natural resources planning, business, energy, international studies, and other related disciplines.

Preparation

High school students should take college preparatory courses, including English, writing, social science, and economics (if available). Math (including calculus) is recommended.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Students must earn a minimum grade of C-in all required courses for the major and the minor.

Common Core

Taken in both pathways (26 units)

Lower Division Core

PSYC 241 [4] Intro to Psychological Statistics
MATH 106 [4] Calculus for Business & Economics, or
MATH 109 [4] Calculus I, or
MATH 113 [3] College Algebra, or
MATH 115 [4] Algebra & Elementary Functions

Upper Division Core

STAT 333 [4] Linear Regression Models/ANOVA, or
PSYC 488 [4] Regression/Multivariate Topics
ECON 311 [4] Intermediate Macroeconomics
ECON 490 [2] Capstone Experience

*NOTE: Students with a higher math aptitude and those considering graduate school should take MATH 109.

Economics Electives

Taken in both pathways [16 units]

Students must take 4 upper division electives (with the exception of ECON 320), including the corresponding 1-unit depth of study where offered.

Pathway 1:

Traditional Economics [12 units]

An additional 12 units of upper division economic courses (with the exception of ECON 320) including the corresponding 1-unit depth of study where offered.
PATHWAY 2:

Individually-Designed Interdisciplinary (minimum 18 units, 9 of which must be upper division)

With approval from one’s academic advisor and the Department Chair, students with a good academic record and a clear concept of their personal goals can develop an individually-designed interdisciplinary pathway. Such pathways will include an area of study in a complementary field, often a minor or equivalent for at least 18 units. Students must write a brief memo that outlines the purpose of the individually designed interdisciplinary pathway, including intended learning and career outcomes.

Suggested areas of study include:

- **Applied Math.** For students who want access to more technically demanding careers requiring extensive knowledge of mathematics. This pathway will appeal to someone planning to enter a doctorate program in Economics.
- **Business.** For students with career goals that demand specialized business training. This pathway will appeal to someone planning to enter an MBA program.
- **Energy.** For students interested in combining engineering and environmental science with economics. Career paths include engineering consulting firms, state or federal policy agencies, and private energy industry firms.
- **Environmental & Natural Resource Planning.** For students interested in careers as industry representatives, advocates, consultants, and government planners working on environmental and natural resource issues.
- **International Studies.** For students interested in careers in international business, policy, or advocacy.
- **Political Science.** For students interested in careers in law, business, government and public affairs, advocacy and interest groups, and other nonprofits.
- **Secondary Teacher Education Preparation.** For students interested in pursuing a secondary education credential and teaching high school social studies and economics.

REQUIREMENTS FOR THE MINOR


In consultation with an economics advisor, select an additional 12 units of upper division economics electives (with the exception of ECON 320). Receive approval from the economics advisor before completing two courses in the program.
Education

Master of Arts degree in Education

Elementary Education:

- Preliminary Credential in Multiple Subjects
  See also:
  Liberal Studies/Elementary Education
  Child Development/Elementary Education

Secondary Education: *

- Preliminary Credentials in the following Single Subjects (You can find more information on any of the following undergraduate programs, listed under the subject name.):
  - Art Education, English/Language Arts Education, Mathematics Education, Music Education, Physical Education, Science Education [Biology, Chemistry, Geoscience, or Physics], Social Science Education, Spanish Education

Special Education:

- Preliminary Education Specialist Credential in Mild/Moderate Disabilities
- Preliminary Education Specialist Credential in Moderate/Severe Disabilities

Educational Leadership:

- Level I Preliminary Administrative Services Credential
- Level II Professional Clear Administrative Services Credential

*Students completing one of the single subjects education programs [secondary education] may waive the CSET for entering credential programs in those areas.

School of Education
Harry Griffith Hall 202
707-826-5873
707-826-5888 (fax)
www.humboldt.edu/education

Education and Credentialing Office
Harry Griffith Hall 202
707-826-3729 [Master’s]

The Programs

Humboldt State University has a long tradition of teacher education dating back to 1914, when it first opened as a Normal School. Over the years, Humboldt has prepared many of the teachers of this region while developing a reputation for innovation and close cooperation with local school districts. One of every seven Humboldt students is involved in some phase of teacher education (including undergraduate preparatory programs).

Humboldt’s teacher education programs enjoy positive working relationships with the local schools that accommodate credential candidates from year to year. With the cooperative efforts of supportive school administrators, excellent mentor teachers, university professors, and university supervisors, candidates receive the individual attention that makes their credential-year experiences most rewarding. Humboldt offers the following credentials/programs:

**ELEMENTARY EDUCATION**

Coordinator
Bryn Conell
Harry Griffith Hall 202B
707-826-5108 / bpc11@humboldt.edu

Program Leader
Shannon Morago
Harry Griffith Hall 207
707-826-3733 / sm7@humboldt.edu

Preliminary Credential

Obtain a preliminary credential by taking a 46-unit professional education program to qualify for teaching positions including teaching English language learners. The credential program may be taken after graduation or as part of an approved BA major, Liberal Studies Elementary Education Integrated. The bachelor’s degree must be received from a regionally accredited institution of higher learning.

Holders of a preliminary credential are eligible to complete requirements for a professional clear credential within five years through an Induction Program.

Procedures for Applying

The program begins each year in the fall semester. Since the application **deadline is February 15**, interested persons should begin the process a full year prior to the planned term of entry.

Admission requires a personal interview in addition to the normal post-baccalaureate application to Humboldt State. The credential program application and admission guide are available at www.humboldt.edu/education/programs/credential-programs/elementary-education and at the Education & Credentialing Office (HGH 202). Orientation sessions that explain the application process are offered each fall, beginning in late September.

Following are some of the items applicants must document. The education office has more information.

- A minimum of 45 hours of early fieldwork {observation/participation} in one or more K-12 classrooms. This requirement may be met through Humboldt courses EED 210/EED 310 (for Elementary) and EED 210/SED 410 (for Secondary), through comparable courses at another university, or through privately arranged experiences (approved by the coordinator) in accredited schools with credentialed teachers.

  - An overall GPA at or above 2.67, or 2.75 for the last 60 semester units (CSU systemwide GPA requirement for admission to credential programs).

  - The California Commission on Teacher Credentialing requires that anyone receiving a California teaching credential have special technology competencies. The School of Education offers a prerequisite course, EDUC 285, Technology Skills for Educators, each semester. This course covers many of the required technology competencies, and the remaining technologies are addressed during the credential program.

  All candidates are required to demonstrate entry level computer competency by one of the following options:

  1. Pass EDUC 285, Technology Skills for Educators, 3 units at HSI, or EDUC 120, Technology Skills for Educators, 3 units at College of the Sequoias.

  2. Pass the Preliminary Education Technology Exam; registration is online, www.ctcexams.nesinc.com, cost is $210.

  3. Pass course[s] equivalent to EDUC 285 that meet level 1 standards.
Verification of passing a basic skills exam. See www.humboldt.edu/education for details.

Tuberculin clearance [chest x-ray or TB skin test] and rubella immunization.

Verification of passing the CSET in Multiple Subjects.

CPR card from American Heart Association Course B or C or American Red Cross Community CPR.

Prior to beginning the program, either [1] a certificate of clearance from the California Commission on Teacher Credentialing, or [2] evidence of a credential or permit authorizing public school teaching in California. Information can be found in the application at www.humboldt.edu/education/programs/credential-programs/elementary-education.

A set of transcripts (unofficial transcripts are acceptable) and three letters of recommendation.

Passing of a basic constitution course (PSCI 110, PSCI 210, PSCI 359, or PSCI 410) or a passing score on the US Constitution Test administered by the university’s Testing Center or a County Office of Education. Most Humboldt graduates have met this requirement. Students from other institutions of higher education should contact Humboldt’s credential analyst, 707-826-6217.

A $20.00 fee is charged for the phase I fieldwork course to provide coverage of professional liability insurance that is required by the CSU and local school districts prior to student teaching.

February 15 is the deadline for submitting the application packet to the Education and Credentialing office. The deadline for submitting a post-baccalaureate application to the Office of Admissions is February 15.

All packets are reviewed by School of Education faculty. Candidates interview with a faculty committee and with school district administrators and teachers before being admitted to professional education courses.

PROGRAM REQUIREMENTS

NOTE: Credential requirements are subject to change due to action by the state legislature, the California Commission on Teacher Credentialing, or the CSU chancellor’s office. The elementary education coordinator has the most current information on changes and how they affect student programs.

Professional Education

Elementary education preliminary-credential courses and field experiences ensure that all candidates completing the program will have been introduced to concepts and strategies for working effectively with English language learners. The program implements the Performance Assessment for California Teachers (PACT) for the state-mandated teacher performance assessment that candidates must pass to be recommended for a credential. As part of PACT, candidates complete a Content Area Tasks in science, literacy, and history/social science fall semester and complete the Elementary Mathematics Teaching Event spring semester:

Preliminary credential courses are sequential, beginning in the fall semester. Candidates observe/participate at their field sites full time on the opening day of school. For the first eight weeks, they have courses three afternoons and evenings per week [T-Th and all day Friday] and participate at their field site a minimum of sixteen hours per week. The last seven weeks of the semester, candidates student teach full time and complete a minimum of three days’ solo teaching.

The spring semester follows a similar pattern: intersession (first week of January) full-time observation/participation in the second fieldwork placement; seven weeks of coursework (TTh and all day Friday) with a minimum of sixteen hours per week in the placement; and 13 weeks of full-time student teaching, culminating in a two-week [minimum] solo.

One of the fieldwork placements, either fall or spring, will be in primary grades (K-3); the other placement will be in upper elementary grades [4-8]. Candidates enroll in the following courses both fall and spring semesters, except as noted.

EED 720/B [5-3] The School & the Student
EED 722/B [5-3] English Language Skills & Reading
EED 723/B [5-4] Integrating Math/Science in Elementary School
EED 724/B [5-1] Fine Arts in the Integrated Elementary Curriculum
EED 726/B [5-1] Professional Development Seminar [spring]

EED 728/B [5-2] History/Social Science in the Integrated Elementary Curriculum
EED 733/B [1] Teaching English Language Learners [fall]
EED 740/B [1] Special Populations in the General Education Classroom
EED 751 [2] Fieldwork in Elementary School [fall]
EED 752 [6] Student Teaching in Elementary School [fall]
EED 753 [3] Fieldwork in Elementary School [spring]
EED 755 [2] Student Teaching in Elementary School [spring]

NOTE: Candidates can receive no grade lower than a “C-” in a preliminary credential course and must maintain a B average to remain in the program. For additional information, please read the Elementary Education Handbook, available online.

Supplementary/Subject Matter Authorizations

Supplementary and specific subject matter authorizations may be added to a credential through coursework. A secondary education credential may be added to an elementary education credential by passing the CSET examination for that subject and taking three semester units of secondary education methodology. The department office has the specific requirements.

Professional Clear Credential

An induction program is the required route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning Teacher Project to support new teachers being inducted into the profession.

EED 728/B [5-2] History/Social Science in the Integrated Elementary Curriculum
EED 733/B [1] Teaching English Language Learners [fall]
EED 740/B [1] Special Populations in the General Education Classroom
EED 751 [2] Fieldwork in Elementary School [fall]
EED 752 [6] Student Teaching in Elementary School [fall]
EED 753 [3] Fieldwork in Elementary School [spring]
EED 755 [2] Student Teaching in Elementary School [spring]

NOTE: Candidates can receive no grade lower than a “C-” in a preliminary credential course and must maintain a B average to remain in the program. For additional information, please read the Elementary Education Handbook, available online.

Supplementary/Subject Matter Authorizations

Supplementary and specific subject matter authorizations may be added to a credential through coursework. A secondary education credential may be added to an elementary education credential by passing the CSET examination for that subject and taking three semester units of secondary education methodology. The department office has the specific requirements.

Professional Clear Credential

An induction program is the required route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning Teacher Project to support new teachers being inducted into the profession.
SECONDARY EDUCATION

Program Leader
Shannon Morago
Harry Griffith Hall 207
707-826-5822 / sm7@humboldt.edu

The Program
Humboldt meets subject-matter and professional requirements in preparing students to teach in secondary schools (middle school and senior high). Visit our website at www.humboldt.edu/education/programs/credential-programs/secondary-education for additional information.

Preliminary Credential
Obtain a preliminary credential by taking a 38.5-unit professional education program to qualify for teaching positions including teaching English language learners. This may be taken after graduation or, in exceptional cases, as part of an approved BA/BS subject-matter program. The bachelor’s degree must be received from a regionally accredited institution of higher learning.

Procedures for Applying
Use the application procedures described for Elementary Education (located in this section), with the following exceptions:

1. Secondary education applicants must submit two copies of all required information.
2. Secondary education applicants must complete an approved undergraduate subject-matter program or pass CSET assessments in the appropriate subject-matter area (rather than CSET Multiple Subjects).

PROGRAM REQUIREMENTS

NOTE: Credential requirements are subject to change due to action by the state legislature, the California Commission on Teacher Credentialing, or the CSU chancellor’s office. The coordinator has current information on changes and the ways they affect programs.

Professional Education
Courses required for the single subjects (secondary education) preliminary credential are listed below. These two semesters must be taken in sequence.

First Semester
- SED 708 (1) Teacher Performance Assessment
- SED 711 (1) Nonviolent Crisis Intervention
- SED 712 (2) Teaching & Learning in Secondary Schools
- SED 713 (1) Classroom Management
- SED 714 (2.5) Educational Psychology
- SED 715 (2) Multicultural Education
- SED 730 (2) ELD Bilingual Theory & Methods
- SED 731-SED 741 (2 units each) Secondary Curriculum Instruction
  [one from: SED 731 Art, SED 737 Industrial Tech, SED 738 Music, SED 739 Physical Education, SED 740 Science, SED 741 Social Studies]
- SED 743 (2) Content Area Literacy
- SED 762 (1-3) Supervised Fieldwork in Student Teaching
- SED 776 (2) Teaching in Inclusive Classrooms

During the fall semester candidates will be evaluated by their mentor teacher, supervisor, and both discipline-specific and education faculty in terms of their academic abilities and suitability for entering the teaching profession.

Second Semester
- SED 709 (1) PACT Support
- SED 744-SED 754 (1 unit each) Secondary Seminar
  [one from: SED 744 Art, SED 746 English, SED 747 Modern Language, SED 749 Industrial Tech, SED 750 Math, SED 751 Music, SED 752 Physical Education, SED 753 Science, SED 754 Social Studies]
- SED 755 (1) Literacy Applications
- SED 756 (1) ELD Applications
- SED 763 (1) Intersession Participation & Student Teaching
- SED 764 (B) Student Teaching / Secondary Education
- SED 765 (B) Student Teaching / Secondary Education

- During the spring semester, candidates spend the entire day in the local school, as any other teacher would. Many candidates find it difficult to hold part-time jobs or take substantial additional coursework during full-time student teaching. SED candidates must maintain a B average (with no grade lower than a C-) to remain in the program.

Supplementary/Subject Matter Authorizations
Students may add additional subjects to their credential through coursework (as supplementary/subject matter authorizations) or by passing CSET examinations and taking methods courses in additional subject areas. The department office has the specific requirements.

Professional Clear Credential
An induction program is the preferred route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning Teacher Project to support new teachers being inducted into the profession.
SPECIAL EDUCATION

Program Leader
David Ellerd, Ph.D.
Harry Griffith Hall 205
707-826-5851
dae11@humboldt.edu

Coordinator
Peggy Kirkpatrick
Harry Griffith Hall 202C
707-826-5795
mmk8@humboldt.edu

The Program
Humboldt meets subject-matter and professional requirements in preparing students to teach in special education classrooms in elementary and secondary (junior and senior high) schools.

Please refer to www.humboldt.edu for new special education programs and updates.

Preliminary Credential
Obtain a preliminary credential by taking a 41-unit professional education program to qualify for teaching positions. This may be taken after graduation or, in exceptional cases, as part of an approved BA/BS subject-matter program. The bachelor’s degree must be received from a regionally accredited institution of higher learning. Holders of a Preliminary credential must complete requirements for a Clear credential within five years.

Procedures for Applying
Preliminary Credential:
Applications are accepted throughout the year for admission the following fall. Apply early as space is limited.

Admission requires a special application and a personal interview in addition to the normal post-baccalaureate application to Humboldt State. Contact Education and Credentialing office to request an application guide or (beginning in September) a complete application packet.

By the time of application, a minimum of 45 hours or early fieldwork (observation/participation) in one or more K-12 classrooms. This requirement may be met through Humboldt courses (EED 210/ EED 310, EED 210/SED 410), through comparable courses at another university, or through privately arranged experiences [approved by the coordinator] in accredited schools with credentialed teachers.

An overall GPA at or above 2.67, or 2.75 for the last 60 semester units (CSU systemwide GPS requirement for admission to credential programs).

EDUC 285 Technology Skills for Educators or passed the California Subject Examinations for Teachers (CSET) Preliminary Education Technology (test codes 133 and 134) exam, or an equivalent course at another university.

Tuberculin clearance (chest x-ray or TB skin test) and rubella immunization.

Competency Assessment: Special Education applicants must demonstrate subject-matter competency before they are accepted into the special education credential program. You must pass one of the CSET examinations (Multiple Subjects, English, Math, or Science; www.cset.nesinc.com) or complete an undergraduate major in English, Math, or Science approved by the California Commission on Teacher Credentialing.

Attempted all three sections of the CBEST (California Basic Educational Skills Test) prior to admission and passed all prior to full-time student teaching.

CPR certification for infants, children, and adults.

Prior to beginning the program, either (1) a certificate of clearance from the California Commission on Teaching Credentialing, or (2) evidence of a credential or permit authorizing public school teaching in California.

A set of transcripts [unofficial are acceptable] and three letters of recommendation.

Passing a basic constitution course (PSCI 110, PSCI 210, PSCI 359, or PSCI 410) at Humboldt State, or a passing score on the US Constitution Test administered by the university’s Testing Center; or an equivalent course at another college or university.

PROGRAM REQUIREMENTS

Credential Options
A California Education Specialist Credential permits teaching grades K-12, including adults. This credential authorizes teaching individuals with specific learning disabilities, mental retardation, other health impairments, and serious emotional disturbances. Upon completing all required tests, all assessments and observations, the US Constitution requirement, an accredited bachelor’s degree, and the special education course sequence, candidates apply for a Preliminary Education Specialist Credential in Mild to Moderate Disabilities. This preliminary credential authorizes teaching for five years, during which time candidates must acquire a Clear Education Specialist Credential in Mild to Moderate Disabilities.

Preliminary Credential

COURSE REQUIREMENTS
Students must maintain a B average with no grade lower than a C to remain in the program.

Students must complete 46 units of approved courses in Special Education, including EDUC 377/SPED 777, Education of Exceptional Individuals. The Special Education Program Leader must approve the program of study. Contact the department office for details.

Foundation Courses
EDUC 377/SPED 777 (2) Education of Exceptional Individuals
SPED 702 (3) Foundations of General & Special Education
SPED 703 (3) Foundations of Assessment & Program Planning
SPED 705 (2) Multicultural Special Education
SPED 706 (3) Applied Behavior Analysis for Teachers

Methods Courses
SPED 707 (3) Curriculum & Instruction — Reading & Language Arts
SPED 708 (1) Practicum: Reading Instruction
SPED 709 (2) Curriculum & Instruction — Math
SPED 710 (1) Practicum: Math Instruction
SPED 711 (1) Curriculum & Instruction — Science, History & Social Science
SPED 721 (3) Transition Planning
SPED 722 (2) Autism Intervention Strategies
SPED 731 (1) Classroom Management
SPED 733 (2) Special Education Policies & Procedures
SPED 734 (5) Student Teaching — Elementary Special Education
SPED 735 (5) Student Teaching — Secondary Special Education
SPED 736 (1) Curricular & Instructional Skills Seminar
SPED 737 (1) Non-violent Crisis Intervention
EDUCATIONAL LEADERSHIP PROGRAM

Program Leader/Coordinator
Kenny Richards, Ed.D.
Harry Griffith Hall 220
707-826-5886 / kwr3@humboldt.edu

The Program
Humboldt State’s Educational Leadership Program (EDL) is designed for teacher leaders interested in improving education locally as well as globally. The EDL Program will enhance educators’ skills and knowledge base while preparing them to lead the way towards school improvement and increased student performance. This cohort model is designed to accommodate the schedules of busy educators through a blend of classroom, online, and video-conferencing instruction. Candidates who wish to earn their California Administrative Services Credential will also complete elementary and secondary fieldwork as required by California Commission on Teacher Credentialing (CCTC). Instruction is delivered by local educational leaders, veteran school administrators, and guest presenters who represent the best within their field.

Procedures for Applying
Those seeking admission to the program must submit the following documents to the program leader/coordinator:

- a completed application for admission to the Level I program;
- a copy of a valid teaching or pupil personnel services credential;
- two letters of recommendation for admission into the Educational Leadership Program: one from the student’s current supervisor and one from another administrator;
- documentation of having completed four years upon entry — and [for candidates seeking a California Preliminary Administrative Services Credential], by completion of credential requirements, five years — of successful, full-time teaching or pupil personnel experience in public or private schools; and
- transcripts verifying a university grade-point average of 2.75 on the last 60 semester units.

PROGRAM REQUIREMENTS

Level I: Preliminary Credential

Students must:
- maintain a 3.0 GPA (with no grade lower than a C-) in the following required courses:
  EDL 642 (3) Curriculum: Development & Governance
  EDL 645 (3) Personnel Administration & Supervision
  EDL 646 (3) The Principal: Leader & Administrator
  EDL 647 (2) Practicum: Diversity Issues & School Administration
  EDL 648 (3) Legal & Fiscal Aspects of School Administration
  EDL 649 (1) Ethics & School Administration
  EDL 660 (2) Technology & School Management
- pass a final oral exam on the program’s total skills and knowledge.

Candidates seeking to obtain a Level I: Preliminary Administrative Credential must:
- document that a district is willing to support the candidate’s fieldwork by completing a fieldwork plan sheet with approval signatures from district and university supervisors;
- successfully complete the California Basic Education Skills Test;
- successfully complete the following additional fieldwork courses and seminar:
  EDL 694 (3) Elementary School Administration Fieldwork
  EDL 695 (3) Secondary School Administration Fieldwork
  EDL 696 (1) Fieldwork & Final Evaluation Seminar

Level II: Clear Credential
(not offered during 2015-16 school year)

Students must:
- maintain a 3.0 GPA with no grade lower than a C- in the following courses:
  EDL 661 (2) Professional Development — Induction
  EDL 662 (2) Leadership, Management & Policy Development in a Multicultural Setting
  EDL 663 (2) Strategic Issues Mgmt.
  EDL 664 (3) School & Community Relations
  EDL 665 (3) Ethical & Reflective Leadership
  EDL 666 (2) Information Systems & Human & Fiscal Resources
  EDL 667 (2) Candidate Assessment & Evaluation
- possess a California Preliminary (Level I) Administrative Services Credential;
- have a 3.0 GPA in Preliminary Administrative Services Credential coursework;
- be employment at least halftime as a school administrator; and
- complete EDL 667 Candidate Assessment & Evaluation.
MASTER OF ARTS DEGREE IN EDUCATION

Graduate Program Coordinator
Eric Van Duzer, Ph.D.
Harry Griffith Hall 209
707-826-3726 / evv1@humboldt.edu

The Program
Our program helps educators assume an enhanced and more focused leadership role in their schools.

Graduates will:
- demonstrate an informed sensitivity to the social concerns in the field
- develop teaching practice and/or policy reflecting an integrated understanding of the psychology and process of learning
- assess student learning using both formal and informal methods
- present sound theoretical arguments to guide research or inform project designs
- write effectively with authority and clarity regarding their areas of expertise
- develop, validate, and implement research protocols.

The Master’s in Education is designed for educational professionals interested in deepening their understanding of important issues and developing more effective strategies to meet the needs of students of all ages. The program offers extensive support from colleagues and faculty, a collaborative environment, and a curriculum delivered online (in the evenings) for working professionals. The program is designed to allow students to tailor their work towards developing expertise in an area of interest on a broad array of topics, from improving communication through infant massage to models of teacher leadership in managing schools.

Procedures for Applying
To be admitted candidates must:
- hold an acceptable baccalaureate degree from a regionally accredited institution (or equivalent academic preparation);
- be in good academic standing at the last university attended; and
- have a GPA of at least 3.0 in the last 60 semester units (90 quarter units) attempted.

If the bachelor’s degree is from a postsecondary institution where English is not the principal language of instruction, score at least 550 on the Test of English as a Foreign Language (TOEFL).

MASTER’S DEGREE PROGRAM REQUIREMENTS
There are three pathways that result in a MA in Education including a:
- Masters of Education
- Special Education Level II Credential/MA
- Educational Leadership Level I Credential/MA

Master’s Degree Program

Students accepted into the Traditional Master's Degree in Education program must complete all of the following:

Core courses: 20 units
Area of emphasis: 9 units
Thesis preparation: 3 units
Total: 32 units

Core Courses
EDUC 610 (3) Education in Society
EDUC 620 (3) Pedagogy: Practice & Research
EDUC 630 (2) Educational Psychology
EDUC 640 (3) Assessment
EDUC 645 (2) Academic Writing in Education
EDUC 655 (3) Educational Research
EDUC 668 (4) Mixed Methods in Educational Research

Plus 9 units of electives to be taken in consultation with your advisor and three units of thesis or project preparation (EDUC 690 or EDUC 692).

Educational Leadership Emphasis
Educators enrolled in the Educational Leadership Program (for Level I Preliminary Administrative Services Credential) may earn both a Level I Credential and an MA.

Students must have completed three years of successful full-time teaching.

Core courses: 11-12 units
Credential coursework: 24 units
Thesis preparation: 3 units
Total: 38-39 units

For students earning a combined Master’s Degree in Education and an Administrative Services Credential, the following courses must be completed in addition to all credential coursework (see Educational Leadership Program).

EDUC 645 (2) Academic Writing in Education
EDUC 655 (3) Educational Research
EDUC 668 (4) Mixed Methods in Educational Research

And one of the following selected in consultation with your advisor:
EDUC 610 (3) Education in Society
EDUC 620 (3) Pedagogy: Practice & Research
EDUC 630 (2) Educational Psychology
EDUC 640 (3) Assessment

Plus three units of thesis or project preparation (EDUC 690 or EDUC 692).

Special Education Emphasis
Those enrolled in the Level II Mild to Moderate Special Education credential may also earn an MA. Students must have completed the Preliminary credential program plus two years as a special education teacher in a US public school.

For students earning a combined Master’s Degree in Education and Special Education Clear Credential, the following courses must be completed in addition to all credential coursework (see Special Education Credential).

SPED 799 (1-3) Single-Subject Research Methods
EDUC 645 (2) Academic Writing in Education
EDUC 655 (3) Educational Research
EDUC 668 (4) Mixed Methods in Educational Research

And one of the following selected in consultation with your advisor:
EDUC 610 (3) Education in Society
EDUC 620 (3) Pedagogy: Practice & Research
EDUC 630 (2) Educational Psychology
EDUC 640 (3) Assessment

Plus three units of thesis or project preparation (EDUC 690 or EDUC 692).

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2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG Education 119
ENGLISH

Bachelor of Arts degree
with a major in English — pathways in Literary Studies, Teaching the Language Arts/English Education, Writing Practices

Minor in English Literature
Minor in English Writing
Minor in Teaching English as a Second Language

Master of Arts degree in English — emphasis in Literary & Cultural Studies, Composition Studies & Pedagogy, Peace Corps Service

Department Chair
Laura Hahn, Ph.D.

Department of English
Founders Hall 201
707-826-3758
www.humboldt.edu/english

Please see the department website for updates on changes and additions to our programs.

The Program

Students completing this program will have demonstrated:
- the ability to read and explicate written English precisely
- analysis of literature from several critical perspectives
- meaningful use of literary, linguistic, theoretical, and rhetorical terminology
- an awareness of structures of power in language, literature, and culture
- stimulating and effective writing in a variety of genres according to the accepted conventions of English studies
- knowledge of literary movements and writers from a range of historical periods and cultural frameworks
- the ability to understand and perform rhetorical strategies to inform, persuade, and argue.

The English major at HSU encompasses perspectives derived from literary theory, contextual knowledge about literature, the analysis of language, the close reading of texts, and written expression. Students take a balance of lecture and small-group instruction. This program is excellent preparation for a wide range of careers, all requiring reasoning ability and skill in the use of language. Students in English do well in many occupations, including magazine or book editor, teacher, critic, library assistant, and writer in many areas such as technology, business, government, non-profit, organizations, and other organizations for social change.

Preparation

High school students should take four years of English, including composition and literature. Study of a language other than English is recommended.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

The English major consists of 16 units of Core Courses; 24 units in Pathways A and B; 38 units in Pathway C, a Senior Portfolio Seminar; and, for students in Pathways A (Literary Studies) and B (Writing Practices) only, one year of college-level study of a language other than English. Students must have a minimum of 2.0 grade point average in the major to graduate.

Core Courses

Students take all of the following:
- ENGL 120 (4) Intro to the English Major
- ENGL 220 (4) Literature, Identity & Representation
- ENGL 225 (4) Intro to Language Analysis
- ENGL 320 (4) Practical Criticism

Pathways

Students will select one pathway. If on Pathway A or B, students will complete at least 16 units within that pathway. 12 of which must be at the upper division level, and one additional course from each of the other two pathways (8 units). Special topic courses (ENGL 480) may be used in an appropriate pathway depending upon the topic. Students on Pathway C, Teaching the Language Arts, must complete all the courses listed for that pathway and an extended study option.

A. Literary Studies

ENGL 230 or ENGL 231 (4) Survey of British Literature
ENGL 240 (4) World Literature
ENGL 325 (4) History of the English Language
ENGL 330 (4) American Literature (variable topics)

ENGL 342 (4) Special Topics in Shakespeare
ENGL 350 (4) British Literature
ENGL 360 (4) Topics in Literature/Language
ENGL 370 (4) Topics in the Literature of Power and Place
ENGL 420 (4) Advanced Topics in Critical Theory
ENGL 465B/ENGL 465C (3) Multicultural Issues in Language & Literature
ENGL 480 (1-4) Special Topic course with a literary emphasis

One year of a language other than English taken at the college level.

Select one of the following courses from Pathway B:

- ENGL 205 (4) Beginning Creative Writing
- ENGL 311 (4) Environmental Writing
- ENGL 314 (4) Creative Writing: Nonfiction
- ENGL 315 (4) Creative Writing: Fiction
- ENGL 316 (4) Creative Writing: Poetry
- ENGL 422 (4) Advanced Research Writing
- ENGL 460 (2) Toyon Literary Magazine
- ENGL 480 (1-4) Special Topic course with a writing emphasis

Select one of the following courses from Pathway C:

- ENGL 328 (4) Structure of American English
- ENGL 336 (4) American Ethnic Literature
- ENGL 344 (3) Young Adult Literature
- ENGL 406 (4) Contemporary Composition: Traditional Studies & Digital Practice
- ENGL 417 (3) Second Language Acquisition
- ENGL 426 (3) Communication in Writing II
- ENGL 435 (4) Intro to English as a Second/Foreign Language
- ENGL 436 (3) Integrating Language & Content in English Instruction

B. Writing Practices

- ENGL 205 (4) Beginning Creative Writing
- ENGL 311 (4) Environmental Writing
- ENGL 314 (4) Creative Writing: Nonfiction
- ENGL 315 (4) Creative Writing: Fiction
- ENGL 316 (4) Creative Writing: Poetry
- ENGL 422 (4) Advanced Research Writing
ENGL 480 (2) Toyon Literary Magazine
ENGL 480 [1-4] Special Topic course with a writing emphasis

One year of a language other than English taken at the college level.

Select one of the following courses from Pathway A:

ENGL 325 (4) History of the English Language
ENGL 330 (4) American Literature (variable topics)
ENGL 342 (4) Special Topics in Shakespeare
ENGL 350 (4) British Literature
ENGL 360 (4) Topics in Literature/Language
ENGL 370 (4) Topics in the Literature of Power and Place
ENGL 420 (4) Advanced Topics in Critical Theory
ENGL 465B/ENGL 465C (3) Multicultural Issues in Language & Literature
ENGL 480 (1-4) Special Topic course with a literary emphasis

Select one of the following courses from Pathway C:

ENGL 328 (4) Structure of American English
ENGL 336 (4) American Ethnic Literature
ENGL 344 (3) Young Adult Literature
ENGL 406 (4) Contemporary Composition: Traditional Studies & Digital Practice
ENGL 417 (3) Second Language Acquisition
ENGL 426 (3) Communication in Writing II
ENGL 435 (4) Intro to English as a Second/Foreign Language
ENGL 436 (3) Integrating Language & Content in English Instruction

C. Teaching the Language Arts

Students in this pathway, as part of their General Education requirements, must complete COMM 100 (Fundamentals of Speech Communication) and ENGL 102 & ENGL 103 or ENGL 104 or ENGL 104S (Composition & Rhetoric), and in GE lower division Area C, include TA 106 (Behind the Scenes in Theatre) as part of the nine-unit requirement.

Students in this pathway must take all of the following courses:

ENGL 230 or ENGL 231 (4) Survey of British Literature
ENGL 232 (4) Survey of American Literature
ENGL 240 (4) World Literature

ENGL 328 (4) Structure of American English
ENGL 336 (4) American Ethnic Literature
ENGL 342 (4) Special Topics in Shakespeare
ENGL 344 (3) Young Adult Literature
ENGL 406 (4) Contemporary Composition: Traditional Studies & Digital Practice
ENGL 426 (3) Communication in Writing II
ENGL 435 (4) Intro to English as a Second/Foreign Language
TA 106 (3) Behind the Scenes in Theatre

Extended Study for Pathway C (12 units). Choose one extended study area:

1. Literature/Language
   - ENGL 325 (4) History of English Language
   - ENGL 350 (4) British Literature
   - ENGL 420 (4) Advanced Topics in Critical Theory

2. Writing
   - ENGL 311 (4) Environmental Writing
   - ENGL 314 (4) Creative Writing: Nonfiction
   - ENGL 422 (4) Advanced Research Writing

3. Language Acquisition and Development
   - ENGL 417 (3) Second Language Acquisition
   - ENGL 436 (3) Integrating Language & Content in English Instruction

Minimum of six semester units of a language other than English taken at a university or intensive language program.

■ Capstone Course (For students in all pathways.)
   - ENGL 490 (2) Senior Portfolio Seminar

REQUIREMENTS FOR THE MINORS

Minor in English Literature

Advisor
Janet Winston, Ph.D.
Founders Hall 213
707-826-3913

A minimum of 15 units, 11 of which must be upper division. See the Literature Minor Advisor for course approval and advice in planning a minor appropriate to your needs and interests.

Lower Division
ENGL 120 (4) Intro to the English Major

Upper Division
ENGL 305 (3) Postcolonial Perspectives: Literature of the Developing World
ENGL 306 (3) Contemporary Texts
ENGL 308B-C (3) Women in Literature
ENGL 320 (4) Practical Criticism
   *Requires ENGL 320 Practical Criticism
   *Requires ENGL 320 Practical Criticism
   *Requires ENGL 320 Practical Criticism
   *Requires ENGL 320 Practical Criticism

Minor in English Writing

Advisor
Barbara Curiel, Ph.D.
BSSB 240
707-826-3474

A minimum of 15 units, 11 of which must be upper division. See the Writing Minor Advisor for course approval and advice in planning a minor appropriate to your needs and interests.

ENGL 205 (4) Beginning Creative Writing
ENGL 311 (4) Environmental Writing
ENGL 314 (4) Creative Writing: Nonfiction
ENGL 315 (4) Creative Writing: Fiction
ENGL 316 (4) Creative Writing: Poetry
ENGL 422 (4) Advanced Research Writing
Minor in Teaching English as a Second Language

Advisor
Suzanne Scott, Ph.D.
Founders Hall 217
707-826-5932

The Program
This coursework develops and refines skills necessary in teaching English as a second language (in the US, foreign schools, and language institutes).

For a master's level TESL program, see the TESL minor in the English MA program.

Preparation
Take high school or community college courses in English, languages other than English, and ethnic studies.

Course Requirements
Six semester units of a language other than English taken at the university level or at an intensive language program.

ENGL 326  (4) Language Studies for Teachers, or
ENGL 328  (4) Structure of American English

All of the following:
ENGL 417  (3) Second Language Acquisition
ENGL 435  (4) Intro to English as a Second/Foreign Language
ENGL 436  (3) Integrating Language & Content in English Instruction

NOTE: ENGL 435 is a prerequisite for 436. Also, ENGL 326 or 328 or the equivalent is a prerequisite for ENGL 417.

Requirements for the Master of Arts Degree

Candidate Admission
- For current admission requirements, please consult the English Department’s website at www.humboldt.edu/english/GraduateDegreeHome.htm

General Degree Requirements
- 40 units of graduate work — 500, 600 series — in language, composition, and literature courses approved by the department.
- GPA of 3.0 in all coursework applied to the degree (no individual grade less than B will apply to the degree)

Course Requirements
Core courses required for both the Literary & Cultural Studies and the Composition Studies & Pedagogy emphases:

ENGL 600  (4) Graduate Studies Introduction
ENGL 605  (4) Cultural Studies Introduction
ENGL 611  (4) Reading and Writing Pedagogy I
ENGL 690  (4) Master's Project

Literary & Cultural Studies Emphasis
ENGL 536  (4) Problems in Form, Genre, Media
ENGL 546  (4) Reading Historically
ENGL 560  (4) Special Topics in Literature
ENGL 620  (4) Seminar in Critical Theory

Eight units from the Composition Studies & Pedagogy emphasis.

Writing knowledge of one language other than English.

Composition Studies & Pedagogy Emphasis
ENGL 612  (4) Reading and Writing Pedagogy II
ENGL 618  (4) Linguistic & Rhetorical Approaches to Writing

Complete one option:

Teaching English as a Second Language Option:
ENGL 614  (4) Teaching ESL Writing
ENGL 635  (4) Intro to English as a Second/Foreign Language

Writing & Advocacy Option:
ENGL 570  (4) Topics in the Literature of Power and Place
ENGL 615  (4) Writing for Change Workshop

Eight units from the Literary & Cultural Studies emphasis.

Peace Corps Service with TEFL Emphasis
Before beginning their Peace Corps Master's International assignments, participants must meet academic requirements of the master's programs. The program prepares students for Peace Corps service and volunteer and development activities generally. Peace Corps volunteer service will provide the basis for the project report requirement.

Year 1:
ENGL 328  (4) Structure of American English
ENGL 417  (3) Second Language Acquisition
ENGL 436  (3) Integrating Language & Content in English Instruction
ENGL 600  (4) Graduate Studies Introduction
ENGL 614  (4) Teaching ESL Writing
ENGL 635  (4) Intro to English as a Second/Foreign Language
ENGL 684  (2) Internship in Teaching ESL Modern language Study (if needed)

Years 2 and 3: PEACE CORPS SERVICE

Year 4 (final semester):
Take one course from each of the following pairs:
ENGL 605  (4) Cultural Studies Introduction, or
ENGL 615  (4) Writing for Change Workshop, and
ENGL 612  (4) Reading and Writing Pedagogy, or
ENGL 618  (4) Linguistic & Rhetorical Approaches to Writing

Culminating Project
ENGL 694  (4) Reflections on Field Experience
ENGL 695  (2) Culminating Activity: Critical Analysis of Field Experience

Teaching English as a Second Language (TESL) Minor for the MA
Six semester units of a language other than English taken at the university level or at an intensive language program.

ENGL 417  (3) Second Language Acquisition
ENGL 614  (4) Teaching ESL Writing
ENGL 618  (4) Linguistic & Rhetorical Approaches to Writing
ENGL 635  (4) Intro to English as a Second/Foreign Language


**Environmental Ethics Minor**

**Minors in Environmental Ethics**

**Advisors**
Matt Johnson, Ph.D.
WFB 222
707-826-3218

Rick Brown, Ph.D.
WFB 260
707-826-3320

**The Program**

This minor provides students with scientific information and a sense of the social, political, and ethical issues involved in environmental decisions.

This minor can help students prepare for careers in environmental law, environmental planning, and natural resource professions.

**Requirements for the Minor**

Listed in preferred sequence:

- **PHIL/WLDF 302 (3) Environmental Ethics**
- **Introduction to Environment**

One of the following:

- EMP 365 (3) Local Government Planning
- FISH 300 (3) Introduction to Fishery Biology
- FISH 310 (4) Ichthyology
- FOR 130 (3) Dendrology
- FOR 302 (3) Forest Ecosystems & People
- RRS 306 (3) Wildland Resource Principles
- WLDF 300 (3) Wildlife Ecology & Management
- WLDF 301 (3) Principles of Wildlife Management

**Environmental Issues**

One of the following:

- EMP 215 (3) Natural Resources & Recreation
- ENGR 305 (3) Appropriate Technology
- FISH 443 (3) Problems in Water Pollution Biology
- FOR 374 (3) Wilderness Area Mgmt.
- FOR 432 (4) Silviculture
- OCN 301 (3) Marine Ecosystems — Human Impact
- OCN 304 (3) Resources of the Sea
- WLDF 423 (3) Wildlife Management (Nongame Management)

One of the following:

- **ECON 309 (3) Economics of a Sustainable Society**
- **EMP 400/ENVS 400 (3) Inscape & Landscape**
- **ENVS 308 (3) Ecotopia**
- **FOR 400 (3) Forestry in Modern Society**
- **PHIL 106 (3) Moral Controversies**
- **PSCI 306 (3) Environmental Politics**

**Environmental Decision Making**

One of the following:

- **EMP 305/ENVS 305 (3) Environmental Conflict Resolution**
- **WLDF 309 (3) Case Studies in Environmental Ethics**
Environmental Management & Protection

Bachelor of Science degree with a major in Environmental Management & Protection with options in:
- Environmental Education and Interpretation
- Environmental and Natural Resources Planning
- Environmental and Natural Resources Recreation

Minor in Natural Resources [see Natural Resources]
Minor in Environmental Education & Interpretation
Minor in Environmental & Natural Resources Planning
Minor in Environmental & Natural Resources Recreation

Certificates of Study
- Environmental Education & Interpretation
- Environmental & Natural Resources Planning
- Natural Resources Policy & Administration

Master of Science degree in Natural Resources — Environmental & Natural Resources Sciences option

Department Chair
Steven R. Martin, Ph.D.

Environmental Science & Management
Natural Resources Building 200
707-826-4147, fax 707-826-4145
www.humboldt.edu/environment

The Program

Students completing this program will have demonstrated:
- the ability to apply science to understanding ecosystems and natural resources
- understanding of, and ability to analyze human interactions with the natural environment
- knowledge and skills to seek out the information and resources necessary to understand complex environmental issues
- knowledge and skills to manage human use of environmental resources
- the ability to communicate with a variety of audiences, both orally and in writing.

Environmental Management & Protection (EMP) studies center on relationships between human society and natural ecosystems. Potential careers: environmental education leader, environmental impact analyst, GIS or remote sensing analyst, environmental information specialist, natural resource specialist, environmental planner, naturalist, park ranger, recreation specialist, rural county planner, wilderness manager.

Environmental Education and Interpretation Option

Environmental Educators and Interpreters are essential for increasing public awareness about the environment, connecting people to places of historic and natural significance, promoting environmental stewardship, and instilling a sense of wonder for the natural world. Students are trained in education, interpretation and communication methods that help diverse audiences understand and appreciate environmental and historic resources and places. Using oral and graphic communication strategies, students create environmental based messages that audiences can relate to, understand, and respond to in constructive ways. While interpretation focuses more on inspiration and relevance, and environmental education focuses more on environmental literacy and informed action, both have a similar end goal of protecting natural and historic resources.

Our program emphasizes hands-on learning, including projects that address community needs. Students learn in the field, classroom, and lab. Graduates are prepared for positions with environmental education centers, national and state parks, nature centers, children’s museums, natural resource agencies, conservation groups, park and recreation programs, and other private and non-profit environmental groups.

Environmental and Natural Resources Planning Option

Natural resource planners find ways for people to live in harmony with the natural environment, satisfying our needs for space and resources while maintaining a high quality, sustainable environment.

Planners must understand the complexity and dynamics of our biophysical world, from which comes our natural resource base. Planners also work within the context of human social, political, cultural, and economic systems that impose demands on our natural resource base.

Graduates find careers in environmental analysis and land-use planning with consulting firms; local, state, and federal governments; and natural resource-oriented companies and agencies.

Environmental and Natural Resources Recreation Option

Natural resource recreation professionals seek to provide high quality recreation opportunities resulting in benefits to the recreating public while protecting the resources from degradation. Natural resource recreation students learn to understand the human nature of the recreation experience, the ecological nature of outdoor recreation resources, and how to manage both people and resources for the benefit of both.

Humboldt’s location in a recreation wonderland enhances the educational opportunities through natural laboratories, interaction with recreation providers, and internship placements. Students prepare for careers with federal, state, and local public agencies; consulting firms; and natural resource-oriented private companies.

Preparation

In high school take chemistry, biology, math, geography, and earth science. Take every opportunity to learn to think clearly, write effectively, and speak well.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Core Courses (all options)

Complete all courses in the major with a C- or better:

- SOIL 260 [3] Intro to Soil Science
- GSP 270 [3] Introduction to GIS
- EMP 305 [3] Environmental Conflict Resolution
Environmental Management & Protection

Environmental Education and Interpretation Option

Complete all courses in the major with a C- or better.

Core courses plus:

- GEOG 106 [3] Physical Geography, or
- GEOL 109 [4] Introduction to Geology
- EMP 215 [3] Natural Resources & Recreation
- EMP 351 [1] Environmental Interpretation Field Trip
- EMP 353 [3] Environmental Education & Interpretation Field Trip
- EMP 415 [3] Recreation & Park Planning, or
- EMP 453 [4] Environmental Education & Interpretation Practicum
- ZOOL 110 [4] Introductory Zoology

Take a minimum of six units each from one technical area and one content knowledge area:

Environmental Education — Technical
- CD 256 [3] Middle Childhood Development, or

Interpretive Graphic Design — Technical

Botanical
- BOT 300 [3] Plants & Civilization
- BOT 350 [4] Plant Taxonomy
- FOR 130 [3] Dendrology

Cultural
- HIST 368 [4] Colonial & Revolutionary America
- NAS 325 [3] Native Tribes of California
- NAS 331 [3] Intro to Native American Perspectives on NR Mgmt.

Earth Resources
- GEOL 300/GEOL 300L [3/1] Geology of California
- GEOL 303 [3] Earth Resources & Global Environmental Change
- GEOL 352 [3] Regional Climatology
- WSHD 458 [3] Climate Change & Land Use

Marine / Aquatic
- BIDL 430 [3] Intertidal Ecology
- FISH 300 [3] Intro to Fishery Biology
- FISH 320 [3] Limnology
- OCN 310 [4] Biological Oceanography

Natural Resource Management
- FISH 300 [3] Intro to Fishery Biology

Zoological
- ZOOL 314 [5] Invertebrate Zoology
- ZOOL 316 [3] Freshwater Aquatic Invertebrates

Environmental and Natural Resources Planning Option

Complete all courses in the major with a C- or better.

Core courses plus:

- EMP 360 [3] Intro to Natural Resource Planning Methods
- FOR 130 [3] Dendrology
- EMP 420 [3] Ecosystem Analysis
- EMP 460 [3] Environmental Planning for Public Lands
- EMP 475 [4] Senior Planning Practicum
- GEOG 106 [3] Physical Geography
- STAT 109 [4] Intro Biostatistics

Two of the following:
- FISH 320/FSH 320L [3/1] Limnology/Practicum
- GEOL 303 [3] Earth Resources & Global Environmental Change
- GEOL 308 [3] Natural Disasters
- EMP 430 [3] NR Management in Protected Areas
SOIL 360 (3) Origin & Classification of Soils
SOIL 460 (3) Forest & Range Soils Management
SOIL 468 (3) Intro to Agroforestry
WLDF 301 (3) Principles of Wildlife Management

Environmental and Natural Resources Recreation Option

Complete all courses in the major with a C- or better.

Core courses plus:
FOR 374 (3) Wilderness Area Mgmt.
EMP 215 (3) Natural Resources & Recreation
EMP 253 (3) Interpretive Computer Graphics
EMP 350 (3) Fundamentals of Environmental Education & Interpretation
EMP 351 (1) Environmental Interpretation Field Trip
EMP 415 (3) Recreation & Park Planning (alternate years)
EMP 425 (3) Environmental Impact Assessment
EMP 430 (3) NR Management in Protected Areas
EMP 440 (2) Managing Recreation Visitors Lecture (alternate years)
STAT 108 (4) Elementary Statistics

One of the following recreation courses:
REC 310 (3) Recreation for Special Groups
REC 320 (3) Organization, Administration & Facility Planning
REC 330 (3) Adventure Theory & Practice
REC 335 (3) Tourism Planning & Development

One of the following communication courses:
COMM 312 (4) Group Communication
COMM 322 (4) Intercultural Communication
COMM 411 (4) Organizational Communication

One of the following business courses:
BA 210 (4) Legal Environment of Business
BA 340 (4) Principles of Marketing
BA 370 (4) Principles of Management

Two of the following management courses:
FISH 260 (3) Fish Conservation & Mgmt.
FISH 300 (3) Intro to Fishery Biology
FOR 315 (3) Forest Management
RRS 306 (3) Wildland Resource Principles
SOIL 460 (3) Forest & Range Soils Management
WLDF 301 (3) Principles of Wildlife Management

REQUIREMENTS FOR THE MINORS

Natural Resources Minor [see Natural Resources]

Environmental Education & Interpretation Minor
EMP 215 (3) Natural Resources & Recreation
EMP 253 (3) Interpretive Computer Graphics [or equivalent]
EMP 350/EMP 351 [3/1] Fundamentals of Environmental Education & Interpretation, and Field Trip
EMP 353 (3) Environmental Education & Interpretation Graphics
EMP 430 (3) NR Management in Protected Areas
EMP 450 (3) Applied Environmental Education & Interpretation

Environmental & Natural Resources Planning Minor
GEOG 106 (3) Physical Geography
EMP 105 (3) Natural Resource Conservation
EMP 210 (3) Public Land Use Policies & Management
EMP 360 (3) Intro to Natural Resource Planning Methods

Plus two of the following:
EMP 325 (3) Environmental Law & Regulation
EMP 365 (3) Local Government Planning
EMP 425 (3) Environmental Impact Assessment

Environmental & Natural Resources Recreation Minor
FOR 374 (3) Wilderness Area Mgmt.
EMP 210 (3) Public Land Use Policies & Management
EMP 215 (3) Natural Resources & Recreation
EMP 305 (3) Environmental Conflict Resolution, or EMP 309B (3) Environmental Communication
EMP 415 (3) Recreation & Park Planning, or EMP 440 (2) Managing Recreation Visitors
EMP 430 (3) NR Management in Protected Areas
Bachelor of Science degree with a major in Environmental Resources Engineering
See Environmental Systems for the Master of Science degree with options in Environmental Resources Engineering (ERE) and Energy, Technology, and Policy.

Department Chair
Elizabeth Eschenbach Ph.D.

Department of Environmental Resources Engineering
Harry Griffith Hall 119
707-826-3619
engineering@humboldt.edu
www.humboldt.edu/engineering

For a complete description of the ERE program, including its program goals, see our webpage at www.humboldt.edu/engineering.

Mission Statement
The mission of the ERE program is to prepare engineers to identify and solve complex environmental resource problems. The program strives to educate leaders who will sustain, restore and protect our natural resources and the environment.

The Program
Students completing this program will have demonstrated:
• an ability to apply knowledge of mathematics, science, and engineering
• an ability to design and conduct experiments, as well as to analyze and interpret data
• an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
• an ability to function on multidisciplinary teams
• an ability to identify, formulate, and solve engineering problems
• an understanding of professional and ethical responsibility
• an ability to communicate effectively
• the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
• a recognition of the need for, and an ability to engage in, life-long learning

• a knowledge of contemporary issues
• an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

HSU offers one of the largest undergraduate accredited environmental engineering programs in the United States. While studying in one of the most environmentally interesting areas of California, Environmental Resources Engineering students will learn to apply an interdisciplinary approach to understanding and resolving resource planning and management problems in their social, economic, ethical, and historical contexts.

Program coursework and research are in three primary areas: water quality, water resources, and energy resources.

Students prepare for work in industry, private practice, or government, or for continued studies in graduate school.

Potential careers include: environmental engineer, ocean engineer, sanitary engineer, hazardous waste engineer, fisheries engineer, energy engineer, groundwater engineer, air pollution engineer, water quality engineer, civil engineer, hydraulic engineer, public health engineer, solar engineer, consulting engineer, hydrologist, resource planner, and water resources engineer.

The Environmental Resources Engineering program at Humboldt State University is accredited by the Engineering Accreditation Commission of ABET (111 Market Place, Suite 1050, Baltimore, MD 21202-4012, 410-347-7700).

Preparation
High school students should take courses in biology, chemistry, physics, mathematics, critical thinking, and oral/written communications.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

A minimum grade of C- is required for all courses in the major. Grades of D, D+, F, WU, and NC count as failed attempts. Required courses in the major may not be repeated more than one time. If a student has two failed attempts in a required course, the student will not be able to graduate with an ERE degree.

Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>[4]</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>CHEM 109/CHEM 110</td>
<td>(5/5)</td>
<td>General Chemistry I, II</td>
</tr>
<tr>
<td>ENGR 115</td>
<td>[3]</td>
<td>Intro to Environmental Resources Engineering</td>
</tr>
<tr>
<td>ENGR 215</td>
<td>[3]</td>
<td>Introduction to Design</td>
</tr>
</tbody>
</table>

Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 313</td>
<td>[3]</td>
<td>Systems Analysis</td>
</tr>
<tr>
<td>ENGR 322</td>
<td>[4]</td>
<td>Environmental Data Modeling &amp; Analysis</td>
</tr>
<tr>
<td>ENGR 325</td>
<td>[3]</td>
<td>Computational Methods for Environmental Engineering II</td>
</tr>
<tr>
<td>ENGR 351</td>
<td>[4]</td>
<td>Water Quality &amp; Environmental Health</td>
</tr>
<tr>
<td>ENGR 492</td>
<td>[3]</td>
<td>Capstone Design Project</td>
</tr>
</tbody>
</table>

Major Elective Program

With advice and approval of an Environmental Resources Engineering faculty advisor and the department chair; select one upper division science or natural resources course and three senior engineering design courses from the following lists to form a coherent elective program.

One science/natural resources course:
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FISH 320</td>
<td>[3]</td>
<td>Limnology</td>
</tr>
<tr>
<td>PHYX 315</td>
<td>[3]</td>
<td>Intro to Electronics and Electronic Instrumentation</td>
</tr>
<tr>
<td>SOIL 360</td>
<td>[3]</td>
<td>Origin and Class of Soils</td>
</tr>
</tbody>
</table>
Three engineering design courses:
ENGR 418  (3) Applied Hydraulics
ENGR 421  (3) Advanced Numerical Methods for Engineers I
ENGR 434  (3) Air Quality Management
ENGR 435  (3) Solid Waste Management
ENGR 441  (3) Hydrology II
ENGR 443  (3) Groundwater Hydrology
ENGR 445  (3) Water Resources Planning & Management
ENGR 448  (3) River Hydraulics
ENGR 451  (4) Water & Wastewater Treatment Engineering
ENGR 455  (3)* Engineered Natural Treatment Systems
ENGR 471  (3) Thermodynamics & Energy Systems II
ENGR 473  (3) Building Energy Analysis
ENGR 475  (3) Renewable Energy Power Systems
ENGR 477  (3) Solar Thermal Engineering
ENGR 481  (3) Selected Topics with Engineering Design
ENGR 498  (1-3) Directed Design Project

*ENGR 455 may only be used as a design elective if ENGR 451 is taken first.
Environmental Science

Bachelor of Science degree with a major in Environmental Science — with options in Ecological Restoration, Energy & Climate, Environmental Policy, and Geospatial Science

Minor in Ecological Restoration
Minor in Environmental Policy

Department Chair
Steven R. Martin, Ph.D.

Environmental Science & Management
Natural Resources Building 200
707-826-4147
www.humboldt.edu/environment

Associated Faculty & Advisors
Stephen Cunha, Geography
Yvonne Everett,
Environmental Science & Management
Kevin Fingerman,
Environmental Science & Management
James Graham,
Environmental Science & Management
Steven Hackett, Economics
Susan Marshall, Forestry and Wildland Resources
Steven R. Martin,
Environmental Science & Management
John Meyer, Political Science
Jack Murphy,
Environmental Science & Management
Alison Purcell O'Dowd,
Environmental Science & Management
Launie Richmond,
Environmental Science & Management
Sabra Steinberg,
Environmental Science & Management
William Trush,
Environmental Science & Management

The Program
Students completing this program will have demonstrated:
- understanding of essential biological, chemical, and physical processes
- understanding of the policy, economic, and social implication of many environmental issues
- skills of analysis necessary to understand and predict the consequences of human action on the physical, biological, and cultural world
- the ability to examine and understand the requirements needed to achieve environmental conservation for a sustainable society
- writing, speaking, and electronic communication skills needed to communicate with the public and professionals concerning the environmental sciences
- critical thinking skills as the basis for decision making and sound value judgments
- teamwork, leadership, and conflict resolution skills.

Within the program, the Environmental Policy option trains students to understand and address environmental issues in their political, social, and scientific context, designing policies that balance our need for resources with our need to conserve the environment. The Ecological Restoration option emphasizes renewing degraded, damaged, or destroyed ecosystems through active human intervention, reestablishing ecological integrity and sustainability by restoring native species and ecological linkages. Students in the Energy and Climate option are provided a foundation in climate change-related sciences, as well as knowledge in important concepts related to the ways we produce and use energy.

Potential careers: graduates should find work with state, federal, and local governments, nonprofit conservation organizations, private sector consulting firms (particularly those dealing with environmental impact analysis, wetlands delineation, environmental restoration, and natural resource management), or go on to professional and graduate schools to study ecology, soils, watershed management, law, political science, public administration, or environmental policy.

Preparation
High school students need strong academic preparation in math, writing, and the sciences.

Requirements for the Major
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor’s Degree" section of the catalog, pp. 58-74, and "The Master's Degree" section of the catalog, pp. 75-76.

Complete all courses in the major with a C- or better.

Core
EMP 105 (3) Natural Resource Conservation
ENVS 110 (3) Intro to Environmental Science
ENVS 111 (1) Environmental Science Seminar
GSP 101/GSP 101L (2/1) Geospatial Concepts and Lab
GSP 270 (3) Intro to GIS
ENVS 220 (3) Intro to Environmental Policy
ENVS 230 (3) Environmental Problem Solving
ENVS 301/GEOG 301 (3) International Environmental Issues & Globalization
ENVS 410 (3) Environmental Science Practicum, or
ENVS 411 (3) Sustainable Campus
EMP 425 (3) Environmental Impact Assessment
EMP 435 (2) Grant Proposal Writing

Ecological Restoration Option
Complete all courses in the major with a C- or better.

Core courses plus:

Lower Division
CHEM 107 (4) Fundamentals of Chemistry
BIOL 105 (4) Principles of Biology
BOT 105 (4) General Botany
SOIL 260 (3) Intro to Soil Science
STAT 109 (4) Introductory Biostatistics

Upper Division
BIOL 330 (4) Principles of Ecology, or
BOT 330/BOT 330L (2/1) Plant Ecology and Lab, or
FOR 131 (3) Forest Ecology, or
RRS 370 (3) Wildland Ecology Principles, or
WLDF 301 (3) Principles of Wildlife Management
### Energy & Climate Option

Complete all courses in the major with a C- or better.

**Core courses plus:**

#### Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 105</td>
<td>4</td>
<td>General Botany, or Principles of Biology</td>
</tr>
<tr>
<td>MATH 105</td>
<td>3</td>
<td>Calculus for the Biological Sciences &amp; Natural Resource Management</td>
</tr>
<tr>
<td>ECON 104</td>
<td>3</td>
<td>Contemporary Topics in Climate Change &amp; Land Use</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>4</td>
<td>Fundamentals of Chemistry</td>
</tr>
<tr>
<td>OCN 108</td>
<td>4</td>
<td>General Oceanography</td>
</tr>
<tr>
<td>PHYX 106</td>
<td>4</td>
<td>College Physics: Mechanics &amp; Heat</td>
</tr>
<tr>
<td>PHYX 107</td>
<td>4</td>
<td>College Physics: Electromagnetism &amp; Modern Physics</td>
</tr>
<tr>
<td>STAT 109</td>
<td>4</td>
<td>Introductory Biostatistics</td>
</tr>
</tbody>
</table>

#### Upper Division

**Choose three of the following, or course[s] approved by advisor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 305</td>
<td>3</td>
<td>Appropriate Technology</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>4</td>
<td>Principles of Ecology, or Principles of Wildlife Management</td>
</tr>
<tr>
<td>WLDF 301</td>
<td>3</td>
<td>Principles of Ecology, or Principles of Wildlife Management</td>
</tr>
<tr>
<td>EMP 305</td>
<td>3</td>
<td>Environmental Conflict Resolution, or Communication</td>
</tr>
<tr>
<td>EMP 309B</td>
<td>3</td>
<td>Environmental Communication</td>
</tr>
<tr>
<td>ENGR 371</td>
<td>3</td>
<td>Energy Systems &amp; Technology</td>
</tr>
<tr>
<td>ENVS 370</td>
<td>3</td>
<td>Energy, Technology &amp; Society</td>
</tr>
<tr>
<td>CHEM 370</td>
<td>3</td>
<td>Earth System Chemistry</td>
</tr>
<tr>
<td>EM 400</td>
<td>3</td>
<td>Inscape &amp; Landscape</td>
</tr>
<tr>
<td>OCN 420</td>
<td>3</td>
<td>Oceans and Climate Change &amp; Land Use</td>
</tr>
<tr>
<td>WSHD 458</td>
<td>3</td>
<td>Climate Change &amp; Land Use</td>
</tr>
<tr>
<td>ECON 450</td>
<td>4</td>
<td>Energy Economics &amp; Climate Policy</td>
</tr>
</tbody>
</table>

**NOTE:** 27 units double-count toward GE requirements.

### Environmental Policy Option

Complete all courses in the major with a C- or better.

**Core courses plus:**

#### Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 100</td>
<td>3</td>
<td>Critical Thinking and Social &amp; Environmental Responsibility</td>
</tr>
<tr>
<td>ECON 104</td>
<td>4</td>
<td>Contemporary Topics in Economics</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>4</td>
<td>Fundamentals of Chemistry</td>
</tr>
<tr>
<td>BOT 105</td>
<td>4</td>
<td>General Botany, or Principles of Biology</td>
</tr>
<tr>
<td>BIOL 105</td>
<td>4</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>STAT 108</td>
<td>4</td>
<td>Elementary Statistics, or Introductory Biostatistics</td>
</tr>
<tr>
<td>EMP 210</td>
<td>3</td>
<td>Public Land Policy</td>
</tr>
</tbody>
</table>

#### Upper Division

**Choose three of the following, or course[s] approved by Advisor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMP 305</td>
<td>3</td>
<td>Environmental Conflict Resolution</td>
</tr>
<tr>
<td>EMP 309B</td>
<td>3</td>
<td>Environmental Communication</td>
</tr>
<tr>
<td>EMP 325</td>
<td>3</td>
<td>Environmental Law &amp; Regulation</td>
</tr>
<tr>
<td>PHIL 302/WLDF 302</td>
<td>3</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>ECON 309</td>
<td>3</td>
<td>Economics of a Sustainable Society, or Technology &amp; the Environment</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>4</td>
<td>Principles of Ecology, or Principles of Wildlife Mgmt.</td>
</tr>
<tr>
<td>NAS 332</td>
<td>3</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>EMP 400</td>
<td>3</td>
<td>Inscape &amp; Landscape</td>
</tr>
<tr>
<td>ECON 423</td>
<td>3</td>
<td>Environmental &amp; Natural Resource Economics</td>
</tr>
<tr>
<td>EMP 430</td>
<td>3</td>
<td>Natural Resource Mgmt. in Protected Areas</td>
</tr>
</tbody>
</table>

**Choose three of the following, or course[s] approved by Advisor:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMP 462</td>
<td>3</td>
<td>Coastal &amp; Marine Planning</td>
</tr>
<tr>
<td>FISH 220</td>
<td>3</td>
<td>Water Resources &amp; Conservation</td>
</tr>
<tr>
<td>NAS 331</td>
<td>3</td>
<td>Intro to Native American Perspectives on Natural Resources Management</td>
</tr>
<tr>
<td>NAS 364</td>
<td>4</td>
<td>Federal Indian Law I</td>
</tr>
<tr>
<td>NAS 366</td>
<td>3</td>
<td>Tribal Water Rights</td>
</tr>
<tr>
<td>PSCI 317</td>
<td>1-4</td>
<td>Topics in Public Policy</td>
</tr>
<tr>
<td>PSCI 352</td>
<td>4</td>
<td>Water Politics</td>
</tr>
<tr>
<td>PSCI 358</td>
<td>4</td>
<td>Political Advocacy</td>
</tr>
<tr>
<td>PSCI 360</td>
<td>4</td>
<td>Political Economy</td>
</tr>
<tr>
<td>PSCI 364</td>
<td>4</td>
<td>Technology &amp; Development</td>
</tr>
<tr>
<td>PSCI 365/GEOG 365</td>
<td>4</td>
<td>Political Ecology</td>
</tr>
<tr>
<td>PSCI 373</td>
<td>4</td>
<td>Politics of Sustainability</td>
</tr>
<tr>
<td>PSCI 412</td>
<td>4</td>
<td>Legal Research</td>
</tr>
</tbody>
</table>

**NOTE:** 30 units double-count toward GE requirements.

---

**NOTE: 24 units double-count toward GE requirements.**
### Geospatial Science Option

*Complete all courses in the major with a C- or better.*

**Core courses plus:**

#### Lower Division
- GEDG 106 [3] Physical Geography

#### Upper Division
- EMP 305 [3] Environmental Conflict Resolution, or

- ENVS 482 [1-3] Environmental Science Internship

*Choose two of the following, or course[s] approved by Advisor; minimum six units:*

- EMP 325 [3] Environmental Law & Regulation
- EMP 360 [3] Intro to Natural Resource Planning Methods
- EMP 430 [3] Natural Resource Mgmt. in Protected Areas
- FISH 300 [3] Intro to Fishery Biology
- GEOL 303 [3] Earth Resources & Global Environmental Change
- GEOL 308 [3] Natural Disasters
- OCN 304 [3] Resources of the Sea

**NOTE:** 21 units double-count toward GE requirements.

### REQUIREMENTS FOR THE MINORS

#### Ecological Restoration Minor

**Required Courses**

- SOIL 260 [3] Intro to Soil Science

*Choose one restoration course:*
- FISH 470 [3] River Fish Restoration Ecology

*Choose one of the following elective courses (or course approved by ENVS Program Coordinator):*

- BOT 330/BOT 330L [2/1] Plant Ecology and Lab

- BOT 350 [4] Plant Taxonomy
- EMP 420 [3] Ecosystem Analysis
- FISH 310 [4] Ichthyology
- FISH 320 [3] Limnology
- FOR 130 [3] Dendrology
- WLDF 460 [3] Conservation Biology

#### Environmental Policy Minor

**Required Courses**

- ENVS 110 [3] Intro to Environmental Science
- ENVS 220 [3] Intro to Environmental Policy
- EMP 210 [3] Public Land Use & Policy
- EMP 325 [3] Environmental Law & Regulation

*Plus one of the following:*

- PSCI 317 [1-4] Topics in Public Policy
- PSCI 373 [4] Politics of Sustainability
- PSCI 412 [4] Legal Research
Environmental Studies

Bachelor of Arts degree
with a major in Environmental Studies

Program Chair
Sarah Jaquette Ray, Ph.D.

Environmental Studies Program
Founders Hall 109
707-826-3946
environmentalstudies@humboldt.edu
www.humboldt.edu/enst

Associated Faculty & Advisors
Mark Baker, Politics
Matthew Derrick, Geography
Kevin Fingerman,
Environmental Science & Management
Steven Hackett, Economics
Matthew Johnson, Wildlife Management
John Meyer, Politics
Alison Purcell O'Dowd,
Environmental Science & Management
Marlon Sherman, Native American Studies
Rosemary Sherriff, Geography
Noah Zerbe, Politics

The Program

Students completing this program will have demonstrated the ability to:

• analyze the interrelationships among social, political, geographic, economic, and cultural aspects of environmental issues and determine the effects of power and privilege on these relationships
• describe ecological systems
• apply knowledge of environmental systems to practical problems
• demonstrate a comparative understanding of social science and humanistic methods of inquiry and use these methods appropriately

• interpret and communicate complex ideas effectively
• engage in civic and public issues informed by normative and ethical inquiry
• demonstrate competence in a skill that complements environmental studies knowledge.

Environmental studies is an interdisciplinary program that provides students with concepts and tools for understanding the complex relationships between human communities and both “natural” and built environments. As reflected in the learning outcomes, the program cultivates critical analysis of complex environmental challenges at the local and global levels, strengthens students’ ability to communicate these effectively, and to act as informed citizens and professionals. This requires knowledge of ecological science and broad and deep understanding of human systems, all informed by careful reflection upon normative concerns and values.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. Complete all courses in the major with a C- or better.

63-72 units required for the major (variation results from choice of complementary skill-set and other upper-division course options; see below). [All 9 units of UD GE and DCG-d completed with major requirements; 3 units of LD GE Area D and DCG-n may also be completed as a part of major requirements.]

Lower Division [15 units]
ENST 120 [1] Introductory Seminar to Environmental Studies
ENST 295 [4] Power/Privilege & Environment
Select one of the following:
ENVS 110 [3] Intro to Environmental Science
GEOG 106 [3] Physical Geography
Select one of the following:
ENVS 230 [3] Environmental Problem Solving

Upper Division [42-46 units]
ECON 423 [3] Environmental & Natural Resources Economics
NAS 332 [3] Environmental Justice
PHIL 302 [3] Environmental Ethics
PSCI 306 [3] Environmental Politics

Society, Values, and Ecology
Select one of the following:
Select one of the following:
PSCI 373 [4] Politics of Sustainability
WS 340 [3-4] Ecofeminism

Globalization
Select one of the following:
GEOG 301 [3] Int’l Environmental Issues & Globalization
SOC 370 [3] Environmental Inequality & Globalization

Ecological Science
Select one of the following:
BIOL 308 [3] Environment & Culture
GEOL 303 [3] Earth Resources & Global Environmental Change

Communication
Select one of the following:
ENGL 311 [4] Environmental Writing
GEOG 311 [3] Geographic Research & Writing
Select one of the following:
COMM 480 [4] when taught as Communication and Environment

Development
Select one of the following:
ANTH 316 [4] Anthropology & Development
ECON 309 [3] Economics of Sustainable Society

Capstone
ENST 490 [4] Environmental Studies Capstone Experience
Complementary Skillsets 6-12 units or Language Proficiency — see “C” below)

Complete requirements in one of the following four areas:

A. Ecology and Conservation Science:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 105</td>
<td>4</td>
<td>General Botany, or</td>
</tr>
<tr>
<td>WLDF 210</td>
<td>3</td>
<td>Intro to Wildlife Conservation, or</td>
</tr>
<tr>
<td>ZOOL 110</td>
<td>4</td>
<td>Introductory Zoology</td>
</tr>
<tr>
<td>BIOL 330</td>
<td>4</td>
<td>Ecology [BIOL 105 &amp; CHEM 107 or 109 required], or</td>
</tr>
<tr>
<td>WLDF 301</td>
<td>3</td>
<td>Principles of Wildlife Mgmt. [Math 115 or equivalent required]</td>
</tr>
<tr>
<td>WLDF 460</td>
<td>3</td>
<td>Conservation Biology</td>
</tr>
</tbody>
</table>

B. Geospatial Analysis

NOTE: GSP 101/GSP 101L, major options, are required as prerequisites.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSP 216</td>
<td>3</td>
<td>Introduction to Remote Sensing</td>
</tr>
<tr>
<td>GSP 270</td>
<td>3</td>
<td>Introduction to GIS</td>
</tr>
<tr>
<td>GSP 316</td>
<td>4</td>
<td>Cartography</td>
</tr>
</tbody>
</table>

C. Second Language Proficiency

Demonstrate proficiency equivalent to a fifth semester or higher of college-level language. Meet this requirement by taking a fifth-semester-level language course. This requirement can also be met by examination. Contact the Department of World Languages and Cultures for additional instructions.

D. Quantitative Analysis

NOTE: Math code 50, MATH 115, or MATH 113-114 required as prerequisite.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 333</td>
<td>4</td>
<td>Linear Regression Models/ ANOVA</td>
</tr>
</tbody>
</table>

Select two of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 488</td>
<td>4</td>
<td>Regression/Multivariate Topics</td>
</tr>
<tr>
<td>STAT 404</td>
<td>4</td>
<td>Multivariate Statistics</td>
</tr>
<tr>
<td>STAT 406</td>
<td>4</td>
<td>Sampling Design &amp; Analysis</td>
</tr>
<tr>
<td>STAT 409</td>
<td>4</td>
<td>Experimental Design &amp; Analysis</td>
</tr>
<tr>
<td>STAT 410</td>
<td>4</td>
<td>Modern Statistical Modeling</td>
</tr>
</tbody>
</table>
Environmental Systems

Master of Science degree in Environmental Systems — with options in Energy, Technology & Policy, Environmental Resources Engineering, Geology, and Mathematical Modeling

This program is administered by the coordinator of the environmental systems graduate program of the College of Natural Resources and Sciences.

Coordinator
Rick Zechman, Ph.D.

Graduate Office
College of Natural Resources & Sciences
Forestry 101
707-826-3256

The Program

Students completing this program will have demonstrated:

- the ability to read the current literature in their area with understanding and insight
- the ability to apply that current research to the solution of environmental and resource management problems in their area of interest
- the ability to successfully work as a team member on the solution of environmental and resource management problems
- the ability to clearly articulate an understanding of and solutions to environmental and resource management problems
- the ability to define and conceptualize an environmental problem, develop an appropriate approach to its solution, successfully complete the project, and clearly communicate the results.

The Energy, Technology, and Policy Option is an interdisciplinary program for students interested in issues ranging from renewable energy engineering to climate change mitigation, and from international development to energy policy in California. The program offers a rigorous curriculum for students who are interested in making a difference in these important areas of work.

Career possibilities: energy engineer, energy policy analyst, environmental projects manager, international development worker.

The Environmental Resources Engineering Option focuses on systems analysis and numerical methods for advanced studies.

Career possibilities: environmental engineer; water quality engineer; energy engineer; water resources engineer.

The Geology Option, during its first year, gives a quantitative and qualitative background for research in applied geology. Students usually spend their summers on thesis research. The second year is devoted to research, data analysis, and writing the thesis.

Career possibilities: field geologist, engineering geologist, exploration geophysicist, hydrologist, and marine geologist.

The Mathematical Modeling Option offers a range of mathematical techniques and applications. Students spend their second year on specific topics involving advanced modeling techniques in solving an environmental problem.

Career possibilities: mathematical modeler, systems analyst, resources analyst, and teacher.

Preparation

- Earn an approved bachelor’s degree for the selected option.
- Satisfy general admission requirements.
- Earn satisfactory test scores from the verbal and quantitative sections of the Graduate Record Examination.
- File a statement of objectives with reasons for pursuing a master’s degree with a particular option.

Requirements for the Degree

- Complete an environmental systems program of courses arranged with a graduate advisor and approved by the faculty graduate committee. The program must include the core courses below plus an environmental systems option. Background deficiencies may be satisfied by taking approved undergraduate courses.
  - Complete the core course requirement:
    SCI 698 [1-3] Graduate Colloquium in Environmental Systems
  - Complete one of the following options: Energy, Technology, and Policy; Environmental Resources Engineering; Geology; or Mathematical Modeling.
  - Write an acceptable thesis/project.

Energy, Technology, and Policy Option

Prerequisites. An appropriate undergraduate degree and sufficient preparation is required. Prior coursework in areas including elementary statistics and probability, calculus, physics, and chemistry is expected. Engineering, math, and natural science students will benefit from having had at least six semester units of sociology, anthropology, economics, political science, or another related social science. Students who aspire to work internationally should have at least one year of training in a language other than English, or equivalent experience. Students with deficient preparation will be expected to satisfy background coursework prior to beginning the program. Deficiencies may be made up concurrently with prior approval in some cases, but this may extend time in the program.

Required courses. All core requirements listed under Requirements for the Degree plus the following option requirements:

- STAT 630 [4] Data Collection & Analysis

- And at least one additional course from the following:
  - ENGR 533 Energy & Climate Change
  - ENGR 535 Development Technology

Approved upper division and graduate courses in a coherent package of a minimum of four elective courses that bring the total to at least 30 units.

Environmental Resources Engineering Option

Prerequisites. Applicants should have an undergraduate major in engineering (civil, mechanical, agricultural, chemical, industrial, environmental, or other) or a related physical science. Students with deficiencies in core competencies associated with Environmental Resources Engineering may be required to take prerequisite coursework.

Required courses. All core requirements listed under Requirements for the Degree, plus at least three graduate level engineering courses from an approved list. In addition, students must complete approved coursework in topics related
Ethnic American Literatures Minor

Minor in Ethnic American Literatures
Advisor
Christina Accomando, Ph.D.
Founders Hall 219
707-826-3479

The Program
Drawing on classes from ethnic studies, Native American studies, and English, this interdisciplinary minor provides the opportunity to study the diverse literatures of multi-ethnic American writers.

Students gain an understanding of the comparative histories and cultures of ethnic groups in the US through ES 105, required of all minors. Minors take another 12 units in ethnic American literature and culture, including ENGL/ES 336, American Ethnic Literature. Courses might concentrate on the literary traditions of a particular group [Native American, African American, Asian American, or Chicano literatures] or examine multi-ethnic US literatures in a comparative way. Various special topics courses also may apply, depending on the topic and subject to advisor approval.

This minor can be particularly useful for those planning careers in teaching, social work, business, law, journalism, and community development.

REQUIREMENTS FOR THE MINOR
15 units in approved courses in ethnic studies, Native American studies, and English:

- ES 105 (3) Introduction to US Ethnic Studies
- ES 336/ENGL 336 (4) American Ethnic Literature

Eight additional approved units in ethnic American literature and culture. Options include:

ENGL 330 (4) American Literature [depending on topic; consult advisor]
ENGL 465 (4) Multicultural Issues in Literature [depending on topic; consult advisor]
ES 314 (3) Chicano Culture & Society in America
ES 336/ENGL 336 (4) American Ethnic Literature [topics vary; may be repeated]
NAS 301 (3) Native American Literature [topics vary; may be repeated]
NAS 302 (3) Oral Literature & Oral Tradition

Consult with the advisor for approval of special topics courses not on this list.

Mathematical Modeling Option

- Prerequisites. An appropriate undergraduate degree which includes a background in the following areas: linear algebra, numerical analysis, probability and statistics, real analysis, and differential equations. Deficiencies in any area may be satisfied by taking approved undergraduate courses. Submit GRE test scores in aptitude and an advanced area.

- Required courses. All core requirements above plus option requirements:
  - MATH 521 (3) Applied Stochastic Processes
  - MATH 561 (4) Dynamic Systems
  - MATH 562 (4) Model Fitting
  - MATH 595 (3) Mathematical Modeling Practicum
  - MATH 580 (1-4) Selected Topics in Math [at least 3 units]
  - STAT 630 (4) Data Collection & Analysis

- Approved upper division courses and graduate courses to bring total units to 30, producing in-depth knowledge of an area of study in environmental systems or natural resources.

- Approved coursework must include a course from outside the mathematics department to support thesis research.


**Ethnic Studies Minor**

**Minor in Ethnic Studies**

See also the Ethnic Studies Pathway within the Critical Race, Gender and Sexuality Studies (CRGS) major.

**CRGS Chair**
Kim Berry, Ph.D.
Behavioral & Social Sciences 246

**Program Director**
Barbara Brinson Curiel, Ph.D.

**Department of Critical Race, Gender and Sexuality Studies**
Behavioral & Social Sciences 206
707-826-4320, fax 926-4320
www.humboldt.edu/crgs

**The Program**

Students completing this minor will have demonstrated the ability to:

- use intersectional analysis to examine social issues
- explain prominent debates in critical social theory
- articulate the relationship between social justice movements and history.

Ethnic Studies uses interdisciplinary and cross-cultural comparative methods to provide diverse perspectives that challenge monolithic thinking about the formation of identities and societies. It reveals silenced and marginalized voices from different frames of cultural reference and helps students recognize how some voices seem silenced while others seem amplified in local, national, and global contexts. This program specifically explores and compares the experiences of American ethnic groups (such as African Americans, Latinos/as, Asian Americans, Native Americans, and Euro-Americans) at the local and national level. At the same time, it pushes students to think globally and reach beyond American borders. It prepares students to better understand the intersections of race, ethnicity, class, gender, sexuality, nationality, and religion in the experiences of all groups and individuals, including those with privilege and power. Ethnic Studies creates a complex, self-reflexive, inclusive, and interactive model for critical thinking and social change. By developing students’ awareness of human interconnection, social inequality, and cultural diversity, Ethnic Studies promotes human interactions for social justice in the 21st century.

**Preparation**

High school students should take American ethnic literature, social studies, and history.

**REQUIREMENTS FOR THE MINOR**

Students must take 15 units of approved courses in ethnic studies, including ES 105, Introduction to US Ethnic Studies. Six of the 15 units must be upper division. The program director must approve the program of study before completion of the first nine units.

---

**Family Studies Minor**

**Minor in Family Studies**

**Department Chair**
Claire Knox, Ph.D.

**Department of Child Development**
Harry Griffith Hall 229
707-826-3471
www.humboldt.edu/cdblog

**The Program**

Examine the family from multiple perspectives, giving special attention to changes in the American family over time and across ethnic and socioeconomic groups. Look at various methods for working with families and helping the family remain strong and healthy. Knowledge about families is excellent background for work in social services, teaching, community development, community health, counseling, family law, public administration, or public policy.

**REQUIREMENTS FOR THE MINOR**

**Family Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 251</td>
<td>(3)</td>
<td>Children, Families &amp; Their Communities</td>
</tr>
</tbody>
</table>

**Growth & Development Foundation**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 350</td>
<td>(3)</td>
<td>Perspectives: Life-Span Development</td>
</tr>
</tbody>
</table>

**Contemporary Family Dynamics**

Minimum of one course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 352</td>
<td>(3)</td>
<td>Parent/Child Relationships</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>(3)</td>
<td>Family Relations in Contemporary Society</td>
</tr>
<tr>
<td>SOC 306</td>
<td>(3)</td>
<td>The Changing Family</td>
</tr>
</tbody>
</table>

**Cultural Variations**

Minimum of one course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIE 335</td>
<td>(3)</td>
<td>Social Cultural Considerations*</td>
</tr>
<tr>
<td>CD 467</td>
<td>(3)</td>
<td>Working with Culturally Diverse Families</td>
</tr>
<tr>
<td>COMM 322</td>
<td>(4)</td>
<td>Intercultural Communication</td>
</tr>
</tbody>
</table>

**Interacting with Families**

Minimum of one course from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIE 335</td>
<td>(3)</td>
<td>Social Cultural Considerations*</td>
</tr>
</tbody>
</table>

**Special Family Topics**

Minimum of three units from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 362</td>
<td>(3)</td>
<td>Children &amp; Stress</td>
</tr>
<tr>
<td>CD 366</td>
<td>(3)</td>
<td>Exceptional Children &amp; Their Families**</td>
</tr>
</tbody>
</table>

**SW 431**  (4) Juvenile Delinquency

**SW 480**  (5-4) Special Topics

[Must be related to the family – Prior permission to count toward minor must be approved]

**Advocacy & Public Policy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD 479</td>
<td>(3)</td>
<td>Policy Analysis &amp; Advocacy</td>
</tr>
</tbody>
</table>

[Completion of other courses in minor required]

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* AIE 335 may be used for Cultural Variations or Interacting with Families topics section, but not both.

** CD 366 may be used for Interacting with Families or Special Family topics section, but not both.
**Film**

**Bachelor of Arts degree with a major in Film**

**Minor in Film**

See also sections in the catalog on Dance, Dance Studies, and Theatre Arts.

**Department Chair**
Margaret Kelso, MFA

**Department of Theatre, Film & Dance**
Theatre Arts Building 20
707-826-3566
www.humboldt.edu/theatrefilmanddance

**The Program**

Students completing this program will have demonstrated:
- fundamental aesthetically-driven technical skills essential to 16mm filmmaking and for digital media production
- development of films grounded in ethical storytelling and production processes
- application of creative problem solving and collaborative practices in their work
- integration of film vocabulary and/or analyze global film studies
- synthesis of knowledge with skills through the creation and completion of short films.

Steeped within the traditions of independent filmmaking, students learn the fundamentals of fiction and non-fiction film production techniques through a production-based program inspired by independent motion picture production and creative avenues through evolving digital technologies. Our curriculum integrates hands-on production work with film studies grounded in a liberal arts education that fosters ethical storytellers who artfully explore the human condition in creative ways.

With an opportunity to focus on the environment, social change, natural history and science filmmaking, students are encouraged to develop fiction, non-fiction and experimental films that will identify and reach underserved audiences that exist outside mainstream media and commercial venues. All aspects of the program stress professionalism with an emphasis on quality as well as collaborative and creative processes.

Our foundational Filmmaking IV core classes provide students hands-on opportunities to master the fundamentals of 16mm and digital video production, develop the craft and artistry involved in a digital post-production workflow and create effective cinematic stories with strong core values. Learners have access to digital post-production studios 24/7 during the academic year.

The film major provides students with broad based academic training and hands-on professional experience for a wide range of careers in independent film, digital media and entertainment industries, scientific exploration and documentation, social and cultural change, and the emerging digital portal opportunities of the future, including mobile delivery. In just the last decade, digital media has changed the way audiences consume media and the way filmmakers make and deliver it. HSU Film trains students as an independent voice that is part of the change advocated by HSU’s mission statement.

Specifically, film major graduates from HSU Film find jobs as cinematographers, camera assistants, associate producers, film editors, sound mixers, boom operators, grant writers, grips, gaffers, line producers, feature film producers, documentary directors, media consultants, videographers, script supervisors, production designers, production coordinators, art directors, and production assistants.

Students are encouraged to have a minor area of study that complements their film interests, expands their skill set, enhances the depth of their culminating reel [i.e. portfolio], and advances their post-education professional employment opportunities. Interdisciplinary studies foster better critical thinkers and more active participants in social change. The combination of a science or social science minor and a film major empowers students to better disseminate their research to new and underserved audiences, which in turn positively impacts society.

**REQUIREMENTS FOR THE MAJOR**

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

A minimum grade of C- is required for all courses in the major.

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**Core Curriculum [24 units]**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 305</td>
<td>(3)</td>
<td>Art of Film: Beginning to 1950s [F], and</td>
</tr>
<tr>
<td>FILM 317</td>
<td>(1)</td>
<td>Art of Film Discussion: Pre 1950s [F]</td>
</tr>
<tr>
<td>FILM 306</td>
<td>(3)</td>
<td>Art of Film: 1950s to the Present [S], and</td>
</tr>
<tr>
<td>FILM 318</td>
<td>(1)</td>
<td>Art of Film Discussion: Post 1950s [S]</td>
</tr>
<tr>
<td>FILM 315</td>
<td>(4)</td>
<td>Filmmaking I</td>
</tr>
<tr>
<td>FILM 375</td>
<td>(4)</td>
<td>Filmmaking II [S]</td>
</tr>
<tr>
<td>FILM 415</td>
<td>(4)</td>
<td>Filmmaking III [F]</td>
</tr>
<tr>
<td>FILM 475</td>
<td>(4)</td>
<td>Filmmaking IV [S]</td>
</tr>
</tbody>
</table>

**Integrated Theatre & Film Core [10 units]**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 104</td>
<td>(4)</td>
<td>Story Through Word &amp; Image [F]</td>
</tr>
<tr>
<td>TA 448</td>
<td>(4)</td>
<td>Critical Analysis Stage &amp; Film [S]</td>
</tr>
<tr>
<td>TA 494</td>
<td>(2)</td>
<td>Senior Seminar [F]</td>
</tr>
</tbody>
</table>

**Art Requirement [3 units]**

One of the following:

- ART 104B (3) Topics in Art History
- ART 250 (3) Beginning Darkroom Photography
- ART 251 (3) Beginning Digital Photography

**Film Electives [12 units]**

Two of the following:

- FILM 350 (4) Writing for Film
- FILM 425 (4) Film Directing & Production Processes
- FILM 455 (4) Grant Writing, or
- FILM 455S (4) Grant Writing
- FILM 465 (4) Film Seminar

One of the following:

- FILM 360 (4) Science, Environment & Natural History Digital Production
- FILM 362 (4) Social Change Digital Production
- FILM 477 (1-4) Film/Digital Production Workshop

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2015-2016 Humboldt State University Catalog
REQUIREMENTS FOR THE MINOR

Advisors
Ann Alter
707-826-5495
Ann.Alter@humboldt.edu

David Scheerer
707-826-4602
David.Scheerer@humboldt.edu

Course Requirements [20 units]

Two of the following [8 units]:
FILM 305  [3] Art of Film: Beginning to 1950s [F], and
FILM 317  [1] Art of Film Discussion: Pre 1950s [F], or

FILM 306  [3] Art of Film: 1950s to the Present [S], and
FILM 318  [1] Art of Film Discussion: Post 1950s [S], or

FILM 465  [4] Film Seminar

One of the following [4 units]:

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**Fire Ecology Minor**

**Minor in Fire Ecology**

**Department Chair**
David F. Greene, Ph.D.

**Department of Forestry & Wildland Resources**
Forestry Building 205
707-826-3935
www.humboldt.edu/fwr

**The Program**

Required courses:
FOR 130  [3] Dendrology, or an approved course in Plant Taxonomy

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138  Film
Fisheries Biology

Bachelor of Science degree with a major in Fisheries Biology — with the following options:
- Freshwater Fisheries
- Marine Fisheries

Minor in Fisheries Biology
See Natural Resources for details on the Master of Science degree.

Department Chair
Andrew Kinziger Ph.D.

Department of Fisheries Biology
Fisheries & Wildlife Building 220
707-826-3953
www.humboldt.edu/fisheries

The Program

Students completing this program will have demonstrated the ability to:
- provide a description of how physical and biological factors of aquatic ecosystems determine the distribution and abundance of fish populations and pose testable hypotheses and experiments to identify specific factors that constrain population growth or distribution
- select and implement basic data collection protocols appropriate for characterizing status of fish communities, including assessment of species composition, abundance, and population structure (age, size, genetic)
- convey scientific concepts in written, oral, and visual communication formats, including following basic guidelines for format and structure of scientific reports, papers, or presentations
- describe and explain how fisheries management problems can be expressed as quantitative models, produce useful tabular and graphic summaries of quantitative data, and conduct simple tests of statistical hypotheses
- describe the scientific, legal, political, and social factors that determine goals for fisheries management and conservation, and to identify appropriate management strategies that can be used to achieve these goals
- critically evaluate their own fisheries work as well as fisheries data, information, and conclusions reported in published peer-reviewed literature, unpublished technical reports, and popular media.

The overall goal of the Fisheries Biology Program is to provide students with the knowledge, skills, and motivation required to ensure the conservation of fish and aquatic resources that are faced with increasing societal demands and increasing loss of habitat. We stress development of a field-based understanding of the relationships between freshwater and marine fishes and the habitats upon which they depend, but our program is broad enough to provide specialized training in fish population dynamics and fishery management, restoration ecology, systematics, marine and freshwater aquaculture, fish health management, water pollution biology, and wastewater utilization. Each of these areas has its own important role to play in the overall conservation of fish resources.

Fisheries Biology students have on-campus facilities for hands-on studies: a recirculating freshwater fish hatchery, rearing ponds, spawning pens, and modern laboratories for study of fish genetics, pathology, taxonomy, biology, and age and growth. Also on campus is the California Cooperative Fish & Wildlife Research Unit, supported by both state and federal government, and a large fish museum collection.

Off campus, students take classes and carry out research projects at the university’s marine laboratory in Trinidad, about 12 miles north of campus. A 90’ university-owned ocean-going vessel, docked in Eureka, is available for classes and for faculty and graduate student research in nearshore ocean waters. Numerous small boats and a specialized electrofishing boat are available for instruction and research in local bays, lagoons and estuaries.

Our graduates may qualify for certification by the American Fisheries Society as Associate Fisheries Scientists, and many continue their education after HSU, receiving MS or Ph.D. degrees in fisheries biology or other closely related fields.

Possible careers: aquarium curator; aquatic biologist, biological technician, environmental biologist, fish culturist, fish health manager; fisheries biologist, fisheries consultant, fisheries modeler; fisheries statistician, hydrologist, museum curator; reservoir manager, restoration ecologist, sewage treatment water analyst, water quality advisor.

Preparation

We recommend that high school students interested in Fisheries Biology take as many challenging biology, chemistry, mathematics, and computer classes as possible, and that they also stress oral and written communications.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Shared Requirements for Freshwater Fisheries and Marine Fisheries Options

Lower Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>CHEM 107</td>
<td>Fundamentals of Chemistry</td>
</tr>
<tr>
<td>CHEM 128</td>
<td>Introduction to Organic Chemistry</td>
</tr>
<tr>
<td>FISH 260</td>
<td>Fish Conservation &amp; Mgmt.</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus for the Biological Sciences &amp; Natural Resources</td>
</tr>
<tr>
<td>STAT 109</td>
<td>Introductory Biostatistics</td>
</tr>
<tr>
<td>ZOOL 110</td>
<td>Introductory Zoology</td>
</tr>
<tr>
<td>FISH 220</td>
<td>Water Resources &amp; Conservation [Freshwater Fisheries], or</td>
</tr>
<tr>
<td>OCN 109</td>
<td>General Oceanography [Marine Fisheries]</td>
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</tbody>
</table>

Upper Division

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 330</td>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>FISH 310</td>
<td>Ichthyology</td>
</tr>
<tr>
<td>FISH 314</td>
<td>Fishery Science Communication</td>
</tr>
<tr>
<td>FISH 380</td>
<td>Techniques in Fishery Biology</td>
</tr>
<tr>
<td>FISH 460</td>
<td>Adv. Fish Conservation &amp; Management</td>
</tr>
<tr>
<td>FISH 474</td>
<td>Conservation Genetics of Fish and Wildlife</td>
</tr>
</tbody>
</table>

One quantitative course from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FISH 458/FISH 558</td>
<td>Fish Population Dynamics</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Linear Regression Models/ANOVA</td>
</tr>
<tr>
<td>STAT 404/STAT 504</td>
<td>Multivariate Statistics</td>
</tr>
<tr>
<td>STAT 406</td>
<td>Sampling Design &amp; Analysis</td>
</tr>
<tr>
<td>STAT 409</td>
<td>Experimental Design &amp; Analysis</td>
</tr>
</tbody>
</table>

or an approved upper division quantitative course

Additional Upper Division Requirements: Freshwater Fisheries Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FISH 320/FISH 320L</td>
<td>Limnology</td>
</tr>
<tr>
<td>FISH 370/FISH 370L</td>
<td>Aquaculture</td>
</tr>
<tr>
<td>FISH 434</td>
<td>Biology of Pacific Salmon</td>
</tr>
<tr>
<td>FISH 476</td>
<td>Ecology of Running Waters</td>
</tr>
</tbody>
</table>
Approved Electives* (9 units required; General Education classes may not be used as approved electives). Include at least two from the following:

FISH 335 (3) US & World Fisheries
FISH 375 (3) Mariculture
FISH 410/FISH 510 (3) Topics in Advanced Ichthyology
FISH 435 (4) Biology of Marine Fishes
FISH 458/FISH 558 (4) Fish Population Dynamics
FISH 471 (3) Fish Diseases
FISH 571 (3) Advanced Fish Disease & Pathology

One other course approved by your advisor.

Additional Upper Division Requirements:

Marine Fisheries Option
FISH 335 (3) US & World Fisheries
FISH 375 (3) Mariculture
FISH 435 (4) Biology of Marine Fishes
ZOOI 314 (5) Invertebrate Zoology

Approved Electives* (9 units required, General Education classes may not be used as approved electives). Include at least two from the following:

FISH 370 (3) Aquaculture
FISH 410/FISH 510 (3) Topics in Advanced Ichthyology
FISH 434 (4) Biology of Pacific Salmon
FISH 458/FISH 558 (4) Fish Population Dynamics
FISH 471 (3) Fish Diseases
FISH 571 (3) Advanced Fish Disease & Pathology

One other course approved by your advisor.

* Alternative sets of approved electives may be approved under exceptional circumstances. Discuss with your advisor.

REQUIREMENTS FOR THE MINOR
15 units:

FISH 310 (4) Ichthyology
FISH 460 (3) Adv. Fish Conservation & Management

Plus one of the following pathways:

- FISH 320/FISH 320L (3/1) Limnology/Practicum
  FISH 434 (4) Biology of Pacific Salmon

  or

- OCN 109 (4) General Oceanography
  FISH 435 (4) Biology of Marine Fishes
Bachelor of Science degree with a major in Forestry — options available in Forest Hydrology, Forest Operations, Forest Conservation, Forest Soils, and Wildland Fire Management

Minor in Fire Ecology
Minor in Forestry
Minor in Watershed Management

See Natural Resources for details on the Master of Science degree.

Department Chair
David F. Greene Ph.D.

Department of Forestry and Wildland Resources
Forestry Building 205
707-826-3935
www.humboldt.edu/fwr

The Program

Students completing this program will have demonstrated:

- understanding of taxonomy, autecology of trees, plant and wood identification; physiology of trees; ecological concepts, ecosystem processes, structure and function; soil formation, classification, composition and properties; silvicultural principles, stand structure and composition; growth and quality of forests and forest health; fire ecology and use of fire; entomology and pathology; wildlife and fish ecology; plant, soil, water interactions, watershed processes, land measurement, mapping, photogrammetry, remote sensing; sampling theory and methods, statistical literacy; measurement of trees, forests, and forest products; wildlife habitat assessment; measurement of water yields and quality; assessment of non-timber forest values; integrated forest management, multiple-use principles; stand scale management; system and landscape management; forest engineering and road design; harvesting systems; utilization; policy development, sociological influences; administration, environmental regulation; land and resource planning; budgeting, finance, personnel management, cost, and economics
- capable practice of critical thinking writing; quantitative thinking; public speaking, debate and persuasion; leadership; group cooperation; conflict resolution; time management; professional integration; independent life-long learning; computer literacy and skills
- the attributes of adaptability, integrity; open-mindedness; professional decorum.

Humboldt State University is located in the heart of the coast redwood forest. This environment provides outdoor classrooms for more than half of the forestry courses. Field trips illustrate lecture concepts and teach field techniques.

Excellent on-campus laboratories complement the outdoor lab. Students have access to the college forest, the Schatz Tree Farm, public and private forest lands, and various production centers. Because Humboldt County also has a large forest products industry, Humboldt State is an excellent place to study the resolution of environmental issues with economic concerns.

Students and faculty interact with professional forest managers and researchers of the region both in the classroom and in the field.

Forestry is an incorporative discipline, drawing from the biological, physical, social, and managerial sciences. The curriculum aids in understanding the biological complexities of the forest and the interactions between the forest and social and economic demands.

The program provides sufficient background and depth of education to give a sound basis for professional growth within a broad range of forestry-related careers. Our graduates often start as forest rangers, park rangers, fire fighters, timber cruisers, or surveyors. Some hold staff positions in the federal and state agencies, forest products industry, or with environmental organizations. Graduates go on to build careers in: wildland fire management, forest management, forest protection, park management, watershed management, forest biology, forest engineering, industrial management, resource planning, forest conservation, and research and education.

Visit our webpage at www.humboldt.edu/fwr.

Preparation

In high school, take a broad background. Biological/physical sciences, mathematics, social sciences, and the arts are helpful.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 58-74, and "The Master's Degree" section of the catalog, pp. 75-76.

Lower Division Core

- At least one course in a basic biological science that meets general education requirements and is comparable to BOT 105 (4 units) or BIOL 105 (4 units);
- At least one course in a basic physical science that meets general education requirements and is comparable to CHEM 107 (4 units);
- One course in calculus which includes integration, meets general education requirements, and is comparable to MATH 105 (3 units);
- Plus the following:
  - EMP 105 (3 units) Natural Resource Conservation
  - FOR 130 (3 units) Dendrology
  - FOR 131 (3 units) Forest Ecology
  - FOR 210 (4 units) Forest Measurements and Biometry
  - FOR 222 (3 units) Forest Health and Protection
  - FOR 223 (2 units) Intro to Wildland Fire
  - FOR 250 (3 units) Intro to Forest Operations
  - GSP 101/GSP 101L (2/1 units) Geospatial Concepts and Lab
  - GSP 216 (3 units) Intro to Remote Sensing
  - GSP 270 (3 units) Introduction to GIS
  - SOIL 260 (3 units) Intro to Soil Science

Take all lower division courses before beginning upper division work.

Upper Division Core

- EMP 305/ENVS 305 (3 units) Environmental Conflict Resolution
- FOR 311 (4 units) Forest Mensuration & Growth
- FOR 331 (3 units) Silvics — Foundation of Silviculture
- FOR 365 (4 units) Forest Financial Administration
- FOR 432 (4 units) Silviculture
- FOR 471 (3 units) Forest Administration & Ethics
- FOR 479 (3 units) Forestry Capstone
- WSHD 310 (4 units) Hydrology & Watershed Management

Plus one of the following:

- FISH 300 (3 units) Intro to Fishery Biology
- GEOL 306 (3 units) General Geomorphology
- GRS 306 (3 units) Wildland Resource Principles
- WLDF 300 (3 units) Wildlife Ecology & Mgmt.
Option 1
Forest Hydrology

Lower Division
GEOL 108 (3) The Dynamic Earth
MATH 205 (3) Multivariate Calculus for the Biological Sciences & Natural Resources
PHYX 106 (4) College Physics: Mechanics & Heat, or
PHYX 109 (4) General Physics I: Mechanics

Upper Division
SOIL 467 (3) Soil Physics
WSHD 333 (3) Wildland Water Quality, or
WSHD 424 (3) Watershed Hydrology

This program meets the qualifications for “Forester” and for “Hydrologist” in federal employment.

Option 2
Forest Operations

FOR 117 (1) Forestry First Year Seminar
FOR 350 (3) Forest Harvesting Systems
FOR 353 (3) Forest Road Location & Design
FOR 450 (3) Harvesting Systems Design & Cost Analysis
FOR 475 (3) Forest Management Decision Making

Plus one of the following:
FOR 423 (3) Wildland Fuels Management
FOR 431 (3) Forest Restoration
WSHD 458 (3) Climate Change & Land Use

This program meets the qualifications for “Forester” in federal employment.

Option 3
Forest Conservation

FOR 117 (1) Forestry First Year Seminar
FOR 321 (3) Fire Ecology
FOR 323 (3) Forest Ecosystems
FOR 475 (3) Forest Management Decision Making

Plus two of the following:
FOR 374 (3) Wilderness Area Management
FOR 431 (3) Forest Restoration
GSP 370 (3) Intermediate Geographic Information Science (GIS)
RRS 370 (3) Wildland Ecology Principles
SOIL 466 (3) Intro to Agroforestry
WHSD 458 (3) Climate Change & Land Use

This program meets the qualifications for “Forester” in federal employment.

Option 4
Forest Soils

FOR 117 (1) Forestry First Year Seminar
GEOL 108 (3) The Dynamic Earth
SOIL 360 (3) Origin & Classification of Soils
SOIL 460 (3) Forest & Range Soils Mgmt.

Plus two of the following:
SOIL 363 (3) Wetland Soils
SOIL 462 (3) Soil Fertility
SOIL 465 (3) Soil Microbiology
SOIL 467 (3) Soil Physics

This program meets the qualifications for “Forester,” “Soil Scientist,” and “Soil Conservationist” in federal employment.

Option 5
Wildland Fire Management

FOR 117 (1) Forestry First Year Seminar
FOR 130 (3) Dendrology
FOR 321 (3) Fire Ecology
FOR 323 (3) Wildland Fire Behavior
FOR 423 (3) Wildland Fuels Management

Plus two of the following:
FOR 422 (3) Wildland Fire Use
FOR 431 (3) Forest Restoration
FOR 475 (3) Forest Management Decision Making
GSP 370 (3) Intermediate Geographic Information Science (GIS)
RRS 370 (3) Wildland Ecology Principles
WHSD 458 (3) Climate Change & Land Use

This program meets the qualifications for “Forester” in federal employment.

REQUIREMENTS FOR THE FIRE ECOLOGY MINOR
See Fire Ecology.

REQUIREMENTS FOR THE FORESTRY MINOR

Required courses:
FOR 130 (3) Dendrology
FOR 131 (3) Forest Ecology
FOR 210 (4) Forest Measurements and Biometry
FOR 315 (3) Forest Management

Plus one of the following four courses:
FOR 302 (3) Forest Ecosystems & People
FOR 321 (3) Fire Ecology
FOR 374 (3) Wilderness Area Mgmt.
FOR 431 (3) Forest Restoration

REQUIREMENTS FOR THE WATERSHED MANAGEMENT MINOR
See Watershed Management.
French & Francophone Studies

Bachelor of Arts degree with a major in French & Francophone Studies

Minor in French & Francophone Studies

Department Chair
Rosamel Benavides-Garb, Ph.D.

Program Director
Joseph Diémé, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-4320
www.humboldt.edu/wlc

The Program

Students completing this program will have demonstrated:

▪ analysis, acknowledgement, and respect of cultural expressions and worldviews of others
▪ the capacity to be responsible, productive and compassionate global citizens in a fragile world
▪ cultural and linguistic competency
▪ the ability to collaboratively formulate and solve problems
▪ independent and critical thinking.

The French and Francophone Studies major emphasizes the use of the French language through a curriculum that closely relates the classroom to the Francophone world; that is, everywhere that French is spoken. Creating a personal environment, French-speaking faculty and students participate in film, creative writing, and cultural workshops and retreats. In small classroom settings students study the literature and culture of France and expand their horizons to cultures of such Francophone regions as West Africa, North Africa, Quebec, Louisiana, the Caribbean, and Vietnam. Visiting literary critics, artists, consular officials, and guests from various regions of the French-speaking world complement classroom studies. Videos, films, and computer software are integral to the program on the HSU campus. The program prepares students to read, understand, speak, and write the French language with advanced proficiency and to understand the rich fabric of Francophone cultures throughout the world. Courses focus on different themes each year, allowing students to gain an in-depth understanding of issues particularly relevant to their academic goals and future careers.

Students in the major are required to study abroad in France or in a Francophone country. There are many outstanding opportunities to complete this requirement in a meaningful way.

Throughout the world, French is one of the most significant languages of diplomacy, communication, and culture. At the same time, our French program recognizes that in the Francophone world, other languages and indigenous cultures have valuable alternative perspectives important for our students, as future national and global leaders, to understand and consider: For this reason, majors are also encouraged to study a second language spoken in a Francophone region, such as Arabic, Wolof, Pulaar, or Creole.

Career possibilities: French and Francophone Studies majors can work nationally and internationally in the following areas: non-governmental organization official or employee, interpreter, teacher, ESL teacher, foreign service diplomat, United Nations employee, foreign correspondent, travel agent, airline employee, international business person or banker, literary translator, Francophone country tour guide, museum curator (in conjunction with art history studies), import/export business owner. In the new global economy, many other careers also demand the intercultural expertise acquired by French and Francophone Studies majors.

The program prepares students to take advantage of many opportunities for volunteering in international organizations such as the Peace Corps.

Preparation

All students, with or without any previous French language background, are welcome to the program. Students without previous French language background will have the opportunity to acquire the language from the beginning, following the language course sequence: FREN 105, FREN 106, FREN 107, and FREN 207. Students with prior language background will have a head start on the major: Discuss your particular level with a faculty advisor.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

NOTE: All courses are taught in the target language except as noted.

Minimum of 42 units, including the Core Courses, Electives, and Study Abroad. Courses designated R may be repeated for the major.

Lower Division Core [8 units]
FREN 207 [4] French IV & Intro to Francophone Studies

Upper Division Core [16-20 units]
FREN 310 [2-4] Nouvelles en français: Variable Topics
FREN 312 [4] French VI and (R)evolution in Modern French Lit - R

Major Elective Courses [14-18 units]

For the completion of the minimum 42-unit major:
FREN 300* [3-4] African Storytelling
FREN 306*/*GERM, SPAN, WS 306* [3] Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
FREN 370 [1] French Weekend Retreat
FREN 390* [1-2] Topics in Cinema of the Francophone World - R
FREN 420 [1-3] French Peer Tutoring
FREN 480 [1-4] Special Topics
FREN 492 [3] Senior Honors Thesis or Project
FREN 499 [1-4] Directed Study

* Course taught in English for the wider university audience.
**Required Study Abroad**

Complete an approved academic semester program abroad in France or in a Francophone country, equivalent to at least 12 units and normally lasting at least 10 weeks. Program must be selected in consultation with and approved by the major advisor.

Residency abroad must be completed by the end of the first semester of a student’s senior year (generally fall). Residency abroad may not occur during a student’s last semester; students are expected to complete their final semester in residence at Humboldt State University.

Students may also study abroad for one summer semester, a regular semester, or one academic year with such programs as the HSU faculty-led programs, the HSU Bilateral Exchange Program at the Université Paul Valéry Montpellier, France, CSU International Programs (IP) study abroad in Aix-en-Provence or Paris; or a semester program in Senegal. Study Abroad languages may be French, Arabic, Wolof, Pulaar, or another Francophone African or Caribbean language.

Cost of residency abroad varies according to program and world region. Be sure to understand the costs involved and plan ahead. Consult with the HSU Center for International Programs.

Students are encouraged to efficiently plan the academic residency abroad requirement to complete, when possible, university general educational requirements too. Under exceptional circumstances the residency abroad requirement can be waived by the major advisor.

**REQUIREMENTS FOR THE MINOR IN FRENCH AND FRANCOPHONE STUDIES**

The minor emphasizes French language proficiency as well as Francophone cultural studies appropriate to the individual student’s academic and career objectives.

Twenty units including:

- FREN 107 (4) French Level III
- FREN 207 (4) French IV & Intro to Francophone Studies
- FREN 311 (4) French V & Stories from the Francophone World
- FREN 312 (4) French VI and (R)evolution in Modern French Literature

Plus 4 units of additional upper-division French & Francophone Studies coursework listed in the major above, selected with the approval of the minor advisor.
Bachelor of Arts degree with a major in Geography

Minor in Geography

Department Chair
Rosemary Sherriff, Ph.D.

Department of Geography
Founders Hall 109
707-826-3946
www.humboldt.edu/geography

The Program

Students completing this program will have demonstrated the ability to:
• collect data, know where to acquire such and what technology should be employed
• layout and design best geographics
• develop and apply information literacy
• understand causes and implications of spatial interactions and movement patterns
• demonstrate skills and competencies of geographic traditions
• analyze, synthesize, and interpret spatial information
• apply geographic thinking in real-world contexts
• analyze and/or appraise real-world societal issues.

We offer a quality undergraduate program incorporating a wide range of courses in human and physical geography, as well as cartography and geospatial techniques. Students obtain a strong geographic foundation through a sequence of introductory classes, along with a skills-based methodology course and research lab. Geographic concepts, ideas, and skills are developed and mastered in upper-division regional, systematic, and in-depth geography courses. Our majors further develop and demonstrate geographic mastery through a research-based senior capstone. While our program is designed to ensure breadth in geographic education, students are also encouraged to develop depth by specializing in one of the department’s three concentration areas:
• The Human World
• The Physical Environment
• Geospatial Systems

The department upholds a strong tradition of field study, including expeditions to the Tibetan Plateau, the Cascades, the Sierra Nevada, and other landscapes of the American west, as well as linkages to overseas programs in China, Europe, and Latin America.

Preparation
In high school take history, government, mathematics, science, and a foreign language.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. Students must earn a minimum grade of C- in all required courses for the major:

Geographic Foundation (14 units)
Six foundation courses are required:
GEOG 105 (3) Human Geography
GEOG 106 (3) Physical Geography
GEOG 106L (1) Physical Geography Lab
GEOG 300M (1) Global Geography and Issues
GEOG 310L (1) Geographic Research Lab
GEOG 311 (3) Geographic Research & Writing, or
ENVS 230 (3) Environmental Problem Solving

Regional Synthesis (3 units)
Select one of the regional courses below:
GEOG 309 (3) The Silk Road
GEOG 322 (3) California
GEOG 332 (3) Geog. of the Mediterranean
GEOG 335 (3) Geog. of the Middle East
GEOG 344 (3) South America
GEOG 472 (3) Topics in Reg. Geography

Systematic Geography (18-26 units)
Six systematic geography courses are required, including one course from each of the systematic concentration areas (The Human World, the Physical Environment, Geospatial Systems.) Students are encouraged to specialize in one area of systematic geography by taking at least two of the remaining three required systematic courses in one concentration area.
The Human World
GEOG 300 (3) Global Awareness
GEOG 304 (3) Migrations & Mosaics
GEOG 360 (3) Geography of the World Economy
GEOG 363 (3) Political Geography
GEOG 365 (4) Political Ecology
GEOG 470 (3) Topics in Geography for Teachers
GEOG 471 (3) Topics in Systematic Geography

The Physical Environment
GEOG 301 (3) Int’l Environmental Issues & Globalization
GEOG 302 (3) Regional Climatology
GEOG 353 (3) Mountain Geography
GEOG 356 (3) Global Geography and Biogeography
GEOG 357 (3) Climate Change, Ecosystems, and People
GEOG 473 (3) Topics in Advanced Physical Geography
GEOG 306 (3) General Geomorphology
WSHD 310 (4) Hydrology and Watershed Management

Geospatial Systems
GSP 216 (3) Intro to Remote Sensing
GSP 270 (3) Introduction to GIS
GSP 316 (4) Cartography
GSP 318 (3) Introduction to Geospatial Programming
GSP 326 (3) Interim. Remote Sensing
GSP 370 (3) Intermediate GIS
GSP 416 (4) Advanced Cartography & Design Seminar

Depth Experience (2 units)
Select a minimum of two upper division depth experience courses:
GEOG 300M(1) Global Awareness D.E.
GEOG 304M(1) Migrations & Mosaics D.E.
GEOG 322M (1) California D.E.
GEOG 332M (1) Geog.: Mediterranean D.E.
GEOG 335M (1) Geog.: Middle East D.E.
GEOG 344M (1) South America D.E.
GEOG 352M (1) Regional Climatology D.E.
GEOG 353M (1) Mountain Geography D.E.
GEOG 356M(1) Global Geography and Biogeography D.E.
GEOG 357M (1) Climate Change, Ecosystems, and People D.E.
GEOG 360M (1) Geography of the World Economy D.E.
GEOG 361M (1) Settlement Geography D.E.
GEOG 471M (1) Topics: Syst. Geog. D.E.

Senior Capstone (4 units)
GEOG 411 (4) Senior Field Research

REQUIREMENTS FOR THE MINOR

Students must earn a minimum grade of C- in all required courses for the minor:
GEOG 105 (3) Cultural Geography
GEOG 106 (3) Physical Geography

Plus three upper division electives via written contract with the department chair.

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG Geography 145
Bachelor of Science degree with a major in Geology

Bachelor of Arts degree with a major in Geology

Bachelor of Arts degree with a major in Geology — Geosciences option

Minor in Geology

See Environmental Systems for details on the Master of Science degree.

Department Chair
Mark Hemphill-Haley, Ph.D.

Department of Geology
Founders Hall 7
707-826-3931
www.humboldt.edu/geology

The Program

The geology and geosciences programs provide students with a solid foundation in Earth system science, how the Earth and its processes affect humans, and how human activities affect the Earth.

Students completing this program will:
- understand the fundamental concepts of Earth's many systems
- be able to find, analyze, and assess scientifically credible information about the Earth in both printed and electronic forms
- communicate about Earth science in a meaningful way both verbally and in writing
- be able to make informed and responsible decisions regarding the Earth and its resources
- have the background to gain employment and/or admission to graduate studies in the Earth sciences.

The BS and BA degrees in geology are recommended for students who plan to seek work as professional geologists and/or enter graduate school in the geosciences. The BA degree — Geosciences option is aimed toward students who are interested in careers or pursuing graduate work in environmental science, hazard/resource management and planning, environmental policy, and teaching.

Humboldt’s setting provides a natural laboratory to study earthquakes, tsunamis, landsliding, river processes and rapid coastal erosion. The area also contains good exposures of nearshore marine deposits and fossils recording the late Cenozoic history of the region. Students frequently take field trips to surrounding areas both along the coast and inland. Our program has many opportunities for independent research and field work. At Humboldt, you will also be able to use research tools including petrographic microscopes, X-ray diffractometer and X-ray fluorescence instruments, a high-pressure/temperature experimental petrology lab, geophysical exploration equipment and a real-time kinematic GPS unit. Employers seek out Humboldt geology graduates because of their competence in the field and rigorous scientific background.

Career opportunities include positions with local/state/federal government scientific and resource management agencies, geotechnical and environmental consulting firms, nonprofit conservation agencies, and universities/colleges/K-12 schools. Job titles of Humboldt geology graduates include: geologist, petrologist, volcanologist, consultant, technical writer or editor; seismologist, emergency manager; hazards mitigation specialist, field geologist, marine geologist, hydrologist, geomorphologist, museum curator; and science teacher.

Preparation

In high school take mathematics, chemistry, physics, biology and any environmental studies that may be available. Students need to be able to write and speak effectively in English and are expected to be proficient in computer applications.

REQUIREMENTS FOR THE MAJORS

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor's Degree” section of the catalog, pp. 58-74, and “The Master's Degree” section of the catalog, pp. 75-76.

Geology Core Courses

Lower Division Core

GEOL 235 [1] Geology Field Methods I

Upper Division Core

GEOL 312 [4] Earth Materials
GEOL 332 [4] Sedimentary Geology
GEOL 334 [4] Structural Geology
GEOL 335 [1] Geology Field Methods II
GEOL 485 [1] Seminar

BA and BS in Geology

Geology Core, plus:

Lower Division

CHEM 110 [5] General Chemistry II
MATH 110 [4] Calculus II

One of the following two series:

OR

One of the following:

MATH 210 [4] Calculus III
STAT 109 [4] Introductory Biostatistics

Upper Division

GEOL 344 [4] Palaeontology
GEOL 435 [1] Geology Field Methods III
GEOL 490 [1], GEOL 491 [1], GEOL 492 [2] Senior Thesis

[BS degree only]

NOTE: The Senior Thesis requirement is what distinguishes the BS degree from the BA degree.

Five units [BA degree] or six units [BS degree] of approved upper division geology areas of specialization, including at least one of the following:

GEOL 460 [3] Solid Earth Geophysics
GEOL 482 [1-3] Instrumental Methods in Geology
GEOL 531 [1-3] Advanced Physical Geology
GEOL 553 [4] Quaternary Stratigraphy
GEOL 554 [2] Advanced Geology Field Methods
GEOL 555 [3] Neotectonics
BA Geology — Geosciences Option

Geology Core, plus:

**Lower Division**

GEOL 110 (1-2) Field Geology - Western US
GSP 270  [3] Introduction to GIS
MATH 105  [3] Calculus for the Biological Sciences & NR

One of the following:

BIOL 105  [4] Principles of Biology
ZOOL 110  [4] Introductory Zoology

One of the following:

STAT 109  [4] Introductory Biostatistics

One of the following:


**Upper Division**

GEOL 303  [3] Earth Resources & Global Environmental Change
GEOL 308  [3] Natural Disasters
GEOL 308L  [1] Natural Disasters Lab
  option in place of 1 unit of GEOL 700
GEOL 455  [1] Geology Colloquium
GEOL 700  [2] In-Service Professional Development [2 units or 1 unit & GEOL 308L]

One of the following:

GEOG 352  [3] Regional Climatology

One of the following:

GEOL 344  [4] Paleontology

**Requirements for the Minor**


One of the following:

GEOL 110 (1-2) Field Geology - Western US
GEOL 235  [1] Geology Field Methods I

At least one of the following four courses:

GEOL 303  [3] Earth Resources & Global Environmental Change
GEOL 308  [3] Natural Disasters

One of the following:

GEOL 312  [4] Earth Materials
GEOL 332  [4] Sedimentary Geology

Plus 3 units of approved upper division GEOL coursework.
Minor in Geospatial Analysis

This program prepares students to apply the technologies of geographic information systems, cartography, and multispectral remote sensing, to various disciplines. These cross-disciplinary research tools analyze and portray data across time and geographic space. Although offered through the departments of Environmental Science & Management, Forestry, and Geography, each course carries the GSP (Geospatial) prefix.

Advisors
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Department of Environmental Science & Management
Natural Resources Building 200
707-826-4147
www.humboldt.edu/environment

Department of Forestry and Wildland Resources
Forestry Building 205
707-826-3935
www.humboldt.edu/fwr

Department of Geography
Founders Hall 109
707-826-3946
www.humboldt.edu/geography

The Program
Geospatial technologies portray and analyze geographic location and characteristics of physical and human environments. Applying these software technologies, geospatial data is layered and analyzed to understand and communicate complex phenomena such as natural disasters, environmental impact, land coverage change, migrating populations, crime patterns, global warming, and changing economic trends. Geospatial analysis skills are applicable to a growing list of professions, and increasingly sought after by employers.

REQUIREMENTS FOR THE MINOR
GSP 101 (2) Geospatial Concepts
GSP 101L (1) Geospatial Concepts Lab
GSP 216 (3) Introduction to Remote Sensing
GSP 270 (3) Introduction to GIS
GSP 316 (4) Cartography
GSP 326 (3) Intermediate Remote Sensing, or
GSP 330 (3) Mobile Mapping, or
GSP 370 (3) Intermediate GIS

Additional Information on GSP Courses & Departments
Because Geospatial Analysis skills are applicable to many different fields of inquiry, GSP courses are offered by four different departments. Some programs offer Geospatial options within their major and are integrated into curricula as major options. Below is a list of all GSP courses at HSU organized by the departments that offer them.

Department of Computer Science:
GSP 118 Introduction to Geospatial Programming

Department of Environmental Science & Management:
GSP 270 Introduction to GIS
GSP 330 Mobile Mapping
GSP 370 Intermediate GIS
GSP 470 Advanced GIS
GSP 570 Geospatial Modeling

Department of Forestry & Wildland Resources:
GSP 216 Introduction to Remote Sensing
GSP 326 Intermediate Remote Sensing
GSP 436 Advanced Remote Sensing

Department of Geography:
GSP 101 Geospatial Concepts
GSP 101L Geospatial Concepts Lab
GSP 316 Cartography
GSP 416 Advanced Cartography
GSP 426 Cartography Practicum

Visit our webpage: www.humboldt.edu/gsp
German Studies Minor

Minor in German Studies

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Program Director
Rosamel S. Benavides-Garb, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 707-826-4320
www.humboldt.edu/wlc

The Program

Students take language classes in a dynamic, student-centered environment that highlights language acquisition as well as cultural sensitivity for the heritage of the German-speaking nations. Beginning students acquire the ability to speak, understand, read, and write in German with reasonable fluency.

Students have the opportunity to study abroad with the CSU International Programs in Germany. Students are encouraged to officially plan an academic residency abroad when possible. The cost of the residency abroad varies according to the program and world region. Students should understand the costs involved and plan ahead. Consult with the HSU Center for International Programs office.

Possible careers: Careers in the USA, Europe and other countries include artist, musician, web designer, teacher, ESL teacher, international banker, lawyer, or financier; interpreter; travel agent, tour guide, export/import employee, foreign service officer, foreign correspondent, or work in non-governmental organizations.

Preparation

Students should have a good background in English grammar and syntax. While knowledge of German is welcome, it is not required.

Requirements for the German Studies Minor

22 units, including:

- **GERM 107** (4) German Level III
- **GERM 207** (4) German Level IV
- **GERM 311** (4) German Level V [repeatable]
- **GERM 312** (4) German Level VI [repeatable]

The remaining six units may be selected from any of the following courses (depending upon interests and particular emphasis of the student), with at least one course from outside of the German program.

- **ART 301** (3) Topics in Western Art History [when appropriate]
- **BA 410** (4) International Business [for business majors]
- **ECON 306** (3) Economics of the Developing World
- **ENGL 240** (4) World Literature [when appropriate]
- **GEOG 360** (3) Geography of the World Economy [when appropriate]
- **GEOG 472** (1-4) Topics in Regional Geog. [when appropriate]
- **GERM 305** (3) Marx, Nietzsche, Freud & German Literature
- **GERM 306** (3) Sex, Class, and Culture: Gender & Ethnic Issues in Int’l Short Stories
- **GERM 480** (1-4) Special Topics
- **GERM 499** (1-3) Directed Study
- **HIST 300** (3) The Era of World War I
- **HIST 301** (3) The Era of World War II
- **HIST 348** (4) Modern Germany
- **PHIL 302** (3) Environmental Ethics
- **PSCI 330** (4) Political Regimes & Political Change: Europe

Courses offered by various departments, often under the rubric of Special Topics, may be relevant and appropriate to the German Studies minor. Such courses will be approved by the German faculty on a case-by-case basis.

About Electives

The department encourages students to combine the study of German with their other academic interests. Therefore, students may use relevant courses from other disciplines as elective credit toward the minor in German Studies. For example: art history [German art topics], geography [on Western Europe], history and political science [where German issues are a major part], and philosophy [German philosophers]. Consult with the German advisor about these electives.
Bachelor of Arts degree with a major in History

Minor in History

Department Chair
Robert Cliver, Ph.D.

Department of History
Founders Hall 180
707-826-3641
www.humboldt.edu/history

The Program

Students completing this program will have demonstrated the ability to:

- Locate diverse types of historical evidence; evaluate credibility, position or perspective; and determine how to use appropriately
- Place primary and secondary sources in appropriate historical and historiographical context, with attention to the chronology, geography (local, national, and global), culture and methodology
- Develop a body of historical knowledge with range and depth that recognizes the causes and consequences of continuity and change over time
- Be able to understand and evaluate different perspectives and arguments, engaging with the ideas of other historians and citing them appropriately
- Create a research question, conduct effective and wide-ranging research to procure evidence, formulate a persuasive analytical argument, and communicate it effectively in a written or oral format
- Apply historical knowledge and analysis to contribute to contemporary social dialogue and to life-long learning and critical habits of mind essential to an effective and engaged citizenship.

This program is excellent preparation for a wide range of careers. The emphasis on broadly applicable skills such as research, writing, face-to-face communication, and critical thinking prepare graduates for any number of jobs. More specifically, history graduates are especially well suited to work not only as archivists, academic historians, public historians, curators, but also as diplomats, editors, law clerks, librarians, publicists, and writers. A history degree is also superb academic preparation for graduate studies in law, business, and many academic disciplines.

Preparation

In high school take history, English, geography, government, and foreign languages.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. History majors must receive a C- or better in their major courses to pass.

Lower Division

HIST 110 (3) U.S. History to 1877
HIST 111 (3) U.S. History from 1877
HIST 210 (4) Historical Methods

Two from the following:

HIST 104 (3) Western Civilization to 1650
HIST 105 (3) Western Civilization, 1650 to Present
HIST 107 (3) East Asian History to 1644
HIST 108 (3) East Asian Civilization Since 1644
HIST 109 (3) Colonial Latin American History
HIST 109B (3) Modern Latin America

Upper Division Areas

- Take at least four units from each of the three areas below.
- Must have a minimum of 24 units in areas.
- Special topics courses (HIST 391, HIST 392, HIST 393) may be used in the appropriate areas.
- See an advisor concerning HIST 311 and HIST 312.

European History Area

HIST 300 (4) Era of WWII (take for 4 units)
HIST 301 (4) Era of WWII (take for 4 units)
HIST 314 (4) Ancient Greek Civilization & History
HIST 315 (4) History & Civilization of Rome
HIST 322 (4) The Age of Knights & Monks
HIST 342 (4) Muskeeters, Witches, and Kings
HIST 343 (4) French Revolution & Napoleon
HIST 345 (4) Imperialism
HIST 348 (4) Modern Germany
HIST 349 (4) Renaissance & Reformation
HIST 350 (4) History of the Soviet Union
HIST 353 (4) Modern Britain
HIST 392 (1-4) Special Topics in European History

US History Area

HIST 368 (4) Colonial & Revolutionary America
HIST 369 (4) The Age of Jefferson & Jackson
HIST 371 (4) Civil War & Reconstruction
HIST 372 (4) Rise of Modern America, 1877-1929
HIST 374 (4) Contemporary America, 1929 to the Present
HIST 375A (4) US Foreign Relations, 1789-1943
HIST 375B (4) US Foreign Relations, 1943-Present
HIST 383 (4) California History
HIST 391 (1-4) Special Topics in Non-Western History

World Regions History Area

HIST 326 (4) History of Mexico
HIST 327 (4) History of Brazil
HIST 329 (4) Imperial China
HIST 338 (4) Modern Chinese History
HIST 339 (4) Modern Japanese History
HIST 377 (4) Vietnam Wars
HIST 393 (1-4) Special Topics in Non-Western History

Practicum Courses

Take four total units of approved 1-unit courses:

HIST 387 (1) Int’l Education Colloquium
HIST 394 (1) History Conference
HIST 395 (1) History Day
HIST 396 (1) Int’l Latino Film Seminar
HIST 397 (1) Weekend Workshop
HIST 398 (1) History Career Workshop
HIST 482 (1) Internship in History
HIST 491 (1) Mentoring

Capstone Course

HIST 490 (4) Senior Seminar

REQUIREMENTS FOR THE MINOR

History minors must receive a C- or better in their minor courses to pass.

HIST 110 (3) U.S. History to 1877
HIST 111 (3) U.S. History from 1877
HIST 210 (4) Historical Methods
History (Education) / Social Science Education Concentration

The Program

The History major Social Science Education concentration prepares students to enter a Single Subject Secondary Education Credential program after they graduate with their B.A. degree. This is a major in History that prepares students to become a Social Science teacher in California. In addition to history courses the student must also complete coursework in Economics, Geography, and Politics. This coursework comprises the History Department’s Social Science Education waiver major, which waives the state requirement to take and pass the California Subject Examination for Teachers (CSET).

Requirements for the Social Science Education Concentration

 Majors must receive a C- or better in their major courses to pass

Core Courses

HIST 110  (3) U.S. History to 1877
HIST 111  (3) U.S. History from 1877
HIST 210  (4) Introduction to US History
HIST 311  (3) World History to 1750
HIST 312  (3) World History from 1750
HIST 383  (4) California History (Fall only)
HIST 395  (1) History Day

Social Science Courses

ECON 323  (3) Economic History of the US
GEOG 105  (3) Human Geography
PSCI 230  (3) Introduction to Comparative Politics
PSCI 303  (3) Third World Politics

Upper Division History Courses

US History Area:
At least four (4) additional units, and

European History or World Regions
History Area:
At least seven (7) additional units

Capstone Courses

GEOG 470  (3) Topics in Geography for Teachers
HIST 420  (4) Interpreting History for Teachers

Two courses from the following:

HIST 104  (3) Western Civilization to 1650
HIST 105  (3) Western Civilization, 1650 to Present
HIST 107  (3) East Asian History to 1644
HIST 108  (3) East Asian Civilization Since 1644
HIST 109  (3) Colonial Latin American History
HIST 109B  (3) Modern Latin America

Plus eight (8) units of upper division history electives.
Indian Tribal & Educational Personnel Program and Cultural Resource Center

(ACADEMIC SUPPORT PROGRAM)

ITEPP Coordinator
Adrienne Colegrove-Raymond

Cultural Resource Center Coordinator
Marlette Grant-Jackson

Academic Advisors
Marlette Grant-Jackson
Paula Tripp-Allen

Office Manager
Amanda Staack

ITEPP & CRC
Brero House 93
707-826-3672

www.humboldt.edu/itepp
www.humboldt.edu/itepp/crc.html

Mission and Purpose

The Indian Tribal & Educational Personnel Program (ITEPP) and the Cultural Resource Center (CRC) are the anchor programs of the Native American Center for Academic Excellence (NACAE). The ITEPP/CRC mission is to facilitate and promote academic success and self-efficacy for primarily American Indian students at Humboldt State University that validates Tribal cultural values, political status, and promotes the federal Indian policy of Indian Self-Determination.

ITEPP was established in 1969 as the Indian Teacher Education Project, the first and only program of its sort in the United States at the time. The program continues to support students in teacher preparation programs, but now also serves students across majors and disciplines including but not limited to: Native American studies, social work, psychology, kinesiology, child development, wildlife, business administration, and journalism.

The CRC was formally established in 1994 after growing informally through ITEPP over the decades. The CRC is a specialized collection committed to promoting the large body of American Indian knowledge, talent, scholarship, and research.

The Indian Tribal & Educational Personnel Program (ITEPP)

ITEPP is HSU’s designated primary academic support program for American Indian students. It is a learning community dedicated to Native American student academic and professional success. ITEPP staff delivers services to Native and other HSU students within a Native-centered framework. The ITEPP Club fosters student leadership, relationships across campus, and is an avenue for experiential learning. The ITEPP advisors provide academic advising, mentoring, and outreach tailored for the needs of each ITEPPer. The program staff sustains a strong network of students, graduates, and professionals to mentor ITEPP students through in all phases of academic, social, and professional success.

Cultural Resources Center (CRC)

The CRC is a multimedia collection on, about, or authored by Native American peoples. This public-lending library is devoted to expanding the awareness of the state of Indian Country, Tribal communities, and American Indian peoples. The CRC raises this awareness by offering over 6,500 print, film, and audio resources focused on the breadth of Native social, political, cultural, and geographic experiences and truths. Its catalogue is searchable online through Library World. HSU students and faculty utilize the CRC to enhance their research, course delivery and publications. The nature of the CRC reflects the pedagogy, philosophies and formal constructs of Native knowledge and contributes to a positive academic experience for HSU Native students.
International Studies
[Interdisciplinary Studies]

Bachelor of Arts degree with an Interdisciplinary Studies major — Option in International Studies

Program Leader
Alison Holmes, Ph.D.

International Studies Program
Founders Hall 180
707-826-4494; fax 707-826-4496
www.humboldt.edu/internationalstudies

The Program
Students completing this program will have demonstrated:
- the ability to analyze regional and global issues from economic, political, and cultural perspectives
- linguistic competency in a second language
- cultural competency in diverse international environments
- the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues
- proficiency in formal written and oral communication
- the ability to present themselves professionally in preparation for an international career.

This is a unique program with four distinct components: core curriculum, a concentration, language proficiency, and residency abroad. It provides a flexible and balanced combination between classroom instruction and direct contact with the regions and cultures of interest.

The program prepares students to enter the international labor force in the US or abroad, in the public or private sector, in for-profit or nonprofit organizations. This program also provides a basic foundation for further graduate work and scholarship in the international field.

Requirements for the International Studies Option
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

All courses required for the major must achieve a minimum grade of C, or local equivalent while abroad.

Core Courses: 7 courses [21-22 units]
1. INTL 210 (3) Introduction to International Studies
2. INTL 220 (3) Intro to Cultural Studies
3. PSCI 240 (3) Introduction to International Relations
4. ECON 305 (3) International Economics & Globalization**, or
   ECON 306 (3) Economics of the Developing World**
5. Methodology (Take 1)
   ANTH 318 (4) Ethnography
   [Prereq: ANTH 104]
   CRGS 390 (4) Theory & Methods**
   [Prereq: E5 105 or WS 106 or WS 107 or CRGS 108]
   GEOG 311 (3) Geographic Research & Writing
   HIST 210 (4) Historical Methods
   PSCI 295 (4) Political Research & Analysis
6. INTL 410 (3) Global Issues Analysis
7. INTL 490 (3) Int’l Studies Capstone

Concentrations: 5 courses + minimum of 15 units
Choose one:
- Chinese Studies
- European Studies
- Global Cultural Studies
- Latin American Studies
- Third World Development Studies

Second Language
Demonstrate proficiency in a target language pertinent to the concentration area, equivalent to a fifth semester or higher of college-level language. Meet this requirement by taking a fifth-semester-level language course.

This requirement can also be met by examination. Contact the Department of World Languages and Cultures for instructions.

Residency Abroad
Complete an approved academic semester program abroad equivalent to at least 12 units and normally lasting at least 10 weeks. Program must be selected in consultation with and approved by the concentration area advisor.

Residency abroad may begin during the second semester of a student’s sophomore year (generally fall) and must be completed by the end of the first semester of a student’s senior year (generally fall).

Residency abroad may not occur during a student’s last semester. Students are expected to complete their final semester in residence at Humboldt State University.

For some concentrations, courses taken abroad may be necessary to fulfill requirements. Concentration electives may also be completed while abroad. Both require prior instructor approval.

All students are encouraged to use their academic residency abroad efficiently by completing, where possible, language and university general education requirements.

The cost of the residency abroad varies according to the program and world region. Students should understand the costs involved and plan ahead. Consult with the HSU Center for International Programs office.

Concentrations
Chinese Studies
Take 4 breadth courses and 1 special topic:

Breadth Areas [Take 4]
- ANTH 306 (3) World Regions Cultural Studies: China*
- ANTH 390 (4) World Regions Cultural Seminar: China*
- CHIN 109 (3) Intro to Chinese Studies
- GEOG 472 (1-4) Topics in Regional Geog.
- HIST 107 (3) East Asian Civilization to 1644, or
- HIST 108 (3) East Asian Civilization Since 1644
- HIST 329 (4) Imperial China
- HIST 338 (4) Modern Chinese History
- INTL 320 (1) Career Workshop
- INTL 387 (1) Int’l Education Colloquium
- PHIL 345 (3) Philosophies of China
- PSCI 376 (2) Multilateralism and the UN System
- PSCI 377 (1) Model United Nations
- RS 340 (3) Zen, Dharma & Tao

Special Topic Research [Take 1]
- ANTH 499 [1-4] Independent Study*
  [Instructor Approval]
- CHIN 480 [1-4] Undergraduate Seminar
  [Often taught abroad]
- GEOG 411 [4] Senior Field Research in China*
  [Instructor Approval]
**European Studies**

For an emphasis on:
- Europe as a whole: take five of the courses below.
- France: at least three courses must be FREN courses.
- Spain: at least three courses must be SPAN courses.
- Germany: at least three courses must focus primarily on Germany.

**ART 301-304** (3-4) Topics in Art History*  
**ENGL 342** (4) Special Topics in Shakespeare  
**ENGL 350** (4) British Literature  
**ENGL 465C** (3) Multicultural Issues in Literature/Languages  
**FREN 312** (4) French VI & [R]evolution in Modern French Literature  
**FREN 314** (4) Cultural History Topics in Early French Masterpieces  
**FREN 323** (2) Culture and Civilization in France [Taught abroad]  
**FREN 480** (1-4) Upper Division Seminar [in English or French]  
**GEOG 332** (4) Geog. of the Mediterranean  
**GERM 305** (3) Marx, Nietzsche, Freud & German Literature  
**GERM 480** (1-4) Undergraduate Seminar  
**HIST 300** (3) Era of World War I  
**HIST 301** (3) Era of World War II  
**HIST 315** (4) History & Civilization of Rome  
**HIST 343** (4) French Revolution & Napoleon  
**HIST 345** (4) Imperialism  
**HIST 348** (4) Modern Germany  
**HIST 349** (4) Renaissance & Reformation  
**HIST 350** (4) History of the Soviet Union  
**HIST 353** (4) Modern Britain  
**INTL 320** (1) Int’l Education Colloquium  
**PHIL 355** (3) Existentialism  
**PSCI 330** (4) Political Regimes & Political Change*  
**PSCI 343** (4) Global Governance  
**PSCI 360** (4) Political Economy  
**PSCI 376** (2) Multilateralism and the UN System  
**PSCI 377** (1) Model United Nations  
**PSCI 394/441** (3) International Law  
**SPAN 342** (4) Cervantes  
**SPAN 343** (4) The Golden Age  
**SPAN 349** (4) Contemp. Spanish Novel  
**SPAN 401** (4) Hispanic Civilization: Spain  

Special topics courses in European culture/society offered by any department may fulfill this requirement. Prior approval by the concentration advisor is mandatory.

**Latin American Studies**

Take 2 courses in each area, plus 1 complementary elective in any area with advisor approval.

**Social Sciences [Take 2]**  
**ANTH 306** (3) World Regions Cultural Studies*  
**ES 310** (4) US & Mexico Border**  
**HIST 109** (3) Colonial Latin American History*  
**HIST 109B** (3) Modern Latin America**  
**HIST 326** (4) History of Mexico  
**INTL 320** (1) Career Workshop  
**INTL 387** (1) Int’l Education Colloquium  
**PSCI 376** (2) Multilateralism and the UN System  
**PSCI 377** (1) Model United Nations  
**SPAN 355** (1-4) Hispanic Civilization: Regional Studies  
**SPAN 365S** (1-4) Field Experience: Regional Studies  
**SPAN 402** (4) Hispanic Civilization: Latin America  

**Arts & Literatures [Take 2]**  
**ART 104M** (3) Latin American Art**  
**ART 301** (3) Topics in Western Art History*  
**SPAN 335** (1-4) Reading & Writing: Regional Studies  
**SPAN 345** (4) Hispanic Cinema  
**SPAN 346** (4) Borges & the Contemporary Spanish American Short Story  
**SPAN 347** (4) The “Boom” of the Latin American Novel  
**SPAN 348** (4) Contemporary Hispanic Poetry  

**Global Cultural Studies**

Required Courses  
**ANTH 306** (3) World Regions Cultural Studies  
**ENGL 305** (3) Postcolonial Perspectives: Literature of the Developing World  
**MUS 302** (3) Music in World Culture  

**Take 2 Electives [Minimum 6 units]**  
**ART 104K** (3) Africa, Oceania, the Americas**  
**ART 104M** (3) Latin American Art**  
**ART 104N** (3) Asian Art**  
**DANC 303** (3) Dance in World Cultures  
**FREN 300** (3-4) African Storytelling  
**FREN 326** (1-4) Culture & Civilization: Reg. Studies [Taught abroad]  
**FREN 340** (2-4) Topics in Francophone Culture  
**INTL 320** (1) Career Workshop  

**Third World Development Studies**

Students in this concentration must choose **ECON 306** Economics of the Developing World in the international studies core and a minimum of 16 units.

**Required Courses**  
**ANTH 316** (4) Anthropology & Development  
**PSCI 303** (3) Third World Politics  

**Development Electives**  
[Take 3 for a minimum of 9 units** **]  
**ANTH 317** (4) Women Development  
**INTL 320** (1) Career Workshop  
**INTL 387** (1) Int’l Education Colloquium  
**PSCI 330** (4) Political Regimes & Political Change**  
**PSCI 364** (4) Technology & Development  
**PSCI 376** (2) Multilateralism and the UN System  
**PSCI 377** (1) Model United Nations  
**SOSC 305** (3) Modern World Systems  

**Miscellaneous**

Students are encouraged to complement the International Studies program and concentrations by selecting electives related to the International Studies field that will fulfill the total number of units for graduation.

Equivalent or Special Topic courses offered by any department may fulfill concentration requirements. Prior approval is required.

* Course only meets requirements if specific topic is appropriate to the concentration area. Consult with an advisor.  
** Courses also meet GE and/or DCG requirements.  
*** It is expected that at least one of these electives will be taken as part of study abroad (with prior instructor approval).
### Bachelor of Arts degree with a major in Journalism — emphasis available in Journalism and Public Relations

**Minor in Journalism** (16 units)

**Department Chair**
Marcy Burstiner

**Department of Journalism & Mass Communication**
Bret Harte House 52
707-826-4775
www.humboldt.edu/journalism

### The Program

Students completing this program will have demonstrated:
- knowledge of media laws and First Amendment rights and limitations
- they understand how media professionals, institutions, and industries produce and shape the news
- they understand ethical principles related to mass media
- they are able to gather information from diverse sources
- they can write clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve
- they can critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- they can tell non-fiction stories across media forms using visual and audio tools and technologies.

The Journalism major prepares students for careers in news, public relations, and related fields. As early as their freshmen year, students can produce multimedia stories for our award-winning student newspaper *The Lumberjack*, Osprey magazine, and KRFH radio station.

Our primary focus is on producing good, ethical journalists and media practitioners. But our goal is also to make students more critical thinkers about the media. Students learn ways to communicate information effectively and tell compelling stories across media forms. They study the role of the media in our society and how the media industries shape our culture and are affected by political and economic systems.

Possible careers for our graduating students include: news writer; reporter; editor; magazine writer; page designer; copy editor; photographer; television or radio reporter; news anchor; broadcast news director; producer; public relations representative, advertising director; sports information director; sports writer; online editor; and webmaster.

### Preparation

In high school take English and government and work on school publications.

### REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Journalism majors must complete 45 units of coursework:
- Core Requirements: 20 units
- Core Elective: 3 units
- Experiential Learning Courses: 10 units
- Emphasis: 12 units

### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 105</td>
<td>3</td>
<td>Introduction to Mass Communication</td>
</tr>
<tr>
<td>JMC 120</td>
<td>3</td>
<td>Beginning Reporting</td>
</tr>
<tr>
<td>JMC 125</td>
<td>3</td>
<td>Intro to Journalism Tools</td>
</tr>
</tbody>
</table>

#### Lower Division Core (9 units)

<table>
<thead>
<tr>
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<td>3</td>
<td>Intro to Journalism Tools</td>
</tr>
</tbody>
</table>

#### Upper Division Core (11 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 327</td>
<td>2</td>
<td>Multimedia News Workshop</td>
</tr>
<tr>
<td>JMC 328</td>
<td>3</td>
<td>Media Law</td>
</tr>
<tr>
<td>JMC 332</td>
<td>3</td>
<td>Media Ethics</td>
</tr>
<tr>
<td>JMC 480</td>
<td>3</td>
<td>Special Topics</td>
</tr>
</tbody>
</table>

#### Upper Division Elective (3 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 302</td>
<td>3</td>
<td>Mass Media &amp; Popular Arts</td>
</tr>
<tr>
<td>JMC 309</td>
<td>3</td>
<td>Analyzing Mass Media Messages</td>
</tr>
<tr>
<td>JMC 330</td>
<td>3</td>
<td>International Mass Communication</td>
</tr>
<tr>
<td>JMC 340</td>
<td>3</td>
<td>Mass Communication History</td>
</tr>
</tbody>
</table>

### Experiential Learning Courses

#### Lower Division Experiential Learning Courses (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 134</td>
<td>3</td>
<td>Photojournalism &amp; Photoshop</td>
</tr>
<tr>
<td>JMC 150</td>
<td>3</td>
<td>Digital Design</td>
</tr>
<tr>
<td>JMC 154</td>
<td>3</td>
<td>Radio Production</td>
</tr>
<tr>
<td>JMC 155</td>
<td>1</td>
<td>KRFH Workshop</td>
</tr>
<tr>
<td>JMC 156</td>
<td>3</td>
<td>Video Production</td>
</tr>
</tbody>
</table>

#### Upper Division Experiential Learning Courses (4 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>JMC 325</td>
<td>2</td>
<td>Magazine Production Workshop</td>
</tr>
<tr>
<td>JMC 333</td>
<td>2</td>
<td>Radio News Workshop</td>
</tr>
<tr>
<td>JMC 338</td>
<td>1-3</td>
<td>Mass Media Workshop</td>
</tr>
<tr>
<td>JMC 355</td>
<td>2</td>
<td>Advanced KRFH Workshop</td>
</tr>
<tr>
<td>JMC 427</td>
<td>2</td>
<td>Advanced Multimedia News Workshop</td>
</tr>
<tr>
<td>JMC 490</td>
<td>1-4</td>
<td>Seminar in Journalism</td>
</tr>
</tbody>
</table>

### Emphasis

#### Journalism Emphasis (12 units)

3 units from the following:
- JMC 318 (3) Empirical Research in Communication, or
- JMC 322 (3) Editing

Plus 9 units from the following:
- JMC 320 (3) Advanced Reporting
- JMC 324 (3) Advanced News Writing
- JMC 334 (3) Advanced Photojournalism & Photoshop
- JMC 336 (3) Advanced Video Production

#### Public Relations Emphasis (12 units)

- JMC 322 (3) Editing
- JMC 323 (3) Public Relations
- JMC 429 (3) Advanced Public Relations

Plus 3 units from the following:
- JMC 318 (3) Empirical Research in Communication
- JMC 354 (3) Media Advertising
- JMC 450 (3) Media Management

### REQUIREMENTS FOR THE MINOR

Students must complete 16 units in the journalism minor. Completion of this minor will prepare students for careers as reporters, writers, editors, producers, publishers, broadcasters, photographers, page and web designers, public relations and advertising professionals, and media scholars and researchers.

<table>
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<td>Introduction to Mass Communication</td>
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<tr>
<td>JMC 120</td>
<td>3</td>
<td>Beginning Reporting</td>
</tr>
</tbody>
</table>

Plus one of the following courses:
- JMC 318 (3) Empirical Research in Communication
- JMC 328 (3) Media Law
- JMC 330 (3) International Mass Communication
- JMC 332 (3) Media Ethics
- JMC 340 (3) Mass Communication History

Plus seven units of approved courses from those required for the journalism major, including any of the courses listed above.

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2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG

Journalism | 155
Bachelor of Science degree with a major in Kinesiology — Options available in Exercise Science/Health Promotion, Physical Education Teaching, or Pre-Physical Therapy

Minors in Kinesiology & Health Education (20 units of coursework approved by the department chair)

Master of Science degree in Kinesiology — Advanced study to prepare graduate students for doctoral and professional programs and careers in the promotion of physical activity.

Single Subject Credential [see Physical Education Teaching Option leading to a single subject credential]

Department Chair
Rock Braithwaite, Ph.D.

Department of Kinesiology & Recreation Administration
Kinesiology & Athletics 305
707-826-4536
www.humboldt.edu/kra

The BS Program

Students completing this program will have demonstrated the ability to:
- identify and explain the concepts of kinesiology
- analyze, synthesize, and evaluate relevant information from scientific literature to inform professional practice
- demonstrate effective written and oral communication for the discipline of kinesiology
- apply knowledge and skills from kinesiology to promote health and physical activity, and optimize performance among diverse populations.

Humboldt provides students with three new state-of-the-art laboratory facilities, including the human performance, biomechanics, and behavioral performance labs. A natatorium, plus two gymnasiums, dance studio, an all-weather track and field, cross-country trails, stadium, and two playing fields round out the facilities. In addition to their academic coursework, students develop their skills through fieldwork and practicum experiences in their areas of study.

Preparation

High school students should take the college preparatory program plus biology, math, anatomy, and physiology. Participation in intercollegiate sports, physical activities, and a computer course are encouraged.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog. pp. 58-74. The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for Kinesiology.

General Requirements
- Prerequisite to core (8 units)
- Core requirements
  - Lower division (12 units)
  - Upper division (20 units)
- Option area (37-42 units)
- Students must earn a C- or better in all required courses for the major that have a KINS, ZOOL, REC, or HED prefix (or their equivalent, in the case of courses transferred from another institution).

Prerequisite to Core: BIOL 104 or 105

Core Classes (for all options)

Lower Division

HED 120  (1) Responding to Emergencies — CPR/FFR
KINS 165  (3) Foundations of Kinesiology
ZOOL 113  (4) Human Physiology
ZOOL 270  (4) Human Anatomy

Upper Division

KINS 376  (4) Structural Kinesiology
KINS 379  (4) Exercise Physiology
KINS 474  (3) Psychology of Sport & Exercise
KINS 483  (3) Evaluation Techniques in Kinesiology
KINS 484  (3) Motor Development/Motor Learning
KINS 492  (3) Senior Seminar in Kinesiology

Exercise Science/Health Promotion Option

Prepare for careers in adult fitness; cardiac rehabilitation; strength and conditioning; corporate, community, and commercial health/fitness programs; and for graduate study in exercise science/exercise physiology. The curriculum also helps to prepare students to sit for recognized professional certification examinations offered by the American College of Sports Medicine and the National Strength and Conditioning Association.

Exercise Science: core (32 units) + option (37 units) = 69 units

Leading/Teaching Activity

Three courses of units selected in consultation with advisor:

Lower Division Requirements

HED 231  (3) Basic Human Nutrition

Upper Division Requirements

KINS 425  (3) Strength & Conditioning
KINS 450  (3) Exercise Testing
KINS 455  (3) Exercise Prescription/Leadership
KINS 460  (1) HPL/BIO Lab [3 units total]
KINS 482  (7) Internship in Kinesiology

Concentration

Students will, upon consultation with and approval of their advisor, select 12 concentration units. Suggested coursework includes, but is not limited to:

HED 342  (3) Nutrition for Athletic Performance
HED 344  (3) Weight Control
HED 388  (3) Health-Related Behavior Change
HED 390  (3) Design & Implementation of Health Promotion Programs
HED 392  (3) Community & Population Health
HED 446  (3) Optimal Bone & Muscle Development
HED 500  (3) Cardiac Rehabilitation
KINS 276  (3) Techniques in Athletic Training
KINS 447  (3) Pharmacology & Ergogenic Aids
REC 210  (3) Recreation Leadership
REC 220  (3) Leisure Programming
REC 320  (3) Organization, Administration & Facility Planning

Kinesiology
**Physical Education Teaching Option**

Prepare to teach physical education in junior high and high school. (For information on the preliminary teaching credential, see Education. See the program listing for Adapted Physical Education for credential information.)

Graduates also enter careers as intramural directors, health spa instructors, coaches, recreational directors, sports program directors, and camp directors.

In addition to core academic courses, students enroll in activity courses which help them develop fitness and performance skills. Humboldt’s human performance laboratory offers modern equipment. Other facilities include two gymnasias, an indoor pool, an all-weather track, cross-country trails, a field house, weight room, and stadium.

**Please note:** Degree requirements listed here do not include professional education courses required for the credential. Students earning this degree may waive CSET assessment before entering the credential program.

Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/SED 410 and complete EDUC 285 or equivalent.

Physical Education Teaching: core (24 units) + option (37-38) = 61-62 units

**Concepts of Teaching** (14 units)
- KINS 311 (2) Concepts of Teaching Aquatics
- KINS 313 (2) Concepts of Teaching Dance
- KINS 315 (2) Concepts of Teaching Dynamic Movement
- KINS 317 (2) Concepts of Teaching Fitness
- KINS 319 (2) Concepts of Teaching Individual Activities
- KINS 321 (2) Concepts of Teaching Recreational Activities
- KINS 323 (2) Concepts of Teaching Team Activities

**Additional Requirements** (12 units)
- KINS 276 (3) Techniques in Athletic Training
- KINS 378 (3) Sport & Society
- REC 320 (3) Organization, Administration & Facility Planning

Take one course from the following to complete requirements:
- HED 231 (3) Basic Human Nutrition
- HED 342 (3) Nutrition for Athletic Performance
- HED 344 (3) Weight Control
- HED 388 (3) Health-related Behavior Change
- HED 390 (3) Design & Implementation of HP Program
- HED 392 (3) Community & Population Health
- KINS 425 (3) Strength & Conditioning
- KINS 447 (3) Pharmacology & Ergogenic Aids
- KINS 450 (3) Exercise Testing
- KINS 455 (3) Exercise Prescription/Leadership
- KINS 535 (2) Assessment Techniques
- KINS 577 (4) Adapted Physical Education Program
- REC 302 (3) Inclusive Recreation

**EMPHASIS AREA**

Select either a teaching emphasis or a coaching emphasis.

**Teaching Emphasis** (12 units)*
- KINS 384 (3) Curriculum & Instructional Strategies in Physical Education
- KINS 385 (3) Adapted Physical Education
- KINS 475 (3) Elementary School Physical Education
- HED 405 (3) School Health Programs

*To enter any state-approved credential program, a student must take:
- EDUC 285 (3) Technology For Educators
- SED 210 (1) Early Field Experience
- SED 410 (1-3) Observation & Participation Seminar

**Coaching Emphasis** (11 units)
- KINS 425 (3) Strength & Conditioning
- KINS 447 (3) Pharmacology & Ergogenic Aids
- KINS 486 (2) Theory of Coaching
- KINS 490 (3) Practica

**NOTE:** Students should consult with their academic advisor each semester for recent curricular modifications.

**Pre-Physical Therapy Option**

Careers in the health care industry are increasing and completion of this option provides the academic requirements necessary to enter a graduate program for physical therapy or other health professions such as occupational therapy, nursing, physician assistant programs, medical school, or prosthetics and orthotics. Upper division electives built into the curriculum (upon consultation with and approval of their advisor) allow students the flexibility to take additional classes required for the graduate program[s] they are interested in attending.

Students also have the opportunity to gain more knowledge and experience in the physical therapy (and related) fields through a practica experience. During these placements in local physical therapy clinics and hospitals, students learn the basic skills to provide patient care and the essentials of evidence-based practice alongside physical therapists. In addition to being immersed in the field and accumulating observational hours needed to apply to graduate programs, students also attend presentations by current graduate students, physical therapists, and other health professionals, as well as workshops to help students’ preparation for applying to graduate school.

Pre-Physical Therapy: core (24 units) + option (43 units) = 67 units total.

Note: 15 units of lower division courses below will also double-count with GE courses.

**Lower Division**
- BIOL 105 (4) Principles of Biology
- CHEM 108 (5) General Chemistry I
- CHEM 110 (5) General Chemistry II
- PHYX 106 (4) College Physics: Mechanics & Heat
- PHYX 107 (4) College Physics: Electromagnetism & Modern Physics
- PSYC 104 (3) Introduction to Psychology
- SOC 104 (3) Introduction to Sociology
- STAT 108 (4) Elementary Statistics

**Upper Division**
- PSYC 438 (3) Dynamics of Abnormal Behavior; plus
- (8) Upper-Division Major Electives

**REQUIREMENTS FOR THE MINORS**

Please consult the department chair for current requirements.

**REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE**

Graduates are prepared for careers in a wide range of professional roles that include worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, obesity/diabetes and heart disease prevention and treatment,
teaching/coaching, independent research in a field of specialization, or continued graduate study at doctoral granting institutions. The curriculum and coursework in the Kinesiology MS degree program is designed to meet the mission of preparing students to be leaders in the fields of physical activity, health, and disease prevention and treatment. The common theme that binds us together is the study of physical activity and relationships with health and human performance.

The MS Program
Students completing this program will have demonstrated the ability to:
- apply advanced concepts and theoretical constructs in Kinesiology
- design and implement research in Kinesiology
- critically analyze, evaluate, and synthesize the scientific literature in Kinesiology
- synthesize and present data relevant to specialization areas within Kinesiology
- interpret, evaluate, and apply the scientific literature in kinesiology to promote health and optimize performance among diverse populations.

Admission
Applicants must submit the names of three references, including contact information, and a statement of intent with their application. Two admission options are available:

Postbaccalaureate
In addition to Humboldt State University requirements, the Department of Kinesiology and Recreation Administration requires the following criteria be met for admission to the program as a classified graduate student:
- a bachelor’s degree in Kinesiology or Exercise Science from an accredited institution, or equivalent. Students may be required to complete foundational coursework depending on their selected graduate program of study.
- a minimum undergraduate grade-point average (GPA) of 2.75 in the last 60 semester units (a 3.0 GPA is preferred).
- completion of the Graduate Record Examination (GRE) for verbal reasoning (140 minimum), quantitative reasoning (140 minimum), and analytical writing (3.5 minimum) must be submitted as part of the application process prior to admission.

A student may be conditionally admitted to the program if:
- The undergraduate degree is in a field other than Kinesiology or Exercise Science. Students will be required to complete 12-15 units of foundational coursework as approved by the graduate program coordinator. These courses must be satisfactorily completed with a grade of B- or better.
- The GRE scores or GPA are below the required minimum.

Four plus One (4+1) Program
(pre-baccalaureate)
A student can apply in the junior year after completion of at least 24 units of undergraduate coursework in Kinesiology, with a GPA of 3.25 or higher in KINS coursework.

International Student Addendum
- international students must achieve a minimum TOEFL score of 550 (213 on computer-based test; 80 on internet-based test) that was received within two years of applying to HSU. The score must be sent to us directly by the Educational Testing Service (ETS); or a minimum IELTS score of 6.5 that was received within two years of applying to HSU. The score must be sent to us directly by the English Language Testing System (IELTS).

Course Of Study
Required Core
- KINS 610 (3) Statistics for Kinesiology
- KINS 635 (3) Research Methods in Kinesiology
- KINS 695 (3) Directed Field Experience, or
- KINS 699 (3) Independent Study

In-Depth Area of Study (9 units)
Students select an in-depth area of study in consultation with a major advisor. Courses should support the student’s area of research and professional goals. These courses should be 500-600 level, with allowance for 300-400 level courses on a case-by-case basis.

Directed Elective Courses (9 units)
Courses should support the student’s professional goals. These courses should be 500-600 level, with allowance for 300-400 level courses on a case-by-case basis.

Capstone
KINS 690 (1-6) Thesis/Project Option
Recommended for those planning to attend a doctoral/advanced professional program or preparing for a research-based career. The thesis and project include an oral defense, or Comprehensive Exam Option
Students in this option will complete an additional six units of coursework. The exam format is available in the graduate program handbook.

Leadership Studies [Interdisciplinary Studies]

Bachelor of Arts degree with an Interdisciplinary Studies major — Option in Leadership Studies

College of eLearning & Extended Education
SBS 211 707-826-3731 www.humboldt.edu/extended

This degree is not offered state-side.
This BA degree-completion program is offered entirely online and via self-support through the College of eLearning and Extended Education. For more information about the program, courses, and fees, contact the College of eLearning & Extended Education at 707-826-3731 or visit www.humboldt.edu/leadership.
Bachelor of Arts degree
with a major in Liberal Studies —
Elementary Education

Program Director
Mary Dingle, Ph.D.
707-826-3719
mary.dingle@humboldt.edu

Liberal Studies Elementary Education Advisor
Dan Flockhart
707-826-3752
djf17@humboldt.edu

LSEE Office
Harry Griffith Hall 202A
707-826-3752
www.humboldt.edu/lsee

The Program
Students completing this program will have demonstrated:
• fluency in written and spoken language to a variety of audiences; in particular, communication skills required for teaching and professional activities
• competence in the fields listed below, in particular those portions of the field which have relevance to elementary education and K-B student content standards:
  • English
  • mathematics
  • visual and performing arts (art, music, drama, dance)
  • science
  • history/social studies
  • physical education/health education
  • understanding of foundational theory and practice in teaching and learning related to K-B student achievement
  • understanding of issues which affect decisions about what, who, how, when, and why we teach, including appreciation and engagement with diversity of K-B students (e.g. English learners and students with disabilities).

Our primary mission is to provide strong knowledge-based education in the liberal arts in preparation for teaching in elementary schools. The Bachelor of Arts program gives special attention to subjects commonly taught in public and private schools. It also prepares students to pass the CSET exam in order to become elementary (K-B) school teachers in California and other states. For those students not planning to teach, the degree provides a foundation for professional opportunities working with children and youth.

The elementary teacher is usually responsible for teaching most or all subjects in a self-contained classroom, so LSEE includes courses from a wide variety of departments, programs, and disciplines to provide effective subject-matter preparation for the prospective teacher. The program encourages students to gain experience in elementary school classrooms in a variety of settings and subject areas through a series of four required fieldwork courses. Additional experiences tutoring or volunteering in children’s programs are recommended.

Students will be required to complete a live-scan fingerprint and tuberculosis clearance before participating in such experiences. See the LSEE webpage at www.humboldt.edu/lsee for more information.

Preparation
Try to work with elementary school-aged children in as many settings as possible. A background in a language other than English will help those planning to teach in California.

REQUIREMENTS
See Education and contact the education office or a faculty advisor for prerequisites and admission requirements to the elementary education credential program and for information on state teaching certification.

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. Students must earn a minimum grade of C-in all major requirements.

Lower Division
EDUC 110 (1) Introduction to Education
CD 256 (3) Middle Childhood Dev., or
PSYC 213 (3) The School-Age Child

Upper Division
ART 358 (3) Art Structure
CD 355 (3) Language Development, or
COMM 422 (4) Children’s Communication Development
ECON 320 (3) Dev. of Economic Concepts
EED 310 (1) Exploring Teaching as a Career
ENGL 323 (3) Children’s Literature
ENGL 326 (4) Language Studies for Teachers
ENGL 424 (3) Communication in Writing I

GEOG 470 (3) Topics in Geography for Teachers
HED 400 (3) Sound Mind/Body
HIST 311 (3) World History to 1750
KINS 475 (3) Elementary School Physical Education
MATH 30BB/MATH 30BC (3/3) Mathematics for Elementary Education
MUS 322 (3) Music in the K-8 Classroom
SCI 331 (3) Fundamental Science Concepts for Elementary Education
SCI 431 (3) Nature & Practice of Science - Elementary Education
SOC 303 (3) Race & Inequality, or
ES 304/GEOG 304 (3) Migrations & Mosaics, or
AIE 330 (3) Hist of Indian Education, or
AIE 335 (3) Social & Cultural Considerations, or
AIE 340 (3) Educational Experiences, or
COMM 322 (4) Intercultural Communication
TA 322 (3) Creative Drama, or
DANC 484 (3) Creative Dance for the Classroom

Fieldwork Courses
EED 210 (1) Direct Experience with Children
LSEE 311 (1.5) Mathematics Fieldwork Observation & Seminar
LSEE 312 (1.5) Social Studies & Science Fieldwork Observation & Seminar
LSEE 411 (2) Language Arts Fieldwork & Seminar

Capstone Course
LSEE 412 (1) Senior Capstone

Depth Of Study
Complete a 9- to 10-unit depth of study program from: child development, creative dramatics, English as a second language, history/social science, mathematics, music, physical education, psychology, Spanish, studio art, and science. The LSEE advisor has a list of specific courses in each area. Students with a depth of study in mathematics and/or science can apply for financial support.

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG Liberal Studies / Elementary Education 159
Linguistics Minor

Minor in Linguistics
Advisor
Kathleen Doty, Ph.D.
Founders Hall, Room 212
707-826-5917

The Program
Faculty are drawn from several departments for an interdisciplinary, integrated program of study. Participants analyze language in all its aspects.

Linguistics students find they have a background for careers requiring both written and spoken communication skills. Potential careers: linguist, translator, interpreter, advertising specialist, writer, intelligence specialist, speech/language pathologist, speech writer, materials developer, editor, and ESL teacher.

This minor also provides a background for students wanting to do graduate work in linguistics, modern languages, or a social science.

Requirements for the Minor
To fulfill requirements for a minor in linguistics, complete a minimum of 19 units in approved courses.

Introductory Phase
ENGL 225 (4) Introduction to Language Analysis, or
ENGL 326 (4) Language Study for Teachers

One year of a language other than English in sequence at the university level (6-10 units)

Developmental Phase
One course each from two of the following options (6-7 units)

Option 1: Philosophical & Anthropological Approaches
ANTH 340 (4) Language & Culture, or
PHIL 100 (3) Logic, or
PHIL 485 (3) Issues & Thinkers of Philosophical Interest [when topic is Philosophy of Language]

Option 2: Language Development
COMM 422 (4) Children’s Communication Development, or
ENGL 417 (3) Second Language Acquisition, or
ENGL 328 (4) Structure of American English, or
ENGL 325 (4) History of the English Language

Option 3: Language Study
FREN 311 (4) French V & Stories from the Francophone World, or
GERM 311 (4) German Level V, or
SPAN 311 (4) Spanish Level V

Culminating Phase
LING 495 (3) Practicum in Language Studies
Mathematics

Bachelor of Arts degree
with a major in Mathematics —
once available in Applied Mathematics

Minor in Mathematics

Minor in Applied Mathematics
See also the minor in Applied Statistics.
See Environmental Systems for details on the Master of Science degree with an option in mathematical modeling.

Department Chair
Jeffrey Haag, Ph.D.

Department of Mathematics
Behavioral & Social Sciences 320
707-826-3143
www.humboldt.edu/math

The Program
Students completing this program will have demonstrated:
- competence in the field of mathematics, including the ability to apply the techniques of calculus to mathematics, science, natural resources, and environmental engineering; the ability to develop and analyze standard models (primarily linear models) for systems in mathematics, science, natural resources, and environmental engineering; the ability to read, evaluate, and create mathematical proofs; the ability to write algorithms to investigate questions, solve problems, or test conjectures using standard tools (e.g., spreadsheet), specialized programs (e.g., MATLAB) and statistical programs (e.g., R); the ability to analyze the validity and efficacy of mathematical work
- fundamental understanding of the discipline of mathematics including the historical development of the main mathematical and statistical areas in the undergraduate curriculum; the ability to apply knowledge from one branch of mathematics to another and from mathematics to other disciplines; the role and responsibilities of mathematicians and mathematical work in science, engineering, education, and the broader society
- fluency in mathematical language through communication of their mathematical work including competence in written presentations of pure and applied mathematical work that follows normal conventions for logic and syntax; oral presentation of pure and applied mathematical work which is technically correct and is engaging for the audience; individual and collaborative project work in which a project question is described, methodologically discussed and implemented, results are analyzed, and justifiable conclusions are drawn.

Mathematics students find an active and supportive department atmosphere that provides relevant preparation for mathematics related careers and/or excellent mentorship for graduate studies. To complement their studies, students have access to several campus computer labs, including one dedicated to mathematical applications. Students are active in the Math Club and there is a weekly Math Colloquium series.

Endowments honoring Michael Tucker and Harry Kieval enable the mathematics department to award a total of $2500 in scholarships to two or three outstanding math majors each year. The Harry S. Kieval endowment also provides for guest lecturers twice each year and for an annual scholarship ($300 per student) for one or two students transferring to Humboldt State University with the intention of majoring in mathematics.

Potential careers: systems analyst, statistician, methods analyst, teacher, demographer, economic analyst, mathematics consultant, statistician, applied science programmer, financial investment analyst, actuary, and mathematician.

Preparation
Take math courses every year in high school. Creative writing, reading, art, and computer programming are also helpful.

Requirements for the Major

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

A minimum grade of C- is required for all courses in the major (all options).

Lower Division

MATH 109 (4) Calculus I
MATH 110 (4) Calculus II
MATH 210 (4) Calculus III
MATH 240 (3) Introduction to Mathematical Thought
MATH 241 (3) Elements of Linear Algebra

Upper Division

MATH 313 (4) Ordinary Differential Equations
MATH 316 (4) Real Analysis I
STAT 323 (4) Probability & Statistics
MATH 343 (4) Introduction to Algebraic Structures
MATH 344 (3) Linear Algebra

Plus one of the following:
MATH 416 (3) Real Analysis II, or
MATH 443 (3) Advanced Algebraic Structures

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26.

Applied Mathematics Option

This option provides a theoretical foundation and skills necessary to apply mathematics or mathematical computing to problems encountered in other disciplines.

Lower Division

Same as the major in mathematics.

Upper Division

MATH 313 (4) Ordinary Differential Equations
MATH 316 (4) Real Analysis I
STAT 323 (4) Probability & Statistics
MATH 351 (4) Introduction to Numerical Analysis
MATH 361 (4) Introduction to Mathematical Modeling

Plus one of the following:
MATH 315 (4) Advanced Calculus, or
MATH 344 (3) Linear Algebra

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26.

Requirements for the Minors

Mathematics Minor

Lower Division

CS 111 (4) Computer Science Foundations I
or an approved course in computer programming
MATH 109 (4) Calculus I
MATH 110 (4) Calculus II
MATH 210 (4) Calculus III
MATH 240 (3) Introduction to Mathematical Thought
MATH 241 (3) Elements of Linear Algebra

Upper Division

MATH 313 (4) Ordinary Differential Equations
MATH 316 (4) Real Analysis I
STAT 323 (4) Probability & Statistics
MATH 343 (4) Introduction to Algebraic Structures
MATH 344 (3) Linear Algebra

Plus one of the following:
MATH 416 (3) Real Analysis II, or
MATH 443 (3) Advanced Algebraic Structures

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26.
Upper Division

MATH 343  [4]  Introduction to Algebraic Structures, or
MATH 340  [3]  Number Theory

Plus approved courses to bring the total to 10 upper division units.

Applied Mathematics Minor

Lower Division

or an approved course in computer programming

Plus either of the following groups:
- MATH 110  [4]  Calculus II
- MATH 211  [3]  Elements of Linear Algebra

OR
- MATH 105  [3]  Calculus for the Biological Sciences & Natural Resources (NR)
- MATH 241  [3]  Elements of Linear Algebra

Upper Division

MATH 313  [4]  Ordinary Differential Equations, or
MATH 361  [4]  Introduction to Mathematical Modeling

Plus approved courses to bring the total to 10 upper division units.

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Mathematics Education

Bachelor of Arts degree with a major in Mathematics — education option leading to a single subject teaching credential

Department Chair
Jeffrey Haag, Ph.D.

Department of Mathematics
Behavioral & Social Sciences 320
707-826-3143
www.humboldt.edu/math

The Program
This program prepares students primarily for teaching math in junior high school and high school. (For information on preliminary and professional clear teaching credentials, see Education.)

Courses in calculus, computer programming, number theory, geometry, statistics, and history of mathematics comprise the program’s core. Humboldt State offers several computer laboratories with a variety of computers, including mainframe, mini, and microcomputers.

An active Math Club meets weekly and sponsors various activities and talks. A special scholarship fund for outstanding mathematics students was established by professor emeritus Harry S. Kieval.

Preparation
Take mathematics each year in high school. Creative writing, reading, art, and computer programming are also helpful.

REQUIREMENTS
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Please note: Degree requirements listed here do not include professional education courses required for the credential.

Students earning this degree may waive CSET assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/SED 410.

Lower Division
CS 111 (4) Computer Science Foundations I
or an approved course in computer programming
MATH 109 (4) Calculus I
MATH 110 (4) Calculus II
MATH 210 (4) Calculus III
MATH 240 (3) Introduction to Mathematical Thought
MATH 241 (3) Elements of Linear Algebra

Upper Division
MATH 340 (3) Number Theory
MATH 343 (4) Introduction to Algebraic Structures
MATH 370 (3) School Mathematics from Advanced Viewpoint I
MATH 371 (3) Geometry
MATH 470 (3) School Mathematics from an Advanced Viewpoint II
STAT 323 (4) Probability & Statistics
MATH 301 (3) Mathematics & Culture: Historical Perspective*, or
MATH 401 (3) History of Mathematics I

Students also should take:
- sufficient units in approved upper division mathematics courses to bring the total to 26 — recommended:
  MATH 316 (4) Real Analysis I
  MATH 474 (3) Graph Theory
  MATH 481 (1) Workshop in Tutoring Mathematics
- an approved, coherent program of not less than eight units in a field of study in which mathematics is applicable (see advisor)
- strongly recommended:
  PHIL 100 (3) Logic
  ART 105B (3) Beginning Drawing

* MATH 301 does not count toward 26 units of 300-level (or above) courses.
Minor in Multicultural Queer Studies
See also the Multicultural Queer Studies Pathway within the Critical Race, Gender and Sexuality Studies (CRGS) major.

CRGS Chair
Kim Berry, Ph.D.
Behavioral & Social Sciences 246

Department of Critical Race, Gender and Sexuality Studies
Behavioral & Social Sciences 206
707-826-4329, fax 826-4320
www.humboldt.edu/crgs

The Program
Students completing this minor will have demonstrated the ability to:
- use intersectional analysis to examine social issues
- explain prominent debates in queer theory
- link theory to practice

The minor in Multicultural Queer Studies provides a rich mixture of interdisciplinary courses and community engagement and leadership opportunities. Students draw on classes from critical race, gender and sexuality studies, women’s studies, ethnic studies, political science, psychology, education, sociology, theater arts, English, and other departments to study political and cultural issues related to sexual identity, sex, gender identity, and sexuality in a multicultural, multi-racial, and multidisciplinary context.

All minors gain an understanding of the intersections of race, gender, sexuality and class through CRGS 108. Through engagement with debates in queer theory, students explore the workings of power and the dynamics of resistance. Minors take another seven units in approved Multicultural Queer Studies elective classes. Finally, the minor has a 2- to 3-unit component providing field-based opportunities to grapple with issues of gender and sexual identity in a political, service, or cultural context. Sites for internships might include the Raven Project, Peer Education Program for the Consent Project or Health & Wellness Program, MultiCultural Center, North Coast Rape Crisis Team, Planned Parenthood, Humboldt Domestic Violence Services, and local high-school-based gay-straight alliances.

This minor can be particularly useful for those planning careers in education, social work, human services, public health, law, psychology, journalism and media, social justice activism, and community development.

REQUIREMENTS FOR THE MINOR

Core Curriculum
CRGS 108 (3) Power/Privilege: Race, Class, Gender & Sexuality

Queer Theory
Options include:
ANTH 430/CRGS 430 (3-4) “Queer” Across Cultures
ENGL 360 (4) when offered as Queer Theory

Community Engagement and Leadership
Options include:
CRGS 313/EDUC 313 (3) Community Activism
CRGS 482 (2-3) Internship Course

Consult with the advisor for approval for service learning courses not on this list.

Elective Courses
Multicultural Queer Studies Courses
Seven approved elective units in Multicultural Queer Studies. Options include:
ANTH 430/CRGS 430 (3-4) “Queer” Across Cultures [when not taken to fulfill “Queer Theory” requirement above]
CRGS 321 (3) Trans* Lives and Theory
EDUC 318/WS 318 (3) Gay & Lesbian Issues in Schools
ENGL 336 (4) when offered as Multicultural Queer Narratives
ENGL 360 (4) when offered as Queer Theory [and when not taken to fulfill “Queer Theory” requirement above]
ENGL 465 B-C / ES 465 B-C / WS 465 B-C (4) when offered as Performing Race & Gender
FILM 465 (4) when offered as Queer Movies
PSYC 236 (1) Choices & Changes in Sexuality
PSYC 436/WS 436 (3) Human Sexuality
PSYC 437 (3) Sexual Diversity

SOC 316/WS 316 (4) Gender & Society
WS 350 (4) Women’s Health & Body Politics
WS 370 (3-4) Queer Women’s Lives, or
ENGL 360 (4) when offered as Queer Women’s Literature

Consult with the advisor for approval for special topics courses not on this list.
Bachelor of Arts degree with a major in Music — with the following options:

- Composition
- Performance
- Music Studies
- Music Education

Minor in Music
Department Chair
Cindy Moyer, Ph.D.

Department of Music
Music Complex 143
707-826-3531
www.humboldt.edu/music

The Program
Students completing this program will have demonstrated:
- the ability to hear, identify, and work conceptually with the elements of music, rhythm, melody, harmony, and structure
- familiarity with and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources
- ability in performance areas appropriate to their needs, interest, and degree path.

For students wishing to pursue music as a career, the department is committed to helping:
- perfect skills as a performer or leader
- study the rich legacy and tradition of music literature and history
- identify, understand, and use the concepts which underlie and give order to the study of music
- prepare for graduate study or for a career in a music-related field.

The degree prepares performers, composers, and teachers. Some students prepare for advanced degrees in musicology, composition, and performance. Our graduates typically enjoy careers such as: instrumentalist, conductor, composer/arranger; music editor; critic, pianist, vocalist, disc jockey, studio teacher; accompanist, recording engineer; instrument repairer; copyist, or piano technician.

The department is committed to providing quality education directed to individual student needs. Students receive studio instruction in voice, piano, or instruments from highly qualified faculty who are active performers. Quality performance organizations [symphonic band, symphony, chamber music ensembles, band, opera workshop, jazz band, vocal jazz ensemble, combos, percussion ensemble, and calypso band] allow study of the finest musical literature.

The music complex features a 227-seat recital hall, a small classroom, many practice rooms, computer labs, a tech shop, recording equipment, plus a large inventory of brass, woodwind, and string instruments. The music library contains one of the most comprehensive collections of chamber music on the West Coast.

Nationally recognized performing artists frequently visit Humboldt to perform as soloists with student ensembles. Guest artists offer master classes to students. Summer chamber music workshops provide valuable opportunities for the serious performer.

The department is accredited by the National Association of Schools of Music.

Preparation
Entering students find it beneficial to have a music background that includes private study and experience in performance organizations.

REQUIREMENTS
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Music majors must participate in a performance ensemble each semester. Students who receive a financial award from the music department must participate in at least two ensembles during each semester in which they receive the award, with one ensemble being assigned by the department. Most large ensembles require an audition, usually signified by IA (Instructor Approval) in the course description. Specific audition requirements are available from the ensemble’s conductor/director. In addition, majors are required to attend six complete performances as listeners during each semester in residence. Performances that fulfill this requirement include any concert presented under the auspices of the Department of Music and other concerts approved by the student’s primary applied instructor.

All those taking studio lessons [majors, minors, nonmajors] will take a jury examination each semester. The complete policy is available from the department.

The music major consists of a 43-unit core (providing foundation courses in music theory, music history, and music performance) and four separate major options.

All entering majors begin in the music studies option, emphasizing a liberal arts orientation with a broad view. It involves guided electives, requiring 11 additional units beyond the core, yielding a total of 54 units for the music studies major.

The performance option requires selection of a performing emphasis area (voice, piano, orchestral instrument, guitar) and a successful audition. A senior recital is required in all areas of emphasis. For students in the piano emphasis and guitar emphasis, a junior recital is also required. The vocal and piano emphases consist of 22 units beyond the core, yielding a total of 65 units for the major. The instrumental emphasis and guitar emphasis both consist of 18 units beyond the core, yielding a total of 61 units for the major.

The composition option gives a practical background in music composition with an emphasis on the use of music technology. Students must audition to enter this track. It requires 18 units beyond the core, yielding a total of 61 units for the major. A senior recital is also required.

The music education option prepares students to teach music in elementary, middle, and high schools. The department is vitally concerned with providing quality experiences to prepare future music educators. A broad spectrum of course offerings provides opportunities to learn all aspects of music education. Following graduation with a Bachelor of Arts in music education, students may be eligible to enter a professional preparation program leading to a music teaching credential. (For information on preliminary and professional clear teaching credentials, see the Education section of this catalog.)

Students in the music education option receive instruction in all instrumental areas, keyboard, and voice. They may choose from a wide variety of performance organizations — symphonic band, choir, symphony, madrigals, chamber ensembles, band, opera workshop, jazz band, chorale, vocal jazz ensemble, and jazz combos. The high quality of these ensembles allows students to perform the finest of musical literature from a wide variety of historical eras and musical styles, while observing a conductor’s effective rehearsal techniques that are vital for success as a teacher.
Entrance into the music education option involves four steps:

1. Complete an application, including questionnaire, available from the Music Department office.
2. An audition demonstrating performance skills on the student’s primary instrument or voice.
3. An interview before a panel of faculty and local practitioners.
4. A transcript evaluation by the Coordinator of Music Education. Courses are assigned based on the results of this evaluation regardless of courses completed at other institutions.

Prior to graduation, music education majors must take the Subject Matter Competency Exam. This comprehensive test, spread out over several days, is taken during the spring term prior to graduation. It includes competency tests in lesson planning, conducting, score reading and preparation, and performance on voice, piano, and selected orchestral instruments. Majors must also demonstrate proficiency in guitar. Detailed competency requirements are available in the department office.

**Core Curriculum**

*(required of all music majors)*

- **MUS 104** (3) Introduction to Music
- **MUS 106, MUS 107, MUS 150** (1-3) Ensembles* [Four required.]
- **MUS 110** (3) Fundamentals of Music
- **MUS 112** (1) Piano I
- **MUS 113** (1) Piano II
- **MUS 130** (1) Piano III [based on placement evaluation, with advisor’s consent, pianists may substitute a voice or instrument class]

- **MUS 214** (3) Theory I
- **MUS 215** (3) Theory II
- **MUS 216** (1) Ear Training I
- **MUS 217** (1) Ear Training II
- **MUS 302** (3) Music in World Culture
- **MUS 314** (3) Theory III
- **MUS 315** (3) Theory IV
- **MUS 316** (1) Ear Training III
- **MUS 317** (1) Ear Training IV
- **MUS 330** (1) Piano IV: Improvisation [with advisor’s consent, pianists may substitute a voice or instrument class]

- **MUS 348** (3) Music History: Antiquity to 1750
- **MUS 349** (3) Music History: 1750 to Present
- **MUS 406, MUS 407, MUS 450** (1-3) Ensembles* [Four required.]

**Music Studies Option**

Five semesters of group or individual applied instruction chosen from MUS 220 - MUS 237 [MUS 420 - MUS 437 by advisement]. Students may substitute MUS 108, MUS 109 by advisement depending upon availability of studio space and student’s previous level of experience.

**Six upper division elective units selected from the following:**

- **MUS 305** (3) Jazz: An American Art Form
- **MUS 318** (2) Jazz Improvisation
- **MUS 319** (2) Elementary Music Methods
- **MUS 320** (3) Composition: Film Scoring
- **MUS 320B** (3) Composition: Jazz & Pop Arranging
- **MUS 324** (2) Contemporary Composition Techniques
- **MUS 326** (2) Counterpoint
- **MUS 334** (2) Fundamentals of Conducting
- **MUS 338** (3) Vocal & Instrumental Scoring
- **MUS 360** (2) Music Technology: Midi & Finale
- **MUS 361** (2) Music Technology: Recording & Playback
- **MUS 384** (2) Advanced Choral Conducting & Literature
- **MUS 386** (1) Teaching of Applied Music [MUS 386L not acceptable for credit]
- **MUS 387** (2) Advanced Instrumental Conducting & Literature
- **MUS 453** (2) Career Skills for Musicians

**Performance Option**

Listed below are the four emphasis areas within the performance option.

**Instrumental Emphasis**

- **MUS 222–MUS 236** (1-3) Studio Instruction, Intermediate [4 sem. of 1 unit ea.]
- **MUS 334** (2) Fundamentals of Conducting
- **MUS 406–MUS 407** (1-3) Performance Ensemble* [4 sem. of 1 unit ea.]
- **MUS 422–MUS 436** (1-3) Studio Instruction, Advanced [4 sem. of 1 unit ea.]
- **MUS 440** (0) Senior Recital

Four upper division elective units selected from the following:

- **MUS 305** (3) Jazz: An American Art Form
- **MUS 318** (2) Jazz Improvisation
- **MUS 319** (2) Elementary Music Methods
- **MUS 320** (3) Composition: Film Scoring
- **MUS 320B** (3) Composition: Jazz & Pop Arranging
- **MUS 324** (2) Contemporary Composition Techniques

**Guitar Emphasis**

- **MUS 237** (1-3) Studio Guitar: Intermediate [4 sem. of 1 unit ea.]
- **MUS 334** (2) Fundamentals of Conducting
- **MUS 340** (0) Junior Recital
- **MUS 406–MUS 407** (1-3) Performance Ensemble* [4 sem. of 1 unit ea.]
- **MUS 437** (1-3) Studio Guitar: Advanced [4 sem. of 1 unit ea.]
- **MUS 440** (0) Senior Recital

Four upper division elective units selected from the following:

- **MUS 305** (3) Jazz: An American Art Form
- **MUS 318** (2) Jazz Improvisation
- **MUS 319** (2) Elementary Music Methods
- **MUS 320** (3) Composition: Film Scoring
- **MUS 320B** (3) Composition: Jazz & Pop Arranging
- **MUS 324** (2) Contemporary Composition Techniques

*See separate list of specific ensemble requirements for each instrument, available from the Music Department.*
Composition Option


MUS 326 [2] Counterpoint
MUS 338 [3] Vocal & Instrumental Scoring
MUS 385V [1] Teaching of Applied Music [MUS 386L not acceptable for credit]
MUS 440 [0] Senior Recital

Take either of the following groups:

- MUS 324 [2] Contemporary Composition Techniques [1 semester]
- MUS 438 [1-3] Studio Composition, Advanced [4 semesters]

OR

- MUS 438 [1-3] Studio Composition, Advanced [3 semesters]

One of the following:

- MUS 320 [3] Composition: Film Scoring
- MUS 320B [3] Composition: Jazz & Pop Arranging

Additional recommended electives:

Courses in the MUS 320 series [above] not already taken

MUS 220/MUS 420 [1-3] Studio Piano Instruction
MUS 318 [2] Jazz Improvisation
MUS 370–MUS 373 [5] Instrumental Techniques

Music Education Option


MUS 318 [2] Jazz Improvisation
MUS 338 [3] Vocal & Instrumental Scoring
MUS 370–MUS 373 [5] Instrumental Techniques

MUS 387 [2] Advanced Instrumental Conducting & Literature
MUS 420–MUS 437 [1-3] Studio Instruction, Advanced [4 semesters]

NOTE: Courses listed above satisfy requirements for the music education major, but not for a teaching credential. Students must be admitted to the HSU Secondary Education Program in order to begin taking the professional education courses needed to earn a California teaching credential. Completing the requirements of the music education major obviates the need to take the CSET exam for entrance to a credential program at most universities. Before applying to the Secondary Education Program, students must meet the prerequisite of 45 hours of early field experience or enroll in SED 210/SED 410. In addition, students must take EDUC 285, Technology for Educators.

REQUIREMENTS FOR THE MINOR

MUS 104 [3] Introduction to Music

Applied Instruction — in voice, piano, and another instrument, including one full year approved in one area and a semester each in the other two areas.

Performance Ensemble — 2 semesters. See separate list of specific ensemble requirements for the minor, available from department.

Plus six units of approved upper division music electives, to bring total units in the minor to 18.

* See separate list of specific ensemble requirements for each instrument, available from the Music Department.
Native American Studies

Bachelor of Arts degree
with a major in Native American Studies — with specialization options in Law & Government, Environment & Natural Resources, Language & Literature, Society & Culture

Minor in Native American Studies

Department Chair
Marlon Sherman, J.D.

Department of Native American Studies
Behavioral & Social Sciences 206
707-826-4329
www.humboldt.edu/nasp

The Program
Students completing this program will have demonstrated:
- knowledge of and the ability to communicate significant information regarding Native American cultures, histories, federal and tribal law and government, community development, language and tradition, stewardship, sovereignty, and other issues affecting life in Indian country, especially from a Native American perspective
- ability to research issues affecting life in Indian Country by using primary and secondary sources
- ability to explain the concept of tribal sovereignty, and understand the development and importance of modern tribal governments
- knowledge of Indigenous environmental relationships through an awareness of diverse Indigenous cultural and scientific perspectives, and the importance of protection of sacred and historical sites
- ability to recognize the scope of tribal sovereignty as it relates to tribal, federal, and international law [legislative and judicial], including the structure of federal/tribal relationships, indigenous autonomy, and self-governing behaviors.

Unique among CSU campuses in its close proximity to several thriving Native American communities, Humboldt provides a rich environment for studying the Native American heritage and for preparing for careers in areas such as Indian education, counseling, and cultural and natural resource management.

The Department of Native American Studies is a stand-alone department whose faculty are expert in many areas of arts, humanities, social sciences, natural resources, and Federal Indian Law. Native American Studies majors often work closely with the Indian Tribal and Educational Personnel Program (ITEPP) and the Center for Academic Excellence in STEM.

The major in Native American Studies, particularly when combined with a minor in a specific field, is good preparation for graduate work in several social sciences, as well as for professional training in law, business, or social work. It also provides an excellent background for prospective teachers.

Other career opportunities: student services counselor; mental health worker; cultural resources specialist; tribal museum curator; Indian language teacher; and tribal administrator.

Preparation
High school students should study the humanities, social studies, and history.

REQUIREMENTS FOR THE MAJOR
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Core Courses (31 units)

<table>
<thead>
<tr>
<th>Lower Division</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAS 104</td>
<td>(3) Introduction to Native American Studies</td>
</tr>
<tr>
<td>NAS 200</td>
<td>(3) Indigenous Peoples in US History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAS 301</td>
<td>(3) Native American Literature</td>
</tr>
<tr>
<td>NAS 306</td>
<td>(3) Indigenous Peoples of the Americas</td>
</tr>
<tr>
<td>NAS 325</td>
<td>(3) Native Tribes of California</td>
</tr>
<tr>
<td>NAS 331</td>
<td>(3) Introduction to Native American Perspectives on Natural Resources Management</td>
</tr>
<tr>
<td>NAS 340</td>
<td>(3) Language &amp; Communication in Native American Communities</td>
</tr>
<tr>
<td>NAS 362</td>
<td>(3) Tribal Governance &amp; Leadership</td>
</tr>
<tr>
<td>NAS 364</td>
<td>(4) Federal Indian Law I</td>
</tr>
<tr>
<td>NAS 492</td>
<td>(3) Native American Studies Capstone Experience</td>
</tr>
</tbody>
</table>

After taking the required core courses, all students will select an additional 6 to 7 units of coursework. Students may pursue a “General” NAS degree and choose courses from any of the 4 Elective Concentrations, or choose an “Option” area in which to specialize (Law & Government, Environment & Natural Resources, Language & Literature, Society & Culture). If a student chooses an optional specialized area, the student must take two courses in that area.

Electives (6-7 units)
A student may choose an optional specialization from the following electives by taking two of the courses listed under a category below.

Law & Government
NAS 365 (4) Federal Indian Law II
NAS 468 (3) Tribal Justice Systems

Environment & Natural Resources
NAS 332 (3) Environmental Justice
NAS 366 (3) Tribal Water Rights

Language & Literature
NAS 302 (3) Oral Literature & Oral Tradition
NAS 345 (3) Native Languages of North America

Society & Culture
NAS 307 (3) Nature & Issues of Genocide
NAS 320 (3) Native American Psychology
NAS 374 (3) Native American Health

Supplement/Substitute in Major
If Offered

Upper division elective courses are recommended for those who would like to pursue interests in subjects or to engage in more in-depth study of an area not required as part of the NAS curriculum. Before enrolling in these elective courses, students will consult with their major advisor. These courses will be offered on an infrequent schedule.

NAS 327 (3) Native Tribes of North American Regions
NAS 361 (3) Tribal Sovereignty, Tribal Citizens
NAS 392 (3) Indigenous Identities in Film
NAS 480 (1-4) Special Topics [Topics vary and may be repeated]
REQUIREMENTS FOR THE MINOR

The three NAS minors require a total of 15-16 units each, as follows:

**Minor in Native American Studies**
Students take a total of 9 units of required core courses plus 6-7 units (two courses) from one of two emphasis categories below,

**Required Core Courses** [9 units]
- NAS 104 [3] Introduction to Native American Studies

**Emphasis Categories** [6-7 units]
In addition to the core, students select two upper-division courses from one of the following emphasis categories:

**Culture & Community** [6 units]
- NAS 301 [3] Native American Literature
- NAS 325 [3] Native Tribes of California

**Law & Policy** [6-7 units]
- NAS 331 [3] Introduction to Native American Perspectives on Natural Resources Management

**Minor in Tribal Leadership**

**Required Core Courses** [6 units]
- NAS 104 [3] Introduction to Native American Studies

**Upper Division** [10 units]
- NAS 360 [3] Tribal Justice Systems

**Minor in Indigenous Peoples, Natural Resource Use and the Environment**

**Required Core Course** [3 units]
- NAS 104 [3] Introduction to Native American Studies

**Upper Division** [13 units]
- NAS 331 [3] Introduction to Native American Perspectives on Natural Resources Management
MINOR IN NATURAL RESOURCES

Minor in Natural Resources

Department Chair
Steven R. Martin, Ph.D.

Environmental Science & Management
Department
Natural Resources Building 200
707-826-4147
www.humboldt.edu/environment

REQUIREMENTS FOR THE MINOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 105</td>
<td>4</td>
<td>Principles of Biology</td>
</tr>
<tr>
<td>EMP 105</td>
<td>3</td>
<td>Natural Resource Conservation</td>
</tr>
<tr>
<td>SOIL 260</td>
<td>3</td>
<td>Introduction to Soil Science</td>
</tr>
</tbody>
</table>

At least three courses from the following (at least six units must be 300 or above):

- EMP 210 (3) Public Land Use Policies & Management
- EMP 215 (3) Natural Resources & Recreation
- EMP 365 (3) Local Government Planning
- FISH 300 (3) Introduction to Fishery Biology
- FOR 315 (3) Forest Management
- FOR 374 (3) Wilderness Area Mgmt.
- OCN 301 (3) Marine Ecosystems — Human Impact
- OCN 304 (3) Resources of the Sea
- RRS 306 (3) Wildland Resource Principles
- WLDF 300 (3) Wildlife Ecology & Management, or
- WLDF 301 (3) Principles of Wildlife Management

MASTER OF SCIENCE

Master of Science degree in Natural Resources — options in:
- Environmental & NR Sciences
- Fisheries
- Forest, Watershed & Wildland Sciences
- Wildlife

Natural Resources Graduate Program
Forestry Building 101
707-826-3256
www.humboldt.edu/cnrs/graduate_programs

Pat Comella, ASC
707-826-3256

Admission Requirements

Students must have:
- undergraduate preparation equivalent to a bachelor's degree in the selected option;
- minimum undergraduate grade-point average of 3.0 for the last 60 units;
- combined verbal and quantitative score of 1000 on the Graduate Record Examination (GRE);
- GPA or GRE requirements may be excepted by extensive work experience or exceptional GRE score or GPA.

Supporting Materials

Please refer to the college website www.humboldt.edu/cnrs/graduate_programs for information regarding supporting materials.

REQUIREMENTS FOR THE MASTER'S DEGREE

Environmental & Natural Resource Sciences

ENRS graduate studies are oriented toward environmental analysis and land use planning; environmental science, particularly ecological restoration, renewable energy, and energy policy; recreational use of natural resources; and geospatial analysis of environmental and natural resource-related topics.

- Required courses: EMP 690 and EMP 695
- Enrollment in EMP 685 is required during each semester of residence. A maximum of two units is applicable to the 30-unit requirement.
- Approved upper division and graduate electives to bring total units to no fewer than 30 units. At least half of these units must be courses organized and conducted at the graduate level.
- Students must enroll in three units of EMP 690, through regular enrollment (i.e. not Extended Education), the semester that they 1) gain committee approval of their thesis; 2) defend their thesis; and 3) submit their thesis to the NR graduate coordinator. If an additional semester is needed to graduate, students may enroll in one unit of EMP 693 (Extended Education) their final semester.
- A thesis, a public oral presentation, and a closed formal defense are required.

Fisheries

The Fisheries program is designed primarily to produce graduates who can assess, develop, and manage fish habitats, populations, and commercial and recreational fisheries. The program is broad enough to allow students to prepare themselves for work in additional areas such as water pollution ecology and fish culture.

- Required courses: FISH 310, FISH 460, FISH 558, FISH 685, FISH 690, FISH 695, or equivalents.
- Approved upper division and graduate electives to bring total units to no fewer than 30 and no more than 60 units. At least half of these units must be courses organized and conducted at the graduate level.
During the first four semesters at HSU, all graduate students shall enroll in three units each of FISH 690 and FISH 695. In all subsequent semesters in residence, students shall enroll in at least one unit each of FISH 690 and FISH 695.

A thesis, a public oral presentation, and a closed formal defense are required.

**Forest, Watershed & Wildland Sciences**

Graduate studies in Forest, Watershed & Wildland Sciences are oriented toward generating a greater understanding of the ecology and management of forests, rangelands, and the soils and watersheds that support them. Graduate research is focused on a wide variety of topics, including forest ecology, fire science, forest growth and dynamics, forest operations analysis, watershed processes, rangeland ecology, soil science, and integrative analyses across these areas.

- **Required courses:** FWWS 501, FWWS 690, and FWWS 695. All students are required to enroll in at least one unit of at least two of the following courses every semester: FWWS 690, FWWS 695, or FWWS 699.
- Approved upper division and graduate electives bringing the total units to no fewer than 30 units. At least half of these units must be courses organized and conducted at the graduate level.
- A thesis, a public oral presentation, and a closed formal defense are required.

**Wildlife**

Wildlife focuses on the conservation, management, ecology, behavior, and habitat requirements of wildlife species. Research projects emphasize the application of science to addressing issues in wildlife conservation and management.

- **Required courses:** WLDF 585, WLDF 690, WLDF 695
- Approved upper division and graduate electives to bring total units to no fewer than 30 units. At least half of these units must be courses organized and conducted at the graduate level.
- A thesis, a public oral presentation, and a closed formal defense are required.
Oceanography

Bachelor of Science degree with a major in Oceanography

Minor in Oceanography

Department Chair
Jeffrey Abell, Ph.D.

Department of Oceanography
Natural Resources Building 200
707-826-3540, fax 707-826-4145
www.humboldt.edu/oceanography

The Program

Students completing this program will have demonstrated:
- utilization of scientific concepts from biology, chemistry, physics, and mathematics to understand fundamental oceanographic processes and functions
- the ability to employ appropriate sampling, laboratory, and computer techniques to collect, measure, and interpret oceanographic information
- integration of conceptual and technical understanding to address complex interdisciplinary problems in oceanography
- utilization of reading, writing, and oral skills to effectively communicate oceanographic information.

Humboldt’s students have the advantage of living in an ideal natural environment for marine studies, close to both the ocean and a number of estuaries and lagoons. Humboldt State University has a fully equipped marine laboratory in the nearby town of Trinidad and a research vessel docked in Humboldt Bay, allowing students to supplement classroom learning through laboratory and seagoing experiences and field trips.

Flexible coursework and experiences allow students a variety of choices while still providing an education of considerable breadth, an understanding of fundamental concepts unique to oceanography, and an appreciation of how concepts from allied fields interrelate. The intent is to develop an interdisciplinary train of thought essential for understanding the marine environment.

Participants also study in depth a science related to oceanography, such as geology, chemistry, physics, or biology. This program allows a student to:
- prepare as an ocean scientist to collect, process, and aid in interpreting scientific data collected on oceanographic cruises and other field work conducted by federal, state, educational, or private institutions and agencies;
- prepare for graduate study in oceanography or a related science by acquiring a broad, sound science background;
- secure a broad science background and sound fundamental education (for those with an interest in the major who do not intend to use it as a career).

Humboldt’s program prepares ocean scientists who collect, process, and interpret scientific data. Graduates excel in these careers: oceanographer; research assistant, marine biologist, marine products salesperson, aquatic biologist, marine geophysicist, hydrologist, water pollution technician, environmental specialist, scientific officer, hydrographic surveyor, earth scientist, aquatic chemist.

Preparation

Students should have a good background in biology, chemistry, physics, and mathematics. Competence with computers and a language other than English is recommended.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Core Curriculum

Lower Division Core
- OCN 260 [1] sampling Techniques & Field Studies

Upper Division Core
- OCN 310 [4] Biological Oceanography
- OCN 420 [3] Oceans & Climate
- OCN 485 [1] Undergraduate Seminar
- OCN 495 [3] Field Cruise I
- OCN 496 [2] Field Cruise II

BS in Oceanography

Oceanography Core, plus:

Lower Division
- CHEM 110 [5] General Chemistry II

And one of the following two groups:

Group 1:
- MATH 110 [4] Calculus II

Plus an 11-unit package of approved electives, tailored individually to the student’s educational goals.

Group 2:
- MATH 105 [3] Calculus for the Biological Sciences & Natural Resources

Plus a 13-unit package of approved electives, tailored individually to the student’s educational goals.

Besides satisfying the major requirement, the elective package commonly leads to completion of a minor in a related field of study.

REQUIREMENTS FOR THE MINOR

- OCN 260 [1] Sampling Techniques & Field Studies

Two of the following:
- OCN 310 [4] Biological Oceanography

One additional course from the 300-level classes listed above or a course below:
- OCN 304 [3] Resources of the Sea
- OCN 420 [3] Oceans & Climate
- OCN 495 [3] Field Cruise I
- BIOL 430 [3] Intertidal Ecology
- FISH 310 [4] Ichthyology
- GEOL 460 [3] Solid Earth Geophysics
PHILOSOPHY

Bachelor of Arts degree with a major in Philosophy

Minor in Philosophy — Asian Aspects, Ethics & Values, Fundamental Aspects, History of Western Philosophy

Department Chair
Dave Heise, Ph.D.

Department of Philosophy
Behavioral & Social Sciences 506
707-826-4124, fax 707-826-4122
phil@humboldt.edu
www.humboldt.edu/philosophy

The Program

Students completing this program will have demonstrated the ability to:
- define concepts and use traditional vocabulary of philosophy
- use the logical methods of analysis to critically assess philosophical arguments
- apply methods of philosophy to specific issues and problems
- identify, articulate, and evaluate philosophical arguments.

The Philosophy major provides its students with the opportunity to engage in critical as well as constructive dialogue with the greatest thinkers in both the Eastern and Western traditions. This includes ideas and values, from ancient through contemporary works, which continue to influence and challenge our thinking in all areas of human thought and action. While learning how to read such works philosophically, both class discussions and writing assignments will assist the student in learning how to think, speak, and write philosophically. These skills will cultivate the power to logically analyze and holistically integrate concepts and theories, as well as lay the foundations for a lifetime of learning in that students will learn how to learn for themselves. A degree in Philosophy will provide one of the best preparations both for an academic career, as well as for many other professions, such as law, medicine, government and education.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Philosophy majors must earn a minimum grade of “C” in all courses taken to fulfill the major requirements.

Lower Division
PHIL 100 (3) Logic

Upper Division
PHIL 302 (3) Environmental Ethics
PHIL 303 (3) Theories of Ethics
PHIL 341 (3) Presocratics, Plato, Aristotle
PHIL 342 (3) Descartes, Locke, Hume
PHIL 343 (3) Kant and the 19th Century
PHIL 345 (3) Philosophies of China, or
PHIL 346 (3) Philosophies of India
PHIL 371 (3) Contemporary Social & Political Philosophy
PHIL 420 (3) Contemporary Epistemology & Metaphysics
PHIL 425 (3) Philosophy of Science

Two seminars selected from offerings of PHIL 485.

Two electives chosen from the following:
PHIL 301, PHIL 304, PHIL 306, PHIL 309B, PHIL 355, PHIL 415, PHIL 485. [Three units of PHIL 391 may be used in lieu of one of the electives and must be approved by the Department Chair for credit.]

REQUIREMENTS FOR THE MINOR

Philosophy minors must earn a minimum grade of “C” in all courses taken to fulfill the minor requirements.

For the four minors listed below, take the indicated courses and confer with members of the philosophy faculty for assistance in selecting suitable electives.

Minor in Philosophy — Asian Aspects
Take two courses from:
PHIL 104 (3) Asian Philosophy
PHIL 345 (3) Philosophies of China
PHIL 346 (3) Philosophies of India

Plus two 3-unit electives in philosophy, one of which must be upper division.

Minor in Philosophy — Ethics & Values
PHIL 303 (3) Theories of Ethics

Plus six units from the following:
PHIL 106 (3) Moral Controversies
PHIL 301 (3) Reflection on the Arts
PHIL 302 (3) Environmental Ethics
PHIL 304 (3) Philosophy of Sex & Love
PHIL 306 (3) Race, Racism & Philosophy
PHIL 371 (3) Contemporary Social & Political Philosophy

Plus one lower or upper division 3-unit elective in philosophy.

Minor in Philosophy — Fundamental Aspects (recommended minor for pre-law)
PHIL 100 (3) Logic
PHIL 303 (3) Theories of Ethics
PHIL 420 (3) Contemporary Epistemology & Metaphysics

Plus one upper division, 3-unit philosophy elective. (If pre-law, PHIL 415: Symbolic Logic, is recommended.)

Minor in Philosophy — History of Western Philosophy
PHIL 341 (3) Presocratics, Plato, Aristotle
PHIL 342 (3) Descartes, Locke, Hume
PHIL 343 (3) Kant and the 19th Century

Plus one lower or upper division 3-unit elective in philosophy.
Bachelor of Science degree with a major in Physics — a traditional physics major or option in astronomy

Bachelor of Arts degree with a major in Physics

Minor in Astronomy

Minor in Physics

Department Chair
Joshua Smith, Ph.D.

Department of Physics and Astronomy
Science Complex A 470
707-826-3277
www.humboldt.edu/physics

The Program

Students completing this program will have demonstrated:
- understanding of how physics attempts to describe processes in nature
- competency in abstract reasoning and problem-solving skills
- understanding and use of physical and mathematical models
- knowledge of physics concepts applicable to a range of disciplines
- understanding of how physics relates and applies to studies in other disciplines
- breadth, depth, and rigor expected of a student with an undergraduate degree in physical science
- proficiency and skill in constructing and performing laboratory experiments and in the interpretation of experimental observations
- understanding the theories that support modern physical science.

This program is the prerequisite to many research positions offered by government and industry, and to graduate study. Careers in physics often require advanced degrees beyond the BS. Typical opportunities: aerospace scientist, medical technologist, systems analyst, astronomer; meteorologist, industrial hygienist, electronics engineer; fusion engineer; oceanographer; physical chemist, geophysicist, physicist.

The university’s nearby observatory on Fickle Hill has a 16-inch telescope, a 12-inch telescope, and several B-inch telescopes for student and community use. The department also offers a well-equipped computer electronics laboratory.

Preparation

In high school take English, mathematics, and physics.

Requirements for the Major: Bachelor of Science

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74. The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree.

A minimum grade of C- is required for all courses with the “PHYX” prefix for the BS physics major degree.

Lower Division Core

Core courses required for all majors:
CHEM 110 [5] General Chemistry II
MATH 110 [4] Calculus II
MATH 210 [4] Calculus III
MATH 241 [3] Elements of Linear Algebra

Upper Division Core

Core courses required for all majors:
MATH 311 [2] Vector Calculus
PHYX 441 [3] Electricity & Magnetism I
PHYX 442 [3] Electricity & Magnetism II
PHYX 485 [5-1] Physics Seminar

Astronomy Option

PHYX 310 [3] Spacetime & Relativity

Physics Option

PHYX 315 [3] Intro to Electronics & Electronic Instrumentation
PHYX 316 [4] Electronic Instrumentation & Control Systems
PHYX 462 [2] Senior Lab

Plus three additional units of upper division courses in physics or in other areas approved by your advisor.

Those students intending to enter graduate school in physics should take more courses in physics and mathematics. For example:
MATH 240 [3] Intro to Mathematical Thought
MATH 343 [4] Intro to Algebraic Structures
MATH 344 [3] Linear Algebra
MATH 351 [4] Intro to Numerical Analysis
MATH 418 [3] Intro to Complex Analysis
PHYX 495 [1-3] Selected Topics in Physics for Seniors — Undergraduate Research

Requirements for the Major: Bachelor of Arts in Physics

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

A minimum grade of C- is required for all courses with the “PHYX” prefix for the BA physics major degree.

Lower Division

CHEM 110 [5] General Chemistry II
MATH 110 [4] Calculus II
MATH 210 [4] Calculus III
MATH 241 [3] Elements of Linear Algebra

Plus one of these physics series:
- PHYX 106 [4] College Physics: Mechanics & Heat, and
- PHYX 107 [4] College Physics: Electromagnetism & Modern Physics, and
- PHYX 399 [1-3] Supplemental Work in Physics

OR

- PHYX 109 [4] General Physics I: Mechanics, and

Upper Division

PHYX 304 [3] The Cosmos (recommended early in your program)
REQUIREMENTS FOR THE
ASTRONOMY MINOR
A minimum grade of C- is required for all courses with the “PHYX” prefix for the physics minor degree.

Lower Division
One of these physics series:
- PHYX 109 [4] General Physics I: Mechanics, and
  OR
- PHYX 106 [4] College Physics: Mechanics & Heat, and
  PHYX 107 [4] College Physics: Electromagnetism & Modern Physics, and
  PHYX 399 [1-3] Supplemental Work in Physics

Upper Division
One of these two physics courses:
PHYX 310 [3] Spacetime & Relativity
One of these two physics courses:
Plus:

REQUIREMENTS FOR THE
PHYSICS MINOR
A minimum grade of C- is required for all courses with the “PHYX” prefix for the physics minor degree.

Lower Division
One of these calculus series:
- MATH 105 [3] Calculus for the Biological Sciences & Natural Resources, and
  MATH 205 [3] Multivariate Calculus for the Biological Sciences & NR
  OR
- MATH 109 [4] Calculus I (recommended), and
  MATH 110 [4] Calculus II

Plus one of these physics series:
- PHYX 106 [4] College Physics: Mechanics & Heat, and
  PHYX 107 [4] College Physics: Electromagnetism & Modern Physics, and
  PHYX 399 [1-3] Supplemental Work in Physics
  OR
- PHYX 109 [4] General Physics I: Mechanics, and
  PHYX 110 [4] General Physics II: Electricity, Heat, and

Upper Division
Core courses required for all minors:
PHYX 304 [4] The Cosmos (recommended early in your program)
PHYX 315 [3] Intro to Electronics & Electronic Instrumentation
Plus one of these physics courses:
PHYX 310 [3] Spacetime & Relativity
PHYX 316 [4] Electronic Instrumentation & Control Systems
PHYX 441 [3] Electricity & Magnetism I

PHYX 315 [3] Intro to Electronics & Electronic Instrumentation
PHYX 441 [3] Electricity & Magnetism I
**Political Science**

**Bachelor of Arts degree with a major in Political Science**

**Minor in Political Science**

Department Chair  
Noah Zerbe, Ph.D.

Department of Politics  
Founders Hall 180  
707-826-4494  
www.humboldt.edu/politics

### The Program

Students completing this program will have demonstrated:

- knowledge of political theories, institutions, and processes in the U.S. and/or internationally
- the ability to identify, access, read, and evaluate political science research
- the ability to critically analyze social, political, and/or environmental challenges facing contemporary politics, using support from appropriate sources
- knowledge of the practice of politics through experience and reflection on their experience in relation to social responsibility, sustainability, and/or the obligations of citizenship in a globalized world
- proficiency in written and oral communication.

For students who wish to concentrate on the study of politics as part of their liberal arts education, the Department of Politics offers lower-division core and skills courses in political science and three upper-division elective emphases clustered around major social and political challenges of the 21st century. The experience component of our program recognizes the importance of “hands on” learning outside the classroom. We strongly encourage our students to include an international experience (a year, semester, or summer abroad) as part of their undergraduate major in political science. To enhance their success, we place a high value on oral and written communication and recommend students attain competence in a foreign language and computer literacy.

Students may choose electives from different emphases or concentrate their electives in one emphasis. The emphases are:

- Advocacy and Institutions
- Environment and Sustainability
- Globalization

### Preparation

In high school take courses in English, history, and government.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.*

All courses required for the major must be completed with a minimum grade of C-.

1. **41 units required for the major:**

   **Core Program**
   - PSCI 210  (3) Intro to U.S. Politics
   - PSCI 220  (3) Intro to Political Theory
   - PSCI 230  (3) Intro to Comparative Politics
   - PSCI 240  (3) Intro to Int’l Relations

   **Skills**
   - PSCI 280  (1) Core Discussion Seminar
   - PSCI 295  (4) Political Research & Analysis

   **Experience**
   - Select at least one of the following:
     - PSCI 358  (4) Political Advocacy
     - PSCI 376  (2) Multilateralism and the UN System, and
     - PSCI 377  (1) Model United Nations
     - PSCI 482  (3) Internships

   **Seminar**
   - PSCI 485  (4) Capstone Seminar in Politics

   **Electives**
   - A minimum of 17 units is required. Students can choose courses from any emphasis. Students are restricted to taking courses at the 300 level or above for elective credit.

   **Advocacy and Institutions**
   - PSCI 313  (4) Politics of Criminal Justice
   - PSCI 316  (4) Public Administration
   - PSCI 317  (1-4) Topics in Public Policy
   - PSCI 323  (4) Topics in Political Theory
   - PSCI 327  (4) Radical Political Thought
   - PSCI 350  (4) The President & Congress
   - PSCI 354  (4) Media and Public Opinion
   - PSCI 359  (3) California Government
   - PSCI 410  (4) American Constitutional Law

   **Environment and Sustainability**
   - PSCI 306  (3) Environmental Politics
   - PSCI 323  (4) Topics in Political Theory
   - PSCI 352  (4) Water Politics
   - PSCI 364  (4) Technology & Development
   - PSCI 371  (1-4) Experiential Workshop (when topic relevant)
   - PSCI 373  (4) Politics of Sustainability
   - PSCI 412  (4) Legal Research

   **Globalization**
   - PSCI 303  (3) Third World Politics
   - PSCI 330  (4) Political Regimes & Political Change
   - PSCI 340  (4) Ethnicity & Nationalism
   - PSCI 343  (4) Global Governance
   - PSCI 347  (4) U.S. Foreign Policy
   - PSCI 360  (4) Political Economy
   - PSCI 371  (1-4) Experiential Workshop (when topic relevant)
   - PSCI 441  (4) International Law

### REQUIREMENTS FOR THE MINOR

All courses required for the minor must be completed with a minimum grade of C-.

#### Core Program

Two of the following:

- PSCI 210  (3) Intro to U.S. Politics
- PSCI 220  (3) Intro to Political Theory
- PSCI 230  (3) Intro to Comparative Politics
- PSCI 240  (3) Intro to Int’l Relations

#### Seminar

- PSCI 485  (4) Capstone Seminar in Politics

#### Electives

12 units required. Students are restricted to taking courses at the 300 level and above for elective credit.
Psychology

Bachelor of Arts degree with a major in Psychology

Minor in Psychology

Master of Arts degree in Psychology — Academic Research, Counseling (MFT), School Psychology

Department Chair
William Reynolds, Ph.D.

Department of Psychology
Behavioral & Social Sciences 410
707-826-3755
www.humboldt.edu/psychology

The BA Program

There are two program pathways for the BA in Psychology. The Graduate Study Preparation Pathway is designed for students who anticipate that they may continue for an advanced degree in psychology or related discipline or seek a greater emphasis in research methods. The General Psychology Pathway is designed for students who plan on obtaining a bachelor’s degree in Psychology and then either entering the workforce or obtain a degree in another field of study such as law, or other non-science related field.

Students in both programs will have demonstrated:
- knowledge of significant facts and theories in the basic process area of psychological science including biopsychology, learning and motivation, sensation and perception, and cognition
- knowledge of significant facts and theories in the social and interpersonal processes area of psychological science including human development, social psychology, personality, and abnormal psychology
- the ability to locate appropriate sources for psychological research by searching databases; read original scientific reports critically; write a review using these materials in APA style
- knowledge of diverse populations, effective communication skills, effective interpersonal skills, increased self-understanding, and insight into the behavior of others
- application of their knowledge and skills in psychology to improve their own lives and the lives of others
- respect for the dignity and worth of all people and rights of individuals to privacy, confidentiality, and self-determination.

Students who complete the Graduate Study Preparation Pathway will also have demonstrated:
- the ability to design a psychological study, use basic laboratory skills to conduct the research, use statistical methods and software to analyze data, draw reasonable conclusions based on their research, and report their findings in APA style
- the ability to critically analyze others

The Department of Psychology at HSU offers an undergraduate major leading to the BA degree, a minor program, course options for general education requirements and electives, service courses for other majors, and three graduate programs leading to the MA degree, including preparation for the California School Psychology credential, preparation for licensure as a Marriage-Family Therapist (MFT), and an MA program with content options in Biological Psychology, Social and Environmental Psychology, Developmental Psychopathology, and Behavior Analysis.

Students have access to physiological and neuroscience laboratories, research and computer labs, a library of psychological tests and measurements, and other resources for psychological research and applications.

The BA degree with a major in psychology from HSU is an excellent background for graduate school and many careers. Many of our students have been accepted into prestigious nationally recognized Ph.D. programs and many have gone on to master degree programs. The psychology major (Graduate Study Preparation Pathway) provides the basis for a career as a psychologist or mental health care worker. Typically, those professions require a Ph.D. or MA degree. There are also a number of executives, lawyers, and business professionals who earned a bachelor’s degree in psychology before they obtained advanced degrees. If you are not planning on graduate school, psychology graduates (in both paths) still leave with a number of highly marketable skills such as the ability to collect, organize, analyze, and interpret data; write reports and proposals clearly and objectively; communicate effectively and sensitively in both individual and group situations; obtain information about problems through library research and personal contacts; and identify problems and suggest solutions on the basis of research findings. An undergraduate degree is also helpful in many health and mental health service professions. A psychology major is helpful for careers in areas such as college admissions or employment counselor; media buyer; management trainee, mental health aide, survey researcher; or human resources, among others.

The Master’s degree in Psychology, combined with an appropriate credential or license, may lead to careers such as school psychologist, counselor in a human service agency, marriage and family therapist, or board certified behavior analyst.

Traineeships and internships with local public and private agencies are arranged for graduate students in counseling and school psychology. The department’s community clinic provides additional supervised opportunities for counseling graduate students.

Preparation

High school algebra is required and courses in biology are recommended.

REQUIREMENTS FOR THE BACHELOR’S DEGREE

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

(Lower division)

General Psychology Pathway:
PSYC 104 (3) Introduction to Psychology
PSYC 240 (3) Understanding Research in Psychology

Graduate Study Preparation Pathway:
PSYC 104 (3) Introduction to Psychology
PSYC 241 (4) Intro to Psychological Statistics
PSYC 242 (4) Intro to Psych Research Design & Methodology

NOTE: The Psychology Department requires that all psychology students adhere strictly to the Ethical Standards of Psychologists, published by the American Psychological Association, and to all department procedures and policies concerning use of humans and nonhumans as experimental participants. Failure to comply will result in immediate expulsion from the department’s programs, courses, and facilities.
Graduate Study Preparation Pathway students must also complete at least one upper-division "D" or "L" course from the core or breadth courses listed here:

PSYC 311D (2) Human Development Discussion
PSYC 324D (2) Cognitive Psychology Discussion
PSYC 335D (2) Social Psychology Discussion
PSYC 337D (2) Personality Theory & Research Discussion
PSYC 345L (4) Psychological Testing and Measurement

(Upper division)

ALL undergraduate students in EITHER Psychology Pathway must take:

Core Content Areas in Psychology (18 units)
Choose from the following:
PSYC 311 (3) Human Development
PSYC 321 (3) Intro Behavioral Neuroscience
PSYC 322 (3) Learning & Motivation
PSYC 323 (3) Sensation & Perception
PSYC 324 (3) Cognitive Psychology
PSYC 335 (3) Social Psychology
PSYC 337 (3) Personality Theory & Research
PSYC 438 (3) Dynamics of Abnormal Behavior

Breadth Requirements (12 units)
Choose from the following:
PSYC 300 (3) Psychology of Women
PSYC 302 (3) Psychology of Prejudice
PSYC 303 (3) Family Relations in Contemporary Society
PSYC 309 (3) Thinking Consumer in Materialistic Society
PSYC 320 (4) Behavior Analysis
PSYC 325 (4) Adv. Behavioral Neuroscience
PSYC 336 (3) Social Influence & Persuasion
PSYC 345L (4) Psychological Tests & Measurement
PSYC 400 (3) Health Psychology
PSYC 404 (3) Industrial/Organizational Psychology
PSYC 405 (3) Environmental Psychology
PSYC 406 (3) Forensic Psychology
PSYC 414 (3) Psychology of Adolescence & Young Adulthood
PSYC 418 (3) Developmental Psychopathology
PSYC 433 (3) Stress & Wellness
PSYC 434 (3) Death, Dying & Grief
PSYC 436 (3) Human Sexuality
PSYC 437 (3) Sexual Diversity
PSYC 454 (3) Interviewing & Counseling Techniques
PSYC 473 (3) Substance Use & Abuse
PSYC 478 (4) Analysis of Variance

NOTE: Only 3 units from this section may be applied to Breadth requirement:
PSYC 480 (5-3) Selected Topics in Psychology
PSYC 482 (1-4) Field Study
PSYC 495 (1-4) Research in Psychology
PSYC 496 (3) Psychology Research Seminar
PSYC 497 (1-3) Mentoring
PSYC 499 (1-3) Independent Study

Capstone Experience (3 units)
Choose from the following:
PSYC 485 (3) Senior Seminar
PSYC 486 (3) History & Systems of Psychology
PSYC 487 (3) Evolutionary Psychology
PSYC 488 (4) Regression/Multivariate Topics
PSYC 490 (3) Senior Honors Thesis
PSYC 600 series Advanced Seminars (IA)

Requirements for the Minor

Complete at least 15 units, 9 of which must be upper division. At least 3 units must be completed at Humboldt.

Introductory Phase (3 units)
PSYC 104 (3) Introduction to Psychology

Core Areas (6 units)
Two courses from this area in the approved major courses.

Upper Division Breadth (6 units)
Two courses from this area in the approved major courses.

Requirements for the Master's Degree

Humboldt offers an MA in psychology under three separate emphases – Academic Research, Counseling (MFT), and School Psychology.

MA Degree:
Academic Research Emphasis

This Academic Research Program offers a master's degree with a focus of study in one of four specialization areas: Social and Environmental Psychology, Biological Psychology, Developmental Psychopathology, and Behavior Analysis. Each area provides a background in methodology and statistics that is paired with courses relevant to the area.

Program Coordinator
Chris Aberson, Ph.D.
707-826-3670

The Program

Prerequisites and Requirements for Admission

In addition to Humboldt State University requirements, the Department of Psychology requires the following criteria be met for admission to the program as a classified graduate student:

- A bachelor's degree from an accredited institution or equivalent
- Statement of purpose
- Selection of a specialization area and desired thesis advisor
- Completion of 24 units of undergraduate coursework in Psychology including PSYC 104 (Introduction to Psychology), PSYC 241 (Introduction to Psychological Statistics), and PSYC 242 (Introduction to Research Design & Methodology) or equivalent course(s).
- A minimum undergraduate grade-point average (GPA) of 3.25 in Psychology courses.
- (Biological Psychology Specialization) BIOL 105, CHEM 107, PSYC 321, and PSYC 325 (or equivalent).
- (Social/Environmental Specialization) PSYC 302 and PSYC 335 (or equivalent).
- (Developmental Psychopathology Specialization) PSYC 3 11 or CD 350, PSYC 438, and CD 464 or PSYC 418 (or equivalent).
- (Behavior Analysis Specialization) PSYC 320 and PSYC 322 (or equivalent).
• Admission will also be based on a match between student and faculty interests and the willingness of a faculty member to supervise the student's thesis or project research. We strongly recommend that students contact faculty in their area prior to application.
• A student may be conditionally admitted to the program if the undergraduate degree lacks one or more prerequisite courses within their area of specialization.

Requirements for Degree
(All Specialization Areas)
• At least 30 units in Psychology or supporting courses as defined by Specializations or approved by graduate committee. At least half of these must be at the graduate (500-600) level.
• Completion of PSYC 641 (3), PSYC 642 (3), and PSYC 647 (3) in the first year.
• Completion of PSYC 578 (4) or PSYC 588 (4).
• Continuous enrollment in PSYC 690 (1-6) or PSYC 692 (1-3).
• Completion of either a Thesis or Project as a culminating experience.
• Completion of additional courses outlined in one of the following specializations.

- Biological Psychology Specialization
  Biological psychology is the study of the physiological bases of behavior, particularly how the brain affects behavior. The Biological Psychology Specialization provides an extensive background in biological bases of behavior and numerous research opportunities. Our program prepares students for application to Ph.D. programs in the field of biological psychology and neuroscience. Students with degrees in Biology (or closely related fields) may apply for conditional admission to the Biological option without 24 units of Psychology if they have completed PSYC 104, PSYC 241, and PSYC 242 (or equivalents). These students would complete prerequisite Psychology courses in addition to the required coursework after admission to the program to bring them to a total of 24 units overall.

Required Courses (6 units)
PSYC 625 (3) Advanced Psychobiology
PSYC 672 (3) Psychopharmacology

Elective Courses (9-19 units)
PSYC 487 (3) Evolutionary Psychology
PSYC 578 (4) Analysis of Variance, or
PSYC 588 (4) Regression/Multivariate Topics
PSYC 683 (1-3) Graduate Teaching Assistantship
PSYC 684 (1-3) Graduate Teaching Internship
PSYC 480/680 or other courses relevant to the concentration as approved by advisor and AR coordinator:
Students may count 578/588 toward one elective if they complete both courses (see Requirements for Degree)

- Developmental Psychopathology Specialization
  Developmental Psychopathology is the study of psychological problems in the context of human development. The Developmental Psychopathology Specialization provides students with a background in understanding both normal and atypical development. Emphasis on normal developmental milestones in conjunction with a focus on emotional and behavioral challenges prepares students to work with a wide variety of children and their families or pursue Ph.D. study.

Required Courses (13 units)
PSYC 345 (4) Psychological Tests & Measurement
PSYC 419 (3) Family Violence
PSYC 518 (3) Advanced Developmental Psychopathology
PSYC 638 (3) Advanced Psychopathology: Diagnosis of Mental Disorder

Elective Courses (2-19 units)
PSYC 303 (3) Family Relations in Contemporary Society
PSYC 414 (3) Psychology of Adolescence & Young Adulthood
PSYC 578 (4) Analysis of Variance, or
PSYC 588 (4) Regression/Multivariate Topics
PSYC 632 (3) Advanced Developmental Psychology
PSYC 683 (1-3) Graduate Teaching Assistantship
PSYC 684 (1-3) Graduate Teaching Internship
PSYC 480/680 or other courses relevant to the concentration as approved by advisor and AR coordinator:
Students may count 578/588 toward one elective if they complete both courses (see Requirements for Degree)

- Behavior Analysis Specialization (not currently accepting applicants)
  Behavior Analysis is the design, implementation, and evaluation of instructional and environmental modifications to produce improvements in human behavior through skill acquisition and the reduction of problematic behavior. The Behavior Analysis Specialization develops students' skills in conducting behavioral research and providing applied behavioral intervention services for children and adults in areas including education, developmental disabilities, and be-
havioral consulting. This program is designed to provide the coursework that constitutes part of the requirements for becoming a Board Certified Behavior Analyst.

**Required Courses (21 units)**
- PSYC 622 (3) Advanced Learning and Behavior
- PSYC 655 (3) Social-Behavioral Evaluation
- PSYC 680 (1) Professional Ethics in Behavior Analysis
- PSYC 682 (6) Behavioral Field Work [6 units total over two semesters]
- PSYC 683 (3) Teaching Assistantship (for PSYC 320)
- EDUC 680 (2) Single-Subject Research Methods
- SPED 654 (3) Advanced Behavioral, Emotional, and Environmental Supports

**5th Year (4+1) Pathway**
Students may also apply while in undergraduate status to begin the graduate program in their senior year, allowing for the completion of the BA and MA in five years total. We strongly encourage HSU students who satisfy the admission requirements below to apply for the program in their junior year. Students applying for this program should discuss applying with their desired thesis chair.

**5th Year Prerequisites and Requirements for Admission**
- All requirements listed in the section above titled Prerequisites and Requirements for Admission, except completion of B.A.
- Completion of the departmental application (contact department office for form)
- Admission is also based on a match between student and faculty interests and the willingness of a faculty member to supervise the student's thesis or project research.

**5th Year Requirements for Degree**
- All requirements listed in the section above titled Requirements for Degree (All Specializations) with the following deviations:
  - Completion of PSYC 641 (3) and PSYC 642 (2) in the undergraduate Senior year.
  - Completion of PSYC 647 (3) in the 5th year.

### Certificate in Institutional Research
Students interested in careers in Institutional Research are encouraged to pursue the Institutional Research Graduate Certificate in conjunction with the Academic Research M.A. program (see Certificates of Study).

This certificate is administered by the College of eLearning and Extended Education.

#### MA Degree: Counseling Emphasis
This Master’s degree in Psychology is accredited by the California Board of Behavioral Sciences and provides the academic requirements for the Marriage and Family Therapist (MFT) and Licensed Professional Clinical Counselor licenses. Successful completion will allow the candidate to apply for internship status with the Board to accrue the post-degree hours of supervised practice necessary for state licensure.

**Program Coordinator**
Emily Sommerman, Psy.D.
707-826-3270

**The Program**
Students completing this program will have demonstrated:
- Workable knowledge of standard psychotherapeutic techniques
- Knowledge of and conformance to the laws, regulations, and professional ethics related to the practice of a master’s level psychotherapist
- The ability to understand and utilize research related to the field of counseling psychology
- Appreciation and knowledge of issues of race, gender, ethnicity, sexual orientation, and religions as they relate to providing effective psychotherapeutic interventions.

The Master’s Program emphasizing Counseling provides a solid foundation in clinical theory and research, along with extensive training in clinical skills. Supervised fieldwork/practica are a required part of the program, including experience working directly with clients in our community clinic, the department’s training facility that provides low-cost counseling to campus and community members. Students are required to either pass a cumulative exam or complete a master’s thesis. The cumulative exam is given in the fourth semester. If students choose the thesis option, they must decide by their second semester and enroll in thesis units starting second semester; first year. The program is administered by a faculty committee that plans the curriculum, makes program policy, and selects students for admission.

**Prerequisites for Admission**
The following courses must be completed before the start of the program:

- **Lower Division**
  - Introduction to Research Design
  - Introductory Statistics
- **Upper Division**
  - Abnormal Psychology
  - Developmental Psychology
  - Personality Theory
  - Behavioral Neuroscience

**Requirements**
- A bachelor’s degree with substantial preparation in psychology with a GPA of minimum of 3.0
- Some experience in human services and/or research
- Goals that match the program’s objectives
- The potential for becoming an effective and ethical psychotherapist
- Autobiographical questions
- Resume of both paid and volunteer work
- Prerequisite Verification Form
- Demonstrated excellence in oral and written communication
- GRE (general exam only)

**Courses**

#### First Semester
- PSYC 641 (3) Research Methods: Philosophy & Design
- PSYC 654 (3) Interviewing and Counseling Techniques
- PSYC 658 (3) Theories of Individual Counseling and Psychotherapy
- PSYC 660 (3) Law & Ethics in Psychology [odd-numbered years]
- PSYC 662 (1) Practicum Preparation

#### Second Semester
- PSYC 518 (3) Advanced Developmental Psychopathology
- PSYC 636 (1) Sexuality Counseling [even-numbered years]
- PSYC 638 (3) Advanced Psychopathology: Diagnosis of Mental Disorders
The Program
Graduates of this program enter careers as school psychologists in California public schools and assume positions as educational leaders in the area of pupil personnel services. Sequenced coursework and integrated field experience in school and community settings are integral aspects of the program. In addition to all course and fieldwork requirements, each candidate for the MA degree with a specialization in school psychology is required to complete a comprehensive portfolio containing examples of work in all of the California and NASP domains of professional practice. Students may also choose to complete a formal thesis as part of their MA degree.

Prerequisites for Admission
Courses in:
- General Psychology
- Research Methods
- Developmental Psychology
- Introductory Statistics
- Personality Theory or Abnormal Psychology
- Psychological Tests and Measurement

Requirements
- Statement of intent
- Prerequisite Verification Form
- CBEST Exam Verification

First Semester
PSYC 650 (3) Psychological Foundations/School Psychology
PSYC 616 (3) Cognitive Assessment I
- Cognitive/Biological Bases of Behavior
PSYC 641 (3) Research Methods Philosophy & Design
PSYC 654 (3) Interviewing & Counseling Techniques

Second Semester
PSYC 606 (2) Educational Foundations/School Psychology
PSYC 617 (3) Cognitive Assessment II
- Cognitive/Biological Bases of Behavior
PSYC 642 (2) Research Methods: Evaluation
PSYC 651 (3) Diagnosis & Treatment of Children for the School Psychologist I – Cognitive & Academic Difficulties

MA Degree:
School Psychology Emphasis
Master’s degree in Psychology and a California Credential authorizing service as a School Psychologist. At program completion, students are recommended to the California Commission on Teacher Credentialing for a Pupil Personnel Services Credential with an authorization to practice as a School Psychologist. The program is fully approved by the National Association of Psychologists (NASP). As a graduate of a nationally accredited program, students are eligible to sit for the national licensing exam to become a Nationally Certified School Psychologist (NCSP).

Program Coordinators
Lisa Miller, M.A., L.E.P.
Emily Sommerman, Psy.D.
707-826-3270

Admission Procedures
For all three graduate programs the following are necessary to submit to the Office of Admissions, Humboldt State University, Arcata, CA 95521.
- A California State University application form. All applicants apply to the university through CSU Mentor – www.csumentor.org.
- Official transcripts of all college-level work (from every institution attended). Current HSU students need not request transcripts.
- Three letters of recommendation from university faculty, employers, or professionals who can discuss academic and professional potential. These are completed online via CSU Mentor; page 11 of the application.

Each emphasis maintains different admission requirements and prerequisites. It is
essential, therefore, that students contact the Department of Psychology for specific information.

**Program Requirements**

All three emphases require recommendation by the department for advancement to candidacy and a minimum GPA of 3.0 in all work toward the degree, with no grade lower than a B-. In School Psychology, one grade of C or below in a required course results in probation; two grades of C or below result in dismissal from the program.

Each emphasis requires a separate program of coursework. Contact the Department of Psychology for further information.
Bachelor of Science degree with a major in Rangeland Resource Science

Bachelor of Science degree with a major in Rangeland Resource Science — option in Wildland Soil Science

Minor in Rangeland Resource Science

Minor in Wildland Soil Science

See Natural Resources for information on the Master of Science degree.

Department Chair
David F. Greene, Ph.D.

Department of Forestry & Wildland Resources

Forestry Building 205
707-826-3935, fax 826-5634
www.humboldt.edu/fwr

The Program

Learn to manage rangeland ecosystems wisely. Study forage, timber, wildlife, recreation, watersheds, and their interrelationships.

Classroom instruction is enhanced by the university’s plant and animal nutrition laboratories. Humboldt also has a range herbarium. Nearby privately owned ranches and federal lands offer excellent opportunities for field study.

Potential careers: range conservationist, biological technician, range manager, environmental specialist, agricultural inspector, lands specialist, soil conservationist or soil scientist, range consultant, natural resources specialist, watershed manager; or ecosystem restoration specialist.

This rangeland resource option meets the qualifications for “Rangeland Specialist” and “Soil Conservationist” in federal employment.

Preparation

In high school take courses in biology, chemistry, mathematics, and earth sciences.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Complete all courses in the major with a C- or better.

Lower Division

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<tr>
<th>Course Code</th>
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<td>BOT 105</td>
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<td>CHEM 107</td>
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<td>PHYX 106</td>
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<tr>
<td>RRS 285</td>
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<tr>
<td>SOIL 260</td>
<td>3</td>
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</tr>
<tr>
<td>STAT 109</td>
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<td>Introductory Biostatistics*</td>
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<td>EMP 305</td>
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<td>Forest Management</td>
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<td>Origin &amp; Classification of Soils</td>
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<td>Wetland Soils</td>
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<td>SOIL 460</td>
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<td>Forest &amp; Range Soils Management</td>
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<td>WSHD 310</td>
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<td>Hydrology &amp; Watershed Management</td>
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Option

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<td>RRS 430</td>
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<td>Wildland Restoration &amp; Development</td>
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<tr>
<td>RRS 460</td>
<td>2</td>
<td>Rangeland &amp; Ranch Planning</td>
</tr>
</tbody>
</table>

The Wildland Soil Science Program

Learn to address the unique management requirements and problems of wildland soils. Wildland soils are uncultivated, natural soils supporting herbaceous and woody plant communities supplying timber; wildlife habitat, livestock forage, watershed values, and other ecosystem services.

Courses in this option cover the basic physical and biological sciences, introductory and advanced soil science, and soil and resource management.

Classroom instruction is enhanced by the university’s soil science laboratories and greenhouses. Research and demonstration sites on private and public lands in Northern California enhance field studies.

Potential careers: soil conservationist, soil scientist, soil consultant, environmental specialist, agricultural inspector, lands or natural resources specialist, restoration specialist, or watershed manager.

This program meets the qualifications for “Soil Conservationist” and “Soil Scientist” in federal employment.

REQUIREMENTS FOR THE WILDLAND SOIL SCIENCE OPTION

Lower Division

Complete all courses in the major with a C- or better.

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<td>GEOX 105</td>
<td>4</td>
<td>College Physics: Mechanics &amp; Heat*</td>
</tr>
<tr>
<td>SOIL 260</td>
<td>3</td>
<td>Intro to Soil Science</td>
</tr>
<tr>
<td>SOIL 285</td>
<td>1</td>
<td>Wildland Soils Seminar</td>
</tr>
<tr>
<td>STAT 109</td>
<td>4</td>
<td>Introductory Biostatistics*</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>RRS 420</td>
<td>3</td>
<td>Intro to Animal Science</td>
</tr>
<tr>
<td>RRS 430</td>
<td>3</td>
<td>Wildland Restoration &amp; Development</td>
</tr>
<tr>
<td>RRS 460</td>
<td>2</td>
<td>Rangeland &amp; Ranch Planning</td>
</tr>
</tbody>
</table>

*Course also meets general education requirements.
FOR 315  (3) Forest Management
GEOL 306  (3) Geomorphology*
RRS 306  (3) Wildland Resource Principles*
RRS 360  (3) Wildland Plant Communities
RRS 370  (3) Wildland Ecology Principles
RRS 375  (3) Vegetation Analysis & Health
SOIL 360  (3) Origin & Classification of Soils
SOIL 363  (3) Wetland Soils
SOIL 460  (3) Forest & Range Soils Management
SOIL 461  (1) Forest Soils Capstone
SOIL 462  (3) Soil Fertility
SOIL 465  (3) Soil Microbiology
SOIL 467  (3) Soil Physics
WSHD 310  (4) Hydrology & Watershed Management

*Course also meets general education requirements.

REQUIREMENTS FOR THE MINOR IN RANGELAND RESOURCE SCIENCE

EMP 105  (3) Natural Resource Conservation*
SOIL 260  (3) Intro to Soil Science
RRS 306  (3) Wildland Resource Principles*
RRS 360  (3) Wildland Plant Communities
RRS 370  (3) Wildland Ecology Principles
RRS 375  (3) Vegetation Analysis & Health

REQUIREMENTS FOR THE MINOR IN WILDLAND SOIL SCIENCE

SOIL 260  (3) Intro to Soil Science
SOIL 360  (3) Origin & Classification of Soils
SOIL 460  (3) Forest & Range Soils Management

At least three courses (including one or more with plus signs *) from the following:

GEOL 306  (3) General Geomorphology*
SOIL 363  (3) Wetland Soils
SOIL 462  (3) Soil Fertility*
SOIL 465  (3) Soil Microbiology*
SOIL 467  (3) Soil Physics*
SOIL 468  (3) Intro to Agroforestry
WSHD 310  (4) Hydrology & Watershed Management, or
WSHD 424  (3) Watershed Hydrology
Bachelor of Arts degree
with a major in Liberal Studies —
Recreation Administration

Minor in Recreation Administration

Program Leader
Rock Braithwaite, Ph.D.

Department of Kinesiology &
Recreation Administration
Kinesiology & Athletics 305
707-826-4536
www.humboldt.edu/kra

The Program
Students completing this program will have demonstrated:

- comprehensive knowledge of leisure program planning, implementation, and evaluation
- ability to work with and serve diverse populations in a variety of service environments
- display and application of contemporary management and administration styles, approaches, practices, and procedures
- in-depth knowledge, skills, and abilities necessary for quality professional performance in the Recreation Administration option areas of Tourism Management, Outdoor Adventure Recreation, or Self-Designed.

Recreation majors have many fieldwork choices through the abundance of nearby parks, wilderness areas, lakes, beaches, rivers, and leisure-oriented organizations.

Students round out their education by completing a minor (or minor field of study) in Business Administration and an internship taken in the summer through Extended Education.

Organizations employing recreation administration graduates include: community parks, volunteer agencies, corporate wellness programs, college recreation programs, commercial recreation centers, therapeutic recreation programs, and outdoor education programs.

REQUIREMENTS FOR THE MAJOR
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

Students must earn a C- or better in all required courses for the major (or their equivalent, in the case of courses transferred from another institution).

Definition
REC 200 (3) Leisure in Society
REC 210 (3) Recreation Leadership

Developmental Stage
REC 220 (3) Leisure Programming
REC 302 (3) Inclusive Recreation
REC 320 (3) Organization, Administration, & Facility Planning
REC 420 (3) Legal & Financial Aspects of Recreation

Culminatory Stage
REC 482 (1-6) Internship in Recreation
REC 485 (3) Senior Seminar

OPTIONS
Outdoor Adventure Recreation
REC 330 (3) Adventure Theory & Practice
REC 342 (4) Expedition Planning and Leadership, or
REC 345 (3) Environmental Education
REC 370 (3) Outdoor Adventure Rec
REC 375 (2) Winter Adventure Leadership
REC 435 (3) Geotourism

Tourism Management
REC 335 (3) Tourism Planning & Development
REC 365 (3) Travel Industry Mgmt.
REC 435 (3) Geotourism
REC 370 (3) Outdoor Adventure Rec
REC 330 (3) Adventure Theory & Practice, or
REC 345 (3) Environmental Education

Self-Designed
Students may design their own concentration with a minimum of 14 units of thematic upper-division coursework; at least six units must be in recreation administration (REC) courses. The self-designed concentration must be approved by two members of the Recreation Administration faculty.

BUSINESS MINOR / MINOR FIELD OF STUDY

Minor (18 units — obtain requirements from the School of Business)

OR
A minimum of 12 units of business and/or economics advisor-approved coursework. Eight units must be upper division.

REQUIREMENTS FOR THE MINOR IN RECREATION ADMINISTRATION

REC 200 (3) Leisure in Society
REC 210 (3) Recreation Leadership
REC 220 (3) Leisure Programming
REC 302 (3) Inclusive Recreation
REC 320 (3) Organization, Administration, & Facility Planning
REC 420 (3) Legal & Financial Aspects of Recreation

Student Success Center
www.humboldt.edu/ssc
www.humboldt.edu/orc
www.humboldt.edu/socs
www.humboldt.edu/transfer
2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG Recreation Administration 185
The objectives of the religious studies major are best attained in the context of a liberal arts education. The curriculum lets students develop an awareness of the capacity for scholarship, and disciplined and objective thought on the subject of religion.

The program avoids dogmatism as well as unquestioning faith or belief, approaching this area of human inquiry with the same objectivity achieved elsewhere in the humanities: requiring fairness with regard to the evidence, respect for reasonable differences in points of view and the avoidance of any attempts to proselytize.

With differing world cultures coming into contact ever more frequently in every field of endeavor, a religious studies undergraduate degree proves highly relevant. It allows students to discover, examine and gain insight into and sensitivity toward the socio-politico-religious similarities and differences in world cultures.

The religious studies major at Humboldt State University is unique in its exploratory nature. Courses cover a variety of subjects, offering the opportunity to understand the meaning of religion as it has been developed both culturally and personally.

REQUIREMENTS FOR THE MAJOR
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 56-74.

Introduction
RS 105  (3) World Religions
RS 120  (3) Exploring Religion

Religion In Tradition
Five courses from the following:
RS 107  (3) Religion in America
RS 320  (3) Sacred Texts: Hebrew Bible
RS 321  (3) Sacred Texts: New Testament
RS 322  (4) Sacred Texts: Buddhist Texts
RS 323  (4) Sacred Texts: Hindu Texts
RS 330  (3) Introduction to Judaism
RS 331  (3) Introduction to Christianity
RS 332  (3) Introduction to Islam
RS 340  (3) Zen, Dharma & Tao
RS 341  (3) Spiritual Traditions of India
RS 342  (3) Buddhism in India & Tibet
RS 345  (3) Tai Chi Ch’uan (Taijiquan)
RS 351  (3) Shamanism and Prophecy
RS 391  (3) Religion in Tradition: Special Topics
RS 392  (3) Sacred Literature: Special Topics

RS 394  (1-3) Religious Studies Workshop
RS 394  (1-3) Sufi Mysticism Weekend
RS 394  (1-3) Jewish Spirituality Weekend
RS 394  (1-3) Eastern Orthodox Christianity Weekend
RS 394  (1-3) City of 10,000 Buddhas Weekend
RS 394  (1-3) Evangelical Christianity Experiential Weekend
RS 394  (1-3) Tibetan Christianity Weekend
RS 394  (1-3) Finding Buddhism on an Endangered Planet
NAS 302  (3) Oral Literature & Oral Tradition

Senior Seminar
RS 395  (3) Senior Seminar

27 units must be completed in the major prior to enrollment in Senior Seminar.

REQUIREMENTS FOR THE MINOR
18 units, drawn from courses for the major:

Introduction
RS 105  (3) World Religions
RS 120  (3) Exploring Religion

Religion In Tradition
Three courses from Religion in Tradition courses, listed under the major requirements.

Religion In Myth, Culture & Experience
Three courses from Religion in Myth, Culture & Experience courses, listed under the major requirements.

Religious Studies
**Scientific Diving Minor**

**Minor in Scientific Diving**

**Advisor**
Richard Alvarez

**Department of Kinesiology & Recreation Administration**
Kinesiology & Athletics 310
707-826-4639
www.humboldt.edu/kra

**The Program**
This minor within the university’s diving program provides broad-based support of subaquatic research, education, and recreational activities.

The courses and certifications within the minor meet diving and training standards of Humboldt State University, the National Association of Underwater Instructors (NAUI), and the American Academy of Underwater Sciences (AAUS).

**Preparation**
All courses require completed HSU diver certification documentation prior to any diving, including a university-approved medical exam (Medical Evaluation of Fitness for SCUBA, Surface-Supplied, or Free Diving).

Anyone diving under the auspices of the university also needs current CPR and oxygen provider certification or to be enrolled in HED 120 (Responding to Emergencies – CPRFPR) and PE 282 (DAN Oxygen Provider Certification).

**REQUIREMENTS FOR THE MINOR**
13 units:
- PE 282 (4) Beginning SCUBA
- PE 282 (1) DAN Oxygen Provider Certification [required every two years]
- PE 382 (4) Advanced SCUBA
- PE 471 (3) Scientific Diving
- HED 120 (1) Responding to Emergencies — CPRFPR [required every two years]

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**Social Advocacy Minor**

**Minor in Social Advocacy**

**Advisor**
Laura Hahn, Ph.D.
Telonicher House, Room 102
707-826-3948
www.humboldt.edu/communication

**The Program**
This interdisciplinary program helps students who wish to act as advocates for issues they care about. These concerns might include the rights of ethnic minorities or women, protection of the environment, educational reform, consumer education, or antiwar movements, among others.

The program provides opportunities to learn how various disciplines view advocacy and the ethics of advocating (COMM 480), how to disseminate information about an issue effectively (JMC 323), and how social change is effected by means of communication (COMM 315).

Students are encouraged to choose electives that complement their major or that extend their understanding of the chosen issue. The culminating experience challenges them to apply what they have learned to real work on that issue in the community beyond campus.

Students develop both verbal and written skills in order to influence individuals and audiences, to become more aware of their own ethic of advocacy, and to develop an understanding of how policymaking institutions work.

**REQUIREMENTS FOR THE MINOR**

**Core**
Nine units:
- JMC 323 (3) Public Relations
- COMM 315 (4) Communication & Social Advocacy
- COMM 416 (3) Social Advocacy Theory & Practice

**Culminating Experience**
Two or more units by advisement. For example: COMM 495, JMC 338, PSCI 471, or other internship/service learning courses.

**Electives**
Six units by advisement. Suggested:
- JMC 429 (3) Advanced Public Relations
- PHIL 302 (3) Environmental Ethics
- PSCI 316 (4) Public Administration
- PSCI 358 (4) Political Advocacy
- COMM 214 (3) Persuasive Speaking
- COMM 309B/WS 309B (3) Gender & Communication
- COMM 404 (4) Theories of Communication Influence
- SOSE 475 (4) Community Organizing
- TA 307 (3) Theatre of the Oppressed
- WS 480 (1-5) Lobbying Women's Issues
Bachelor of Arts degree  
see History / SSSE major track

Master of Arts degree  
in Social Science — with an option in  
Environment & Community

MA Graduate Coordinator
Mark Baker; Ph.D.  
Founders Hall 140  
707-826-3907  
www.humboldt.edu/envcomm

Program Faculty
Mark Baker; Politics  
Renee Byrd, Sociology  
Joice Chang, Politics  
Matthew Derrick, Geography  
Yvonne Everett, Env. Science & Mgmt.  
Kevin Fingerman, Env. Science & Mgmt.  
Gregg Gold, Psychology  
Steven Hackett, Economics  
Sara Hart, Religious Studies  
Nikola Hobbel, English  
Arne Jacobson, Env. Res Engineering  
Matt Johnson, Wildlife  
Erin Kelly, Forestry & Wildland Resources  
John Meyer, Politics  
Sarah Ray, Environmental Studies  
Laurie Richmond, Env. Science & Mgmt.  
Maxwell Schnurer, Communication  
Marlon Sherman, Native American Studies  
Tony Silvaggio, Sociology  
Jessica Urban, Critical Race, Gender & Sexualities Studies (CRGS)  
Betsy Watson, Sociology  
Noah Zerbe, Politics

The Program
Students completing this program will have demonstrated:

- skills to analyze the environmental consequences of economic and political structures and decisions
- tools to address issues of race, class, and gender in environment-community relationships
- an understanding of community, place, and sense of place
- knowledge of and experience in diverse approaches to social science research and action
- insight from case studies that offer a problem-solving approach to learning
- preparation for careers in teaching, government, community, and environmental organizations

- an ethic of service and civic engagement.

Environment & Community: This is a two-year interdisciplinary graduate program focused on understanding and advancing sustainability and community resilience within the context of social and environmental change at multiple scales. The program is committed to conceptually rigorous, applied research on sustainability and equity in a manner that transcends a nature-society dichotomy. Students explore these topics through graduate seminars in three curriculum areas: Economic and Political Dimensions; Socio-Cultural Dimensions; Race, Class, Gender and Place; and Environmental Dimensions. Capstone topics for graduate students in this program include the following general themes: sustainable food systems, community-natural resource management interactions, environmental and social justice, educational and environmental education, Native American/indigenous natural resource management, and sustainable urban communities. Our graduates pursue successful careers in the nonprofit sector, education, private sector, and public sector.

ADMISSION/PATHWAYS
Postbaccalaureate Candidate Pathway
- Completed BA or BS degree
- GPA not less than 3.0 in the last 60 units of college coursework
- Three letters of recommendation
- Candidate essay describing goals and interests
- Ten-page writing sample
- Graduate coordinator approval after faculty committee review of application file

Dual Degree Pathway [3+2 BA and MA Degree]
The E&C program has developed, in conjunction with select undergraduate majors, dual degree [3+2] pathways that enable exceptional students to simultaneously earn a bachelor’s and a master’s degree in five years. Although the pathway does not change undergraduate major nor graduate degree requirements, students in the program seamlessly progress from undergraduate to graduate status. Students are eligible to apply for the pathway upon completion of 60 units. A faculty committee evaluates student applications.

Participation is based on prior academic performance and other measures of academic excellence. Contact the E&C coordinator for majors that participate.

Course Requirements (36 units)
- One three-unit proseminal: EC 610 Environment & Community Research, to be taken during the first semester in the program.
- One three-unit research methods elective, chosen from an approved list, to be completed no later than the third semester.
- One-unit graduate colloquium, EC 615, for three semesters.
- One additional course at the graduate or upper-division undergraduate level from a list of elective options approved by the graduate coordinator.
- Six units of master’s thesis or master’s project, EC 690.
- Three units of field research or independent study, EC 695.
- 15 units of graduate seminars developed specifically for this program. Students take at least one seminar from each of the following three curriculum areas. Seminars are developed by the advisory committee comprised of program faculty.

Curriculum Areas:
Economic & Political Dimensions [EC 620] (some topics below), Dispute Resolution [SOC 535], or Energy, Environment, and Society [ENGR 532]
- Politics of Sustainability
- Globalism, Capitalism, and Environment
- Political Ecology
- Environmental [In]security

Socio-Cultural Dimensions: Race, Class, Gender and Place [EC 630] (some topics below)
- Community and Place
- Klamath River Issues

Environmental Dimensions [EC 640] (some topics below)
- Ecosystems and Society
- Conservation Ecology and Society
Bachelor of Arts degree
with a major in Social Work
On campus and online options

Master's Degree in Social Work (MSW)
Full-time on campus and part-time online options

Stipend Programs
- California Social Work Education Center Title IVE Child Welfare Training Program - MSW
- California Social Work Education Center Title IVE Child Welfare Training Program - BSW
- California Social Work Education Center Mental Health Educational Stipend Program - MSW

Department Chair
Ronnie Swartz, M.S.W., Ph.D.
www.humboldt.edu/socialwork

Bachelor of Arts in Social Work Office
Behavioral & Social Sciences 514
707-826-4448

Master of Social Work Office
Behavioral & Social Sciences 510
707-826-4443

BA PROGRAM
Humboldt’s BA program recognizes specific social work competencies and practice behaviors as the framework for social work education. These are noted on the BA Program website at www.humboldt.edu/bsw.

Students completing this program will have demonstrated the ability to:
- identify as a professional social worker and conduct oneself accordingly
- apply social work ethical principles to guide professional practice
- apply critical thinking to inform and communicate professional judgments
- engage diversity and difference in practice
- advance human rights and social and economic justice
- engage in research-informed practice and practice-informed research
- apply knowledge of human behavior and the social environment
- engage in policy practice to advance social and economic well-being and to deliver effective social work services
- respond to contexts that shape practice
- engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The BA program is a professional preparation program rooted in the liberal arts. Students develop knowledge, values, and skills to work with people from diverse cultural, ethnic, and personal backgrounds. The program is fully accredited with the Council on Social Work Education.

Social work students have opportunities to work with local agencies through a highly individualized field experience program. Students find this helpful in building skills and obtaining jobs following graduation. Program emphases are on utilizing community resources and providing service intervention in rural and indigenous communities.

Potential careers: services to children, families, and the elderly; rehabilitation; health care; community practice; youth work; corrections; employment services; substance abuse, mental health, and residential treatment.

Generalist Social Work Practice
Generalist social work practitioners work with individuals, families, groups, organizations, social policies, and communities in a variety of settings in pursuit of social and economic justice. Generalist practitioners view people and systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of individuals, families, and collections of people. Generalist practitioners engage in community development, organizational development, and evaluation in order to ensure that services are useful, effective, and ethical.

Admission to the BA Program
Lower division GE courses required for the major can be taken at a community college and can be taken CR/NC. Program faculty can advise students on courses preparing them for their transfer to Humboldt’s Social Work Program. For information and/or appointments, call 707-826-4448.

To be eligible to register for junior-level courses in the social work major, students must have completed, or be in the process of completing, all prerequisites. A cumulative 2.0 GPA and a 2.0 in all social work courses is necessary to be fully accepted to the program.

Students who meet the prerequisites need to submit a “Social Work Major Application Form” with a personal statement to the department. Applications to begin the fall sequence of courses are due no later than the last Friday in January. Applications received after this date may not be reviewed in time for placement in the appropriate major courses. Notification of acceptance will be made prior to the registration period for fall classes. Please note that all accepted students will be required to attend a two day on campus orientation the first week of fall semester.

Full acceptance into junior year coursework requires students to meet all of the admission standards and to submit the formal application. Provisional status may be granted to any student who does not meet requirements. Students who are given a provisional status must work out a plan with their faculty advisor that identifies those areas requiring improvement and how each area will be addressed in order to be accepted as a social work major.

Requirements for the BA
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Course Sequencing
Beyond GE courses, 47 core units are required for the major. Courses prepare students for professional generalist social work and are sequenced to best facilitate learning and acquisition of skills. Major coursework (300-level) always begins in Fall.

Prerequisite courses for acceptance to the Social Work BA Major:
- NAS 104 (3) Introduction to Native American Studies, or
- ES 105 (3) Introduction to Ethnic Studies, or
- CRGS 108 (3) Power/Privilege: Gender & Race, Sex, Class,
or a course that is centrally organized around a theme related to the experiences of marginalized groups.
- STAT 106 [3] Intro to Statistics for the Health Sciences, or
* These courses do not satisfy GE requirements.

Core Program

Juniors — Fall

SW 340L [1] Social Work Methods I Lab
SW 355 [2] Social Agency Experience
   [may be taken in spring or fall]
SW 382 [4] Social Work Research

Juniors — Spring

SW 341M [1] Social Work Methods II Lab
SW 355 [2] Social Agency Experience
   [may be taken in spring or fall]
SW 356 [1] Social Work Field Preparation

Seniors — Fall

SW 455 [5] Field Experience
   plus three units of advanced social work methods courses [see below].

Seniors — Spring

SW 455 [5] Field Experience
   plus three units of advanced social work methods courses [see below].

Advanced Social Work Methods Courses

Six units of advanced social work methods courses are to be taken in the senior year. Courses include: SW 411, SW 431, SW 442, SW 480, and SW 499.

Field Experience

Field experience courses are restricted to social work majors. Academic credit for life experience or previous work experience shall not be given, in whole or in part, in lieu of any required social work courses.

MSW PROGRAM

Humboldt’s MSW program recognizes specific social work competencies and practice behaviors as the framework for social work education. These are noted on the Program website at www.humboldt.edu/msw.

Students completing this program will have demonstrated the ability to:
- identify as a professional social worker and conduct oneself accordingly
- apply social work ethical principles to guide professional practice
- apply critical thinking to inform and communicate professional judgments
- engage diversity and difference in practice
- advance human rights and social and economic justice
- engage in research-informed practice and practice-informed research
- apply knowledge of human behavior and the social environment
- engage in policy practice to advance social and economic well-being and to deliver effective social work services
- respond to contexts that shape practice
- engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Admission to the MSW Program

You must complete the following requirements before being considered for admission:
- Baccalaureate degree from an accredited four-year liberal arts institution.
- GPA of 3.0 or better on a 4.0 scale for the last 60 hours of academic coursework.
- Completion of the following courses (with a grade of “C” or better): Elementary Statistics (Math, Psychology, or Sociology: Math 103 does not count); a course related to Native American Studies. The course must include a general introduction to the history of Native peoples of America and the unique and Sovereign relationship between tribal nations and local, state, and federal governments.
- Complete California State University [Humboldt Campus] Graduate Admissions application and submit to the Office of Admissions.
- Complete MSW Application Packet and submit to HSU Social Work Department, Master’s Program.

Consult the program website for additional information: www.humboldt.edu/msw.

Conditional Program Admission

Students who lack adequate undergraduate preparation may receive conditional program admission. Conditionally admitted students must complete all undergraduate coursework prior to beginning the master’s program, including the Elementary Statistics and Native American Studies prerequisites with a “C” or better.

Program Schedule Options

The full-time master’s program schedule consists of 60 units over two years of study. Students who have a bachelor's degree in social work from a CSWE accredited program can apply for the Advanced Standing Program which consists of 36 units taken over 3 semesters of study, beginning with 6 units offered through the College of eLearning and Extended Education in the summer.

Part-Time Distributed Learning MSW Program

The department offers a Part-Time [3.5 year] Distributed Learning MSW Program through the College of eLearning and Extended Education. The program is delivered through online coursework, an annual on-campus intensive, and other learning methodologies. Foundation coursework is completed over the first 5 semesters, while Advanced coursework is completed over the final 5 semesters. A Part-Time Advanced Standing Distributed Learning MSW Program [2 years] is also offered, which adds 6 units of Summer bridge courses before Advanced coursework.

Distributed Learning MSW students enroll in an additional 1.5 unit “Distributed Learning Community Seminar” each semester they are in the program. For more information, contact the MSW Programs Office at 707-826-4443.

Requirements for the MSW

Foundation Coursework

SW 530 [3] Social Policy & Services
SW 541 [3] GSWS: Native American & Rural
SW 543 [3] GSWS II: Macro Practice
SW 555 [6] Foundation Internship
SW 570 [3] Dynamics of Groups, Agencies, Organizations
SW 582 [3] Research I: Philosophy & Methods
SW 583 [3] Research II: Data Analysis & Evaluation
Advanced Coursework

SW 640 (3) AGP: Child & Family Welfare
SW 641 (3) AGP: Integrated Clinical Practice
SW 643 (3) AGP: Community & Organization
SW 648 (3) AGP: Adv. Clinical Practice
SW 649 (3) AGP: Wellness & Sustainability
SW 651 (3) AGP: Indigenous Peoples
SW 655 (6) Advanced Internship
SW 682 (3) Masters Project Development
SW 683 (3) Masters Project Implementation

Culminating Experience

Prior to graduation students must successfully complete a Master's Project.
Bachelor of Arts degree
with a major in Sociology

Minor in Sociology

Master of Arts degree in Sociology
Public Sociology,
Social Justice and Action

Department of Sociology
Behavioral & Social Sciences 51B
707-826-3139
www.humboldt.edu/sociology

Affiliated Research Institutes
Altruistic Personality and Prosocial Behavior Institute
California Center for Rural Policy (CCRP)
Center for Applied Social Analysis and Education (CASAE)
Humboldt Institute for Interdisciplinary Marijuana Research (HIIMR)
Humboldt Journal of Social Relations (HJSR)

Department Chair
Jennifer Eichstedt, Ph.D.

Graduate Coordinator
Meredith Williams, Ph.D.

THE BA PROGRAM

Students completing this program will have demonstrated:

- the ability to think critically about social justice efforts and inequalities in communities and environments
- a solid foundation in sociological theory
- the ability to make linkages between empirical data and theoretical concepts
- development of appropriate research designs and instruments to answer sociological questions
- application of appropriate techniques to the analysis and presentation of data
- the ability to communicate effectively orally and in writing.

Sociology students find an active and supportive departmental culture that surrounds coursework in sociological theory, methods, and current social issues. Department faculty members have a strong commitment to social justice that shapes course offerings and content. Students prepare themselves for sociology-related careers as well as graduate studies. Service learning is integrated into the curriculum through the social problems course that includes volunteering with local community-based organizations.

The Sociology Student Association creates additional opportunities for students to connect with each other, faculty, and local community organizations. Because of the breadth, adaptability, and practical applications of Sociology, students with a BA in Sociology choose to work in many different sectors: non-profit, private business, social services, education, health services, public relations, criminal justice, and government.

Preparation

In high school take math, writing and social science courses (history, psychology, sociology).

REQUIREMENTS FOR THE BACHELOR’S DEGREE

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Core Requirements

SOC 104 [3] Introduction to Sociology
SOC 282L [1] Sociological Statistics Lab
SOC 303/SOC 303M [3/1] Race and Inequality**
SOC 372 [1] Proseminar
SOC 382 [4] Intro to Social Research

Knowledge Based Requirements

Choose four courses with at least one from each category.

Inequalities and Change
SOC 305/SOC 305M [3/1] Modern World Systems*
SOC 316 [4] Gender and Society*
SOC 345 [4] New Media & Society
SOC 350 [4] Social Movements
SOC 480 [1-4] Special Topics

Environment
SOC 302/SOC 302M [3/1] Forests & Culture*
SOC 370 [4] Environmental Inequality & Globalization
SOC 480 [1-4] Special Topics

Communities and Identity

SOC 308/SOC 308M [3/1] Sociology of Altruism & Compassion*
SOC 330 [4] Social Deviance
SOC 411 [4] Popular Culture
SOC 475 [4] Community Organizing
SOC 480 [1-4] Special Topics

Capstone

SOC 482 [3] Internship, or
SOC 492 [3] Senior Thesis

Undergraduate sociology students must earn a “C” or better in all courses taken to satisfy the requirements of the degree. Total major unit requirement: 47-48.

- No more than 8 units of upper division SOC courses that have GE designations (*) can be counted toward your major.
- Students may request that a Sociology course not listed above be approved to count in one of the above knowledge areas.
- The Department of Sociology offers 1-2 unit weekend workshops around pressing social issues and popular topics. We encourage our students to enroll in these workshops, but the units may not be counted as part of the required 47- to 48-unit major requirement with the following exception: Workshop units may be used to “make up” 1-2 units that a student may be short after transferring 3-unit courses from another college or university.

REQUIREMENTS FOR THE MINOR

SOC 382 [4] Intro to Social Research

Plus twelve units of upper division sociology coursework. No more than one elective for your minor may be a sociology course with general education designation (*), and must be taken for 4 units.

Students must earn a “C” or better in all sociology courses taken to satisfy the requirements of the minor. To best meet student interests, minor electives should be selected in consultation with a sociology faculty member. Total minor unit requirement: 20.

<table>
<thead>
<tr>
<th></th>
<th>General Education, Area D</th>
</tr>
</thead>
<tbody>
<tr>
<td>**</td>
<td>Service Learning Component</td>
</tr>
<tr>
<td>*</td>
<td>Diversity &amp; Common Ground</td>
</tr>
</tbody>
</table>
THE SOCIOLOGY MA PROGRAM

Students completing this program will have demonstrated:
- a solid foundation in sociological theory
- a solid foundation in sociological methods
- professional socialization, including an understanding of ethical issues
- hands-on experience in either Public Sociology or Teaching Sociology.

Public Sociology, Social Justice and Action

The Master’s Program in Sociology fosters a network of students, faculty, staff, alumni and community members who are committed to public sociology, ecological justice and action. Public Sociology represents work that takes sociological knowledge and skills beyond the confines of the academy into the communities where these resources are much needed. Whether speaking to girls and boys about media, gender, and violence or consulting with a non-profit on a community survey on corporatization and locally owned business, the work of our faculty and students is tightly interwoven with our local communities.

The concept of ecological justice emphasizes a holistic understanding of the relationships between people and built and “natural” systems, as well as the social implications of particular structures and relationships. Race, class, gender, and nation are central to analysis, as well as strategies for action. The action component emphasized in our program is tightly linked to the idea of Public Sociology. Yet, action represents for us a particular type of Public Sociology — we understand action as social change work that draws heavily on knowledge of social movements, community organizing, and conflict resolution as particular plans are strategized, implemented, and evaluated.

Our MA students choose an experience emphasis in either Public Sociology or Teaching Sociology. Regardless of their emphasis, our alumni graduate with a solid foundation in social theory and social research that is marked by a departmental commitment and curricular integration of public sociology and ecological justice, as well as knowledge and skills for social action. Students emphasizing Public Sociology choose to specialize in either program evaluation or community action. Sociology faculty members, along with the Sociology and CJS Community Advisory Board, cultivate a range of field placement opportunities for students emphasizing Public Sociology. Students develop their specialization by drawing on coursework, carefully selecting a field placement and working with faculty mentors. The Teaching Sociology emphasis introduces students to pedagogy and theories of learning, while providing experience with college classroom teaching. Students explore issues unique to Sociology classrooms, while developing approaches effective for education across multiple settings.

The emphasis in Public Sociology prepares students for professional positions in research, business, government and non-profit organizations. The emphasis in Teaching Sociology prepares students for community college and other education-related professional positions. Either emphasis is appropriate for students who wish to continue their graduate study in a Ph.D. program.

REQUIREMENTS FOR THE MASTER’S DEGREE

Common Coursework (20 units)
SOC 583 (4) Quantitative Research Methods
SOC 584 (4) Qualitative Research Methods
SOC 610 (4) Contemporary Social Theory
SOC 650 (4) Race, Ethnicity & Gender
SOC 680 (4) Public Sociology, Ecology & Action

Social Action Electives (4 units)
Select one of the following *:
SOC 350 (4) Social Movements
SOC 475 (4) Community Organizing
SOC 535 (4) Dispute Resolution

* Other courses that are social action oriented and experience based may be approved by the Graduate Coordinator.

Area Seminar Electives (4 units)
Select one of the following *:
SOC 530 (4) Individual & Society
SOC 550 (4) Social Structure & Inequality

Experience Emphasis Coursework Electives (4 units total)
SOC 590 (1) Practicing Sociology (enroll in one unit each semester)
SOC 595 (2) Teaching Sociology, and
SOC 590 (2) Teaching Assistantship

or
SOC 560 (2) Teaching Sociology, and
SOC 595 (2) Teaching Assistantship

Thesis or Project (6 units)
SOC 690 (1-5) Master's Degree Thesis, or
SOC 692 (1-5) Master's Degree Project

The decision to enroll in “project” or “thesis” units is based on the orientation and content of the student work itself and is not dictated by the experience emphasis. Students should review the discussion of thesis and project units in the Sociology “Graduate Manual” and work with the Graduate Coordinator and their Committee Chair in determining the most appropriate course number (SOC 690 or SOC 692) for their work. Students emphasizing Public Sociology should enroll in thesis or project units concurrently with their field placements (see below).

Grade and Progress Requirements

Students must earn a “B” (3.0) or better in all courses taken to satisfy the requirements of the degree. The department reserves the right to dismiss from the program a student who does not make academically adequate and timely progress in moving through degree requirements. For more information, see the graduate school handbook regarding academic probation and disqualification.

ADDITIONAL MA DEGREE INFORMATION

Field Site Placement Requirements

Students emphasizing Public Sociology are required to complete 240 hours of field placement work that may include up to 40 hours of academic administrative work such as scheduling and meeting with faculty advisors, preparing and submitting required reporting and evaluation information, and formatting final products as required by the graduate school. Students should work closely with the Graduate Coordinator to identify a placement that will best support their interests and long-term goals, as well as provide them with experience in either program evaluation or community action.

Teaching Assistantship

Students emphasizing Teaching Sociology are required to complete at least one Soc 595: Teaching Assistantship, which provides an opportunity to be mentored and observe/learn in a real classroom. Participation in a Teaching Assistantship requires prior or concurrent enrollment in SOC 560 Teaching Sociology. A student must enroll in SOC 595 Teaching Assistantship (2 units) each time the student accepts a teaching assistantship. Only one Teaching Assistantship counts toward the 38 units required for the degree, though we encourage you to complete more.
Teaching Associates (Optional)
Students may apply for a Teaching Associate Position, which is a paid union position. As Teaching Associates students will work with a faculty member in one of two courses: Sociology 104: Intro to Sociology (large lecture) and Soc 303 (Race and Inequality) – these are our current large lecture courses. Teaching Associates will not only attend lectures provided by the faculty of record, but will additionally run up to three recitation (discussion) sections with 25-33 students per section. Teaching Associates will also provide grading in the courses. This model provides Teaching Associates an hands-on experience in the classroom.

Teaching Internship (Optional)
In addition, there are occasionally opportunities for students to petition the department to be allowed to engage in a higher level Teaching Associate/Internship with a faculty member. This allows advanced students to co-teach a course with a faculty member. The positions are reserved for only the very strongest of new teachers with evidence for readiness to teach their own class. If selected, one to two students will work with a faculty mentor to teach a section of an appropriate course. The student should enroll in SOC 682 Teaching Internship; the course is not required for the MA. Prerequisites for participating in the Teaching Internship include SOC 560 Teaching Sociology and SOC 595 Teaching Assistantship, and having served as a Teaching Associate as described in the above paragraph.

Plans of Study Submission Including Committee Identification (Semester Two)
After completing one semester of coursework (preferably early in the second semester of coursework), a student should consult with the Graduate Coordinator to develop and submit a “Plan of Study” [see website for sample]. The plan sets student goals and strategies for accomplishment including not only coursework, but also additional professional development plans such as professional meeting attendance and networking strategies. The plan also requires that the student, with the help of the Graduate Coordinator, secure the commitment of two sociology graduate faculty members to serve on the thesis or project committee. This plan must be submitted to the Graduate Coordinator and will be placed in the student’s permanent file.

Advancement to Candidacy Application (Semester Three)
Usually near the end of the third semester or early fourth semester in the program, students submit their applications for candidacy. This application includes a list of approved classes, a title and abstract of the thesis or project, internal review board (IRB) approval documentation and the signatures of the committee members, as well as the signature of the Graduate Coordinator. The application when approved places the student on the program for graduation.

Project or Thesis Work, Continuous Enrollment Requirements, and Leave of Absences
Once a student is approved for candidacy, they are required to enroll in at least one unit of thesis or project work every semester (fall and spring) until work is complete and each committee member has provided written acceptance of the project or thesis. Students must file a formal “leave of absence” application if they are unable to continue enrollment (see Graduate School Handbook).

Supplemental Coursework
Students may enroll in additional courses to supplement their coursework and further develop interests and expertise. Students desiring additional preparation for professional positions in Program Evaluation are encouraged to take advanced statistical analysis courses in other departments to supplement their core of methodology courses and/or take SOC 683 Advanced Research Training (4 units).

Conditional Program Admission
Students who lack adequate undergraduate preparation in sociological theory and methods may receive conditional program admission. Conditionally admitted students must complete with an “A-” or better all or some of the following undergraduate courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 310</td>
<td>4</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOC 382</td>
<td>4</td>
<td>Intro to Social Research</td>
</tr>
<tr>
<td>SOC 410</td>
<td>4</td>
<td>Contemporary Social Theory</td>
</tr>
<tr>
<td>STAT 108</td>
<td>4</td>
<td>Elementary Statistics</td>
</tr>
</tbody>
</table>

To help you plan your MA in Sociology, please see the “Graduate Program Manual” on the sociology website.
Spanish

Bachelor of Arts degree with a major in Spanish

Minor in Spanish

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Program Director
Lilianet Brintrup, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-4320
www.humboldt.edu/wlc

The Program

Students completing this program will have demonstrated:

- analysis, acknowledgement, and respect of cultural expressions and worldviews of others
- the capacity to be responsible, productive and compassionate global citizens in a fragile world
- cultural and linguistic competency
- the ability to collaboratively formulate and solve problems
- independent and critical thinking.

Certified Education Program

This program is certified by the California Commission on Teacher Credentialing (CTC). Therefore, this program also prepares graduates to teach Spanish in junior high and high school. Students earning this degree may waive CSET assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410. [For complete information on the secondary education credential program, see Education.]

All classes are taught in Spanish, from basic to advanced levels, with all four linguistic skills emphasized: listening, speaking, reading, and writing. Courses in literature and civilization provide the opportunity for critical understanding of the cultural heritage of the Spanish-speaking world, including the US.

Social events, weekend retreats, literary workshops, and discussions on social and political contemporary issues provide ample opportunity for faculty and students to interact.

Graduates of this program have found careers as: teachers, interpreters, literary or technical translators, international bankers or financiers, travel agents, foreign service officers, foreign correspondents, and airline employees. Many county, state, and federal agencies offer jobs for which knowledge of Spanish is either desirable or required.

Preparation

A good background in English grammar and syntax is desirable. Previous Spanish study is welcome but not required.

REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

49 upper division units, at least 12 to be completed at the Humboldt campus. Degree requirements listed here do not include professional education courses required for the credential program.

Core Courses: 26 units

SPAN 340 [4] Introduction to the Analysis of Hispanic Literature
SPAN 401 [4] Hispanic Civilization: Spain
SPAN 402 [4] Hispanic Civilization: Latin America
SPAN 492 [3] Senior Project

One course from each of the following pairs: 16 units

SPAN 342 [4] Cervantes, or
SPAN 344 [4] Modern Hispanic Theater Workshop, or
SPAN 345 [4] Hispanic Cinema
SPAN 348 [4] Borges and the Contemporary Spanish American Short Story, or
SPAN 348 [4] Contemporary Hispanic Poetry

Elective Units: 7 units

Take a minimum of seven upper division elective units from the 300/400 series (which may include courses not taken in the pairs above).

Residency Abroad Requirement

Complete an approved academic semester program abroad in a Spanish-speaking region of the Hispanic world, including Spain and/or Latin America, equivalent to at least 12 units and normally lasting at least 10 weeks. Program must be selected in consultation with and approved by the major advisor.

Residency abroad must be completed by the end of the first semester of a student’s senior year [generally fall]. Residency abroad may not occur during a student’s last semester. Students are expected to complete their final semester in residence at Humboldt State University.

Cost of residency abroad varies according to program and world region. Be sure to understand the costs involved and plan ahead. Consult with the HSU Center for International Programs office.

Students are encouraged to efficiently plan the academic residency abroad requirement to complete, when possible, university general education requirements too.

Under exceptional circumstances the residency abroad requirement can be waived by the major advisor.

REQUIREMENTS FOR THE MINOR

28 units, including:

Core Courses: 23 units

SPAN 107 [4] Spanish Language & Culture II, or
SPAN 108 [4] Level III Heritage Speakers, or
SPAN 108S [4] Level III Heritage Speakers [Service Learning]
SPAN 207 [4] Spanish Language & Culture IV, or
SPAN 208 [4] Level IV Heritage Speakers, or
SPAN 208S [4] Level IV Heritage Speakers [Service Learning]
SPAN 340 [4] Intro to the Analysis of Hispanic Literature

Elective Units: 5 units

Take a minimum of 5 upper division elective units from the SPAN 300/400 series.
Bachelor of Arts degree
with a major in Theatre Arts

Minor in Theatre Arts
See also sections in the catalog on Dance, Dance Studies, and Film.

Department Chair
Margaret Kelso, MFA

Department of Theatre, Film & Dance
Theatre Arts Building 20
707-826-3566
www.humboldt.edu/theatrefilmanddance

The Program
Students completing this program will have demonstrated:

- appropriate use of foundational vocabulary and knowledge of history in effective written work
- application of fundamental concepts of theatre performance, design, and technology through class projects and exams
- use of theatre knowledge to analyze projects and appropriately contribute to theatre productions
- evaluation of their own and others; project oriented work and productions
- creation of new designs, scripts, interpretations, and solutions as demonstrated through classroom and outside projects
- the ability to apply principles of effective communication and collaboration as demonstrated in course work and productions.

The goal of the theatre arts major is to provide a solid and broad foundation of knowledge, skills, and hands-on practice, while allowing concentration in either performance or design/technology. Fourteen core units are shared with the film major, exploring commonalities and differences between the two popular arts. The theatre arts major prepares students for careers in theatre and offers skills essential in film, television, radio, and other production oriented fields. In addition, students in theatre develop skills in problem solving, teamwork, creative processing, collaboration, accountability, and communication of ideas: skills and practices demanded in a wide range of careers.

Our annual theatre production season involves students at all levels in a variety of plays by the masters, contemporary playwrights, and students. Musical productions, in collaboration with the Music Department, provide opportunities for students every other year.

Humboldt’s production facilities include a 750-seat proscenium theatre, two smaller studio theatres, and an intimate thrust theatre. The program participates in the Kennedy Center American College Theater Festival and the United States Institute for Theatre Technology.

Requirements for the Major
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74.

A minimum grade of C- is required for all courses in the major.

F=offered fall only; S=spring only; A=offered alternate years as funding permits

Core Curriculum [38 units]

- TA 494 [2] Senior Seminar [F]

4 units from at least two of the following:

- TA 326 [1] Performance Practicum [FS]
- TA 327 [1] Pre-Production Practicum [FS]
- TA 328 [1] Production Practicum [FS]

One of the following:

- TA 331 [4] Scenic Design & Art Direction [FSA], or
- TA 333 [4] Lighting Design Stage & Screen [FSA], or

Students also select one of two 14-unit options: 1) Performance or 2) Design and Technology

Performance Option [14 units]


9 units from the following:

- TA 480 [1-4] Special Topics in Theatre Arts (Topics in Performance Studies as available.)
**Design & Technology Option** [14 units]

14 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 121</td>
<td>(2)</td>
<td>Makeup for Stage &amp; Screen [FA]</td>
</tr>
<tr>
<td>TA 331</td>
<td>(4)</td>
<td>Scenic Design &amp; Art Direction [FSA]</td>
</tr>
<tr>
<td>TA 333</td>
<td>(4)</td>
<td>Lighting Design Stage &amp; Screen [FSA]</td>
</tr>
<tr>
<td>TA 336</td>
<td>(4)</td>
<td>Costume Design Stage &amp; Screen [FSA]</td>
</tr>
<tr>
<td>TA 431</td>
<td>(2-4)</td>
<td>Scene Design Tech. [FSA]</td>
</tr>
<tr>
<td>TA 433</td>
<td>(2-4)</td>
<td>Lighting Design Tech. [FSA]</td>
</tr>
<tr>
<td>TA 436</td>
<td>(2-4)</td>
<td>Costume Design Tech. [FSA]</td>
</tr>
<tr>
<td>TA 480</td>
<td>(1-4)</td>
<td>Special Topics in Theatre Arts (Topics in Design &amp; Technology as available.)</td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR THE MINOR**

A minor requires a minimum of 15 units, with a minimum of 6 upper division units. All students must take four units of either TA 240 or TA 241 plus at least one, but no more than three units (counting toward the minor), of TA 326, TA 327, or TA 328. Students can focus on either performance or design and technology. Students should contact a departmental advisor to individualize their program.
**Water Resource Policy Minor**

**Minors in Water Resource Policy**

**Advisor**
Mark Baker
Founders Hall 140
707-826-3907
J.Mark.Baker@humboldt.edu

**Department of Politics**
Founders Hall 180
707-826-4494

**The Program**
Before beginning, make an appointment with the advisor. After completing two courses, file a program plan.

Students find this background helpful for careers with public and private agencies, non-profit organizations, and the private sector.

Requirements for the minor: eighteen units, composed of at least two courses from each of the following three categories.

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**Requirements for the Minor**

**Policy/Political Process**

*Two courses from the following:*

- **EMP 325** [3] Environmental Law and Regulation
- **EMP 425** [3] Environmental Impact Assessment, or
- **ENGR 410** [3] Environmental Impact Assessment
  
  [Prereq: ENGR 313, ENGR 351 or ENGR 350, ENGR 440]

- **ENVS 220** [3] Intro to Environmental Policy
- **PSCI 317** [1-4] Topics in Public Policy
  
  [as approved by minor advisor]

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**Water Resources – Social Aspects**

*Two courses from the following:*

- **NAS 366** [3] Tribal Water Rights
- **PSCI 352** [4] Water Politics
- **ECON 423** [3] Environmental & Natural Resource Economics

**Water Resources – Physical Aspects**

*Two courses from the following:*

- **WSHD 333** [3] Wildland Water Quality
  
  [Prereq: CHEM 107 or consent of instructor]
- **FISH 320** [3] Limnology
- **FISH 476** [3] Ecology of Running Waters
  
  [Prereq: BIOL 105 or IA]
- **GEOG 473** [1-4] Topics in Advanced Physical Geography
  
  [when offered as Global Water Resources (3 units)]
  
  or other appropriate courses as approved by minor advisor

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**Watershed Management Minor**

**Minors in Watershed Management**

**Advisor**
Andrew Stubblefield
Forestry Building 212
707-826-3258
Andrew.Stubblefield@humboldt.edu

**Department of Forestry and Wildland Resources**
Forestry Building 205
707-826-3935, fax 707-826-5634
www.humboldt.edu/fwr

**The Program**
Focus on watershed processes and interactions between geophysical, biological, and socioeconomic factors in bounded geographic drainage basins. The interplay between watersheds processes and the management of other natural resources is integral to these studies.

Visit our webpage at: www.humboldt.edu/fwr

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**Requirements for the Minor**

**Water Resources – Social Aspects**

*Plus one of the following two courses:*

- **SOIL 360** [3] Origin & Classification of Soils

**Water Resources – Physical Aspects**

*Plus one of the following two courses:*

- **WSHD 458** [3] Climate Change & Land Use
Bachelor of Science degree with a major in Wildlife — options in Wildlife Management & Conservation, Conservation Biology/Applied Vertebrate Ecology

Minor in Wildlife (suspended)

See Natural Resources for information on the Master of Science degree with an option in Wildlife.

Department Chair
Micaela Gunther, Ph.D.

Department of Wildlife
Wildlife & Fisheries Building 220
707-826-3953
www.humboldt.edu/wildlife

The Program
Students completing this program will have demonstrated:
- knowledge of theories, concepts, and identification procedures in wildlife biology
- use of appropriate evaluative techniques to develop knowledge and to examine questions when conducting wildlife/habitat investigations
- adept presentation of concepts and research findings
- appreciation of sociopolitical factors that affect wildlife conservation and management processes.

Humboldt’s wildlife students have the advantage of living close to the ocean, wetlands, and many wildlife sanctuaries. Nearly five million acres of national forest, parks, and public wilderness lands offer hands-on study of wildlife, ecology, and management. Students frequently take field trips to surrounding wildlife areas and focus on laboratory study.

Humboldt’s graduates do well as: wildlife biologists, soil scientists, wildlife managers, wildlife refuge managers, park rangers, naturalists, preserve managers, fish and game wardens, conservation officers, fisheries technicians, forestry technicians, range conservationists, agricultural inspectors, and environmental planners.

Preparation
In high school take mathematics, chemistry, biology, and any environmental studies that may be available. Students are expected to be proficient in computer applications.

REQUIREMENTS FOR THE MAJOR
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Option 1
Wildlife Management & Conservation

Lower Division
Life Sciences
BIOL 105 (4) Principles of Biology
BOT 105 (4) General Botany
ZOOL 110 (4) Introductory Zoology

Physical Sciences
CHEM 107 (4) Fundamentals of Chemistry

One of the following:
CHEM 110 (5) General Chemistry II
CHEM 328 (4) Brief Organic Chemistry

GSP 270 (3) Intro to GIS

PHYX 106 (4) College Physics: Mechanics & Heat

SOIL 260 (3) Intro to Soil Science

Mathematics
MATH 115 (4) Algebra & Elementary Functions

STAT 109 (4) Introductory Biostatistics

Conservation, Policy & Administration
WLDF 210 (3) Introduction to Wildlife Conservation and Administration
WLDF 244 (1) Wildlife Policy & Animal Welfare

Upper Division
BOT 330 (2) Plant Ecology (lecture only)
BOT 350 (4) Plant Taxonomy
WLDF 301 (3) Principles of Wildlife Mgmt.
WLDF 302/PHIL 302 (3) Environmental Ethics, or
WLDF 309 (3) Case Studies in Environmental Ethics, or

EMP 425 (3) Environmental Impact Assessment

WLDF 311 (4) Wildlife Techniques
WLDF 365 (3) Ornithology I

ZOOL 356 (3) Mammalogy
ZOOL 354 (4) Herpetology, or
FISH 310 (4) Ichthyology, or
ZOOL 314 (5) Invertebrate Zoology, or
ZOOL 358 (4) General Entomology

Life Forms & Applied Science/Management

Two of the following courses:
WLDF 420 (3) Wildlife Management (Waterfowl)
WLDF 421 (3) Wildlife Management (Upland Game)
WLDF 422 (3) Wildlife Management (Mammals)
WLDF 423 (3) Wildlife Management (Nongame)

Habitat Ecology/Management

One of the following courses:
WLDF 430 (3) Ecology & Management of Wetland Habitats
WLDF 431 (3) Ecology & Management of Upland Habitats

Advanced Classes

Two of the following courses:
WLDF 450 (3) Principles of Wildlife Diseases
WLDF 460 (3) Conservation Biology
WLDF 468 (3) Spatial Wildlife Ecology
WLDF 470 (3) Animal Energetics
WLDF 475 (3) Wildlife Ethology
WLDF 478 (3) Ecology of Wildlife Populations

Capstone Classes

WLDF 485 (1) Senior Seminar
WLDF 490 (3) Honors Thesis, or
WLDF 492S (3) Senior Project, Service, or
WLDF 495 (3) Senior Project

Option 2
Conservation Biology/Applied Vertebrate Ecology

Lower Division
Life Sciences
BIOL 105 (4) Principles of Biology
BOT 105 (4) General Botany
ZOOL 110 (4) Introductory Zoology

Physical Sciences
CHEM 107 (4) Fundamentals of Chemistry
CHEM 128 (3) Introduction to Organic Chemistry

Mathematics
MATH 105 (3) Calculus for the Biological Sciences & NR
STAT 109 (4) Introductory Biostatistics

Conservation, Policy & Administration
WLDF 210 (3) Intro to Wildlife Conservation and Administration
WLDF 244 (1) Wildlife Policy and Animal Welfare

Upper Division
BOT 330 (3) Plant Ecology (Lecture/Lab)
BIOL 340 (4) Genetics, or
FISH 474 (4) Conservation Genetics of Fish and Wildlife
BOT 350 (4) Plant Taxonomy
WLDF 301 (3) Principles of Wildlife Management
WLDF 311 (4) Wildlife Techniques
WLDF 365 (3) Ornithology I
WLDF 460 (3) Conservation Biology
ZOOL 356 (3) Mammalogy

Life Forms & Applied Science/Mgmt.
One of the following courses:
WLDF 420 (3) Wildlife Management (Waterfowl)
WLDF 421 (3) Wildlife Management (Upland Game)
WLDF 422 (3) Wildlife Management (Mammals)
WLDF 423 (3) Wildlife Management (Nongame)

Habitat Ecology/Management
One of the following courses:
WLDF 430 (3) Ecology & Management of Wetlands Habitats for Wildlife
WLDF 431 (3) Ecology & Management of Upland Habitats for Wildlife

Advanced Classes
Two of the following courses:
WLDF 450 (3) Principles of Wildlife Diseases
WLDF 468 (3) Spatial Wildlife Ecology
WLDF 470 (3) Animal Energetics
WLDF 475 (3) Wildlife Ethology
WLDF 478 (3) Ecology of Wildlife Populations

Capstone Classes
WLDF 485 (1) Senior Seminar
WLDF 490 (3) Honors Thesis, or
WLDF 492S (3) Senior Project, Service, or
WLDF 495 (3) Senior Project

Elective Course
One of the following courses:
GSP 270 (3) Introduction to GIS (Prereq: GSP 101/GSP 101L)
FISH 310 (4) Ichthyology
STAT 333 (4) Linear Regression Models/ANOVA
STAT 406 (4) Sampling Design & Analysis
STAT 409 (4) Experimental Design & Analysis
STAT 504 (4) Multivariate Statistics
ZOOL 310 (4) Animal Physiology
ZOOL 314 (5) Invertebrate Zoology
ZOOL 354 (4) Herpetology
ZOOL 358 (4) General Entomology

Elective Course
Women's Studies Minor

Minor in Women's Studies

Certificate of Study in Women's Studies
[See Certificates of Study]

See also the Women's Studies Pathway within the Critical Race, Gender and Sexuality Studies (CRGS) major.

CRGS Chair
Kim Berry, Ph.D.
Behavioral & Social Sciences 246

Department of Critical Race, Gender and Sexuality Studies
Behavioral & Social Sciences 206
707-826-4329, fax 707-826-4320
www.humboldt.edu/crgs

The Program

Students completing this minor will have demonstrated the ability to:
- use intersectional analysis to examine social issues
- explain prominent debates in critical social theory
- examine gendered, racialized, and/or sexualized relations in a transnational context
- articulate the relationship between social justice movements and history.

As the academic branch of the women's movement, Women's Studies challenges assumptions upon which the Western tradition of scholarship has been based and seeks to integrate the diverse experiences and perspectives of women into the curriculum.

Our core curriculum offers students the analytical tools for understanding gender as it is constructed within and through differences of ethnicity, class, sexuality, and nationality. It enables students to interpret the diverse lives, issues, and voices of women in our multicultural and transnational world.

Women's Studies faculty, from departments campuswide, work closely with the program leader to offer a dynamic and student-centered minor; certificate of study, as well as the pathway in Women's Studies within the IS Critical Race, Gender and Sexuality Studies major. Our program also works with the student-run Women's Resource Center and other women's groups on campus to provide a network of resources, support, and referral on women-centered issues, organizations, and events. We sponsor programs of interest to women, including workshops and speakers.

This program is useful in the following careers: administrator of nonprofit women's organization, affirmative action officer; attorney, community organizer; computer software designer; coordinator of women's programs in government and business, counselor, editor, environmental activist, international development worker; journalist, legal assistant, lobbyist for women's issues, political advocate, psychologist, rape crisis specialist; researcher on women's projects, social worker; teacher; union organizer; urban planner; women's resource center director; women's health care specialist, writer.

Requirements for the Minor

The minor consists of 16 units: 10 required units plus six elective units. At least one course (3 units minimum) must have significant international content.

Required (10 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 106</td>
<td>Introduction to Women's Studies</td>
<td>3</td>
</tr>
<tr>
<td>WS 107</td>
<td>Women, Culture, History CRGS 390</td>
<td>3</td>
</tr>
<tr>
<td>WS 300/PSYC 300</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>RS 300</td>
<td>Living Myths</td>
<td>3</td>
</tr>
<tr>
<td>WS 303*</td>
<td>Third World Women's Movements</td>
<td>3</td>
</tr>
<tr>
<td>WS 306/FREN 306/GERM 306/SPAN 306*</td>
<td>Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in International Short Stories</td>
<td>3</td>
</tr>
<tr>
<td>WS 308B/ENGL 308B</td>
<td>Women in Lit</td>
<td>3</td>
</tr>
<tr>
<td>WS 308C/ENGL 308C*</td>
<td>Women in Lit</td>
<td>3</td>
</tr>
<tr>
<td>WS 309B/COMM 309B</td>
<td>Gender and Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRGS 313/EDUC 313</td>
<td>Community Activism</td>
<td>3</td>
</tr>
<tr>
<td>WS 315*</td>
<td>Sex, Gender &amp; Globalization</td>
<td>4</td>
</tr>
<tr>
<td>WS 316/SOC 316</td>
<td>Gender &amp; Society</td>
<td>4</td>
</tr>
<tr>
<td>WS 317/ANTH 317*</td>
<td>Women in Development</td>
<td>4</td>
</tr>
<tr>
<td>WS 318/EDUC 318</td>
<td>Gay &amp; Lesbian Issues in Schools</td>
<td>3</td>
</tr>
<tr>
<td>WS 320</td>
<td>Act to End Violence Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CRGS 330</td>
<td>Women of Color</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (minimum 6 upper division units)

At least one course (3 units minimum) must have significant transnational analysis (these courses are marked with an asterisk).

Courses are offered in the following departments:

- Behavioral & Social Sciences
- Critical Race, Gender and Sexuality Studies
- Communication
- English
- Psychology
- Sociology
- Women's Studies

* Courses with significant transnational analysis.
+ When subject matter of the course focuses on women writers.
Zoology

Bachelor of Science degree with a major in Zoology

Minor in Zoology

Master of Science degree in Biology (see Biology)

Department Chair
Bruce O’Gara, Ph.D.

Department of Biological Sciences
Science Complex B 221
707-826-3245
www.humboldt.edu/biosci

The Program
Students completing this program will have demonstrated the ability to:
• apply the scientific method to questions in biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses
• present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists
• access the primary literature, identify relevant works for a particular topic, and evaluate the scientific content of these works
• apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations
• identify the major groups of organisms and be able to classify them within a phylogenetic framework. Students will be able to compare and contrast the characteristics of organisms that differentiate the various domains and kingdoms from one another
• use the evidence of comparative biology to explain how the theory of evolution offers the only scientific explanation for the unity and diversity of life on earth. They will be able to use specific examples to explicate how descent with modification has shaped organismal morphology, physiology, life history, and behavior
• explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of different forms of life
• explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment. They will be able to relate the physical features of the environment to the structure of populations, communities, and ecosystems
• demonstrate proficiency in the experimental techniques and methods of analysis appropriate for their area of specialization within biology.

Zoology students at Humboldt can take advantage of our well-developed vertebrate and invertebrate museums. Nearby coastlines, forests, and mountains offer opportunities for studying animals in their native habitats; we also house animals in on-campus quarters. Molecular biology facilities and electron microscopes are available for student use.

Students interested in marine life have use of Humboldt’s marine laboratory, located in nearby Trinidad, and the university’s research vessel, the Coral Sea.

Zoology graduates pursue such careers as: technical writer; zookeeper; environmental consultant; entomologist, herpetologist, mammalogist, health technician, animal nutritionist, laboratory technician, museum curator; science librarian.

Preparation
In high school take biology, chemistry, and physics (with labs, if possible) plus algebra, geometry, and trigonometry.

REQUIREMENTS
Students who receive a grade below a C in any prerequisite course will require instructor approval for enrollment.

REQUIREMENTS FOR THE MAJOR
For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 58-74, and “The Master’s Degree” section of the catalog, pp. 75-76.

Lower Division
BIOL 105  [4] Principles of Biology
CHEM 110  [5] General Chemistry II
MATH 105  [3] Calculus for the Biological Sciences & NR
or MATH 109

Upper Division
BIOL 412  [4] General Bacteriology, or

One upper division course in botany with laboratory.

REQUIREMENTS FOR THE MINOR
BIOL 105  [4] Principles of Biology
ZOOL 110  [4] Introductory Zoology
14 units of upper division zoology courses approved by the zoology minor advisor.

PHYS 118  [1] College Physics: Biological Applications
STAT 109  [4] Introductory Biostatistics
ZOOL 110  [4] Introductory Zoology
### American Indian Education

#### UPPER DIVISION

**AIE 330. History of Indian Education** (3). From first contact with Europeans to contemporary times. Emphasis: how federal policy shaped educational policy for American Indians. [DCG-d.]

**AIE 335. Social & Cultural Considerations** (3). How social and cultural factors affect educational experiences of American Indian students attending mission, BIA boarding, or public schools. Apparent learning problems. [DCG-d.]

**AIE 340. Educational Experiences** (3). Local and national American Indian tribes. Educational history, life ways, cultural attributes, and educational problems. [Prereq: AIE 330 or AIE 335. DCG-d.]

**AIE 380. Special Topics** (1-3). Topics of current interest in education, American Indian health, and tribal professional issues. [Rep.]

**AIE 430. Seminar: Proposal & Grantwriting Process** (3). Examine funding sources; develop a grant proposal for an Indian education program.

**AIE 499. Independent Study** (1-3). Directed study, reading, conference, research on selected problems in American Indian education.

#### LOWER DIVISION

**ANTH 104. Cultural Anthropology** (3). World’s diverse cultures. Richness of human life in different times and places. Multicultural nature of today’s world. [GE.]

**ANTH 105. Archaeology and World Prehistory** (3). This course introduces students to the field of archaeology and traces the main paths of cultural evolution as reconstructed from the archaeological record. [GE.]

**ANTH 110. Physical Anthropology** (3). Evolutionary theory; genetic basis for evolution; ecology and behavior of nonhuman primates; human biological evolution. [Coreq: ANTH 111.]

**ANTH 111. Laboratory in Physical Anthropology** (1). Practical, hands-on learning in genetics, human osteology, primate comparative anatomy, methods for observing primate behavior, fossil evidence for human evolution. [Coreq: ANTH 110.]

**ANTH 113. Anthropology Skills Development** (3). ALADIN curriculum (Academic Language: Assessment and Development of Individual Needs) teaches academic skills to help in the transition from high school to the demands of a university. [Coreq: ANTH 104.]

**ANTH 235 / COMM 235 / CRGS 235 / PSCI 225 / SOC 235. Act to End Sexualized Violence** (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC]

**ANTH 302. Anthropology of Religion** (3). Theoretical perspectives and modes of analysis of religious belief systems and practices. Focus: preliterate and peasant religions, including ritual, magic, and symbol systems. [DCG-n. GE.]

**ANTH 303. Human Biology & Evolution** (4). History of evolutionary theory; mechanisms of evolution, genetics, and inheritance; nonhuman primates; human fossil record; human biological variation; evolutionary medicine & forensics. Science GE for majors and nonmajors. [GE.]

**ANTH 306 / ES 306. World Regions Cultural Studies** (3). Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Middle East, Asia). [Rep for each different region offered. DCG-n. GE.]

**ANTH 310. History of Anthropology** (4). Development of anthropology, its theoretical antecedents, and ongoing debates. Focus: reading original ethnographic and theoretical works. [Prereq: ANTH 104, and ANTH 105 or ANTH 303.]

**ANTH 315 / WS 315. Sex, Gender & Globalization** (4). Examine crossculturally the diversity of relations of sex and gender. Transformation of gender relations through colonial rule, nationalist movements, and globalization of the economy. [DCG-n.]

**ANTH 316. Anthropology & Development** (4). Traditional cultures and their economies. How these societies have adjusted to world economy. Analyze social costs/benefits of economic development. [Prereq: ANTH 104.]

**ANTH 317 / WS 317. Women & Development** (4). Role of Third World women in domestic economies and wider political arenas. Focus on paradigm of “development” and differing cultural meanings of household and family.

**ANTH 318. Ethnography** (4). Problems and techniques of describing culture and representing the “other.” Critical look at the process and politics of descriptions anthropologists craft. [Prereq: ANTH 104.]

**ANTH 328. Social Anthropology Lab** (1-4). Training in research techniques, including field investigations, appropriate for various topical areas of social and cultural anthropology. [Concurrent enrollment required for certain courses. Rep.]

**ANTH 329. Special Topics in Social Anthropology** (4). [Check with department for topics and prereqs. Rep.]

**ANTH 331. Paleoanthropology** (4). Evolutionary theory, the behavior, ecology, and morphology of human ancestors, and the emergence of our species. This course is framed by the major debates and rivalries within the discipline. [Prereq: ANTH 110 or ANTH 303 or BIOL 104, or IA.]
ANTH 332. Skeletal Biology and Forensics [4]. Intensive study of human osteology and skeletal biology, including techniques for creating biological profiles and estimating age, sex, stature, trauma, and disease; application to legal investigations and human rights." [Prereq: ANTH 110 (C) or ANTH 303 (C) or BIOL 104 (C), or IA.]

ANTH 333. Primate Adaptation & Evolution [4]. Nonhuman primate evolution and adaptation; what makes primates unique mammals; models for big evolutionary questions; systemsatics; anatomy; behavioral ecology and strategies of extant primates; biogeography; primate origins; adaptive radiation; fossils. [Prereq: ANTH 110 or ANTH 303 or BIOL 104, or IA.]

ANTH 338. Biological Anthropology Lab [1]. This lab course focuses on developing laboratory methods and analytical skills used in biological anthropology, while introducing the basics of comparative human anatomy and physiology.

ANTH 339. Special Topics in Biological Anthropology [1-4]. Seminars on topics such as: advanced bioanthro methods, evolutionary theory, human osteology, functional/evolutionary anatomy, primate evolution, ecology, conservation, nutrition, medical anthropology, epidemiology, epigenetics, zooarchaeology, taphonomy and bioarchaeology. [Prereq: ANTH 110 or ANTH 303 or BIOL 104, or IA. Rep.]

ANTH 340. Language & Culture [4]. Scope and variety of linguistic research. Emphasis on cross-cultural comparison and relation of languages to culture.

ANTH 341. Anthropological Linguistics [4]. Introduces formal practice of anthropological linguistics. Structure of human languages; language variation and change; acquisition and meaning. Methodologies include phonetics, phonemics, morphology, and syntax. [Prereq: ANTH 104 (C).]

ANTH 350. Method & Theory in Archaeology [4]. Roles of theory and scientific method in reconstructing past cultures, culture process, and change. [Prereq: ANTH 105 or IA.]

ANTH 357. Field Archaeology [1-6]. Field experience in local area or in summer field school. Content varies: surface survey, mapping, or excavation. May involve placement as volunteer with federal or state agency. [Rep.]

ANTH 358. Archaeology Lab [1-3]. Archaeology lab activities. [Rep.]

ANTH 359. Special Topics in Archaeology [1-4]. Seminars in selected subfields (concentrations or theory): environmental archaeology, geoarchaeology, archaeoastronomy, zooarchaeology, historical archaeology, ethnography. [Check with faculty for content. Rep.]

ANTH 374. Cultural Resource Management [4]. Vocational-orientation to applied archaeology. Ethical, legal, and technical aspects of conserving prehistoric and historic cultural resources of the US.


ANTH 390. World Regions Cultural Seminar [4]. Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Asia, Africa). Analyze cultural integration, contact, change, and development in historical and contemporary contexts. [Rep.]


ANTH 410. Anthropology Capstone [4]. Capstone seminar on contemporary anthropological theory designed to prepare students for an academic or applied career using their anthropological degree. Final course projects may reflect students’ sub-disciplinary interests. [Prereq: ANTH 310.]


ANTH 485. Senior Seminar [1-4]. Advanced topics with relevance for the entire anthropology discipline. [Check with faculty for course content and prereqs. Rep.]

ANTH 490. Senior Thesis [1-4]. Supervised experience formulating research proposals and writing research reports. [Prereq: IA. Rep.]

ANTH 495. Field Projects in Anthropology [1-4]. Supervised field research. [Rep.]

ANTH 499. Independent Study [1-4]. Selected topics for advanced students. [Prereq: IA. Rep.]

GRADUATE


ANTH 618. Ethnographic Methods [3]. Development of ethnographic and related research methods, [participant observation, interviews, artifact and qualitative data analysis]. Students will also engage in professional presentation of research results in monograph and presentation format. [Prereq: ANTH 670 and ANTH 671.]

ANTH 621. International Development [3]. Examines fractured nature of globalization in diverse political economies, with focus on cultural transformation and resistance, changing paradigms of ‘development’ and Indigenous critiques. [Local, regional, and global markets and institutions.]

ANTH 637. Applied Biological Anthropology [3]. In-depth study of modern approaches and growing fields of interest across bioarchaeology and bio-archaeology, such as genetics, stable isotope analysis, pathology, nutrition and foraging ecology, and functional morphology. [Prereq: enrollment in Anthropology MA program.]

ANTH 654. Cultural Resources Management [3]. In-depth exploration of skills needed to function in a professional cultural resource management (CRM) environment. Includes historical development of CRM, contemporary regulatory framework, project planning, proposal writing, archival research, project management, and reporting. [Prereq: enrollment in Anthropology MA program.]

ANTH 670. Introduction to Applied Anthropology [2]. Introduction to applied anthropology’s perspectives, methods, theories, and practices to solve human and environmental problems, in both academic and nonacademic settings. Students begin thinking about future research and career trajectories. [Prereq: enrollment in Anthropology MA program. Coreq: ANTH 671.]

ANTH 671. Research Methods in Applied Anthropology [3]. Advanced research methods focused on preparing students for data collection and management. Topics include ethnographic data collection, structured observation, interviewing, materials/artifact/skeletal analysis, and management of data. [Prereq: enrollment in Anthropology MA program. Coreq: ANTH 670.]

ANTH 672. Theory in Applied Anthropology [3]. Theory, practice, and communication preparing to work with professional non-profit institutions, companies, and governments to plan, implement, and evaluate programs, projects, services, policies, and laws; present strategies to effect policy changes. [Prereq: enrollment in Anthropology MA program.]

ANTH 673. Anthropology in Practice [3]. In-depth survey of domains in which anthropological principles, theories, and methods are applied to practical problems outside academia. Special attention to potential future markets/opportunities and proactively marketing anthropological skills. [Prereq: ANTH 670, ANTH 671, enrollment in Anthropology MA program.]

ANTH 674. Project Design and Management [3]. Guided preparation of research proposals or grant applications, with a focus on student initiative and responsibility. Theoretical and methodological topics include defining questions, designing fieldwork, proposal evaluation criteria, and peer review. [Prereq: ANTH 670, ANTH 671, enrollment in Anthropology MA program.]

ANTH 675. Applied Anthropology Field Placement [3]. Engages students with the work of research libraries, museums, community organizations, government agencies, and other institutions to enhance students’ knowledge of sources, research methodologies, institutional cultures, and work environments. [Prereq: ANTH 670, ANTH 671, enrollment in Anthropology MA program.]
ART 104D. American Art [3]. Survey of art covering major artists, stylistic movements, and cultural trends within the borders of the US from the Colonial Period to WWII. [DCG-n. GE]

ART 104K. Africa, Oceania, the Americas [3]. African, Native American, and Oceanic art. Various approaches to, and concepts of, art in these cultural regions. [DCG-n. GE]

ART 104M. Latin American Art [3]. History of art and architecture of Mexico, Central America, South America, and the Caribbean from 1500 BCE to the present. Considers the social, political, and cultural contexts in which this art was produced. [DCG-n. GE]

ART 104N. Asian Art [3]. Surveys the visual arts of India, China, and Japan in the context of each country’s diverse religious, cultural and political histories. [DCG-n. GE]


ART 105C. Color & Design [3]. Concepts of line, texture, value, shape, color, and composition in context of 2-dimensional space. Visual perception; illusions; cultural influences on the way we see. Studio format. [GE]

ART 105D. 3D Design [3]. Introduction to materials, techniques, and concepts of organizing forms in three dimensions. Gain an understanding of 3D design principles and history in relation to arts, architecture, products and prototype design. [GE]


ART 107. Beginning Printmaking [3]. Introduction to contemporary practices and aesthetics of printmaking. Formal elements and techniques using a broad range of materials and processes including: relief (woodcut, linocut), intaglio (drypoint, etching), lithography, and monotype. [Strongly rec: ART 105B or ART 105C completed before enrolling. GE]

ART 108. Beginning Graphic Design [3]. Introduction to principles, tools and methodologies of graphic design. Students are introduced to industry-standard software including Adobe Illustrator, InDesign, and Photoshop within the context of visual problem-solving. [GE]

ART 109. Beginning Sculpture [3]. Introduction to sculpture and three-dimensional thinking and vocabulary. Students learn techniques such as additive and subtractive methods, mold making, found object construction, etc. Presentation of correct tool usage and safety issues. Studio practice, research, class discussions, slide lectures, field trips, and critique. [GE]

ART 112. Scientific Drawing I [3]. This course develops the ability to accurately draw and illustrate technical and scientific information. Adapted to needs of science students as well as art students.

ART 122. Life Drawing I [3]. Study form and composition from the human figure. [Prereq: ART 105B or IA. Rep once.]

ART 250. Beginning Darkroom Photography [3]. Fundamentals of fine art black-and-white photography as medium of personal expression. Camera operations; exposure, development, and printing controls; professional presentation methods. Discuss work of historical and contemporary fine art photographers.

ART 251. Beginning Digital Photography [3]. This course will provide a foundation in the manual camera functions, creative image control, light metering, and a vocabulary for discussing photographic images. A strong emphasis will be placed on the manual use of digital cameras and the basics of imaging software and manipulation.

ART 273. Illustration I [3]. This course is an introduction to the professional field of illustration. Students will acquire fundamental illustration skills while developing critical thinking and problem-solving skills. [Rec: ART 105B, ART 105C, ART 108. Rep twice.]


ART 290. Beginning Ceramics [3]. Assigned projects to develop basic forming and glazing skills, an understanding of visual form, and creative problem solving.
ART 304. Topics in American Art (3). Topics in American art history, pre-contact to the present. [Req: DCYG'd. DE.]  

ART 304M. Topics in America Art Depth Experience (1). Topics in American art history, pre-contact to the present. Explores courses topics in greater detail through a combination of seminar meetings, writing assignments, and presentations. [Coreq: ART 304. Rep.]  

ART 321. Intermediate Drawing (3). Further development of formal, technical, and conceptual skills. Introduction of color drawing media. Emphasis on drawing as a tool for the visual communication of ideas. [Prereq: ART 106B or IA. Rep.]  

ART 324. Advanced Drawing (3). Explore individual intution and vision; expand fundamentals gained in PreReq. courses. [Prereq: ART 122 or 321, or IA. Rep.]  

ART 325. Life Drawing II (3). Continue exploring figure drawing, emphasizing formal aspects of individual vision with use of color; mixed media, and abstraction. [Prereq: ART 122 or IA. Rep.]  


ART 329. Advanced Painting (3). Further develop individual intution and vision. Apply, understand, and compare concepts, attitudes, and methods of traditional and contemporary approaches to painting. [Prereq: ART 326 or IA. Rep.]  

ART 330. Intermediate Printmaking (3). Further development of formal, technical, and conceptual skills. Emphasis on larger scale prints, color printmaking and combinations of print techniques. Rotating concentration on two print processes. [Prereq: ART 107 or IA. Rep.]  

ART 333. Advanced Printmaking (3). Continued development of print skills to create personally expressive and content-driven artwork. Course explores intensive study of intaglio, relief, monotype, silkscreen, lithography, and/or new processes. [Prereq: ART 330 or IA. Rep.]  


ART 340. Intermediate Graphic Design (3). Continued investigation into visual communication with emphasis in typography, layout, and design, and information architecture. [Prereq: ART 108, Rep twice.]  

ART 343. Advanced Graphic Design (3). Students undertake complex visual problems to prepare for entry into design practice. Typical assignments may include projects in logo development, packaging, and advertising. Students regularly present to working professionals and clients, and projects are incorporated into the development of a graphic design portfolio and website. [Prereq: ART 108 and ART 340. Rep twice.]  

ART 345. Metals (3). Concentrates on metal fabrication techniques such as welding (gas, MIG, TIG, stick), cutting (plasma, OXY/fuel), bending and smithing, and metal casting techniques for aluminum and bronze such as bonded sand and ceramic shell processes. Mold making, wax working, gating, pouring, and finishing. [Prereq: ART 109 and ART 346 (C), or IA. Rep with IA.]  

ART 346. Materials & Methods (3). Concentrates on mixed media processes and the figure. Students learn a wide range of processes and formats such as: cold casting (resins, plaster; construction, found object, wood, stone; installation, etc. [Prereq: ART 109 and ART 345 (C), or IA. Rep with IA.]  

ART 347. Advanced Sculpture (3). Studio application. Continuation and development of technical skills gained in ART 345 and ART 346. Emphasis on personal conceptual development and creation of cohesive body of work. [Prereq: ART 345 and ART 346, or IA. Rep.]  


ART 349. Advanced Jewelry and Small Metals (3). Technical and material exploration through assigned projects. Emphasis on development of a unified body of work as decided in conference with the instructor. Preparing for professional art practice. Slide study, research, and critiques. [Prereq: ART 348 or IA. Rep.]  


ART 351. Intermediate Ceramics: Low Fire (3). Assigned projects emphasize visual expression and further develop forming and glazing skills in low-temperature firing range. [Prereq: ART 290. Rep with IA.]  

ART 353. Off-Campus Studies in Art History (1-4). Visit museums, archaeological monuments, collections. [Prereq: 6 units of art history or IA. Rep.]  

ART 354. Problems in Art History (1-4). Special topics.  

ART 356. Museum & Gallery Practices (3). Overview of museum & gallery operations, including structural organization, collections management, conservation, installation, and exhibitions. Orga- nize, design & install exhibitions in the Reese Buffen Gallery. [Prereq: ART 104i or ART 104K. Rep.]  

ART 357B. Curriculum & Development Through Art Education I (3). Examines the relationship between art and the development of children and adolescents. Discuss current theory and practice in art education. Art education majors only. Benefic- ial to complete SED 210/ 410 before this class. Preferably, take fall semester of your junior year.  

ART 357C. Curriculum & Development Through Art Education II (3). Further development in curriculum planning. Students develop a docent program for participating schools and create an educational CD-ROM. Art education majors only. Beneficial to complete SED 210/ 410 before this class. Preferably, take spring semester of your junior year. [Prereq: ART 357B.]  

ART 358. Art Structure (3). Heritage of visual art, aesthetic valuing, creative process in producing art works. Liberal studies/elementary education majors only.  

ART 359. Advanced Ceramics (3). Projects which further develop technical skills, aesthetic awareness, and historical perspectives. Focus: personal visual expression. [Prereq: two semes- ters of upper division ceramics, one of which must be either ART 350 or the old ART 351 at HSLU. Rep.]  

ART 367. Intermediate Photography — Color (3). Introduction to the process of color photography. Students will become familiar with color theory, color management, digital imaging software, and output options. Students will be intro- duced to important practitioners of the medium and discuss a variety of readings. All assignments will have a technical and conceptual component. [Prereq: ART 251 or IA. Rep.]  

ART 372. Special Topics in Graphic Design (3). Special assignments/topics for students who have completed Advanced Graphic Design. As- signments address current trends and issues in graphic design. [IA. Rep.]  

ART 373. Illustration II (3). Building on the techni- cal and conceptual skill set acquired in Illustration I, students will continue to explore the various materials, methods, concepts, and professional practices utilized in the production of illustration work. Discussion of the development of a portfolio that reflects the individual skills and interests of its maker. Possible topics include the introduction of digital media, sequential art, character design, and book, scientific, decorative, editorial, and re- portage illustration. [Rec: ART 273. Rep 3 times.]  

ART 395. Topics in Studio Art (1-6). Experimen- tal course in selected problems. [Prereq: one lower division art class or IA. Rep.]  

ART 396. Art Workshop (1). Various media. [Rep.]  

ART 410. Art History Seminar (4). Capstone class for the art history major. Advanced top- ics in art history. Focus on research skills and art historical writing. [Upper division art majors only. Rep.]
ART 437. Professional Practices in Art (3). Capstone course for art majors. Development and refinement of professional practices related to visual arts. [Upper division art majors only.]


ART 491A. Teaching Assistant — Studio (3). This course provides an introduction to university-level teaching. Under the guidance of a master teacher, students learn curriculum development and will assist the instructor in the studio classroom. [Upper division art majors only. Rec: advanced-level standing in their media area. CR/NC. Rep.]

ART 491B. Teaching Assistant — Art History (3). This course provides an introduction to university-level teaching. Advanced art history students, under the guidance of a master teacher, learn curriculum development as it pertains to the art history classroom. [Upper division art majors only. Rec: advanced-level standing in art history. CR/NC. Rep.]

ART 491C. Teaching Assistant — Art Education (3). This course provides an introduction to university-level teaching. Under the guidance of a master teacher, students will learn curriculum development, as it pertains to the art education classroom. [Upper division art majors only. Rec: advanced-level standing in their media area. CR/NC. Rep.]

ART 495. Directed Study (1-6). Program and hours arranged with staff. [Rep.]

ART 496. Seminar in Art (3). Selected problems. [Prereq: at least 24 lower and upper division art units, or IA. Rep.]

ART 497S. Service Learning & Art Education I (3). Integrates art education theory and practice with service learning concepts in concert with a practicum in the field—forty-five hours of participation assistant teaching in Community Partner visual arts programs. [Prereq: ART 357B and ART 357C. Upper division art majors only.]

ART 498S. Service Learning & Art Education II (3). Integrates art education theory and practice with service learning concepts in concert with a practicum in the field—forty-five hours of teaching and related activities in Community Partner visual arts programs. [Prereq: ART 497S. Upper division art education majors only.]

Arts, Humanities & Social Sciences

LOWER DIVISION


AHSS 180. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

UPPER DIVISION

AHSS 480. Seminar in Selected Topics (1-3). Intensive study within an area of the social sciences. [Prereq: varies by topic. Rep.]

AHSS 481. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

Biology

LOWER DIVISION

BIOL 102. Human Biology (3). The human animal as a biological entity: structure, function, health and disease, evolution and behavior. Not intended for majors in science, natural resources, or kinesiology. [Weekly: 3 hrs lect. GE.]

BIOL 102L. Human Biology Lab (1). Laboratory focusing on human anatomy, physiology, and genetics. Not intended for majors in science, natural resources, or kinesiology. [Coreq: BIOL 102L. Weekly: 3 hrs lab. GE.]


BIOL 180 / BIOL 180A / BIOL 180L. Selected Topics in Biology (1-3). Topics of current interest supplemental to established lower division curricular offerings. [Prereq: IA. Rep.]

BIOL 198. Supplemental Instruction (1). Collaborative work for students enrolled in introductory biology. [CR/NC. Rep.]

BIOL 210. Medical Microbiology (4). Classification, physiology, and pathogenesis of human disease caused by bacteria, protozoa, fungi, and virus. Theories of diagnosis, treatment, immunity, and prophylaxis. Lab training in cultivation, identification, diagnosis. [Weekly: 3 hrs lect, 3 hrs lab. Prereq: BIOL 104 or BIOL 105 with a grade of C or higher.]

BIOL 255. Marine Biology (3). The study of life in marine environments [kelp beds, rocky shores, salt marshes, coral reefs, deep sea]. Emphasis on marine organisms and the processes that structure marine communities and ecosystems, their productivity and conservation. [Prereq: OCN 109, BIOL 105 or BOT 105 or ZOOL 110. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 280 / BIOL 280L. Selected Topics in Biology (1-3). Topics of current interest supplemental to established lower division curricular offerings. [Prereq: IA. Rep.]

UPPER DIVISION

BIOL 301. History of Biology (3). How key ideas in biology developed from antiquity to present. Sociocultural influences on biology; effects of biological discoveries on society. [Weekly: 3 hrs lect. GE. Prereq: completed lower division science GE.]

BIOL 304. Human Genetics (3). Heredity in humans. Sexuality/reproduction; nature and activities of genes and chromosomes; behavioral genetics; genetic disorders; modern biomedical technology and social implications; population genetics. [Prereq: completed lower division science DCGn. GE.]

BIOL 305. Social Behavior & Biology (3). Social behavior and biology of animals, including humans. Social grouping; communication; sexual and parental behavior; reciprocity; altruism; aggression and dominance. [GE. Prereq: completed lower division science GE.]

BIOL 306. California Natural History (3). Human interaction with the natural world as seen by biologists. Identify plants or animals and habitats of northern California. [Prereq: completed lower division science GE. Weekly: 2 hrs lect/disc, 3 hrs lab/field trip. GE.]


BIOL 308. Environment & Culture: How People Transformed a Continent (3). How different cultures have altered ecological systems in the U.S. From the influence of Native Americans on ecosystems to how expansion of European colonists and contemporary culture affects our environment. [Prereq: completed lower division science GE. GE.]

BIOL 330. Principles of Ecology (4). Major ideas shaping modern ecology; population regulation, competition, predation, ecosystem energetics, mathematical models, and nutrient cycling. Role of biological and physical factors in developing community structure. [Prereq: BIOL 105, STAT 10B or STAT 109, BOT 105 or ZOOL 110; all with grades of C or higher. Weekly: 3 hrs lect, 3 hrs lab.]

BIOL 335. Field or Laboratory Problems (1-2). Individual work in field or lab research. [Prereq: IA. Rep once.]

BIOL 340. Genetics (4). Principles of heredity, nature and function of genetic material, with quantitative analyses; genetic constitution of populations. [Prereq: BIOL 105, STAT 10B or STAT 109; all with grades of C or higher. Weekly: 3 hrs lect, 2 hrs disc/quiz.]

BIOL 369. Professional Writing in the Life Sciences (4). Writing scientific papers for publication. Theses, journal articles, reviews, grant applications, technical reports. [Weekly: 2 hrs lect, 2 hrs actv.]

BIOL 380 / BIOL 380L. Selected Topics in Biology (1-3). Topics of current interest supplemental to established upper division curricular offerings. [Prereq: IA. Rep.]

BIOL 399. Supplemental Work in Biology (1-3). Directed study for transfer student whose prior coursework is not equivalent to corresponding HSU courses. [Rep once. Prereq: DA and IA.]

BIOL 412. General Bacteriology [4]. Natural history and importance of bacteria and viruses in disease, agriculture, and geochemical cycles. Structure, metabolism, genetics, taxonomy, and culture methods. Applications in biotechnology. [Prereq: BIOL 340 with a grade of C- or higher: Weekly: 2 hrs lect, 6 hrs lab.]

BIOL 418. Marine Microbiology [3]. Biology, behavior and function of microorganisms in diverse marine habitats, roles in ecological processes. Laboratory: isolation, molecular and ecological approaches to microbial processes. [Prereq: BIOL 340 with a grade of C- or higher: Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 430. Intertidal Ecology [3]. Ecological principles as applied in coastal marine habitats: rocky shores, sandy beaches, bay flats, and nearshore waters. Numerous field trips; one weekend trip. Individual and group studies a major part of lab work. [Prereq: BIOL 330 and ZOOL 314, or their equivalents; all with a grade of C- or higher: Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 433. Microbial Ecology [3]. This course explores the biology, behavior, and function of microorganisms in natural environments with attention to their role in ecologically and environmentally significant processes. [Must co-enroll in BIOL 433D. Prereq: BIOL 412 or (BIOL 340 and BIOL 330). Weekly: 2 hrs lect, 3 hrs lab. One weekend fieldtrip. Service fee.]

BIOL 433D. Microbial Ecology Discussion [1]. This discussion explores the biology, behavior, and function of microorganisms in natural environments [to be taken in conjunction with BIOL 433 lecture and lab]. [Prereq: BIOL 412 or (BIOL 340 and BIOL 330).]

BIOL 434 / BIOL 534. Population & Community Ecology [4]. The study of the structure and distribution of populations and communities. Topics include population viability modeling, metapopulation dynamics, mark-recapture techniques, species interactions, trophic dynamics, assembly rules, biodiversity, and conservation issues. [Prereq: BIOL 330 or WLDL 301. Weekly: 3 hrs lect, 3 hrs lab.]

BIOL 438. Field Ecology [4]. A capstone experience in field ecology for advanced undergraduates majoring in Biology with an Ecology emphasis and a preparatory experience for graduate students entering advanced studies in ecology. [Prereq: BIOL 330 with a grade of C- or higher: Weekly: 2 hrs lect, 6 hrs lab/fieldtrip.]

BIOL 440. Genetics Lab [2]. Experiments in modern and classical genetics, using a variety of organisms. [Prereq: BIOL 340 or equivalent with a grade of C- or higher.]

BIOL 480 / BIOL 480L. Selected Topics in Biology [1-3]. Topics in current advances as demand warrants. [Prereq: IA. Rep once with different topic and instructor.]

BIOL 482. Supervised Internship [1-12]. Students implement the theory and practice of their major my working for a public agency or private firm/organization. [Prereq: IA. Rep twice.]

BIOL 484. Current Topics in Biology [1]. The latest biological research examined through weekly seminar: presentations by biologists. [CR/NC. A maximum of one unit of this course may be counted toward a major in the biological sciences. Rep.]

BIOL 490. Senior Thesis [1-2]. Thesis based on student-designed project approved by advisor: Approval must occur before enrollment. [Prereq: senior standing and IA. Rep once.]

BIOL 498. Marine Biology Capstone Research [2]. Independent research conducted under faculty supervision. [Prereq: BIOL 255, BIOL 330, ZOOL 314, senior standing in Marine Biology program.]


GRADUATE

BIOL 533. Microbial Ecology [3]. This course explores the biology, behavior, and function of microorganisms in natural environments with attention to their role in ecologically and environmentally significant processes. [Must co-enroll in BIOL 533D. Prereq: BIOL 412 or (BIOL 340 and BIOL 330). Weekly: 2 hrs lect, 3 hrs lab. One weekend fieldtrip. Service fee.]

BIOL 533D. Microbial Ecology Discussion [1]. This discussion explores the biology, behavior, and function of microorganisms in natural environments [to be taken in conjunction with BIOL 533 lecture and lab]. [Prereq: BIOL 412 or (BIOL 340 and BIOL 330)].

BIOL 534 / BIOL 434. Population & Community Ecology [4]. The study of the structure and distribution of populations and communities. Topics include population viability modeling, metapopulation dynamics, mark-recapture techniques, species interactions, trophic dynamics, assembly rules, biodiversity, and conservation issues. [Prereq: BIOL 330 or WLDL 301. Weekly: 3 hrs lect, 3 hrs lab.]

BIOL 544. Stem Cell Biology [2]. Stem cell biology, maintenance, differentiation, and applications to science and medicine. Includes extensive review and analysis of primary scientific literature. Discussion topics will include regenerative medicine, science policy, and ethics. [Prereq: BIOL 410 with a grade of C- or higher: Strongly rec: BIOL 440 and ZOOL 476.]

BIOL 544L. Stem Cell Biology Lab [2]. Training in laboratory methods of embryonic stem cell culture maintenance, characterization, and differentiation. [Coreq: BIOL 544.]


BIOL 564. Transmission and Scanning Electron Microscopy [4]. Transmission and scanning electron microscopy theory and technique. Preparation of materials, operation of electron microscopes, conduct an EM-based independent research project utilizing both systems. [Prereq: IA required, BOT 105, BIOL 105, ZOOL 110.]

BIOL 580 / BIOL 580L. Selected Topics in Biology [1-3]. Topics on current advances as demand warrants. [Prereq: grad standing and IA. Lect/lab as appropriate. Rep once.]

BIOL 683. Introduction to Graduate Studies [1]. Orientation to research opportunities. Plan and develop master’s project. Beginning grad students should enroll at earliest opportunity. [Prereq: acceptance into master’s program in biology. Weekly: 1 hr seminar/recitation.]

BIOL 684. Introduction to Graduate Research [1]. Orientation to research opportunities, funding, and planning. Develop and present a research proposal with peer review. [Prereq: BIOL 683 or classified grad standing in biology.]


BIOL 699. Independent Study [1-4]. Individual work on appropriate topic. [Prereq: consent of advisor: Rep.]

CREDENTIAL/LICENSURE

BIOL 700. In-Service Professional Training in Biology [1-3]. Directed studies for biology professionals desiring advanced or specialized instruction, especially that leading to credentialing and certification. [Prereq: IA. Rep once.]

Botany

LOWER DIVISION

BOT 105. General Botany [4]. Structure, function, reproduction, life cycles, and phylogenetic relationships of major plant groups. Relationships of plants to other organisms and to human activities. [Weekly: 3 hrs lect, 3 hrs lab. GE.]

BOT 198. Supplemental Instruction [1]. Collaborative work for students enrolled in introductory botany. [CR/NC. Rep.]

UPPER DIVISION

BOT 300. Plants & Civilization [3]. Plants that have played important roles in our economic, social, and cultural development. Ethnobotanical aspects of edible, medicinal, and psychoactive plants. [Prereq: completed lower division life science GE. Cannot be used to satisfy major requirements of biological sciences majors. GE.]

sustainability-focused; sustainability-related; activ activity; [G] may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
**BOT 310. General Plant Physiology** (4). Plant growth, development, reproduction, metabolism, photosynthesis, soil/water relations, inorganic nutrition, and translocation. Quantitative analysis of physiological functions. [Prereq: BIOL 105, BOT 105, and PHVX 106, or their equivalents. All with a grade of C- or higher; Weekly: 2 hrs lect, 6 hrs lab.]

**BOT 322 / BOT 522. Developmental Plant Anatomy** (4). Plant structure and development, emphasis on seed plants; cells, tissues, and organs. Cell fate determination tissue patterning. Descriptive anatomy and molecular mechanisms. Applications of plant anatomy. Primary literature surveys, scientific communication. [Prereq: BOT 105 and BIOL 105.]

**BOT 330. Plant Ecology** (2). Principles governing structure and dynamics of plant populations and communities. Topics include community sampling, interspecific interactions, population viability analysis, and conservation issues. [Prereq: BIOL 330 or WLDF 301 or WLDF 310 or For 131 with a grade of C- or higher.]

**BOT 330L. Plant Ecology Lab** [1]. Apply concepts and methods from BOT 330. [Prereq: BOT 330 (C).]

**BOT 350. Plant Taxonomy** (4). Identify ferns, gymnosperms, and flowering plants. Recognize families and key plants in the local flora. [Prereq: BIOL 105 and BOT 105, or their equivalents. Both with a grade of C- or higher; Weekly: 2 hrs lect, 6 hrs lab or field trip.]

**BOT 354. Agrostology** (4). Taxonomy, identification, and relationships of grasses of North America. [Prereq: BIOL 105 and BOT 105, or their equivalents. Weekly: 2 hrs lect, 6 hrs lab.]

**BOT 355. Lichens & Bryophytes** (4). Biology, ecology, natural history, and taxonomy of lichens, liverworts, hornworts, and mosses. Emphasis: epiphytic habitats. [Prereq: BOT 105 with a grade of C- or higher; Weekend field trips. Weekly: 2 hrs lect, 6 hrs lab.]

**BOT 356 / BOT 556. Phycology** (4). Biology and evolution of photosynthetic eukaryotes. Marine algal ecology. Field trips, identification skills, microscopic and macroalgal sampling, data analysis, scientific writing. [Prereq: BIOL 105, BOT 105, or their equivalents. Both with a grade of C- or higher; Weekly: 2 hrs lect, 6 hrs lab.]

**BOT 358. Biology of the Microfungi** (2). Morphology, genetics, classification, ecology, and economic importance of yeasts and molds. Emphasis on isolation, culture, and lab techniques. [Prereq: BOT 105 with a grade of C- or higher or IA; Weekly: 1 hr lect, 3 hrs lab.]

**BOT 359. Biology of the Ascomycetes & Basidiomycetes** (2). Morphology, anatomy, classification, genetics, ecology, physiology, and economic importance of ascomycetes and basidiomycetes. [Prereq: BOT 105 with a grade of C- or higher or IA; Weekly: 1 hr lect, 3 hrs lab/fieldwork.]

**BOT 360. Biology of the Fleshy Fungi** (2). Systemsatics, ecology, toxicity, biological interactions, and culturing of mushrooms, polyopes, chanterelles, boleti, and puffballs. Emphasis: Northern California fungi. [Prereq: BOT 105 with a grade of C- or higher or IA.]

**BOT 360L. Biology of the Fleshy Fungi Lab** [2]. [Prereq: BOT 360 (C) or IA. Weekly: 6 hrs lab/fieldwork.]


**BOT 394. Forest Pathology** (3). Biology of diseases affecting trees in the forest and forest nursery. Emphasis: fungi, mistletoes. [Prereq: BOT 105 with a grade of C- or higher or IA; Weekly: 1 hr lect, 6 hrs lab/fieldwork.]

**BOT 399. Supplemental Work in Botany** (1-3). For transfer student whose prior coursework is not equivalent to corresponding courses at HSU. Directed study. [Prereq: DA. Rep once.]

**BOT 458. Pollination Biology** (3). Pollinator diversity and behavior; plant mating systems; coevolution. Basic lab and field methods. Develop plans for senior thesis. [Prereq: BIOL 330 or WLDF 300 with a grade of D or higher; plus any taxonomy course. Weekly: 2 hrs lect, 3 hrs lab.]

### GRADUATE

**BOT 521. Paleobotany** (3). Principles of reconstructing past terrestrial landscapes, environments, and plant communities. Techniques for finding, analyzing, and interpreting fossil evidence. [Prereq: BOT 105, GEOL 109; plus at least one of the following: FOR 130, FOR 131, BOT 350, GEOL 332, GEOL 423, or IA.]

**BOT 552 / BOT 322. Developmental Plant Anatomy** (4). Plant structure and development, emphasis on seed plants; cells, tissues, and organs. Cell fate determination tissue patterning. Descriptive anatomy and molecular mechanisms. Applications of plant anatomy. Primary literature surveys, scientific communication. [Prereq: BOT 105 and BIOL 340 (C).]


**BOT 580 / BOT 580L. Selected Topics in Botany** (1-3). Topics on current advances as demand warrants. [Prereq: grad standing and IA. Rep once.]

### BUSINESS ADMINISTRATION

#### LOWER DIVISION

**BA 105. Critical Thinking in Organizations** (3). Critical thinking and decision-making in organizations. Approach, solve, and communicate solutions to organizational issues systematically. Participate in stimulating debates, classroom simulations, and real-world research that bring topics to life. [CE.]

**BA 110. Introduction to Business** (3). Business as a social institution operating in an ever-changing environment. Broad descriptions of the various disciplines involved in business activity: accounting, finance, management, marketing, production, human resources, and business information.

**BA 120. Business Essentials** (1). Orientation to the Business Program. Develops a core set of skills and exposure to business functional areas: accounting, finance, management, marketing, ethics, and strategy.

**BA 210. Legal Environment of Business** (4) FS. Judicial system, constitution, administrative agencies, torts, crimes, creation and performance of contracts, sales, consumer protection, commercial paper; and business ethics. Law case studies. [Prereq: BA 120 (C) or equivalent.]


**BA 252. Management Accounting** (4) FS. Introduction to accounting information system used for internal decision making within organizations, which include planning, operational control, and performance evaluation. [Prereq: BA 250 (including spreadsheet skills). Weekly: 4 hrs lect.]

### UPPER DIVISION

**BA 310. Business Law** (4) S. Agencies, administrative regulations, partnerships, corporations, security regulations, labor and employment, antitrust, property, insurance, international, professional liability. Law case studies. [Prereq: BA 210 or IA.]

**BA 332. Intermediate Business Statistics** (4) FS. Multiple regression, General linear hypothesis and ANOVA. Regression and autoregression of time-series data plus other forecasting models. Statistical quality control. Research planning and analysis. Computer applications. [Prereq: MATH 104 and BA 120; or STAT 108.]


**BA 360. Principles of Finance** (4) FS. Basic skills for analyzing financial data. Time value of money; techniques and ratios commonly used in financial analysis. [Prereq: [BA 252] AND either [MATH 104 and BA 120] or [STAT 108].]
BA 370. Principles of Management (4) FS. Theory, behavior, production and operations, and interpersonal communication in organizations: large or small, profit or nonprofit, domestic or international.

BA 378. Small Business Management (4) S. Planning, start up, sources of capital, location, form, budgeting, record keeping, marketing, management.

BA 379. Business Plan Development (4) F. The study of entrepreneurial strategy and implementation, culminating in the preparation of a comprehensive business plan. [Prereq: BA 378.]

BA 401. Advanced Sustainable Management Applications (4) S. Experiential learning opportunities for students to apply sustainable business practices in classroom and fieldwork settings. [Prereq: BA 340 and BA 370 with grades of C- or higher.]

BA 410. International Business (4) F. Global geopolitical, economic, and social environments and their interrelationships with all phases of business. Cases and projects. [Prereq: BA 370. DCG-n.]

BA 417. Small Business Consulting (4) S. Complete a consulting project with local business under supervision of Small Business Institute director: Class meeting, field work each week. Seniors and grad students only. [Prereq: business majors] BA 340, BA 360, BA 370, or equivalent; (other majors) consent of SBI director. Weekly: 4 hrs lect/disc.

BA 444. International Marketing (4) F. Characteristics/potentials of foreign markets and marketing systems. Different cultures' effects on consumers in those markets. [Prereq: BA 340 or equivalent, or IA.]

BA 445. Marketing Communications (4) F. Comprehensive examination of marketing communications activity and its environment; topics discussed include targeting, positioning, objectives setting, budgeting, sales promotion, personal selling, advertising, and public relations. [Prereq: BA 340 or equivalent.]

BA 446. Marketing Research (4) S. Study and application of primary and secondary marketing research through group work or local organizations. Activities include survey design and execution, data entry and analysis, report preparation and presentation. [Prereq: BA 340 AND either (MATH 104 and BA 120) or (STAT 108)].

BA 448. Consumer Behavior (4) S. Study of how organizations design and modify marketing strategies by understanding changing consumer lifestyles and attitudes in a multicultural world, and the resulting consumer behaviors in the global marketplace. [Prereq: BA 340 with a grade of C- or higher.]

BA 450. Intermediate Financial Accounting I (4) F. This course helps students develop knowledge of accounting concepts, standards, and procedures by examining complex issues related to the measurement and reporting of income, current assets, and current liabilities. [Prereq: BA 252 (C- or equivalent.]

BA 451. Intermediate Financial Accounting II (4) S. Financial accounting theory, regulations, and principles used in costing, valuing and reporting assets, liabilities, equity, and cashflows. Includes coverage of current, special topics relevant to financial accounting. [Prereq: BA 450.]

BA 452. Cost Accounting, Planning & Control (4) S. In-depth study of four basic cost accounting systems used to determine cost to make a product or provide a service, and manage the production process. Lecture with spreadsheet projects. Required for accounting option. [Prereq: BA 450, and MATH 104 or equivalent.]

BA 453. Tax Accounting (4) F. Introduction to the U.S. federal income tax system. Topics include: history, logic, regulations, and/or reporting schedules. Preparation of individual returns. Primarily for Accounting Option majors. [Prereq: BA 450 (C)]

BA 454. Financial Statement Auditing (4) F. Introduction to the U.S. auditing standards and procedures applicable to an organization’s financial statements and financial accounting system. Primarily for Accounting Option majors. [Prereq: BA 451.]

BA 455. Governmental & Nonprofit Accounting (4) S. This course covers accounting principles applicable to state and local governments and other nonprofit organizations, fund accounting procedures, and analysis and interpretation of financial statements of governmental and nonprofit entities. [Prereq: BA 451 (C) and upper division business majors only.]

BA 460. Investment Management (4) F. Traditional and modern approaches: Sources/uses of information, alternative investment instruments, capital markets. Valuation of securities and portfolios under risk through technical/fundamental analyses and portfolio-statistical models. [Prereq: BA 360.]

BA 462. Problems in Financial Management (4) S. Apply principles and techniques to financial decision making and policy formulation. Case study/analytical approach. Short-term asset management, financial forecasting, capital expenditure, and capital structure policies. [Preq: BA 468.]

BA 464. International Business Finance (4) S. Specific finance problems encountered in a corporation with substantial international involvement. International equivalent of a corporate finance course, in contrast to a course that deals with international financial markets. [Preq: BA 360.]

BA 468. Capital Budgeting (4) F. Analyze investment decisions of a firm under risk and uncertainty. Apply case study/analytical approach to development and management of capital needs, evaluation, and ranking of investment projects. [Preq: BA 360.]

BA 470. Organization & Management Theories (4) F. How generic management process applies to all types of organizations [profit, not-for-profit, manufacturing, service, corporate, single proprietorships, large, small] and all business disciplines [marketing managers, finance managers, accounting managers]. [Preq: BA 370.]

BA 472. Change Management (4) F. Problem solving/systems theory integrated with organizational change models. Frameworks for developing coherent solutions to problems organizations increasingly face. Case studies apply theories to realistic problems. [Preq: BA 370 and MATH 104 or equivalent.]

BA 475. International Management (4) S. The course will focus on cultural factors that affect behavior in the workplace. It also develops and examines the necessary managerial skills for directing and improving organizational performance internationally. [Preq: BA 370.]

BA 480. Selected Topics in Business (1-4) FS. Topics of current or historic interest. [Rep with different topics.]

BA 482. Internship (1-4) S. Supervised experience in business, governmental, or service agencies. Match theory with practice. Weekly conferences and final report. [Letter grade only. Preq: senior business or economics major; IA. Weekly: 3 hrs per credit unit. Rep once.]


BA 496. Strategic Management (4) FS. Capstone course including all business core courses into design of strategic business plans. Domestic/ international cases. Simulations and projects. Micro/mainframe computer applications. [Preq: BA 340, BA 360, BA 370] business administration majors only; completion of all lower division core courses. Weekly: 4 hrs lect/disc.

BA 499. Directed Study (1-4) S. Research work. Open to advanced students with DA. [Rep once.]

GRADUATE

MBA 605. Strategic Sustainability Foundations (4) F. Introduction to frameworks supporting strategic sustainability. Topics include learning organizations, sustainability frameworks, business case for strategic sustainability, systems thinking tools, and examination of emerging and emerging economic and management paradigms. [Preq: undergraduate foundation courses in accounting, economics, finance, and statistics; admission to MBA program.]

MBA 610. Research Methods (4) F. Fundamentals of designing a research project, assessing current research, managing large data sets, and
Chemistry majors and minors must earn a minimum grade of C in all chemistry courses.

LOWER DIVISION

CHEM 107. Fundamentals of Chemistry [4]. Terminal course. Fundamental concepts and applications of general and inorganic chemistry. [Letter grade only. Prereq: ELM score of 42 or higher. Weekly: 3 hrs lect, 3 hrs lab. GE.]

CHEM 109. General Chemistry I [5] FS. Fundamental concepts: chemical foundations, stoichiometry, chemical reactions, gases, thermochemistry, atomic theory, bonding, liquids, solutions. For students in science, engineering, and related majors. [Letter grade only. Prereq: math remediation completed or not required. Weekly: 3 hrs lect, 3 hrs lab, 1 hr disc. GE.]

CHEM 110. General Chemistry II [5] FS. Fundamental concepts: kinetics; equilibrium; acids and bases; acid-base, solubility, and complex ion equilibria; entropy and free energy; electrochemistry; qualitative analysis. For students in science, engineering, and related majors. [Letter grade only. Prereq: CHEM 109. Weekly: 3 hrs lect, 6 hrs lab.]


CHEM 198. Supplemental Instruction [1]. Collaborative work for students enrolled in chemistry. [CR/NC. Rep.]

UPPER DIVISION

CHEM 308. Alchemy [3]. Inquiry into materials, methods, and processes of alchemy from perspectives of alchemist, contemporary chemistry. [GE.]

CHEM 310. Inorganic Chemistry I [3]. Advanced concepts: nuclear properties, molecular symmetry, bonding, metallic and ionic solids, acids and bases, oxidation-reduction, non-aqueous media, chemistry and organometallic compounds of the representative elements. [Letter grade only. Prereq: CHEM 110 with a grade of C- or higher.]

CHEM 321 - CHEM 322. Organic Chemistry [5 & 5]. One-year sequence. Chemical bonding, physical properties, stereochemistry, reaction mechanisms, synthesis. [Letter grade only. Prereq: CHEM 321: CHEM 110 with a grade of C- or higher. Prereq for CHEM 322: CHEM 321 with a grade of C- or higher; must take CHEM 322 concurrently. Weekly each semester: 3 hrs lect, 6 hrs lab.]


CHEM 328. Brief Organic Chemistry [4] FS. For majors in biological science/natural resource areas. Nomenclature, physical properties, synthesis, and reactions of compounds representing major functional group categories. Reaction mechanisms emphasized. [Letter grade only. Prereq: CHEM 107 with a grade of C- or higher or CHEM 110 with a grade of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

CHEM 330. Molecular Modeling [3]. Apply molecular modeling and computational chemistry methods [semiempirical, ab initio, and density functional] to problems in organic and inorganic chemistry, biochemistry, and molecular biology. [Prereq: CHEM 328 or CHEM 322 (C). Weekly: 2 hrs lect, 3 hrs lab.]

CHEM 341. Quantitative Analysis [5] F. Principles and methods of classical chemical analysis. Introduction to instrumental methods. For chemistry majors and others who require a rigorous treatment of solution equilibria and training in precise quantitative lab techniques. [Prereq: CHEM 110 with a grade of C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

CHEM 361. Physical Chemistry I [3]. Application of quantitative mathematical methods to fundamental chemical systems: equilibrium thermodynamics and chemical kinetics. [Prereq: PHYX 107 or PHYX 111 (C), and MATH 205 or MATH 210, all with grades of C- or higher. Weekly: 2 hrs lect, 2 hrs activ.]

CHEM 362. Physical Chemistry II [3]. Application of quantitative mathematical methods to fundamental chemical systems: quantum theory, spectroscopy, and statistical thermodynamics. [Prereq: CHEM 361 with a grade of C- or higher. Weekly: 2 hrs lect, 2 hrs activ.]

CHEM 363. Physical Chemistry II Lab [2]. Experimental application of quantitative mathematical methods to fundamental chemical systems: laboratory investigations in equilibrium thermodynamics, chemical kinetics, quantum theory, spectroscopy, and statistical thermodynamics. [Prereq: CHEM 341 with a grade of C- or higher, and CHEM 362 (C). Weekly: 6 hrs lab.]

CHEM 370. Earth System Chemistry [3]. Chemistry of the earth, including elemental cycling and speciation in the environment, the impact of man on biogeochemical processes, and the effects of climate change on the chemical/physical interactions occurring within and between the atmosphere, hydrosphere, and biosphere. [Prereq: CHEM 107 with a grade of C- or higher or CHEM 110 with a grade of C- or higher. Cannot be taken CR/NC.]

CHEM 399. Supplemental Work in Chemistry [1-3]. Directed study for transfer student whose prior coursework is not equivalent to corresponding courses at HSLU. [Prereq: DA. Rep.]

CHEM 410. Inorganic Chemistry II [3]. Advanced concepts: chemistry and organometallic compounds of the transition metals, the lanthanoids, and the actinoids; reaction mechanisms; catalysis; solid state chemistry. [Prereq: CHEM 310. Offered alternate years.]
CHEM 410L. Inorganic Chemistry II Lab [2]. Advanced laboratory and instrumentation techniques: synthesis, characterization, and reactions of inorganic and organometallic compounds. [Letter grade only. Prerequisite: CHEM 310 with a grade of C- or higher and CHEM 410 (C). Weekly: 6 hrs lab. Offered alternate years.]

CHEM 431 - 432. Biochemistry [5-5]. One-year lecture/lab sequence. Biochemical energetics, introductory metabolism, nature and mechanism of action of enzymes. [Prerequisite for CHEM 431: CHEM 110, any calculus course, and either CHEM 322 or CHEM 328 with a grade of C- or higher; Prerequisite for CHEM 432: CHEM 431 with a grade of C- or higher: 3 hrs lect, 6 hrs lab.]

CHEM 438. Introductory Biochemistry [4]. Brief course in biochemistry. The chemistry of amino acids, proteins, nucleic acids, lipids and carbohydrates. Includes enzyme kinetics, bioenergetics, structure and function of biological membranes, discussion of common laboratory methods. [Prerequisite: CHEM 322 or CHEM 328 with a grade of C- or higher: Weekly: 3 hrs lect, 1 hr disc.]

CHEM 441. Instrumental Analysis [4]. Principles and methods. For chemistry majors and others requiring training in instrumental techniques of analysis. [Prerequisite: CHEM 341. Weekly: 2 hrs lect, 6 hrs lab.]

CHEM 480. Selected Topics in Advanced Chemistry [1-4]. [Prerequisite: IA. Rep.]

CHEM 485. Seminar in Chemistry [1]. Seminar presentations on current chemistry topics by majors with senior standing in chemistry. Capstone course. All chemistry majors are encouraged to attend. [Prerequisite: Senior standing. Rep.]

CHEM 495. Undergraduate Research [1-3]. Individual investigation of selected problem. Conference, reading, research. Final written report. For students showing outstanding ability. [Prerequisite: IA. Rep.]

CHEM 499. Directed Study [1-4]. [Prerequisite: IA. Rep.]

GRADUATE

CHEM 589. Independent Study [1-3]. [Prerequisite: IA. Rep.]

Child Development

LOWER DIVISION

CD 109Y. American Sign Language: Level I [3]. Basic receptive and expressive communication skills using hands, upper body, and facial expressions. Orientation to deaf and hard-of-hearing communities. [Only meets lower division GE requirements if CD 109Z is taken also.]

CD 109Z. American Sign Language: Level II [3]. Expand basic ASL skills, both receptive and expressive. Emphasis on “functions” or communicative purposes of people’s interactions. Study deaf culture comparing hearing and deaf communities. [Prerequisite: CD 109Y or IA. GE.]

CD 180. Topics in Child Development [1-9]. Introductory level content. [CR/NC: Rep up to 9 units.]

CD 211. Perspectives: Professional Development [3]. Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. 3 hrs per week field observation and participation may be required.

CD 211S. Perspectives: Professional Development [3]. Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. 30 hours of service learning required over the course of the semester.

CD 251. Children, Families & Their Communities [3]. Examination of the evolution of family roles and functions in the United States focusing on the relationship between family and the community. Application of selected families theories and discussions of family diversity impacts.


CD 256. Middle Childhood Development [3]. Development of family/social context. Focus on children 7-12 years old. Biological and environmental influences determining normative and individual development. Interpret theories and research.

CD 257. Supervised Work with Children I [4]. Build relationships and communication skills as a foundation for guidance. Create safe and healthy learning environments in a group setting. [Prerequisites: CD 255 (C) or CD 256 or PSYC 213. Weekly: 3 hrs lect, 3 hrs lab.]

CD 280. Topics in Child Development [5-9]. Topics requiring background in the field. Oral and/or written communication. [Rep up to 9 units. CR/NC.]

UPPER DIVISION

CD 310. Perspectives: History & Theory [3]. History and theory with respect to US families and the institutions that serve them. Intellectual paradigms examined and related to sociocultural context and child development practices. [Prerequisite: CD 251 and CD 253, CD 255 or CD 256. DCG-d]


CD 352. Parent/Child Relationships [3]. Dynamics, reciprocal nature of interactions. Historic and contemporary issues. Ethnic and social class variations. [Prerequisite: CD 253 or CD 255 or PSYC 213 or SW 350. DCG-d]

CD 354. Methods of Observation [3]. Observational strategies and their advantages/disadvantages. Historical background. Standard observational devices. Ethical issues. Summarize and interpret observational records. [Prerequisite: general course in child growth/development (such as CD 253, CD 256, PSYC 213, PSYC 311, or SW 350). Weekly: 2 hrs lect, 1 hr lab.]

CD 355. Language Development [3]. Milestones in speech and language development from birth through adolescence. Theory, factors influencing acquisition and competency; language delays/disorders and their assessment and intervention. [Prerequisite: CD 253 or CD 255 or CD 256.]

CD 356. Curriculum Development for Early Childhood [3]. Plan developmentally appropriate curriculum for early childhood programs (preschool through 3rd grade). Apply cognitive developmental theory to classroom. Plan activities; select equipment and materials; prepare goals and objectives. [Prerequisite: CD 255 or CD 256.]

CD 358. Supervised Work with Children II [4]. Analyze and implement a constructionist approach with children. Developmental theory, role of adult in facilitating learning; interactive environments; group dynamics. [Prerequisite: CD 257 or IA. Weekly: 3 hrs lect, 3 hrs lab.]

CD 362. Children & Stress [3]. Impact of major childhood stressors (divorce, blended families, death, illness, natural disasters) on development. Coping mechanisms and stress disorders. Stress prevention strategies, treatment. Implications for service professionals. [Prerequisite: CD 352 (C), and CD 253 or CD 255 or CD 256.]

CD 366. Exceptional Children & Their Families [3]. Historical aspects, terminology, factors having an impact on family dynamics, legislation, and intervention models. [Prerequisite: CD 352, and CD 253 or CD 255 or CD 256.]

CD 380. Topics in Child Development [5-9]. In-depth discussion of mid-level topics introduced in the Child Development Curriculum, such as new CD matrix requirements. [Prerequisite: (C) CD 253 or CD 255 or CD 256 or CD 350, upper division status recommended. Rep up to 9 units. CR/NC.]

CD 446. Structure & Content of Children’s Thinking [3]. Current models for understanding intellectual processes in children. Apply models to thinking/learning processes in liberal arts content areas. Focus on children 5-12. [Prerequisite: CD 354 (C), and CD 255 or CD 256. Weekly: 2 hrs seminar; 2 hrs lab.]

CD 463. Administration of Early Childhood Programs [3]. Organizing and administering programs for young children: community and government regulations; financial planning; selecting and supervising staff; arranging and selecting programs.
facilities and equipment. [Prereq: CD 257 or CD 359 (C).]

CD 464. Atypical Child Development (3). Develop cognitive, social, motor, and communication skills in handicapped and at-risk children (0-6 years). Risk factors, family concerns, public policy, intervention. [Prereq: CD 354 (C).]

CD 467. Working with Culturally Diverse Families (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. [Rec: CD 352 or PSYC 303 or SOC 306. Must have junior standing or greater; DCG-d.]

CD 487S. Working with Culturally Diverse Families (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. 20 hours of service learning required over the course of the semester. [Rec: CD 352 or PSYC 303 or SOC 306. Must have junior standing or greater; DCG-d.]

CD 469. Contemporary Issues in Child Development (3). Define issues, trace historical antecedents, recognize underlying assumptions, organize relevant facts, draw warranted conclusions. Seminar format. [Prereq: CD 310 and junior standing or greater; DCG-d.]

CD 479. Policy Analysis & Advocacy (3). Analyze public/private policies affecting families. Methods of influencing family policy development. [Prereq: junior standing or greater; completed core in child development or family studies minor; DCG-d.]

CD 480. Selected Topics (5-3). Focus on current issues. [Prereq: IA; upper division status recommended. Rep.]

CD 482. Directed Field Experience (1-4). Supervised community field work integrating theory into practice. [CR/NC. Arrange prior to semester enrolled. Rep once.]

CD 499. Directed Study (1-4). Directed readings and assignments approved by instructor. [Rep.]

COMM 100. Fundamentals of Speech Communication (3). Introductory course. Develop oral communication abilities for functioning effectively in various settings. Fundamental communication theory. [GE.]

COMM 103. Critical Listening & Thinking (3). From listener's [consumer's] perspective, apply reasoned inquiry in evaluating marketplace communication. [GE.]

COMM 105. Introduction to Human Communication (3). Perceptual effects, verbal/nonverbal codes, and dynamics of interpersonal, group, and organizational communication. [GE.]

COMM 108. Oral Interpretation (3). Perform prose and poetry. [GE.]

COMM 110. Intercollegiate Speech & Debate (1-3). Prepare for intramural/intercollegiate forensics. [Rep.]

COMM 213. Interpersonal Communication (3). Discuss and apply concepts/theories relating to self and self/others in communication context. [GE.]

COMM 214. Persuasive Speaking (3). Principles and practices of persuasion in various communication contexts. Prepare extemporaneous persuasive speeches. [GE.]

COMM 235 / ANTH 235 / CRGS 235 / PSCI 235 / SOC 235. Act to End Sexualized Violence (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC.]

COMM 300. American Public Discourse (3). Critique genres of discourse and their importance in American culture. [DCG-d. GE.]

COMM 309B / WS 309B. Gender & Communication (3). Critique relationship of gender to communication as viewed from perspectives of sciences, social sciences, and arts/humanities. [GE. DCG-d.]

COMM 310. Advanced Intercollegiate Speech & Debate (1-3). Prepare for intramural/intercollegiate forensics. [Rep.]

COMM 315. Communication and Social Advocacy [4]. Study of communication strategies utilized to create and resist social change in the context of historical/contemporary social movements. Possible topics: civil rights, suffrage movement, environment, animal rights. [Prereq: COMM 100 or equivalent. DCG-d.]

COMM 319. Communication Research [4]. Social scientific and humanistic research methods. [Prereq: COMM 105 or IA.]

COMM 322. Intercultural Communication [4]. Develop skills for communicating in various settings with people from different cultural backgrounds. [DCG-d.]


COMM 404. Theories of Communication Influence [4]. How communication influences human thought and behavior. Theories of argumentation and persuasion in various communication contexts. [Prereq: COMM 105 or IA.]

COMM 411. Organizational Communication [4]. Interpersonal, small group, and systemic communication in organizations. Improve skills; increase understanding of communication process. Substantial independent work with instructor supervision. [Prereq: COMM 105 or IA.]

COMM 414. Rhetorical Theory [4]. Major communication theories, from classical period to present, using rhetorical perspective. [Prereq: COMM 105 or IA.]

COMM 415. Communication Theory [4]. Multidisciplinary survey of theories from perspective of social sciences. [Prereq: COMM 105 or IA.]

COMM 416. Social Advocacy Theory & Practice [3]. Explores theories, models, and case studies pertaining to the study of social advocacy. [Prereq: COMM 315 (C).]

COMM 421. Communication Development [4]. Emergence and refinement of communication skills in children. Role of interaction in cognitive, social, and personal development. Strategies to enhance communication.

COMM 426. Adolescent Communication [4]. Strategies of adolescents from diverse cultural backgrounds. Develop communication skills useful in working with them.

COMM 472. Convention Experience [1]. Purposeful attendance and thoughtful analysis of experience attending a regional or national academic communication convention. [Prereq: COMM 105 (C) or IA. Rec: COMM 319. Communication majors/minors only. Rep 3 times; multiple enrollments in term.]

COMM 473. Conference Experience [1]. Preparation and presentation of original communication scholarship at a regional or national conference. [Prereq: COMM 100 and COMM 105 (C), or IA. Rec: COMM 319. Communication majors/minors only. Rep 3 times; multiple enrollments in term.]

COMM 480. Seminar in Speech Communication [1-4]. New dimensions in the field. [Rep.]

COMM 489. Capstone Experience [2]. Under guidance, complete and present senior project and finalize assessment portfolio. [Recommended before enrolling: COMM 105.]

COMM 495. Field Experiences in Speech Communication [1-8]. Either propose and develop a project (under direction of instructor) or perform supervised research on a project initiated by a professor. [Prereq: IA. Rep.]

COMM 499. Directed Study [1-4]. Individual study on selected problems. Hours TBA. [Rep.]

Computer Science

Prerequisite courses must be passed with a minimum grade of C.

LOWER DIVISION

CS 100. Critical Thinking with Computers [3]. Apply critical thinking skills studying human and computer parallels, computer technology and methodology, and program development. [GE.]

CS 111. Computer Science Foundations 1 [4]. Introductory programming covering problem decomposition, control structures, simple data structures, testing, and documentation. Students design and implement a number of programs. [Prereq: MATH 113 or MATH 115 (C).]

CS 112. Computer Science Foundations 2 [4]. Object-oriented programming, focusing on classes, instances, methods, encapsulation, inheritance, overloading, multiple inheritance, and exception handling. [Prereq: CS 111. Weekly: 3 hrs lect, 2 hrs lab.]

CS 211. Data Structures [4]. Introduction to classic data structures and algorithms. Performance comparisons, big-O notation, trade-offs, arrays, linked lists, recursion, sorting, stacks, queues, trees, graphs, and hash tables. [Prereq: CS 112 and MATH 253.]

CS 212. Algorithms [4]. Introduction to algorithmic thinking. Recurrences and solution techniques, fundamental algorithms including graph algorithms, algorithm design techniques, balanced trees, performance trade-offs. [Prereq: CS 211, STAT 10B (C), and MATH 105 or MATH 109.]

CS 232. Python Programming [3]. Introduction to the Python language. Idiomatic language features such as lists, dictionaries, tuples, and sets. Use of Python classes and modules to accomplish complex tasks. [Prereq: CS 111 or IA.]

CS 235. Java Programming [3]. Object-oriented programming, event handling; abstract window toolkit, applets, applications; Java database connectivity; applications programming interface and Java documentation. [Prereq: CS 112. Lecture/lab.]

CS 237. Bioinformatics Programming [3]. Introductory course on using software tools to solve biological problems. Students collaboratively model genomic and/or proteomic data with scripting and statistical languages. [Prereq: CS 111 and BIOL 105.]

CS 243. Architecture [4]. Introduction to computer architecture including assembly language, computer arithmetic, performance measures, datapath, control, pipelining, and memory/storage design. [Prereq: CS 112 and MATH 253. Lecture/lab.]

CS 278. Introduction to Linux [4]. Introduces the UNIX/Linux family of operating systems. Basic commands, utilities, system structures, scripting and tools are explored. Elements of system administration are presented. [Prereq: CS 111. Lecture/lab.]

CS 280. Selected Topics in Computing [1-3]. Special topics in computer science. [Courses with this number have only freshman/sophomore prerequisites, excluding CS 212 and CS 243. Rep.]

CS 280L. Selected Topics in Computing [1-2]. Special topics in computer science. [Courses with this number have only freshman/sophomore prerequisites, excluding CS 212 and CS 243. Rep.]

UPPER DIVISION


CS 325. Database Design [4]. Introduction to database design and implementation. Relational model, entity-relationship model and diagrams, converting a model to a schema, elementary Structured Query Language [SQL]. normalization. [Prereq: CS 112 or GPS 270, and CS 232 or GPS 118.]


CS 346. Telecommunications & Networks [4]. Introduction to the fundamentals of telecommunication and to the structure, implementation, and theoretical underpinnings of computer networking. [Prereq: CS 243 and STAT 10B.]


CS 435. Software Engineering [3]. Introduction to software engineering principles, including discussion of development methodologies, requirements, analysis, project planning, software design, construction, management, and quality assurance.

CS 436. Theory of Computation [3]. A study of formal models of computation, such as finite state automata, pushdown automata, and Turing machines. Elements of formal languages to be examined include regular expressions, context-free languages, recursively-enumerable languages, undecidability, and NP-completeness.
Dance

CRGS 444. Robotics (4). A project-based introduction to robotic systems and software that controls them, including gearing, mechanics, AI control systems, and problem solving with robots. [Prereq: CS 211 and STAT 108.]

CS 449. Computer Security (4). Introduction to central concepts of computer security on networked systems. Topics include threats, cryptography, authentication, operating systems in security, legal and privacy issues. [Prereq: CS 346.]

CS 458. Software Engineering (4). Introduction to software engineering principles and methodologies in the context of a semester-long software team project. [Prereq: CS 268 and CS 374.]

CS 461. Computational Models (4). An introduction to the Chomsky hierarchy, automata, Church-Turing Thesis, computability, NP-completeness, and information theory. [Prereq: CS 212, MATH 253, and MATH 106 or MATH 109.]

CS 480. Advanced Topics in Computing (1-3). Advanced topics in computer science. [Courses with this number must have as a prerequisite at least CS 211. Rep.]

CS 480L. Advanced Topics in Computing (1-2). Advanced topics in computer science. [Courses with this number must have as a prerequisite at least CS 211. Rep.]

CS 482. Internship (1-4). Supervised experience in business, governmental, or service agencies, matching theory with practice. [CR/NC. Prereq: IA. Weekly: 3 hrs per unit of credit.]

CS 489. Directed Study (1-4). Individual study on selected topics. Open to advanced students with consent of faculty sponsor and DA. [Rep by topic for a maximum of 12 units; multiple enrollments in term.]

Criminology & Justice Studies

LOWER DIVISION

CRIM 125. Introduction to Criminology and Justice Studies (3). Introduction to field of criminology and social justice conceptual framework: theoretical perspectives and methods; contemporary crime policy issues: individual to societal.

CRIM 225S. Inequalities and Crime (4). Examines the intersection of crime and inequality within families, communities, and nations. The course includes experiential education that connects students to local responses to social justice issues. [Prereq: CRIM 125.]

CRIM 325. Law and Society (4). Examines creation and maintenance of systems of law and social control. Focus on courts, surveillance, policing, informal and formal mechanisms of social control impacting individuals to societies. [Prereq: CRIM 225S.]


CRIM 432. Crime and Rural Communities (4). Rural communities provide geographic and economic opportunities for crime and injustice. Examines conditions in rural communities that support illicit industries and structural forces which make them targets of crime. [Prereq: junior standing or greater.]

CRIM 433. Punishment and Justice in Cross-National Perspective (4). Comparative examination of punishment and justice from primitive to contemporary societies and cross-culturally. Focus is on structural forces and impacted communities. [Prereq: junior standing or greater.]

Critical Race, Gender & Sexuality Studies

LOWER DIVISION

CRGS 108. Power/Privilege: Gender & Race, Sex, Class (3). How gender is shaped by race, class, and sexuality. Analyze relations of power and privilege within contemporary US society. [DCG-d. GE]

CRGS 118. College Skills (2). College Skills supports student learning in CRGS 108: Power/Privilege. Must be concurrently enrolled in the specified EOP section of CRGS 108. [Coreq: CRGS 108.]

CRGS 235 / ANTH 235 / COMM 235 / PSCI 235 / SOC 235. Act to End Sexualized Violence (1). Analyze how sexualized violence impacts communities and operates as social control; learn to identify victim-blaming, promote survivor-centered responses, foreground the context of social control and make action to transform our campus culture. [CR/NC]

CRGS 280. Selected Topics in Critical Race, Gender, and Sexuality Studies (1-4). [Rep.]

CRGS 285 / PSCI 318. Women of Color Feminisms (4). Students to local responses to social justice is families, communities, and nations. The course. [Prereq: CRGS 108 (C) or ES 105 (C).]


UPPER DIVISION

CRGS 313 / EDUC 313. Community Activism (3). Develop organizational and activist skills, understand how social change occurs, link theory to concrete organizing practice in the community. Course blends critical analysis of organizing theories/methods with hands-on projects. [DCG-d.]

CRGS 321. Trans* Lives and Theory (3). Intro to trans* lives and theory utilizing intersectional and multicultural approach. Topics include: trans* experiences; theories of trans* identity; gender and diagnosis; gender justice; trans* feminism and coalition building.

CRGS 330. Women of Color Feminisms (3). Resistance and activism of women of color in US relative to race/sex/gender/class oppressions; intersectional analysis, theory in the flesh, womanism, feminism. Rotating focus: Chicana, Black, Indigenous, Asian-American, transnational feminisms. [Prereq: CRGS 108 (C) or ES 105 (C) or WS 105 (C) or WS 107 (C)].

CRGS 360 / PSCI 318. Race, Gender & U.S. Law (4). How are race, gender, and sexuality constructed and regulated in U.S. law? How have activists challenged such regulations? Discussion of slavery, miscegenation, eugenics, birth control, marriage, welfare, and affirmative action. [DCG-d.]


CRGS 430 / ANTH 430. “Queer” Across Cultures (3-4). Explores diversity of categories and meanings of sexuality, sex, and gender across cultures. Analyses transformation due to colonialism, nationalism, and economic and cultural globalisation. Explores intersections with race, class, nation.

CRGS 480. Selected Topics in Critical Race, Gender, and Sexuality Studies (1-4). [Rep.]

CRGS 482. Internship (1-3). Supervised internship in organization or institution. Workplace policies; development/review; plan implementation. May lead to community service project. [WS 420]. [Prereq: CRGS 108 or ES 105 or ES 106 or WS 106 or WS 107.]

CRGS 485. Internship Senior Portfolio (1). Majors synthesize and apply knowledge from the major. Preparation of portfolio for the major including writing samples, reflective essays, resume and research on future work or study. [Prereq: CRGS 108, CRGS 313 (C), CRGS 330 (C), CRGS 360 (C), CRGS 390 (C)].

CRGS 481. Mentoring (1-2). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

Dance

For courses marked with an asterisk (*), frequency depends on staff resources/student need.

LOWER DIVISION

DANC 103. Modern I (3) F. Use contemporary dance as base for exploring dance as art form. Full-body technique, mind-body integration, and creative methods and structures. American dance pioneers. [Rep. GE.]

DANC 103T. Modern I Skills Maintenance (1) Contemporary dance at the beginning level. Offered in conjunction with DANC 103 in order for students to maintain skills in modern dance techniques...

DANC 104. Modern II (3) F. Continue using contemporary dance forms to increase technical proficiency, endurance, and performance skills. Required for dance studies majors and dance minors. [Prereq: DANC 103 or IA. Rep. GE.]

Dance 215
DANC 104T. Modern II Skills Maintenance
(1) Continued study of dance techniques at the intermediate level. Offered in conjunction with DANC 104 in order for students to maintain skills in modern dance techniques. [Prereq: IA. Rep.]


DANC 110T. Ballet I Skills Maintenance [1] Beginning level of ballet technique. Offered in conjunction with DANC 110. Students will continue to maintain dance technique. [Prereq: IA. Rep.]


DANC 120T. Jazz Styles I Skills Maintenance [1] Beginning jazz techniques and choreography. Offered in conjunction with DANC 120. Students will continue to maintain dance technique. [Prereq: IA. Rep.]

DANC 240. African Dance [1] FS. Learn dances, songs, and rhythms from various African regions and peoples. Experience African dance as prayer; celebration, a healing power; a demonstration of community, a joyful release of energy, and as an ecstatic connection to the universe. [Rep.]

DANC 243. Tap Dance [1] S. A study of tap dance and rhythmic patterned movements at the beginning level. Historical perspective and terminology will be included. [Rep.]

DANC 245. Middle Eastern Dance [1] FS. A study of the ancient and ever-evolving Middle Eastern Dance art form with a strong focus on Egyptian styles. May also include American Cabaret and Tribal styles and examples of contemporary influences on traditional Middle Eastern Dance. [Rep.]

DANC 247. Mexican Folklorico Dance [1] SF. Exploration of traditional Mexican dances and the historical and social context in which they are performed. Students will perform and become aware of dance terminology, steps, and style. [Rep.]

UPPER DIVISION

DANC 303. Dance in World Cultures [3] FS. Multi-ethnic approach to dance as a key to cultural understanding. Discover and appreciate dance as a traditional, social, and artistic expression of world peoples. Required for dance studies majors and minor. [Rep. DCO-n. GE.]


DANC 310T. Ballet II Skills Maintenance [1] Intermediate level of ballet technique. Offered in conjunction with DANC 310. Students will continue to maintain dance technique. [Prereq: IA. Rep.]


DANC 320T. Jazz Styles II Skills Maintenance [1] Intermediate techniques and choreography. Offered in conjunction with DANC 320. Students will continue to maintain dance technique. [Prereq: IA. Rep.]


DANC 330T. Modern III Skills Maintenance [1] Continued study of contemporary dance techniques at the high intermediate/advanced level. Offered in conjunction with DANC 330 in order for students to maintain skills in modern dance technique. [Prereq: IA. Rep.]


DANC 380. Special Topics in Dance — Activity Based [1-3] FS.* Special topics in dance studies to be determined by program need and student interest. Topics vary. [Rep; multiple enrollments in term.]


DANC 480. Special Topics in Dance [1-4] FS.* Special topics in dance studies to be determined by program need and student interest. Topics vary. Offered as funding permits. [Rep; multiple enrollments in term.]


DANC 485. Interdisciplinary Seminar [3] F. Develop skills in interdisciplinary creation, collaboration, research and vision. Exploration across artistic and academic disciplines, culminating in collaborative presentations, research projects or performances. Open to all HSU students; required of ISDS majors. [Prereq: DANC 104 or IA. Rep twice.]


DANC 499. Directed Study [1-4] FS. Independent study, studio instruction, and/or supervised activities. [Rep twice for a maximum of 9 units; multiple enrollments in term.]

Economics

LOWER DIVISION

ECON 104. Contemporary Topics in Economics [3]. Analyze contemporary issues, including multicultural issues. Employ principles of microeconomics, macroeconomics, and the economics of discrimination and public choice. Economics’ role as a social science assisting in understanding causes, effects, and possible policies for current problems. [GE.]


ECON 280. Special Topics in Economics [1-4]. Supplemental activities for ECON courses. [Rep with different courses; multiple enrollments in term.]

UPPER DIVISION


ECON 308. History of Economic Thought [3]. From Greeks/Romans to modern times. Changing thought on enduring questions of efficiency and justice. Great debates over trade, price control, socialism, and limits to growth, as reflected in works from Plato to Marx, Keynes, and Kuznets. Economics and business administration majors MUST co-enroll in ECON 308D. [GE.]


ECON 310L. Supplemental Instruction [1]. Structured activities, problem sets, experiments, games and review sessions geared toward helping students understand content, improve problem-solving skills, and succeed in ECON 310. [CR/NC.]

ECON 311. Intermediate Macroeconomics [4]. Critique macroeconomic models, including macrodynamics and the microeconomic foundation of macroeconomic theory. Fiscal and monetary policy impacts on income, employment, interest rates, economic growth, inflation. [Prereq: completed GE math or higher; ECON 210.]

ECON 320. Development of Economic Concepts [3]. Equips teaching credential candidates with understanding of economic principles and concepts for teaching them at elementary and secondary level public schools. Not open to economics majors.

ECON 323. Economic History of the US [3]. Trace development of American economy and underlying economic, legal, and social institutions. Interaction among economic, social, and political conditions. Critique conventional wisdom on economic interpretation of historical issues, such as the revolution, Civil War, and slavery. Fulfills legislative-mandated requirement in US history. Economics and business administration majors MUST co-enroll in ECON 323D.


ECON 423. Environmental & Natural Resources Economics [3]. Apply economic principles to public policies and management of natural resources [water; air; fisheries, forestry]. Benefits/cost and economic impact analyses. Economics and business administration majors MUST co-enroll in ECON 423D.


ECON 470S / ECON 570S. Sustainable Rural Economic Development [4]. Role of development practitioner: Analyze rural economic development theory and strategies required for sustained growth and job creation consistent with community values. Local speakers; cases; field trip; service-learning component.

ECON 499. Directed Study [1-4]. [For advanced students upon IA.]

GRADUATE

ECON 550. Economics of Energy & Climate Policy [4]. Economics of energy markets and regulatory institutions. Climate-change policies and impacts. Economic tools for reducing greenhouse-gas emissions. Economic analysis of energy efficiency and renewable energy projects. [Prereq: MATH 113 or MATH 115 or equivalent [C], graduate standing.]

ECON 570S / ECON 470S. Sustainable Rural Economic Development [4]. Role of development practitioner: Analyze rural economic development theory and strategies required for sustained growth and job creation consistent with community values. Local speakers; cases; field trip; service-learning component.


ECON 689. Directed Study [1-4]. [Open to grad students with IA.]

Education

See also Educational Leadership, Elementary Education, Liberal Studies, Elementary Education, Secondary Education or Special Education.

LOWER DIVISION

EDUC 110. Introduction to Education [1]. Contemporary issues and problems.

EDUC 285. Technology Skills for Educators [3]. Introduces computer novice to wide variety of computing topics and terminology in preparation for teaching career. Hands-on activities develop basic skills in many common computer applications. [CR/NC.]

UPPER DIVISION

EDUC 313 / CRGS 313. Community Activism [3]. Develop organizational and activist skills, understand how social change occurs, link theory to concrete organizing practice in the community. Course blends critical analysis of organizing theories/methods with hands-on projects. [DCG-d.]

EDUC 318 / WS 318. Gay & Lesbian Issues in Schools [3]. Explores the ways in which K-12 public education responds to the open inclusion of gay, lesbian, bisexual, and transgender students, teachers, and parents. Special focus on topics such as homophobia in girl’s sports, gender non-conforming sports, and teachers’ decisions to be closeted or openly gay. [DCG-d.]

EDUC 377 / SPED 777. Education of Exceptional Individuals [2]. Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.

EDUC 380. Special Topics [5-4]. Topics of current interest. [Rep.]
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Restrictions/Prerequisites</th>
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<tbody>
<tr>
<td>EDUC 480</td>
<td>Special Topics [5-4]. Topics of current interest. [Rep.]</td>
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<tr>
<td>EDUC 580</td>
<td>Special Topics [5-4]. Topics of current interest. [Rep.]</td>
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<td>EDUC 583</td>
<td>Teaching in Higher Education [3]. Guided experience in skills and knowledge</td>
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<td>relevant to teaching in higher education. Course and syllabus development,</td>
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<td>lecture/discussion organization, evaluation procedures, classroom</td>
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<td>management, and legal and ethical issues.</td>
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<td>EDUC 610</td>
<td>Education in Society [3]. Prepares educational leaders who understand the</td>
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<td>purposes of education in a democracy and the competing social, economic,</td>
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<td>and political values that affect education and schooling in the United States.</td>
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<td>EDUC 620</td>
<td>Pedagogy: Practice &amp; Research [3]. Interplay between educators’ experience</td>
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<td>and thinking: educational theories; questions about methodologies, and actions</td>
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<td>educators take to investigate them as they foster their own professional</td>
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<td>EDUC 626</td>
<td>Literacy Assessment &amp; Evaluation [3]. Definitions, concepts, and challenges</td>
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<td>of authentic literacy assessment. Focus: classroom-based assessment</td>
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<td>within broader framework of authentic assessment.</td>
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<td>EDUC 630</td>
<td>Educational Psychology [2]. Psychological and developmental theories used</td>
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<td>as lenses for assessing case studies (generated by students of their own</td>
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<td>pupils). Results in assessment, diagnosis, and prescription.</td>
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<td>EDUC 640</td>
<td>Assessment [3]. History and current practice of standardized testing [to</td>
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<td>clarify underlying values allowing student failure]. Alternative methods of</td>
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<td>evaluating student outcomes. Relation between effective teaching and learning.</td>
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<td>EDUC 645</td>
<td>Academic Writing in Education [2]. This course, taken in conjunction with</td>
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<td>EDUC 655 which focuses on the fundamentals of doing academic research,</td>
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<td>assists students in learning to write about their research utilizing an</td>
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<td>academic voice. [Coreq: EDUC 655].</td>
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<td>EDUC 655</td>
<td>Educational Research [3]. Research design. Practical and theoretical problems</td>
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<td></td>
<td>related to conducting research in educational settings.</td>
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<td>used in qualitative educational research.</td>
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<td>EDUC 680</td>
<td>Special Topics [5-4]. Topics of current interest. [Rep.]</td>
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<td>EDUC 682</td>
<td>Mixed Methods in Education Research [4]. An introduction to the philosophical/</td>
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<td></td>
<td>theoretical foundations and applications of mixed methods research in</td>
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<td>education. Students complete and present a mixed methods pilot study to</td>
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<td>investigate tools and processes for their thesis research. [Prereq: EDUC 655.</td>
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<tr>
<td>EDUC 692</td>
<td>Master’s Project [1-3].</td>
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<td>EDUC 697</td>
<td>Research for Learning [3]. Action research of teaching/learning; inherent</td>
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<td>interactive processes. Reflect on researcher’s role.</td>
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<td>EDUC 699</td>
<td>Independent Study [5-3]. Selected problems. [Prereq: grad standing and IA.</td>
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<td>EDUC 642</td>
<td>Curriculum: Development &amp; Governance [3]. Structure and organization of</td>
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<td>curriculum. Historical, traditional, and contemporary influences. Problems</td>
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<td></td>
<td>related to governance, leadership, procedures, and implementation.</td>
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<td>EDUC 645</td>
<td>Personnel Administration &amp; Supervision [3]. Issues related to school</td>
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<td>personnel procedures, from employment to retirement. Supervision of</td>
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<td>instruction, employee evaluation, collective bargaining.</td>
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<td>EDUC 646</td>
<td>The Principal: Leader &amp; Administrator [3]. Role and responsibilities of</td>
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<td>principal. Leadership concepts, decision making techniques, school</td>
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<td>organization, community relations, school climate, curriculum administration,</td>
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<td>and categorically funded projects.</td>
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<td>EDUC 647</td>
<td>Practicum: Diversity Issues &amp; School Administration [2]. Class assessment of</td>
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<td></td>
<td>contemporary issues most important for future school administrators.</td>
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<td>EDUC 648</td>
<td>Legal &amp; Fiscal Aspects of School Administration [3]. California Education</td>
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<td>Code and significant court cases. State and federal funding of schools.</td>
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<td>California funding formulas, school and district budgeting procedures.</td>
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<td>Court decisions and case analyses.</td>
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<td>EDUC 649</td>
<td>Ethics &amp; School Administration [1]. Review personal, institutional, and</td>
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<td>community values. Clarify their conflict and impact on school administration.</td>
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<td>and leadership.</td>
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<td>EDUC 660</td>
<td>Technology &amp; School Management [2]. School administrator’s role/responsibility</td>
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<td></td>
<td>in providing leadership in computer technology and improved delivery and</td>
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<td>management of educational programs. Media technology for the instructional</td>
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<td>program.</td>
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<td>EDUC 661</td>
<td>Professional Development — Induction [2]. Collaborating with school district</td>
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<td>mentor; candidate develops individual professional development plan. [Prereq:</td>
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<td>administrative services level I credential and employed as school administrator.]</td>
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<td>EDUC 662</td>
<td>Leadership, Management &amp; Policy Development in a Multicultural Setting [2].</td>
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<td>Assist in developing skills necessary to meet social, educational, and</td>
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<td>cultural needs of a diverse student population. [Prereq: administrative</td>
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<td>services level I credential and employed as school administrator.]</td>
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<td>EDUC 663</td>
<td>Strategic Issues Management [2]. Examine the issues of school reform and</td>
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<td>school improvement through a series of strategic planning processes.</td>
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<td>Differences between strategic and conventional planning will be studied and</td>
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<td>evaluated. [Prereq: administrative services level I credential and employed</td>
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<td>as school administrator.]</td>
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<td>EDUC 664</td>
<td>School &amp; Community Relations [3]. Administrative and communications strategies</td>
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<td>to effect positive working relationships with the community in an effort to</td>
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<td>improve student learning and build public support for schools. [Prereq:</td>
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<td>administrative services level I credential and employed as school</td>
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<td>administrator.]</td>
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<td>EDUC 665</td>
<td>Ethical &amp; Reflective Leadership [3]. Contemporary issues/problems and</td>
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<td>acceptable, ethical solutions. Emphasizes: identifying values that sustain</td>
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<td>a community organization; conflicts that arise daily in managing ethical</td>
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<td>choices. [Prereq: administrative services level I credential and employed as</td>
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<td>school administrator.]</td>
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<td>EDUC 666</td>
<td>Information Systems and Human &amp; Fiscal Resources [2]. Review and use</td>
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<td>contemporary information systems and technology to understand and address</td>
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<td>emerging issues and problems in human and fiscal resources administration.</td>
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<td>[Prereq: administrative services level I credential and employed as school</td>
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<td></td>
<td>administrator.]</td>
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<td>EDUC 667</td>
<td>Candidate Assessment &amp; Evaluation [2]. Final assessment and evaluation of</td>
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<td>each candidate’s induction plan. Results provide basis for final</td>
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<td>recommendation for approval for level II professional administrative</td>
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<td>credential. [Prereq: administrative services level I credential and employed</td>
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<td>as school administrator.]</td>
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<tr>
<td>EDUC 680</td>
<td>Special Topics [1-5]. [Rep.]</td>
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<tr>
<td>EDUC 694</td>
<td>Elementary School Administration Fieldwork [3]. Supervised performance of</td>
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<td>administrative tasks in an elementary school to meet requirements for</td>
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<td>preliminary administrative services credential.</td>
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<td>EDUC 695</td>
<td>Secondary School Administration Fieldwork [3]. Supervised performance of</td>
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<td>administrative tasks in a secondary school to meet requirements for</td>
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<td>preliminary administrative services credential.</td>
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<td>EDUC 696</td>
<td>Fieldwork &amp; Final Evaluation Seminar [1]. Procedures and expectations related</td>
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<td>to fieldwork experiences. Develop Individual Educational Plan (IEP) for</td>
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<td>fieldwork experience.</td>
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**Elementary Education**

**LOWER DIVISION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Restrictions/Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>EED 210</td>
<td>Direct Experience with Children [1]. Field experience with K-8 students.</td>
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<td></td>
<td>Prospective teachers assigned placements to observe/participate in public</td>
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<td>school classrooms and maintain log. Minimum 45 hours required. Meets prior</td>
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<td>fieldwork experience admission requirement for EED credential program. [CR/</td>
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<td>NC. Coreq: EED 310.]</td>
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**UPPER DIVISION**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Restrictions/Prerequisites</th>
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<tbody>
<tr>
<td>EED 310</td>
<td>Exploring Teaching as a Career [1]. Introduces teaching profession. Prospective</td>
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<td>teachers assess own interest and potential in elementary education based on</td>
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<td>participation in EED 210 field experience or approved alternative.</td>
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CREDENTIAL/LICENSURE

Unit values for preliminary credential courses may vary between fall and spring semesters. The EED fieldwork coordinator provides guidance at the time of registration.

EED 701. Selected Topics [.5-.3]. Topic relevant to teaching in today’s world. [Rep.]

EED 720 / EED 720B. The School & the Student [.5-.3] F/S. Seminar in foundations of teaching. Credentialed candidate studies development characteristics of school-age children, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline.

EED 721 / EED 721B. Multicultural Foundations [.5-.2] F/S. Become culturally competent educator: Develop knowledge, attitudes, and skills to promote educational excellence and equity in elementary classrooms. How personal cultural values, biases, and institutional practices influence crosscultural interactions. [Prereq: admitted to EED program.]

EED 722 / EED 722B. English Language Skills & Reading [.5-.3] F/S. Methods of developing English language skills, including reading. Design and implement programs in which all can participate successfully, including pupils from culturally and linguistically diverse backgrounds. Meets CCTC competency requirements for reading instruction in elementary school. [Prereq: admitted to EED program or IA.]

EED 723 / EED 723B. Integrating Math/Science in Elementary School [.5-.4] F/S. Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Classroom management of activities/materials, planning lessons, using technology, evaluating learning, integrating math and science with other content areas. [Prereq: admitted to EED program.]

EED 724 / EED 724B. Fine Arts in the Integrated Elementary Curriculum [.5-.1] F/S. Appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in elementary classrooms. Lesson planning, classroom management of activities/materials, creative expression, aesthetic perception, integrating fine arts with other content areas. [Prereq: admitted to EED.]

EED 726 / EED 726B. Professional Development Seminar [.5-.1] F/S. Promote professional growth using California Standards for the Teaching Profession. Incorporate reflective journals and portfolios. Information on credentialing process and job search strategies. [Prereq: admitted to EED program. CR/NC.]

EED 728. History/Social Science in the Integrated Elementary Curriculum [.5-.2] F/S. Content, methods, and materials for teaching history/social science as part of integrated curriculum in the elementary classroom. Classroom management of activities/materials, planning lessons, use of technology, evaluating learning, integrating history/social science with other content areas. [Prereq: admitted to EED.]

EED 733 / EED 733B. Teaching English Learners [.1] F/S. Development of basic knowledge, skills, and strategies for teaching English learners. [Prereq for EED 733 and EED 733B: must be in EED Credential Program. Prereq for EED 733B: EED 733.]

EED 740 / EED 740B. Special Populations in General Education [.1] F/S. Development of basic knowledge, skills, and strategies for teaching students with special needs in the general education classroom. [Prereq for EED 740 and EED 740B: must be in EED Credential Program. Prereq for 740B: EED 740.]

EED 741. Health & PE Curriculum in Elementary School [.1] F. Provides prospective teachers with the knowledge and skills to plan, teach, and evaluate health and physical education programs for K-8 classrooms. [Rep.]

EED 751. Fieldwork in Elementary School (2). Orientation to the elementary school and classroom. Analyze school/classroom organization and teaching styles. Observation and limited participation teaching individuals/small groups. [Prereq: admitted to EED. Minimum 14 hrs per week in assigned school during weeks 2-8 of fall semester: CR/NC.]

EED 752. Student Teaching in Elementary School (6). Practice teaching individuals, small groups, and large groups with close guidance from teacher: Attend to cultural and socioeconomic backgrounds of children. [Prereq: admitted to EED. Full-time fieldwork in assigned classrooms during the first week and last 7 weeks of fall semester: CR/NC.]

EED 753. Fieldwork in Elementary School (3). Orientation to the elementary school and classroom. Analyze school/classroom organization and teaching styles. Observation and limited participation teaching individuals/small groups. [Prereq: admitted to EED program. Minimum 14 hrs per week in assigned school during first 8 weeks of spring semester: CR/NC.]

EED 754. Student Teaching in Elementary School (6). Practice teaching individuals, small groups, and large groups, with close guidance from teacher: Attend to children’s cultural and socioeconomic backgrounds. Full-time fieldwork in assigned classroom for minimum of eight weeks. [Prereq: admitted to EED program. CR/NC.]

EED 755. Student Teaching in Elementary School (2). Practice teaching individuals, small groups, and large groups, including team teaching with mentor teacher; participation in professional development. Full-time fieldwork in assigned/approved classroom to end of K-8 school year in June. [Prereq: admitted to EED. CR/NC.]

EED 756. Extended Student Teaching in Elementary Schools (1-8). Practicum allowing additional fieldwork in elementary classrooms under guidance of practicing teachers. [Prereq: admitted to EED program. 45 hours fieldwork per credit unit. CR/NC.]

ENGL 101. Critical Writing (3). Critical reading of texts. Strategies for writing the reasoned argument. Rhetorical stance, voice, and purpose. Logic of persuasion. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 or ENGL 100A. GE.]

ENGL 102. Composition and Rhetoric A (3). Analytical academic reading and writing for a variety of rhetorical situations. Introduction to information literacy. Small-group workshop and lecture. Preparation for ENGL 103. Final assessment based on culminating semester project. [CR/NC. GE.]

ENGL 103. Composition and Rhetoric B (3). Further development of academic writing and reading skills acquired in ENGL 102. Emphasis on research strategies, synthesis, critical reading, rhetorical distinctions. Workshop and lecture. Final assessment based on writing portfolio. [Prereq: ENGL 102. GE.]

ENGL 104. Accelerated Composition and Rhetoric (3). Honing academic writing and reading skills. Emphasis on research strategies, synthesis, critical reading, rhetorical distinctions. Workshop, lecture, and collaborative learning. Final assessment based on writing portfolio. [CR/NC. GE.]

ENGL 104S. Accelerated Composition and Rhetoric (3). Honing academic writing and reading skills. Emphasis on research strategies, synthesis, critical reading, rhetorical distinctions. Workshop, lecture, and collaborative learning. Final assessment based on writing portfolio. Incorporates Service Learning pedagogy. [GE.]

ENGL 105. Introduction to Literature (3). Asigned readings in representative literary works. Lectures, discussions, assigned compositions. [GE.]

ENGL 111. Book of the Year (1). Small book group discussion of the common reading of the year for HSU and College of the Redwoods. Book title varies each year: [CR/NC. Rep.]

ENGL 120. Introduction to the English Major (4). Aims and methods of literary scholarship and criticism, to prepare for upper division work. Recommended first course in the major: One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 or ENGL 100A (G.)]

ENGL 180. Special Topics in English (1-4). Topics in literature, culture, and language not covered in regularly scheduled classes.

ENGL 200. Academic Writing & Revision Workshop (3). Revisiting ENGL 103/ENGL 104 assessment portfolio. Workshop, lecture, critical reading of student texts. Students failing ENGL 103/ENGL 104 portfolio must complete ENGL 200 to fulfill GE. Students failing 200 portfolio must repeat 200. [Prereq: grade of RP in ENGL 103, ENGL 104, ENGL 100, ENGL 100R, ENGL 100A, ENGL 100I, or equivalent.]
ENGL 205. Beginning Creative Writing [4]. Write, analyze, and critique student poetry and fiction. For beginning students. Quality student writing considered for publication in Toyon, HSU's literary magazine. [Weekly: two 2-hr periods plus conferences. Rep.]

ENGL 215. Information Literacy and Writers Seminar [2]. Directed and collaborative seminar to enhance mastery of writing, critical reading, and research and information literacy. [Rep once.]

ENGL 220. Literature, Identity and Representation [4]. How social identities are created through language and texts; how categories of identity (gender, sexuality, race, nation, class, ethnicity, etc.) are central to the study of literature. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 or ENGL 100A.]

ENGL 225. Introduction to Language Analysis [4]. Examination of the nature of human language, including its formal structure, usage, and variation. Emphasizes applications to the study of literature, literacy and social identity. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 or ENGL 100A.]

ENGL 230 - ENGL 231. Survey of British Literature [4 - 4]. Within chronological periods designated below, courses organized around major figures, topics, or genres to reveal lines of influence and development. One of four units is individualized instruction on assigned topics. [Rep.]

ENGL 232. Survey of American Literature [4]. Selected readings from diverse American writers, emphasizing 19th/20th century texts. One of four units is individual and group projects on approaches to presenting American literature.

ENGL 240. World Literature [4]. Read and discuss significant works of literature in translation. Topics vary: themes, genres, historical periods, major figures. One of four units is individualized instruction on assigned topics. [Rep.]

ENGL 280. Special Topics [1 - 4]. Topics not covered in regularly scheduled courses. [Rep; multiple enrollments in term.]

**UPPER DIVISION**

ENGL 305. Postcolonial Perspectives: Literature of the Developing World [3]. Read, discuss modern writing from Latin America, Asia, Africa, Central Europe, Middle East. Fiction, drama, poetry, essays (historical, political, anthropological), documentary films, videotapes. [DCG-n. GE.]

ENGL 306. Contemporary Texts [3]. Selected texts from the 20th and 21st centuries in variable genres, forms and media, from traditional texts to graphic novels, film and new media. [GE.]

ENGL 308BC / WS 308BC. Women in Literature [3]. Works by women and men. How literature in various historical periods reflects cultural conditions and attitudes about women. How feminist movement relates to these issues. [GE. DCG. ENGL 308B (domestic); ENGL 308C (non-domestic).]

ENGL 311. Environmental Writing [4]. Advanced composition. Expository writing about the natural environment. Readings from 19th and 20th century nature writers. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 314. Creative Writing: Nonfiction [4]. Write, analyze, and critique student nonfiction. For upper-division students. Quality writing considered for publication in Toyon, HSU's literary magazine. [Prereq: ENGL 205 or IA CR/NC.]

ENGL 315. Creative Writing: Fiction [4]. Write, analyze, and critique student fiction. For upper-division students. Quality writing considered for publication in Toyon, HSU's literary magazine. [Prereq: ENGL 205 or IA CR/NC.]

ENGL 316. Creative Writing: Poetry [4]. Write, analyze, and critique student poetry. For upper-division students. Quality writing considered for publication in Toyon, HSU's literary magazine. [Prereq: ENGL 205 or IA CR/NC.]

ENGL 320. Practical Criticism [4]. Write critical essays about literature based on close readings of poetry, short stories, drama. Normally requires in-class writing, discussion of texts and student papers, and one highly polished essay per week. [Prereq: ENGL 120 or ENGL 220.]

ENGL 323. Children's Literature [3]. Close study and evaluation of literature for children. For teachers, prospective teachers, parents. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 325. History of the English Language [4]. Indo-European origins to the present. Social, cultural, and historic events affecting it. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 326. Language Study for Teachers [4]. English phonetics, phonology, morphology, and syntax. Apply these fields to language arts instruction, including spelling, reading, composition, and other language skills. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 328. Structure of American English [4]. Analyze syntax, with special reference to teaching grammar. English phonetics; text grammar. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 225.]

ENGL 330. American Literature [4]. Major figures, themes, genres, or historical periods. Topic varies. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320. Rep.]

ENGL 336 / ES 336. American Ethnic Literature [4]. Read, discuss literature written by ethnic minorities in the US, including works by authors of African, Asian, Native American, Latin, Eastern European, and Middle Eastern descent. Focus varies. One of four units is individualized instruction on assigned topics. [Rep. DCG-d.]

ENGL 342. Special Topics in Shakespeare [4]. Instructor selects Shakespeare plays related by genre, chronology, or theme. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320. Rep.]

ENGL 344. Young Adult Literature [3]. Study and respond to selected works appealing to young people. For teachers or prospective teachers of literature in secondary school. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 350. British Literature [4]. Major figures, themes, genres, or historical periods. Topic varies. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320. Rep.]

ENGL 360. Special Topics in Literature [4]. Themes, genres, major figures, or movements. Not limited to British or American literature. Topics vary. One of four units is individualized instruction on assigned topics. [Rep.]

ENGL 370 / ENGL 570. Topics in the Literature of Power and Place [4]. Study writers, theories, and representations of place in relation to issues of power with regard to class, ethnicity, gender, and/or sexuality. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 or equivalent. Rep once.]

ENGL 406. Contemporary Composition: Traditional Studies & Digital Practice [4]. Current theories/methods of teaching writing, and current technology for studying and teaching in the English discipline. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 417. Second Language Acquisition [3]. Compare/contrast first and second language acquisition. Assess factors affecting the learning of a second language: interference of first language, structure of second, personality characteristics, age, cultural attitudes. [Prereq: ENGL 326 or ENGL 328 or equivalent (G)].


ENGL 422. Advanced Research Writing [4]. Write, analyze, and critique a variety of genres. Learn strategies for advanced research and writing in a range of disciplines, including business, science, social science, art, and the humanities. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 or equivalent.]

ENGL 424. Communication in Writing I [3]. Critical reading and writing of various modes of prose. Writing process of children and how writing tasks can be accessible to developing minds. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 426. Communication in Writing II [3]. Practice various modes of writing. Train in critical response to, and evaluation of, student writing. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 435. Introduction to English as a Second/Foreign Language [4]. Types of ESL/EFL learners and approaches in teaching them. One of four units is for special projects involving English learners.

ENGL 436. Integrating Language & Content in English Instruction [3]. Specially designed academic instruction in English (SDAIE), content-based ESL/EFL instruction, and other approaches. [Prereq: ENGL 435.]

[For the sustainability-related and activ activity types, the following notes apply.]

- sustainability-focused; sustainability-related; activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
ENGL 450. Tutoring Developing Writers [2]. Needs of culturally and ethnically diverse students and learners disabled. Intensive practical experience responding to writing with a variety of approaches. [CR/NC. Rep.]

ENGL 460. Toyon Literary Magazine [2]. Manuscript selection and all other activities related to production, publication, and distribution of Toyon, HSU’s literary magazine. [CR/NC. Rep. Not repeatable for major credit.]


ENGL 480. Special Topics [1-4]. Topics not covered in regularly scheduled courses. [Rep.]

ENGL 482. Internship in Teaching Writing, Literature, or Linguistics [2]. Supervised practice teaching in a college setting. [Prereq: senior standing and IA. Rep. once.]


ENGL 490. Senior Project Seminar [2]. Culmination of the major. [Prereq: senior standing. CR/NC.]

ENGL 499. Directed Study [1-4]. For advanced students with IA. [Rep.]

GRADUATE

ENGL 536. Problems in Form, Genre, Media [4]. Cultural analysis in U.S. and beyond, represented in various modes, e.g. law/literature of slavery and resistance, transnational narratives, multicultural queer narratives, pastoral genre in U.S. and Britain. [Rep.]

ENGL 546. Reading Historically [4]. Intensive study of topics in historicist reading, including Black Britain, economic theories and the novel, Virginia Woolf and history, etc. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 560. Special Topics in Literature [4]. Topics vary: themes, genres, major figures, or movements. Not limited to British or American literature. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 570 / ENGL 370. Topics in the Literature of Power and Place [4]. Study writers, theories, and representations of place in relation to issues of power with regard to class, ethnicity, gender, and/or sexuality. [Prereq: ENGL 103 or ENGL 104 or ENGL 100 [or equivalent] and accepted to English MA program or IA. Rep. once.]

ENGL 580. Special Topics Seminar [1-3]. Study of literature or study and practice of various kinds of writing. When offered as workshop, units do not fulfill degree requirements. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 600. Graduate Studies Introduction [4]. Approaches to literary and cultural studies, composition, pedagogy, language studies. Research and scholarship in the discipline. Planning and writing a thesis. Avenues for publishing, for teaching, for pursuing the Ph.D. [Prereq: accepted to English MA program or IA.]

ENGL 605. Cultural Studies Introduction [4]. Cultural studies as academic practice. History of the field; affiliations with other interdisciplinary areas; practical applications, relationship between aesthetics and politics. [Prereq: accepted to English MA program or IA.]

ENGL 611. Reading and Writing Pedagogy I [4]. Theoretical and practical tools for improving literacy skills in the classroom. Common reading and writing practices, theories and principles of assignment design, response to student work, identifying diverse learning needs. [Prereq: accepted to English MA program or IA.]

ENGL 612. Reading and Writing Pedagogy II [4]. Tools for designing and implementing developmental and college-level composition courses. Design of syllabus, class units, and lesson plans; conducting student conferences, facilitating response groups; assessment; technology and new media. [Prereq: accepted to English MA program or IA.]

ENGL 614. Teaching ESL Writing [4]. Theoretical and practical perspectives. [Prereq: accepted to English MA program or IA.]

ENGL 615. Writing for Change Workshop [4]. Intensive practical experience in persuasive writing in a variety of genres, including advocacy, activist writing, grant and proposal writing, and literary journalism, with publication strategies. Peer writing workshops. [Prereq: accepted to English MA program or IA.]

ENGL 618. Linguistic & Rhetorical Approaches to Writing [4]. Advanced study of rhetorical theory and linguistic methodologies. Emphasizes application of theory to writing and the teaching of writing. [Prereq: ENGL 328 [or equivalent] and accepted to English MA program or IA.]

ENGL 620. Seminar in Critical Theory [4]. Concentrated study of a topic in critical theory and cultural analysis, e.g. critical legal studies, postcolonialism and globalization, aesthetics and politics, gender and sexuality, ecocriticism. [Prereq: accepted to English MA program or IA.]

ENGL 635. Introduction to English as a Second/Foreign Language [4]. Types of ESL/EFL learners and approaches in instructing them. Relate ESL/EFL to bilingual education. [Prereq: accepted to English MA program or IA.]

ENGL 684. Internship in Teaching ESL [2]. Supervised practice with English as a second language learners in college, language institute, community college, high school, or community setting. [Prereq: ENGL 417, ENGL 635, and accepted to English MA program or IA. Rep.]

ENGL 690. Master’s Project [1-4]. Culmination of MA degree: project demonstrating advanced achievement in language, literature, literary criticism, creative writing, or teaching of writing. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 694. Field Experience: Observe and Reflect [4]. A course for students in the Master’s International Program. Requires an extensive descriptive and reflective journal based on experience teaching overseas with the Peace Corps. [Prereq: accepted to English MA program or IA.]

ENGL 695. Critical Analysis of Field Experience [2]. The culminating activity for students in the Master’s International Program. Requires the writing of an essay based on the student’s experience teaching overseas. [Prereq: accepted to English MA program or IA.]

ENGL 699. Independent Study [1-4]. Open to students accepted to English MA program with IA. [Rep.]

Environment & Community

GRADUATE

EC 610. Environment & Community Research [3]. Exploration of frameworks for understanding “environment” and “community” and diverse approaches to social science environment and community research. Development of skills necessary for critical knowledge consumption and production.

EC 615. Graduate Colloquium [1]. Environment and Community MA graduate students develop, share, and present work related to their thesis or project. Also linked with the Environment and Community Program’s Speaker Series.

EC 620. Economic-Political Dimensions [3]. Provides analytical frameworks for understanding the role of political and economic institutions, discourses, organizations, and movements. Variable topics. Repeatable with different content. [Rep 6 times.]

EC 630. Socio-Cultural Dimensions [3]. Provides understanding of race/ethnicity, class, gender, and culture, including their social construction and varied intersections. Variable topics. Repeatable with different content. [Rep 5 times.]

EC 640. Ecological Dimensions [3]. Provides a basic understanding of at least one ecological process or cycle within the context of human-environment relationships. Variable topics. Repeatable with different content. [Rep 3 times.]

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG

Environment & Community 221
EC 690. Master’s Thesis or Project [1-6]. Individual work on thesis or project required for M.A. in Social Science degree. [Rep twice for a maximum of 18 units.]

EC 695. Field Research [1-3]. Field investigation of issues and/or phenomena related to a student’s culminating experience. [Rep 5 times for a maximum of 9 units.]

Environmental Management & Protection

LOWER DIVISION

EMP 105. Natural Resource Conservation (3). Broad aspects; history of humanity in relation to land use; human populations in relation to resources; history of conservation movement; present day conservation problems. [GE.]

EMP 210. Public Land Use Policies & Management (3). Overview of public lands: Historical view of major statutes, agency evolution, and resource management policies. [Rec: EMP 105.]

EMP 215. Natural Resources & Recreation (3). Three primary components: resources, visitors, and management. Motivations and benefits, overview of providers, and fundamental recreation concepts.

EMP 253. Interpretive Computer Graphics (3). Fundamental course in computer graphic design and layout for producing natural resource interpretive displays, flyers, posters, book covers, brochures, newsletters, and multimedia slide presentations. Background in basic computer skills required. [Weekly: two 3-hr labs.]

EMP 305 / ENVS 305. Environmental Conflict Resolution (3). Introduction to conflict theory as applied in complex natural resource disputes. Skill development in planning culturally appropriate and inclusive public participation processes, meeting facilitation, and conflict mediation. Comparison of options for nonviolent conflict management. [Prereq: sophomore standing or greater; GE. Weekly: 2 hrs lect, 2 hrs activ.]

EMP 309B. Environmental Communication (3). This course is intended for advanced students who want to learn the basic theories, strategies, and techniques used to communicate a body of scientific knowledge to the public in a comprehensible manner. [Prereq: sophomore standing or greater; GE.]

EMP 325. Environmental Law & Regulation (3). Overview of laws, policy, and institutions used to regulate natural resource management and protect the environment. Legal principles; property rights; federal, state, and international environmental legislation; and regulatory authorities. [Prereq: EMP 210 [C]; Weekly: 3 hrs lect.]


EMP 351. Environmental Interpretation Field Trip (1). Visit sites illustrating issues and techniques of natural resources interpretation. [CR/NC: Coreq: EMP 350. Three-day field trip.]


EMP 360. Introduction to Natural Resource Planning Methods (3). Interdisciplinary planning methods. Application of ecological, economic, and social information and analysis for environmental planning from wildlands to working landscapes, rural and urban communities, at site, landscape, and regional scales. [Must have sophomore standing or greater: Rec: EMP 105 and EMP 210. Weekly: 2 hrs lect, 3 hrs lab.]

EMP 365. Local Government Planning (3). History of resource and land-use planning, planning theory, planning processes, and land development in the US. Overview of current land-use planning issues, processes, and techniques with emphasis at the local and regional levels. [Prereq: EMP 360. Weekly: 3 hrs lect.]

EMP 400 / ENVS 400. Inscape & Landscape (3). An evaluation of individual perception (inscape) of nature (landscape) relative to our unique individual histories. An overview of human population growth, resource consumption, and resource availability will lead to a personal evaluation of the relationship of inscape to landscape. [GE. Weekly: 2 hrs lect, 2 hrs activ.]

EMP 415. Recreation & Park Planning (3). The planning process as applied to natural resource recreation areas; master planning for parks and other wildland recreation areas; NEPA; public involvement; planning facilities such as trails and campgrounds. [Prereq: EMP 215. Weekly: 2 hrs lect, one 3-hr lab.]

EMP 420. Ecosystem Analysis (3). Inventory and analysis methods for ecosystems based on systems ecology, sustainability science, and resilience theory. Focus on human impacts and management efforts in local landscapes. [Prereq: SOIL 250, BOL 330 or WL DF 301, FPR 130 or BGT 350, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

EMP 425. Environmental Impact Assessment (3). Legislative/judicial history and current implementation of National Environmental Policy Act (NEPA) and California Environmental Quality Act (CEQA). Practice analyzing and preparing impact assessments for development projects. [Rec: EMP 325. Weekly: 2 hrs lect, one 3-hr lab.]

EMP 430. Natural Resource Management in Protected Areas (3). Principles/practices managing natural resources in wildland recreation areas. Fire, air, water quality; erosion; endangered species; exotic species control; hazardous features. Case studies. [Prereq: STAT 108 or STAT 103, and an ecology course or IA. Must have upper division standing. Weekly: 2 hrs lect, 3 hrs lab.]

EMP 435. Grant Proposal Writing (2). Fundamentals of grant proposal writing, from conception of the idea to writing a coherent and persuasive proposal. Combines critical thinking, communication and quantitative reasoning skills, and critical evaluation of proposals. [Weekly: 2 one-hr lect.]

EMP 440. Managing Recreation Visitors (2). Theoretical foundations and practical applications of managing recreation settings and people who visit them. [Prereq: EMP 215.]

EMP 440L. Managing Recreation Visitors Field Trip (1). Field trips to state and national parks and forests. [Prereq: EMP 215. CR/NC.]


EMP 453. Environmental Education & Interpretation Practicum (4). Capstone course for interpretation majors with a focus on graphic skills in interpretive programming and design. Projects include exhibits, brochures, and overall interpretive programming. [Prereq: EMP 350, EMP 450; or their equivalents.]

EMP 460. Environmental Planning for Public Lands (3). Environmental planning processes applied by state and federal agencies to manage for desired ecological, economic, and social outcomes on public lands. Key themes: collaborative processes, community involvement, stewardship. [Prereq: EMP 360 and EMP 425 [C], or IA. Weekly: 2 hrs lect, 3 hrs lab; 3-day field trip required. Service fee.]

EMP 462. Coastal & Marine Planning (3). Approaches, policies, and politics related to planning and management in coastal and ocean areas. Consider ways to balance coastal and marine ecosystem conservation with a variety of human uses. [Prereq: EMP 360.]

EMP 471. Spatial Analysis Lab Projects (1). Intended for students with experience in GIS and/or Remote Sensing who require the facilities and software tools available in the Spatial Analysis Lab for special projects or research. This course does not count towards graduation units. [Prereq: GSP 216 or GSP 270 or GSP 326 or GSP 330 or GSP 370 or GSP 470 or GSP 570. All Rep 3 times.]

EMP 475. Senior Planning Practicum (4). Capstone course: a planning project in a group format. [Prereq: EMP 460 [C] or EMP 462 [C], and graduating senior standing. Weekly: 2 hrs lect, 6 hrs lab.]

Sustainability-focussed; sustainability-related; activ activity; [C] may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
EMP 480. Selected Topics (1-3). Planning, ecology, administration, law, ethics, or other topics of current interest. [Rep with different topics. Prereq: IA. Variable format.]}

EMP 480L. Selected Topics/Lab (1-3). Planning, ecology, administration, law, ethics, or other topics of current interest. Lab/field format. Service Fee. [Rep with different topics. May require prereq.]

EMP 482. Internship (2-3). Students implement the theory and practice of their major by working for a public agency or private firm/organization. Advanced standing and instructor consent. [CR/NC.]

EMP 499. Directed Study (1-3). Individualized research/study project. [Prereq: junior/senior standing. Rep.]

GRADUATE

EMP 510. Human Dimensions of Natural Resources (3). Overview of the role of social issues in natural resource management. Theory and methods related to human dimensions research. Applications of sociocultural research to management. Practice implementing methods. [Prereq: graduate standing or IA.]

EMP 580. Selected Topics (1-3). Interpretation, planning, ecology, administration, law, ethics, other topics of interest. [Rep with different topics.]

EMP 597. Mentoring & Teaching-Associate Training (1-4). Train in course preparation and delivery. Advance majors and grad students take this prior to or concurrent with teaching-assistant or teaching-associate assignments. No credit toward graduate degree.

EMP 620. Ecosystems & Society (3). Exploration of sustainability science based approaches to an integrated understanding of ecosystems and society and implications for ecological and social resilience, adaptation, and transformation. [Prereq: must have graduate standing.]

EMP 685. Graduate Seminar (1-3). Topics of current interest. [Rep.]


EMP 699. Directed Study (1-4). [Rep.]

Environmental Resources Engineering

LOWER DIVISION

ENGR 114. Whole Earth Engineering (2). Apply engineering and science concepts and methods to self-sufficient habitat systems: housing, energy, water and food supply. [CR/NC. Not allowed for credit toward major in engineering.]

ENGR 115. Introduction to Environmental Resources Engineering (3). Case studies in water quality, water resources, energy resources, and geotechnical resources. [Prereq: MATH 115 or equivalent (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 210. Solid Mechanics: Statics (3). Particle and rigid body equilibrium; vector concepts; equivalent systems of forces; centroids; moments of inertia; friction. [Prereq: MATH 109 or completed Calculus I. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 211. Solid Mechanics: Dynamics (3). Kinetics and kinematics of particles; work and energy; impulse and momentum; kinematics and plane motion of rigid bodies. Engineering design applications. [Prereq: MATH 110, ENGR 210, ENGR 215. For engineering majors, this is prerequisite to PHYS 110. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 215. Introduction to Design (3). Engineering design process, including critical analysis of problems, teamwork, Internet, word processing, spreadsheets, computer-aided drawing, engineering design applications. [Prereq: ENGR 115, and MATH 109 or completed Calculus I (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 225. Computational Methods for Environmental Engineering I (3). Introduction to computer computational methods for environmental engineering analysis and design using MATLAB and the Fortran 95 programming language. [Prereq: ENGR 115, and MATH 109 or completed Calculus I. Recommended prereq: ENGR 210. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 280. Selected Topics in Engineering (1-3). Selected topics offered at the lower division level as demand warrants. Lect/lab as appropriate. [Prereq: vary with topics. Rep with different topics.]

ENGR 299. Directed Study (1-3). Directed (independent) undergraduate study or research at the lower division level. [Rep; multiple enrollments in term.]

ENGR 305. Appropriate Technology (3). Engineering technology principles. Energy, waste disposal, food production technologies. Lab exercises involve working systems at Campus Center for Appropriate Technology. [Prereq: lower division science GE, and ENGR 114 or PHYS 106 or PHYS 109. Not allowed for credit toward engineering major. Weekly: 2 hrs lect, 3 hrs lab. GE.]

ENGR 308. Technology & the Environment (3). Environmental and resource-related case studies applying technology to supply society’s needs and demands. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 2 hrs activity. GE.]


ENGR 325. Computational Methods for Environmental Engineering II (3). Introduction to numerical methods for environmental engineering analysis, design and resource management using the Fortran 95 programming language. [Prereq: ENGR 225 and MATH 110. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 326. Computational Methods for Environmental Engineering III (3). Numerical methods for linear and differential equations used in environmental engineering analysis, design and resource management problems. [Prereq: ENGR 325, and ENGR 331 or ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]


ENGR 331. Thermodynamics & Energy Systems I (3). Thermodynamics’ 1st and 2nd laws; thermodynamic properties of materials; thermodynamic processes; system and control volume analysis; application to energy systems. [Prereq: CHEM 109, MATH 210, ENGR 211. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 333. Fluid Mechanics (4). Fluid properties; fluid statics; flow concepts; control volume analysis; continuity; energy and momentum concepts; boundary layer concepts; drag theory, flow measurements; flow in pipes/ducts; open channel flow; dimensional analysis and similarity. Engineering design applications. [Prereq: ENGR 211, ENGR 325, MATH 210. Weekly: 3 hrs lect, 3 hrs lab.]


ENGR 371. Energy Systems & Technology (3). Intro to key topics and technologies associated with modern energy systems. Covers principles of thermodynamics and electricity and their application to energy systems. [Prereq: MATH 105, CHEM 107 or CHEM 109, PHYS 107 or PHYS 110.]

ENGR 399. Supplemental Work in Engineering (1-3). Directed study for transfer student whose prior coursework isn’t equivalent to corresponding courses at HSU. [Prereq: DA. Rep; multiple enrollments in term.]

ENGR 410. Environmental Impact Assessment (3). Enabling legislation that established environmental impact statements; EIS preparation; risk analysis; collecting data and evaluating its adequacy and accuracy; interpreting data; predicting impacts associated with proposed activities. Design applications. [Prereq: ENGR 313, ENGR 351 or ENGR 350, ENGR 440 (C).]
ENGR 416. Transport Phenomena [3]. Heat and mass transfer; pollutant transport and assimilation in the environment. Engineering design applications. [Prereq: ENGR 322 or ENGR 324, ENGR 326, ENGR 331, ENGR 333, ENGR 351 or ENGR 350. Weekly: 2 hrs lect, 3 hrs lab.]


ENGR 440. Hydrology I [3]. Hydrologic cycle; math models of rainfall runoff; surface and ground water hydrology; probabilistic design concepts. [Prereqs: ENGR 313, ENGR 322 or ENGR 324, ENGR 326, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 441. Hydrology II [3]. Rainfall runoff processes; infiltration and groundwater vadose zone; water quality models and operational (stochastic) hydrology; groundwater quality, Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 443. Groundwater Hydrology [3]. Groundwater and vadose zone hydrology; well hydraulics; introduction to groundwater planning, management, and remediation; large-scale flow and mass transport simulation models. [Prereq: ENGR 313 and ENGR 325. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 445. Water Resources Planning & Management [3]. Engineering applications of economics, risk analysis, and mathematical simulation and optimization models to water resource planning, multiobjective and sequential decision problems in reservoir operation and water quality management. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 448. River Hydraulics [3]. River morphology, water and sediment transport; channel formation; river restoration. Design applications. [Prereq: ENGR 351 or ENGR 350, ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 451. Water & Wastewater Treatment Engineering [4]. Water and wastewater treatment systems; bench-scale treatment operations. Engineering design applications. [Prereq: ENGR 351 or ENGR 350, and ENGR 416 (C). Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 455. Engineered Natural Treatment Systems [3]. Use and design of free surface constructed wetlands and vegetated gravel beds for treating wastewater. For design engineers and wetland scientists involved in the planning, sizing, designing and/or management of wetlands used to treat a wide range of wastewater problems. [Prereq: BIOL 105, ENGR 115, ENGR 451; or IA.]


ENGR 477. Solar Thermal Engineering [3]. Analyze and design solar thermal systems. Availability of solar radiation; collector operation; system performance; simulation models. Engineering design applications. [Prereq: PHYX 110, ENGR 322 or ENGR 324, ENGR 331, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 480. Selected Topics in Engineering I [1-3]. Offered as demand warrants. Lect./lab as appropriate. [Prereq: vary with topic. Rep with different topics.]

ENGR 481. Selected Topics with Engineering Design [3]. Selected topics as demand warrants. [Prereq: ENGR 322 or ENGR 323. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 492. Capstone Design Project [3]. Culminating ERE design experience based on knowledge gained from previous coursework. Application of the engineering design process to develop a system, process or management plan to solve a significant, open-ended ERE problem. [To be taken final senior semester [within 16 units of graduation]. Open to Senior and Grad level ERE students only. Prereq: ENGR 313, ENGR 352, ENGR 326, ENGR 330, ENGR 331, ENGR 333, ENGR 351.]


ENGR 499. Directed Study [1-3]. Directed (independent) undergraduate study or research. [Prereq: IA.]


ENGR 532. Energy, Environment & Society [4]. This interdisciplinary graduate level course emphasizes technical, environmental, and socio-economic dimensions of energy utilization in contemporary society. Covers technology and policy issues related to conventional and alternative energy resources. [Prereq: graduate standing; working knowledge of introductory physics, chemistry, and statistics; or IA.]

ENGR 533. Energy & Climate Change [4]. This interdisciplinary graduate level course provides a rigorous introduction to the science and policy dimensions of global climate change, as well as the prospects for climate change mitigation. [Prereq: graduate standing and ENGR 532, or IA.]

ENGR 534. Air Quality Management [3]. Nature, causes, and effects of air pollution; air quality standards, their measurement and control; Gaussian Plume model; particulate and gaseous pollutant control devices. Engineering design applications. [Prereq: CHEM 110 and ENGR 416. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 535. Development Technology [4]. Technologies important in international development, including energy production, habitat design, waste recovery, water acquisition, and agriculture. [Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 541. Hydrology II [3]. Rainfall runoff processes; infiltration and groundwater vadose zone; water quality models and operational (stochastic) hydrology; groundwater quality, Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 543. Groundwater Hydrology [3]. Groundwater and vadose zone hydrology; well hydraulics; introduction to groundwater planning, management, and remediation; large-scale flow and mass transport simulation models. [Prereq: sustainability-focused; sustainability-related; activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval 224 Environmental Resources Engineering 2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG
ENGR 313 and ENGR 325. Weekly: 2 hrs lect, 3 hrs lab.

ENGR 545. Water Resources Planning & Management [3]. Engineering applications of economics, risk analysis, and mathematical simulation and optimization models to water resource planning; multiobjective and sequential decision problems in reservoir operation and water quality management. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 548. River Hydraulics [3]. River morphology; water and sediment transport; channel formation; river restoration. Design applications. [Prereq: ENGR 351 and ENGR 416. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 551. Water & Wastewater Treatment Engineering [4]. Water and wastewater treatment systems; bench-scale treatment operations. Engineering design applications. [Prereq: ENGR 351 and ENGR 416; both with passing grades of C. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 555. Engineered Natural Treatment Systems [3]. Use and design of free surface constructed wetlands and vegetated gravel beds for treating wastewater. For design engineers and wetland scientists involved in the planning, sizing, designing, and/or management of wetlands used to treat a wide range of wastewater problems. [Prereq: ENGR 351 or ENGR 350, BIOL 105, ENGR 115; or IA.]


ENGR 573. Building Energy Analysis [3]. Thermodynamics applied to energy analysis of buildings. Heating and ventilating systems; lighting; building envelopes; process loads. Analyze campus buildings. Engineering design applications. [Prereq: ENGR 326, ENGR 331, ENGR 333; all with passing grades of C. Weekly: 2 hrs lect, 3 hrs lab.]


ENGR 577. Solar Thermal Engineering [3]. Analyze and design solar thermal systems. Availability of solar radiation; collector; operator; system performance; simulation models. Engineering design applications. [Prereq: ENGR 322, ENGR 331, ENGR 333; all with passing grades of C. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 680. Selected Topics in Environmental Systems [1-3]. [Rep.]


ENGR 700. Professional Development in Engineering [1-3]. Directed study for engineering professionals desiring advanced or specialized instruction, especially that leading to credentialing/ certification. [Prereq: IA. Rep.]

Environmental Science

LOWER DIVISION

ENVS 108. Environmental Science and Climate Change [3]. Examination of critical thinking and the scientific method; how these intellectual tools have been used to develop an understanding of the global environment; special attention on climate change. [GE]

ENVS 110. Introduction to Environmental Science [3]. Integrated/interdisciplinary examination of how components of Earth systems are connected through movement of matter and energy through biogeochemical processes. Mechanisms of interaction and spatial and temporal timescales of interactions.

ENVS 111. Environmental Science Seminar [1]. Introduction to the scope of the environmental sciences, current issues, guest speakers, career opportunities. [Rep 4 times. CR/NC.]


ENVS 230. Environmental Problem Solving [3]. Intro to quantitative tools for environmental problem solving. Basic modeling skills in the context of topics related to environmental issues associated with air, water, land/earth, and energy. [Prereq: ENVS 110, STAT 103 or STAT 103. Must have sophomore standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

ENVS 301 / GEOG 301. International Environmental Issues & Globalization [3]. Cross-disciplinary examination of economic development, world regions, population trends, resource exploitation, sustainability, impact of resource extraction in key world locations, and increasing global environmental connectivity, integration, and interdependence. [GE]


ENVS 350. Principles of Ecological Restoration [3]. Scientific basis for reconstruction of degraded ecosystems. Focus on practices designed to improve ecological structure and function, and meeting societal needs for sustainable and functional ecosystems. [Prereq: BOT 105 and SOIL 260. Must have junior standing or greater. Registration priority given to ENVS majors; others may enroll with IA.]

ENVS 370. Energy, Technology & Society [3]. Interdisciplinary course in energy, the environment, and society. Focuses on energy and climate change, integrating physical science, social science, and policy dimensions. [Prereq: CHEM 107 or CHEM 109, PHYX 107 or PHYX 110, ENVS 230. Must have junior standing or greater.]

ENVS 400 / EMP 400. Inscape & Landscape [3]. An evaluation of individual perception (inscape) of nature (landscape) relative to our unique individual histories. An overview of human population growth, resource consumption, and resource availability will lead to a personal evaluation of the relationship of inscape to landscape. [GE. Weekly: 2 hrs lect, 2 hrs activ.]

ENVS 410. Environmental Science Practicum [3]. Work locally to develop creative solutions to environmental problems. Critique opportunities and obstacles to innovative decision making. [Prereq: ENVS 110, ENVS 220, ENVS 230; senior or graduate standing and IA for non-majors.]

ENVS 411. Sustainable Campus [3]. Environmental Science majors capstone: Systematic problem solving framework applied to making the campus sustainable. [Prereq: ENVS 110, ENVS 220, ENVS 230; senior or graduate standing and IA for non-majors.]

ENVS 450. Applied Ecological Restoration [3]. Restoration process, including identifying causes of degradation, devising methods and goals for restoration, developing management strategies for restored sites, monitoring changes and assessing success; focus on aquatic systems. [Prereq: ENVS 350. Weekly: 2 hrs lect, 3 hrs lab. Must have senior standing or greater. Registration priority given to ENVS majors; others may enroll with IA.]

ENVS 480. Selected Topics in Environmental Sciences [1-4]. Student preparations typically required. [Rep.]

ENVS 482. Environmental Science Internship [1-3]. Practical experience. Apply knowledge gained through coursework. [Prereq: IA. Must have sophomore standing or greater. Rep up to 6 units.]

ENVS 499. Directed Study in Environmental Sciences [5-4]. Directed study in lab, field, or library under supervision of CNRS faculty member. [Prereq: upper division standing and IA.]
### Environmental Studies

**LOWER DIVISION**

- **ENST 120. Introductory Seminar in Environmental Studies [1]**. This seminar introduces the environmental studies major and facilitates thoughtful selection of a "core competency." Guest faculty presenters; weekend field trip. [Prereq: Environmental Studies major: Senior/graduate standing excluded. CR/NC.]

- **ENST 295. Power/Privilege & Environment [4]**. Explores the environment as a central element in the reproduction of patterns of power and privilege along lines of race, class, and gender. Examines how environmental conflicts challenge those patterns.

- **ENST 395. Environmental Studies Research & Analysis [4]**. Introduction to academic and field research approaches; social science-based qualitative and quantitative methodologies appropriate for environmental studies. [Prereq: Environmental Studies major.]

- **ENST 490. Environmental Studies Capstone Experience [4]**. Capstone experience for Environmental Studies majors. Students to apply knowledge of environmental systems to practical problems. Course will entail either group of individual projects. [Prereq: ENST 295, ENST 395; Environmental Studies major; junior or senior standing.]

### Ethnic Studies

**LOWER DIVISION**

- **ES 105. Introduction to US Ethnic Studies [3]**. Comparative history of racialized groups in the US, with particular emphasis on the manner in which race, ethnicity, class, and gender inform this history. [DCG-d. GE]

- **ES 106. Introduction to Black Studies [3]**. Course examines literature, music, dance, and film produced by people of African descent in the US. Studies race, class, and gender to assess the production of specific cultural narratives. [DCG-d. GE]

- **ES 107. Chicani@/Latin@ Lives [3]**. Chicani@/Latin@ cultural production and its relationship to U.S. culture; to other U.S. ethnic and racial groups; and to Latin American homelands. Readings focus on writers from various Latin@ groups. [DCG-d. GE]

- **ES 245. Hip Hop & the Black Experience [3]**. Explores the complexities of America’s system of oppression, privileging the voices of Black people and other oppressed groups as they struggle for political, social, and economic power. [DCG-d.]

- **ES 280. Selected Topics in Ethnic Studies [1-4]**. [Rep.]

**UPPER DIVISION**

- **ES 304 / GEG 304. Migrations & Mosaics [3]**. Role of international and internal migrations in shaping American population and society. Examine full range of ethnic mosaics that result from the mixing and clashing of diverse cultures. Put own life line in national perspective. [DCG-d. GE]

- **ES 306 / ANTH 306. World Regions Cultural Studies [3]**. Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Middle East, Asia). [Rep for each different region offered. DCG-n. GE]


- **ES 314. Chicano Culture & Society in America [3]**. From the establishment of 16th century Spanish frontier settlements. Formation of Mexican regional cultures; status of an American racial/cultural minority. [DCG-d.]

- **ES 320. American African History [3]**. Within context of American history, analyze African American heritage from its origins through the present.

- **ES 325. From Civil Rights to Black Power [3]**. Critique Civil Rights movement and Black Power revolution. Martin Luther King, Malcolm X, Black Muslims, Black Panthers. [DCG-d.]

- **ES 326. Media & the Politics of Representation [4]**. Examines historical and contemporary constructions of race in US media, binary of whiteness/blackness, and representation of various ethnic groups in relation to binary. Analyses race, class, gender, sexuality, nation. [DCG-d.]

- **ES 336 / ENGL 336. African Ethnic Literature [4]**. Read and discuss literature written by ethnic minorities in the US, including works by authors of African, Asian, Latin, Native American, Eastern European, and Middle Eastern descent. Focus varies. One of four units is individualized instruction on assigned topics. [Rep. DCG-d.]

- **ES 396. International Latino Film Seminar [1]**. This seminar presents and discusses three films from the Hispanic world, in Spanish with English subtitles. [CF/NC. Rep 3 times.]

- **ES 465B-C / ENGL 465B-C / WS 465B-C. Multicultural Issues in Literature/Languages [4]**. Themes, genres, figures, theories, or movements in literary or linguistics study in relation to issues of ethnicity and/or gender. [Prereq: ENGL 320. Rep. DCG. ES 465B (domestic); ES 465C (non-domestic).]

- **ES 480. Selected Topics in Ethnic Studies [1-4]**. [Prereq: two previous courses in ethnic studies or IA. Rep with different topics.]

- **ES 499. Directed Study [1-3]**. Individual study on selected problems. Advanced students only. Take only one ES 499 class per semester and four ES 499 classes during HSU academic career. Both provisions subject to petition. [Prereq: IA.]

### Film

For courses marked with an asterisk (*), frequency depends on staff resources/student need.

**LOWER DIVISION**

- **FILM 102. Introduction to Radio, TV & Film [3]**. S. Major developments from beginnings to the present. [GE]

- **FILM 109. Film Comedy Around the World [3]**. F. This course explores world cultures through the lens of comedy. Comedy reveals power groups, attitudes about gender, ethnicity, race, class, and other social issues. Students will view and discuss films. [DCG-n. GE]

### UPPER DIVISION

- **FILM 260. Film Festival [2]**. FS. Pre-screenings and behind-the-scenes activities for the world’s oldest student-run film festival that will deepen sociopolitical understanding and provide insights to contemporary short film processes, aesthetics, and constructs. [Rep.]

- **FILM 305. Art of Film: Beginning to 1950s [3]**. F. Motion picture as popular art. Contributions of individual artists in historical contexts. [GE]

- **FILM 306. Art of Film: 1950s to the Present [3]**. S. Motion picture as popular art. Contributions of individual artists in their historical contexts. [GE]

- **FILM 315. Filmmaking I [4]**. Introduction to fundamentals of filmmaking using the basic tools of 16mm and digital media. [Insurance fee. Rep.]

- **FILM 317. Art of Film Discussion: Pre 1950s [1]**. F. Motion picture as popular art. Contributions of individual artists in their historical contexts. Film emphasis majors and minors to take concurrently with FILM 305. [Coreq: FILM 305. Rep 3 times.]
Fisheries Biology

**LOWER DIVISION**

**FISH 320. Water Resources & Conservation** [3]. Abundance, status, and conservation of global water resources. Aquatic habitats available for fish and water quality requirements. Laws and agencies charged with protecting water resources. Water allocation conflicts and resolutions. Special topics in film and/or digital production. Offered alternate years. [Prereq: FILM 315 or IA. Insurance fee. Rep.]

**FISH 320L. Limnology** [3]. Seminar on fish populations. Analysis of abundance, status, and conservation of global water resources. Aquatic habitats available for fish and water quality requirements. Laws and agencies charged with protecting water resources. Water allocation conflicts and resolutions. [Prereq: CHEM 107 or CHEM 109 or STAT 109 (C). Insurance fee. Rep.]


**FISH 320W. Limnology Practicum** [1]. Survey lakes and streams. Survey equipment; analytical instruments; field and lab methods. [Coreq: FISH 320. Weekend field trips.]

**FISH 335. U.S. & World Fisheries** [3]. Location of, and species taken in, commercial fisheries. Their importance to world food supply. Methods of harvest and products marketed. Economic problems of common property resources. [Prereq: IA. Weekly: 2 hrs lect, 3 hrs lab. Some weekend and after-hours field trips required.]

**FISH 370. Aquaculture** [3]. Culture and breeding of freshwater and marine fishes, sport, and commercial. Operating fresh and saltwater hatcheries. Care and use of fishes as experimental animals. [Prereq: FISH 310 or IA.]

**FISH 370L. Aquaculture Practicum** [1]. Culture methods and materials: egg-taking and fish rearing; operating hatchery facilities; hatchery and pond management. Requires hip boots or waders and rain gear. [Prereq: FISH 370 (C).]

**FISH 375. Aquaculture Practicum** [3]. Controlled spawning, cultivation, harvesting, processing, and marketing of marine and estuarine algae, invertebrates, and fishes. How laws and regulations, engineering, and economics affect culture on a worldwide basis. Culture of food items used in rearing marine and estuarine species. [Prereq: FISH 310 or ZOOL 314. Lab requires after-hours time at marine lab.]

**FISH 380. Techniques in Fishery Biology** [3]. Overview of fishery research methods: sampling theory, collection gear, stock identification methods, age and growth, tagging, and estimation of population size. [Prereq: FISH 310 (C) and STAT 109 (C), or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**FISH 410. Topics in Advanced Ichthyology** [3]. Advanced topics in ichthyology such as phylogeny, zoogeography, fish families of the world, early life history of fish, or biology of particular groups of fish (e.g. sharks and rays). Repeatable with different content. [Prereq: FISH 310. Weekly: 2 hrs lect, 3 hrs lab. Rep. 4 times.]

**FISH 434. Biology of Pacific Salmon** [4]. The biology and ecology of Pacific salmon, including evolution, life history strategies and migrations, ecology, feeding and growth, productivity, behavior, and hatcheries. [Prereq: STAT 109, FISH 310 or IA. Weekly: 3 hrs lect, 3 hrs lab.]

**FISH 435. Biology of Marine Fishes** [4]. Environmental influences on life history, behavior, growth, and survival of marine and anadromous fishes. [Prereq: FISH 310 and OCN 109, or IA. Weekly: 3 hrs lect, 3 hrs lab. Some weekend and after-hours field trips.]

**FISH 443. Problems in Water Pollution Biology** [3]. Nature, scope, magnitude, and significance of water pollution; common pollutant materials; their nature, sources, and effects in natural waters; detection, surveillance, and abatement. [Prereq: FISH 320/FISH 320L or B units of upper division biology; one year of chemistry. Weekly: 2 hrs lect, 3 hrs lab.]

**FISH 458. Fish Population Dynamics** [4]. 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. [Prereq: MATH 105, STAT 109, and IA. Weekly: 3 hrs lect, 2 hrs computer lab.]

**FISH 460. Advanced Fish Conservation & Management** [3]. Overview of theoretical and practical constraints of fish conservation and management with focus on use of quantitative tools. Examination of how laws and values shape the objectives of management. [Prereq: FISH 434 (C) or FISH 435 (C).]

**FISH 470. River Fish Restoration Ecology** [3]. Principals of ecological restoration applied to river fishes, emphasis on biological, physical and watershed processes. [Prereq: FISH 310. Weekly: 2 hrs lect, 3 hrs lab.]
Fish Diseases (3). F. Prevent, diagnose, manage, and treat infectious and noninfectious fish diseases. [Prereq: FISH 310 or equivalent, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

Fish 473. Wastewater Aquaculture (3). S. Use wastewater to enhance productivity of aquatic systems. Functional similarity between wastewater treatment lagoons, fertilized fish ponds, and wastewater aquatic systems. Polyculture in wastewater aquaculture; case studies. [Prereq: upper division standing and IA. Weekly: 2 hrs lect, 2 hrs actv.]

Fish 474. Conservation Genetics of Fish and Wildlife (4). S. Application of molecular methods to conservation, management, ecology, and evolution of fish and wildlife. [Prereq: BIOL 310 or equivalent. Weekly: 3 hrs lect, 3 hrs lab.]

Fish 475. Fish Bioenergetics (3). Energy requirements of fish; physiology of fish relative to energetics processes and constraints imposed by environmental conditions. [Prereq: STAT 109 and FISH 310. Prior course in physiology recommended. Weekly: 2 hrs lect, 2 hrs lab.]

Fish 476. Ecology of Running Waters (3). Characterization of the physical and chemical environment, adaptations, distribution, and interactions of riverine biota, ecosystem structure and dynamics, and response to human alteration. [Prereq: BIOL 330 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

Fish 478. Fisheries Oceanography (3). Introduction to how climate and oceanographic processes affect the dynamics of marine populations, ecosystems, and fisheries; and, how oceanography informs management of marine ecosystems. [Weekly: 2 hrs lect, 2 hrs lab. IA.]

Fish 480. Selected Topics in Fisheries (1-4). [CR/NC. Lect/lab as appropriate. Rep with different topics.]

Fish 490. Honors Thesis Research (1-4). [Prereq: FISH 314 or BIOL 369 or equivalent; GPA of 3.2 or higher. Prior to enrollment, file a formal application, including a research proposal. Rep.]


Graduate

Fish 510. Topics in Advanced Ichthyology (3). Advanced topics in ichthyology such as phylogeny, zoogeography, fish families of the world, early life history of fish, or biology of particular groups of fish (e.g. sharks and rays). Repeatable with different content. [Prereq: FISH 310 or equivalent. Weekly: 2 hrs lect, 3 hrs lab. Rep 4 times.]

Fish 525. Wastewater Ecosystems Analysis/Reuse (3). Principles of aquatic ecology applied to wastewater treatment. Reuse of treated effluents with natural resource benefits. Microbiology; wetland ecology; nutrient cycling and removal; soil chemistry. [Prereq: senior or grad status in CNRS and IA. Field trips to wastewater treatment facilities occasionally require one or more days absence during the week.]

Fish 558. Fish Population Dynamics (4). Theory and analysis of exploited fish populations. Meets jointly with FOR 458. Students in FISH 558 are expected to develop a fish populations dynamics case study and report findings to class. [Prereq: STAT 109 and MATH 105 (C). Weekly: 3 hrs lect, 2 hrs computer lab.]

Fish 570. River Fish Restoration Ecology (3). Principals of ecological restoration applied to river fishes, emphasis on biological, physical and watershed processes. [Prereq: FISH 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

Fish 571. Advanced Fish Disease & Pathology (3). Epidemiology, pathology, diagnosis, and treatment of infectious and noninfectious fish diseases. [Prereq: FISH 471 and IA. Weekly: 2 hrs lect, 3 hrs lab.]

Fish 575. Fish Bioenergetics (3). Energy requirements of fish; physiology of fish relative to energetics processes and constraints imposed by environmental conditions. [Prereq: STAT 109 and FISH 310. Prior course in physiology recommended. Weekly: 2 hrs lect, 2 hrs lab.]

Fish 576. Ecology of Running Waters (3). Characterization of the physical and chemical environment, adaptations, distribution, and interactions of riverine biota, ecosystem structure and dynamics, and response to human alteration. [Prereq: BIOL 330 or any upper division ecology class. Weekly: 2 hrs lect, 3 hrs lab.]

Fish 578. Fisheries Oceanography (3). Introduction to and directed study of how climate and oceanographic processes affect the dynamics of marine populations, ecosystems, and fisheries, and how oceanography informs management of marine ecosystems. [Weekly: 2 hrs lect, 2 hrs lab. IA.]

Fish 580. Advanced Study in Fishery Biology & Management (1-4). Theories, principles, techniques. [Prereq: IA. CR/NC. Lect/lab (FISH 580L concurrently) as appropriate to instructor and topic. Rep with different topic and instructor.]

Fish 685. Graduate Fisheries Seminar (1). Discuss and review advanced topics. [Prereq: grad standing. CR/NC. Rep.]


Fish 695. Research Problems in Fisheries (1-4). Individual research on advanced lab or field problems. [Prereq: grad standing. Rep.]


Forest, Watershed, and Wildland Sciences

Graduate

FWWS 501. Research Methods and Planning (2). Methods of inquiry into the ecology and management of forests and wildlands. Review and composition of grant proposals and current literature. Planning and presentation of scientific research. [Open to upper-division students in FWWS required for all FWWS graduate students.]


FWWS 695. Field Research Problems (1-3). Directed individual research on field or laboratory problems. [Passing grade of B- required. Rep.]

FOR 223. Introduction to Wildland Fire [2]. An introduction to the elements of wildland fire behavior; fire management and suppression, and fuels management. History and policy development of forest and rangeland fire management. [Prereq: FOR 117, and FOR 130 or 131. Coreq: FOR 222. Weekly: 1 hr lect, 3 hrs lab.]

FOR 250. Introduction to Forest Operations [3]. Overview of forest operations and environmental issues associated with today's forest management practices. Use of mechanized equipment as a tool to meet various forest management objectives. [Prereq: FOR 117, and FOR 130 or 131. Weekly: 2 hrs lect, 3 hrs lab.]

UPPER DIVISION

FOR 302. Forest Ecosystems & People [3]. Interaction between forest science principles of different forest ecosystems and social expectations and needs. Evolution of how people use the forests of California, from wilderness to city parks. California as the leading edge of forest users. Nonmajors only. [GE]


FOR 311. Forest Mensuration & Growth [4]. Sampling techniques in forest inventory, timber cruising, and site index determination. Develop volume tables and predict stand growth. Use growth models and computer applications. [Prereq: FOR 130, FOR 210, STAT 109, MATH 105. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 315. Forest Management [3]. Managing forest-covered landscapes to meet a variety of objectives by applying economic, sociological, ecological, silvicultural, and operational principles. Nonmajors only. [Weekly: 2 hrs lect, 3 hrs lab.]

FOR 321. Fire Ecology [3]. Fire as an ecosystem and physical process. Fire history, fire effects, fire regimes; interactions with abiotic and biotic ecosystem components; managing fire in California bioregions. [Prereq: Course in Ecology or IA. Weekly: 2 hrs lect, 3 hrs lab.]


FOR 353. Forest Road Location & Design [3]. Road design procedures, standards, and techniques for forest management. Reconnaissance, route surveying, office and field design and location, geometrics, drainage systems, soil engineering, construction sequencing and techniques, erosion control, maintenance. [Prereq: FOR 210, FOR 250, SOIL 280. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 359. CA & US Forest and Wildland Policy [3]. US and California government and policies are introduced with an emphasis on the interactions between these institutions and natural resource management. Regulations are analyzed from creation to implementation and interpretation. Meets requirement in “US Constitution and California State and Local Government” established by CA legislature.

FOR 385. Forest Economics and Finance [4]. Capital budgeting; benefit/cost analysis; forest appraisal and taxation; welfare economics, management decision making; uncertainty and risk. [Prereq: FOR 311 (C). Weekly: 3 hrs lect, 3 hrs lab.]

FOR 374. Wilderness Area Management [3]. Paradox of "managing" wilderness; scientific, legislative, philosophical frameworks; managing human use of, and influences on, wilderness. [Weekly: 2 hrs lect; weekend field trips.]

FOR 400. Forestry in Modern Society [3]. “Humans are moral creatures” as a model for human integration. Role of professional forestry to serve society and conserve the landscape. Social and environmental reasoning for integrating layers of moral obligation. [GE]

FOR 422. Wildland Fire Use [3]. Applying prescribed fire in land management. Fire effects, prescription burning objective, benefits, plans, prescriptions, firing patterns, burn monitoring and evaluation, and smoke management. [Prereq: FOR 321 and FOR 323, or IA. Evening presentations or weekend field trips may substitute for class meeting. Weekly: 2 hrs lect, 3 hrs lab.]


FOR 424. Wildland Fire Seminar [1-3]. Review literature on wildland fire. Variable topics including Native American Fire Use, Fire Management History; Wildfire Case Studies. [Rep up to 6 units.]

FOR 430. Forest Ecosystems [3]. Environmental factors on tree, stand, and landscape dynamics. Investigation at physiological, population, community, ecosystem, and landscape scales. Analysis of ecological and forest data, scientific writing, and presentation. Extensive field trips in region. [Prereq: FOR 131 or course in ecology. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 431. Forest Restoration [3]. Forest restoration at multiple spatial scales from stand to landscape level. Goals for biological conservation, carbon sequestration, economic viability. Restoration techniques and case studies. Managing invasive plant species. [Prereq: junior or senior standing and a course in ecology, or IA.]


FOR 471. Forest Administration and Ethics [3]. Policy making; administrative behavior; legislative, regulatory, legal, and ethical considerations as applied to forest management. [Prereq: FOR 250 and FOR 311. Rec: FOR 432. Must have junior standing or greater]

FOR 475. Forest Management Decision Making [3]. Social, political, economic, ecological, and silvicultural principles relating to contemporary forestry decision making processes. Predicting forest outcomes, tactical and strategic forest planning sustainability, risk assessment, monitoring and adaptive management. [Prereq: FOR 311 and FOR 365, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 476. Advanced Forest Management [1-3]. Discussion, student presentations, and papers on contemporary issues such as forestry operations research, wood lot management, international forestry, and organizational structure of the forest products industry. [Prereq: IA.]

FOR 479. Forestry Capstone [3]. A forestry-related project, produced either by a team or by an individual, culminating in a public presentation. [Prereq: must be in final term prior to graduation.]

FOR 480. Selected Topics in Forestry [5-4]. Topics as demand warrants. [Rep.]

FOR 482. Internship [1-3]. Students reflect critically upon work experience and report their critical reflections in a written report; under faculty guidance. [Prereq: FOR 131 and FOR 210, or IA.]

FOR 490. Senior Thesis [1]. Student-designed research project done by a single student with faculty approval before the project is begun. Public presentation of the results and a written paper in journal-ready format. [Prereq: IA.]

D2G diversity & common ground; d domestic; n non-domestic; disc discussion; F fall; S spring; Su summer; GE general ed; IA instructor approval; lect lecture; prereq prerequisite; rec recommended preparation; rep repeatable
FREN 107L French Laboratory Level III (1). Must be taken with FREN 107. Self-directed, subscription-based online language course. [Coreq: FREN 107.]

FREN 207. French IV & Intro to Francophone Studies [4]. Continued review of essentials of grammar; Read modern literary texts in French. [Recommended Preparation: FREN 107 or equivalent, or IA. Coreq: FREN 207L. DCG-n.]

FREN 207L French Laboratory Level IV (1). Must be taken with FREN 207. Self-directed, subscription-based online language course. [Coreq: FREN 207.]

FREN 280. French Conversation & Retreat (2-3). Speak conversational French during the semester and plan, prepare and participate in a weekend language immersion retreat, complete with Francophone cuisine and French-language activities. [Prereq: FREN 106 or IA. Rep twice.]

UPPER DIVISION


FREN 306 / GERM 306 / SPAN 306 / WS 306. Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories [3]. Gender and ethnic issues in French, German, and Spanish short stories and by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG-n. GE.]

FREN 310. Nouvelles en Française: Variable Topics [2-4]. Variable topics. Discussion in French of Francophone stories, cultural issues, and literary criticism. Topics vary by world region (e.g., la Vétérinaire, la Canada, la France, les Caraibes) or theme (e.g., Femmes et Famille, la Démocratisation, Tradition et Modernité, Les Jeunes). Units vary according to topic and class hours (15 hours/unit). [Prereq: FREN 207 (C).]

FREN 311. French V & Stories from the Francophone World [4]. Intensive reexamination of French grammar and usage in Francophone texts. Techniques and terminology of literary and cultural criticism; Aural/oral, reading and composition practice analyzing diverse literary and cultural issues. [Prereq: FREN 207 or equivalent, or IA. DCG-n.]

FREN 312. French VI and (R)evolution in Modern French Literature [4]. Intensive reexamination of French grammar: Analysis of cultural and literary (r)evolution in modern French literary works, from the aftermath of the French Revolution to modern France. Text selections will vary. [Rep twice.]

FREN 314. Cultural History Topics in Early French Masterpieces [4]. Introduces the major corpus of early French literature in the context of French cultural history, underscoring intersections of literature, ideology, and world views in cultural history. Special topics course. [Prereq: FREN 311 (C). Rep.]

FREN 321. Intensive French Language in France [4]. Intensive French language immersion studies onsite in France, in cooperation with Francophone language institute. Oral-based curriculum with in-class study and off-campus interaction and communication activities. [Prereq or coreq: FREN 106 with a grade of B- or above.]

FREN 322. Cultural Journal in France [3]. Cultural studies in French and guided excursions on site in France provide material for process writing of daily cultural journal entries. Historical sites may include Carcassonne, Arles, Aigues-Mortes, Ste. Marie de-la-Mer; Montpellier. [Prereq or coreq: FREN 106 with a grade of B- or above.]

FREN 323. Culture and Civilization in France (2). Lectures in French and guided excursions and activities on site in France. May include museums, monuments, French cuisine, cinema, perfume production, and historical sites such as Carcassonne, Arles, Aigues-Mortes, Ste. Marie de-la-Mer; Montpellier. [Prereq or coreq: FREN 106 with a grade of B- or above.]

FREN 324. Introduction to Language OR Intensive French Language: Regional Studies [1-4]. Study French or another language of a Francophone country, such as Wolof, Arabic, or Creole. [Rep 3 times.]

FREN 325. French Cultural Journal: Regional Studies [3]. Daily process-writing in FRENCH of knowledge gained on-site of the culture of a French-speaking country or region for a minimum of 4 weeks in an advisor-approved program. 45 hours of student-instructor contact hours. Region varies. [Rep 3 times.]

FREN 326. Culture & Civilization: Regional Studies [1-4]. Study culture and civilization of a French-speaking country or region. [Rep 3 times.]

FREN 340. Topics in Francophone Culture [2-4]. Variable topics. Presents an in-depth view of an important cultural issue in the Francophone world, such as “Musique: Fête, Critique, Révolte,” “La femme africaine,” and “French Caribbean Identity and Citizenship.” Full-semester major course taught in French. [Prereq: FREN 107 (C). Rep 3 times.]

FREN 341. Current Event Topics in the Francophone World [2]. Variable topics present the most relevant current events and issues in the Francophone world. Examples include “Paris Suburbs Burning” and “Women & War in Africa.” Taught in French or English. [Rep 3 times.]


by essay. Course taught in English for the wider university public. [CR/NC. Rep.]

**FREN 420. French Peer Tutoring (1-3).** Under professor’s supervision, students work a minimum of 30 hours assisting individual or group lower-level French students with linguistic, communicative, and cultural activities conducted in French.

**FREN 480. Upper Division Seminar/Retreat (1-4).** Special topics seminars: Semester-long courses in language, literature or culture or shorter seminars, including creative writing, language and culture immersion courses, film seminars, retreats and international speaker series. [Rep.]

**FREN 482. Francophone Internship Abroad (1-6).** Students plan an internship project with their major advisor, following “Francophone Internships Abroad” guidelines and an individual student contract. Opportunities favor those with advanced French-language skills. [Prereq: FREN 3.70 in major, consent of supervising professor and DA.]

**FREN 499. Directed Study (1-4).** Directed reading. Hours arranged. [Rep.]

### Geography

Geography majors must also take the one-unit depth experience courses when offered.

**LOWER DIVISION**

**GEOG 105. Human Geography (3).** Analyze selected landscapes, regions, and group characteristics resulting from interaction of human societies with various environments. [DCG-n. GE.]

**GEOG 106. Physical Geography (3).** Global patterns of climate, soils, vegetation. Landform geography. Climate regions defined on basis of physical environmental and agricultural land-use parameters. Majors must also take GEOG 106L. [GE.]

**GEOG 106L. Physical Geography Laboratory** (1). Intro to physical earth processes through laboratory and field exercises. [Coreq: GEOG 106. Rep once. GE.]

**UPPER DIVISION**

**GEOG 300. Global Awareness (3).** Analyze current world conflicts and problem areas. Spatial, social, economic, political, and environmental realities. [DCG-n. GE.]

**GEOG 301 / ENVS 301. International Environmental Issues & Globalization (3).** Cross-disciplinary examination of economic development, world regions, population trends, resource exploitation, sustainability, impact of resource extraction in key world locations, and increasing global environmental connectivity, integration, and interdependence. [GE.]

**GEOG 304 / ES 304. Migrations & Mosaics (3).** Role of international and internal migrations in shaping American population and society. Study of full range of ethnic mosaics. Majors must also take GEOG 304M when offered. [DCG-1. GE.]

**GEOG 304M. Migrations & Mosaics Depth Experience (1).** Engage in hands-on field experiences to provide opportunities to demonstrate mastery of course materials and application of concepts to “real-world” situations. [Coreq: GEOG 304. Rep once.]

**GEOG 308. Social Justice and the Environment in Africa (3).** Study of contemporary Africa through the themes of social justice and the environment. Natural phenomena/ ecology, natural resource industries, conservation projects/reserves, water/food, urban environment, climate change, technologies, traditional medicine. [GE. Taught in Africa.]

**GEOG 311. Geographic Research & Writing (3).** Overview of discipline and profession. Use of library resources, research tools. Emphases: geographic methodologies, academic writing, presenting, Research paper and presentation on regional topic.

**GEOG 311L. Geographic Research Laboratory (1).** Intro to geographic research techniques using software and internet resources. [Coreq: GEOG 311. Rep once.]

**GEOG 322. California (3).** Spatial interpretation of economic, political, social, and physical forces at work to forge California. Behavioral aspects of processes leading to change. Majors must also take GEOG 322M when offered.

**GEOG 322M. California Depth Experience (1).** Embedded writing and literature workshop resulting in two book reports. Students also participate in structured field experience. [Coreq: GEOG 322. Rep once.]

**GEOG 332. Geography of the Mediterranean (3).** Its role in history and contemporary issues. Emphasis on underlying cultural and ecological unity despite differences of politics, economics, and religion.

**GEOG 335. Geography of the Middle East (3).** Peoples, cultures, landscapes, and political economy. Traditional Islamic civilization; impact of colonialism; contemporary issues. Majors must also take GEOG 335M when offered.

**GEOG 335M. Geography of the Middle East Depth Experience (1).** Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 335. Rep once.]

**GEOG 352. Regional Climatology (3).** Nature of world’s regional climates; tropospheric and oceanic circulation influence; orographic effects, large-scale weather disturbances. Majors must also take GEOG 352M when offered. [Prereq: GEOG 306 or equivalent.]

**GEOG 352M. Regional Climatology Depth Experience (1).** One hour per week of precipitation and temperature data collection and analysis, detailed discussion, and collaborative assignments to examine the earth’s climate system on a detailed scale. [Coreq: GEOG 352P. Rep once.]

**GEOG 353. Mountain Geography (3).** Mountain environments: origins; typical landforms; weather/climate influences; vegetation stratification; adaptations of animals/plants to altitude. Majors must also take GEOG 353M when offered.

**GEOG 353M. Mountain Geography Depth Experience (1).** Embedded data-driven research paper utilizing department format requirements, including a literature review, thesis, archival research, IMB databases, source analysis, graphics, and peer editing. [Coreq: GEOG 353. Rep once.]

**GEOG 356. Global Ecology & Biogeography (3).** This course examines past and present geographic distributions of plants, animals, and other organisms. Biogeography is integrative and unites concepts and techniques from ecology, evolution, ecology, biogeography, and geography. [Prereq: GEOG 106. Rec: junior standing and introductory physical geography (e.g. GEOG 106) or related course are important prerequisites.]

**GEOG 356M. Global Ecology & Biogeography Depth Experience (1).** This course will provide in-depth exploration of methodologies, data, and discussions of recent research on global ecology and biogeography. [Coreq: GEOG 356.]

**GEOG 357. Climate, Ecosystems & People (3).** This course will examine impacts of recent climate change on ecosystems and landscapes with primary case studies from North America and global syntheses. [Prereq: GEOG 106. Rec: junior standing and introductory physical geography (e.g. GEOG 106) or related course are important prerequisites.]

**GEOG 357M. Climate, Ecosystems & People Depth Experience (1).** This one-unit course is designed to provide in-depth experience with the topics covered in the companion course GEOG 357: Climate, Ecosystems & People. [Coreq: GEOG 357.]

**GEOG 380. Geography of the World Economy (3).** Organization of economic space. Production levels, locational analysis, economic development, world trade. Focus: globalization of economic processes.


**GEOG 387 / ANTH 387 / ECON 387 / HIST 387 / INTL 387 / PCI 387. International Education Colloquium (1).** Earn credit by attending International Education Week events the week before Thanksgiving and participating in an online discussion forum. Mandatory pre-event meeting in September. [CR/NC. Rep once.]

**GEOG 411. Senior Field Research (4).** Techniques of field observation, sampling, and analysis using mapping procedures and the interview. Focus on a particular field problem with report writing as part of the experience. [Prereq: GSP 101 (C) and GSP 101L (C), or old GEOG 216; GEOG 311 (C), or IA. Rep twice.]
GEOG 469. Geography Field Experience [1-4]. Particular area analyzed in depth by field observation. Possible areas: California, Mexico, Western Canada, Western Europe, the Northwest. Living/transportation costs borne by student. [Prereq: IA. Rep.]

GEOG 470. Topics in Geography for Teachers [3-5] F. Prospective teachers develop materials and resources that can be applied in classrooms. Use case studies developed by national and state geographic educational alliances. [Prereq: teacher credential candidate or IA.]


GEOG 471M. Topics in Systematic Geography Depth Experience [1]. Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 471. Rep. once.]

GEOG 472. Topics in Regional Geography [1-4]. Specialized consideration of selected world regions. [Rep.]

GEOG 472M. Topics in Regional Geography Depth Experience [1]. Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 472. Rep. once.]

GEOG 473. Topics in Advanced Physical Geography [1-4]. Worldwide climatological, landform, and/or water resource situations as they affect human activities on a regional basis. [Prereq: GEOG 106. Rep.]

GEOG 473M. Topics in Physical Geography Depth Experience [1]. Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 473. Rep. once.]

GEOG 491. Educational Assistance [1-3]. Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA.]

GEOG 499. Directed Study [5-4]. Selected problems. [Rep.]

GRADUATE


GEOG 699. Directed Graduate Study [1-3]. Directed study for master’s candidates in social sciences wishing to emphasize geography. [Prereq: work in geography equivalent to department’s lower division program, and IA. Rep.]

Geology

LOWER DIVISION

GEOG 106. Earthquake Country [3]. Understanding and preparing for earthquakes. Causes and effects of earth tremors; mechanics of earthquakes; how quakes are located and measured; earthquake risk and hazards; earthquake potential in California; earthquake prediction. Not intended for geology majors. May require 1-day weekend field trip. [GE]

GEOG 108. The Dynamic Earth [3]. Survey of general geology for non-science major. Continental drift, earthquakes, volcanism, mountain building, glaciation, landfelling, and other processes which have shaped earth’s surface and affect human-kind. Lab exercises in map reading, seismology, plate tectonics, environmental hazards, and at least two field trips. Not intended for majors in geology. [Weekly: 2 hrs lect, 3 hrs lab. GE]

GEOG 109. General Geology [4]. Physical geology. Origin and constitution of the earth, internal and external processes that determine crustal and surficial features, and methods in investigating and interpreting earth history. [Prereq: ELM score of 42 or higher: Weekly: 3 hrs lect, 3 hrs lab. GE]

GEOG 110. Field Geology of the Western US [1-2]. Investigation of the geologic processes that created selected locales in the western US. Lectures/discussions with extended field trip. The geology will be examined and described by members of the class. [Prereq: GEOG 108 or GEO 109, and undergraduate geology major [geosciences option]. Course fee required.]

GEOG 235. Geology Field Methods I [1]. Fundamentals of field mapping: use of maps, compass, orienteering, measuring strike & dip, simple map project. [Prereq: GEOG 108 or GEO 109, or IA. Weekend field exercise possible. Field trip fees possible.]

UPPER DIVISION

GEOG 300. Geology of California [3]. Analyze major geological provinces, lithologic assemblages, economic resources. [Prereq: GEOG 108 or GEO 109. Cannot count for geology majors as upper division geology area of specialization. GE]

GEOG 300L. Geology of California Field Trip [1]. Three weekends, or one 5-day field trip, through geologic provinces of northern California: the Coast Ranges, Klamath Mountains, Cascade Range, Modoc Plateau, northern Sierra Nevada, and Great Valley. [Prereq: GEOG 300 (Q). Cannot count for geology majors as upper division geology area of specialization.]

GEOG 303. Earth Resources & Global Environmental Change [3]. Origins, occurrence, and limits of important energy, mineral, and water resources. Societal and environmental impacts of resource use and global climate change. [Prereq: GEOG 108 or 109. GE. Cannot count for geology majors as upper division geology area of specialization.]

GEOG 305. Fossils, Life & Evolution [3]. Origin, evolution, and fate of life on earth; history of evolutionary thought and study of fossils; development of life environments [habitats] and biotic communities; recent theories of evolution and mass extinction from an introductory paleontological perspective. [GE. Cannot count for geology majors as upper division geology area of specialization. May require field trip.]


GEOG 308. Natural Disasters [3]. Mitigating geologic hazards through technology, behavioral and cultural adaptation, risk assessment and prediction, and communication of hazard information. Case studies of earthquakes, volcanoes, tsunamis, hurricanes, floods, landslides, and climate change. [Cannot count for geology majors as upper division specialization. Prereq: GEOG 106 or GEOG 108 or GEO 109 or GEOG 106, and upper division standing. GEOL 308L recommended concurrently. GE]

GEOG 308L. Natural Disasters Laboratory [1]. Three-hour weekly laboratory introducing hazard and risk assessment tools including Geographic Information Systems, warning systems and emergency management, including a campus emergency exercise. Emphasis on countries in the Pacific Basin. May require field trip. Must be taken concurrently with GEOG 308. [Prereq: upper division standing, GEOG 308 (C). GE]

GEOG 312. Earth Materials [4]. Description, identification, and classification of minerals and igneous, sedimentary, and metamorphic rocks in hand specimen. Occurrence and use of Earth materials. [Prereq: GEOG 109, and CHEM 109 (C) or CHEM 107. Weekly: 3 hrs lect, 3 hrs lab.]

GEOG 314. Optical Mineralogy-Petrography [4]. Intro to optical crystallography and the optical properties of minerals and rocks determined using the petrographic microscope. Characteristic textures and compositions of igneous, sedimentary, and metamorphic rocks. Compare major petrologographic theories. [Prereq: GEOG 312. Weekly: 2 hrs lect, 6 hrs lab/field trip; may require 3-day field trip.]


GEOG 334. Structural Geology [4]. Describe and analyze structural features of rocks. Interpret the strain significance of structures. Fundamentals of plate tectonics. Tectonic analysis of regional geologic structure. [Prereq: GEOG 332, MATH 115, PHYX 106 or PHYX 109. Weekly: 3 hrs lect, 3 hrs lab; one or two all-day field trips.]

GEOG 335. Geology Field Methods II [1]. Intermediate field mapping project including use of geologic field equipment. [Prereq: GEOG 108 or GEOG 109, GEO 235, GEO 312 or GEO 332 (C), or IA. Overnight trip and/or weekend field exercise likely. Field trip fees possible.]

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sustainability-focused; sustainability-related; activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
GEOL 344. Paleontology [4]. Modes of preservation, skeletal anatomy, systematics and taxonomy, biostratigraphy, paleoecology, paleobiography, and evolutionary history of invertebrate groups of traditional importance to geologists. Rec: BIOL 105 or introductory invertebrate zoology course. [Weekly: 3 hrs lect, 3 hrs lab.]

GEOL 380. Special Topics in Geology [1-3]. Variable topics. [Rep; multiple enrollments in term. Prereq: GEOL 109, IA. Coreq: GEOL 380L when offered.]

GEOL 380L. Special Topics in Geology Laboratory [1-4]. [Rep; multiple enrollments in term. Prereq: GEOL 109, IA. Coreq: GEOL 380 when offered.]

GEOL 389. Supplemental Work in Geology [1-3]. Directed study intended for transfer student whose prior coursework is not equivalent to corresponding courses at HSU. [Prereq: DA. Rep 5 times.]

GEOL 435. Geology Field Methods III [1]. Principles and methods of field mapping, in preparation for geology field camp: use of photo imagery, preparing notes, illustrations, and reports; using field equipment. [Prereq: GEOL 235, GEOL 306 (C), GEOL 312, GEOL 334 (C). GEOL 335. GEOL 314 recommended. Weekend field exercises or overnight trips possible. Field trips fees possible.]

GEOL 455. Geology Colloquium [1]. Geology colloquium with a series of lectures given by invited geoscience professionals. [Rep.]

GEOL 457. Engineering Geology [3]. Apply geologic principles, methods, and information to engineering and related fields. Analyze earth materials, properties, and processes significant to modern engineering projects. [Prereq: GEOL 334 or IA. Weekly: 2 hrs lect, 3 hrs lab/field trip for half semester; may require 4-day field trip.]


GEOL 465. Geosciences Senior Project [2]. Combined literature, field, and/or laboratory study, internship, or service learning experience directed toward a geoscience topic or problem. [Prereq: IA.]

GEOL 475. Geology Field Camp [4]. Four weeks supervised field work in the western US. Principles/methods for geological mapping. May include preparing maps, cross-sections, stratigraphic columns, written and oral geologic reports. Living expenses and a portion of camp expenses borne by student. Typically available only during summer. [Prereq: GEOL 314, GEOL 334, GEOL 435, and GPA of 2.0 or higher for all geology courses. GEOL 306 & GEOL 344 recommended.]

GEOL 482. Instrumental Methods in Geology [1-3]. Principles of x-ray and electron beam analysis of geologic specimens; experimental petrology techniques. Includes sample preparation, instrument operation and data analysis. Alternating with methods of airphoto interpretation, GIS, and remote sensing in geology. [Prereq: PHYX 109 or PHYX 106, and GEOL 312 or GEOL 306, or IA.]

GEOL 485. Seminar [1]. Discuss selected topics; correlated reading and reports. [Rep 3 times. Prereq: senior standing or IA.]

GEOL 490 [1], GEOL 491 [1], GEOL 492 [2]. Senior Thesis. Prepare thesis based on field or lab investigation of subject chosen by student and approved by department. Generally undertaken during senior year, but may commence during junior year. [Prereq: GPA of 2.5 or higher for all geology courses and DA.]

GEOL 499. Independent Study [1-5]. Reading, conference, and/or research. [Rep 4 times. Prereq: DA.]

GRADUATE

GEOL 531. Advanced Physical Geography [1-3]. Topics may include igneous and metamorphic petrology, advanced structural geology, paleoecology, volcanology, experimental petrology, geophysics, regional geology investigations, special topics. Field trip fees may be assessed. [Prereq: GEOL 314 and GEOL 334, or IA. With consent, rep up to 4 times.]

GEOL 531L. Advanced Physical Geology Lab [1.5-1]. When offered; take concurrently with 531. May involve weekend or week-long field trip(s).]

GEOL 550. Fluvial Processes [3]. Quantitative and qualitative description of river processes. Mechanisms of flow and sediment transport in open channels; adjustments of channel form and pattern; fluvial sediment budgets; techniques for field measurement. [Prereq: GEOL 306, MATH 110, PHYX 107 or PHYX 110, or IA. Weekly: 2 hrs lect, one 3-hr lab; may require 1-day weekend field trip(s).]

GEOL 551. Hillslope Processes [3]. Quantitative and qualitative description of the mechanics of erosion and deposition on hillslopes. Develop and apply sediment budgets. Hillslope hydrology, weathering, mass movement, slope stability, sheetwash and rill erosion, slope development models, and techniques for field measurement of slope processes. [Prereq: GEOL 306, MATH 110, PHYX 107 or PHYX 110, or IA. Weekly: 2 hrs lect, one 3-hr lab; may require 1-day weekend field trip(s).]

GEOL 553. Quaternary Stratigraphy [4]. Concepts, theory, methods of Quaternary geology; soil stratigraphy, climate changes; glacial and periglacial processes and patterns. [Prereq: GEOL 306. Weekly: 3 hrs lect, 3 hrs lab/field trip; may require extended weekend field trip(s).]

GEOL 554. Advanced Geology Field Methods [2]. Week-long field excursion to study and interpret quaternary stratigraphic, volcanic, and tectonic problems using appropriate field techniques. Field trip fees may be assessed. [Rep twice.]

GEOL 555. Neotectonics [3]. Critical review of Quaternary crustal deformation. Mechanics, rates and distribution of faulting, folding, uplift, subsidence. Methods of measuring/analyzing Quaternary and active tectonic processes. [Prereq: GEOL 334 and GEOL 306. Weekly: 2 hrs lect, 3 hrs lab or field trip; may require extended weekend field trip(s).]

GEOL 558. Geomorphology of Soils [3]. Physical and chemical weathering mechanisms; climosequences, toposequences, chronosequences; relation of soils to erosional and depositional processes; interpretation of paleosols; use of soils in relative dating of geologic deposits. [Prereq: GEOL 306 and CHEM 110, or IA. May require weekend field trip(s).]


GEOL 690. Thesis [1-6]. Conduct research and prepare written thesis as required for grad degree. [Prereq: IA. Rep up to 6 units.]


CREDENTIAL/LICENSURE

GEOL 700. In-Service Professional Development in Geology [1-3]. Directed studies for geology professionals desiring advanced or specialized instruction, especially that leading to credentialing or teacher certification. [Prereq: IA. May require 1-day weekend field trip(s). Rep 5 times.]

Geospatial Analysis

LOWER DIVISION

GSP 101. Geospatial Concepts [2]. Overview: scale, coordinates, geodesy, direction, projections, surveying, global positioning systems (GPS), remote sensing, geographic information systems (GIS), cartography; historical context illustrating how maps depict spatial relationships, chart power; convey authority. [Coreq: GSP 101L. Rec: basic computer literacy. GE.]

GSP 101L. Geospatial Concepts Lab [1]. Traditional and computer lab activities to develop understanding of scale, coordinate systems, geodesy, direction, projections, surveying, global positioning systems (GPS), remote sensing, geographic information systems (GIS), cartography. [Rec: basic computer literacy. GE.]

GSP 216. Introduction to Remote Sensing [3]. Introductory course in remote sensing focusing on broad topics pertaining to nature of radiation, aerial photography and interpretation, multispectral scanners, and image data and processing. [Prereq: GSP 101 and GSP 101L. Weekly: 2 hrs lect, 3 hrs lab.]

GSP 270. Introduction to Geographic Information Science (GIS) [3]. Introductory course in Geographic Information Science and spatial analysis involving collection, manipulation, display, and analysis of geographically referenced data. Raster and Vector data, overlays, buffer, proximity
analysis and SQL queries. [Prereq: GSP 101 and GSP 101L. Weekly: 2 hrs lect, 3 hrs lab.]

**UPPER DIVISION**

GSP 316. Cartography (4). Cartographic visualization and map design principles through GIS and illustration programs, the selection of appropriate map projections, data classification, color, visual variables, charts, graphs, and diagrams. [Prereq: GSP 101 (C) and GSP 101L (C), or GSP 270 (C) and GSP 330 (C). Weekly: 3 hrs lect, 3 hrs lab.]


GSP 326. Intermediate Remote Sensing (3). Intermediate level course focusing on digital image processing involving image enhancements, image rectifications, classification, and accuracy assessments. Additional topics include image processing techniques involving thermal, hyperspectral, Radar, and LiDAR data. [Prereq: GSP 216 and junior standing or greater. Rec: MATH 105. Weekly: 2 hrs lect, 3 hrs lab.]

GSP 330. Mobile Mapping (3). Concepts and techniques of data collection using mapping-grade GPS units. Topics include understanding data collection protocols, data processing, GIS integration, error sources, differential correction, and other advanced capabilities. [Prereq: GSP 101, GSP 101L, and GSP 216 (C) or GSP 270 (C). Weekly: 2 hrs lect, 3 hrs lab.]

GSP 370. Intermediate Geographic Information Science [GIS] (3). Data accuracy and quality, standard and advanced geospatial data models, data integration and analysis, constraint analysis, location-allocation analysis, metadata standards and documentation, geospatial ethics, industry applications of geospatial analysis. [Prereq: GSP 270. Must have sophomore standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

GSP 416. Advanced Cartography Design Seminar (4). Build on fundamentals through cartographic visualization: the map as a tool for both exploring and representing geographic information. Greater depth in cartographic design theory. Discuss weekly readings; complete major map project. [Prereq: GSP 316. Rep.]

GSP 426. Cartography Practicum (1-4). Practical mapping experience as a cartographic intern with the Institute for Cartographic Design. Supervised individual and group work experience in geospatial sciences. This course is intended for those pursuing advanced cartographic training. Permission of the instructor needed for registration. [Prereq: GSP 270, GSP 316, and IA.]

GSP 436. Advanced Remote Sensing (3). Advanced course in remote sensing. Topics include advanced image enhancements involving project design, image fusion, higher levels of image classification techniques including object-oriented classifications, machine learning techniques, geostatistics, etc. [Prereq: GSP 326. Rec: MATH 105. Must have senior standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

GSP 470. Advanced Geographic Information Science [GIS] (3). Automation of geospatial processing. Analysis operations including viewsheds, linear referencing, least cost path, accessibility, point pattern, and cluster analysis. Spatial process modeling, interoperability, ODA, SAS, and open-source software. [Prereq: GSP 370. Must have junior standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

**GRADUATE**

GSP 570. Geospatial Modeling (4). Spatial statistics, spatial sampling, modeling and kriging, surface analysis and interpolation, Spatial autocorrelation and error: Neural networks, cellular automata, heuristics, agent-based models and simulation modeling. Scripting to enhance analytical efficiency. [Prereq: GSP 470. Must have senior or graduate standing. Weekly: 3 hrs seminar, 3 hrs lab.]

**German**

**LOWER DIVISION**

GERM 105. German Level I (4). Introduces German through communication-based instruction and activities. Does not meet lower division GE requirements. Instructor may waive upon demonstration of equivalent proficiency. [Coreq: GERM 105L.]

GERM 105L. German Laboratory Level I (1). Must be taken with GERM 105. Self-directed, subscription-based online language course. [Coreq: GERM 105.]

GERM 106. German Level II (4). Communication-based approach to the German-speaking world. Develop basic language skills while learning about cultural differences/similarities. [Recommended Preparation: GERM 105. Coreq: GERM 106L GE.]

GERM 106L. German Laboratory Level II (1). Must be taken with GERM 106. Self-directed, subscription-based online language course. [Coreq: GERM 106.]

GERM 107. German Level III (4). Improve conversational, reading, and writing skills through review of language essentials. A cultural studies approach to learning German. [Recommended Preparation: GERM 106. Coreq: GERM 107L GE.]

GERM 107L. German Laboratory Level III (1). Must be taken with GERM 107. Self-directed, subscription-based online language course. [Coreq: GERM 107.]

GERM 207. German Level IV (4). Continued review of language essentials and culture. Read modern literary texts in German. [Recommended Preparation: GERM 107 or equivalent, or IA. Coreq: GERM 207L.]

GERM 207L. German Laboratory Level IV (1). Must be taken with GERM 207. Self-directed, subscription-based online language course. [Coreq: GERM 207.]

GERM 300. Lower Division Retreat/Seminar (1-3). Language retreat or seminar with guest lecturer; typically offered on weekend; culminates in project or report. Or lab for which times of required attendance are self-determined. [Prereq: completed German level II or IA. Rep.]

**UPPER DIVISION**

GERM 305. Marx, Nietzsche, Freud & German Literature (3). Literary texts by major authors. Works reflect a search for both personal freedom and social responsibility by incorporating ideas of Marx, Nietzsche, Freud. Taught in English. [GE.]

GERM 306 / FREN 306 / SPAN 306 / WS 306. Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories (3). Gender and ethnic issues in French, German, Spanish and English-language short stories by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCGN. GE.]

GERM 311. German Level V (4). Increases student proficiency in language and culture through active use of German for purposeful communication. In-depth study of language and culture and solid progress in language. Incorporates text, video, audio, and computer. [Prereq: GERM 207 or equivalent, or IA. Rep once.]

GERM 312. German Level VI (4). Uses proven strategies to build oral and written skills and enables meaningful communication. In-depth study of language and culture and solid progress in language. Incorporates text, video, audio, and computer. [Prereq: GERM 311 or equivalent, or IA. Rep once.]

GERM 350. Advanced Conversational German (3). Improve fluency in spoken German. [Prereq: GERM 207 or IA. Rep.]

GERM 480. Undergraduate Seminar [1-4]. Film seminar; weekend language retreat, or study of a literary figure, period, or cultural aspect of Germany, Austria, or Switzerland. Also the Children's Language Academy. [Prereq: IA. Rep.]

GERM 499. Directed Study [1-3]. Directed reading. [Hours TBA. Rep.]

**Health Education**

**LOWER DIVISION**

HED 120. Responding to Emergencies — CPR/FA (1). Course includes American Red Cross First Aid, Adult CPR, Adult AED, Child CPR, Child AED, and infant CPR. Leads to first-time certification or recertification of these courses. [Rep 4 times.]

HED 231. Basic Human Nutrition (3). Nutrient requirements for healthy living. Analyze food sources, function of nutrients, chemical processing, and food absorption. [Rec: chemistry.]

**UPPER DIVISION**

HED 342. Nutrition for Athletic Performance (3). How food consumption and nutrition affect...
energy production and physical performance in sports activities. Analyze diet modifications, such as carbohydrate loading and use of ergogenic aids, to improve performance.

**HED 344. Weight Control** [3]. Theories and practices related to maintaining safe and healthy weight levels. Diet analysis; body composition and effects of exercise; behavior modification.

**HED 388. Health-Related Behavior Change** [3]. Determinants of health-related behavior: Principles of behavior change applied to personal and environmental health. Methods for promoting sustainable health behavior change at the individual, group, and community levels.

**HED 390. Design & Implement HP Program** [3]. Planning, implementing and evaluating health promotion programs for different populations and different settings.


**HED 400. A Sound Mind in a Sound Body: Human Integration** [3]. Optimum health. Sound mind in a sound body (interrelationship); exercise physiology, human sexuality and childbirth; nutrition, stress, death/dying, psychophysiology and behavior; holistic medicine, somatology. [Prereq: minimum junior standing. GE]


**HED 446. Optimal Bone & Muscle Development** [3]. An in-depth study of energy systems, hormonal regulatory mechanisms, and the synergistic aspects of exercise and nutrition related to maintenance, repair, and strength development of bone and muscle. [Prereq: HED 342 or HED 231.]

**HED 495. Directed Field Experience** [1-6]. Assigned field experience under supervision of college staff. [Prereq: DA. Rep.]

**HED 499. Directed Study** [1-6]. Supervised independent study of areas not covered by scheduled courses. [Rep.]

**GRADUATE**

**HED 500. Cardiac Rehabilitation** [3]. Human cardiopulmonary system; abnormalities in heart and respiratory functions; exercise program; exercise testing. [Prereq: IA.]

**CREDENTIAL/LICENSEURE**


**HISTORY**

**LOWER DIVISION**

**HIST 104. Western Civilization to 1650** [3] FS. Origin and growth of human communities in the Western world. Development of various social and political organizations, cultural milieu, and relationships to the rest of the world. [GE]

**HIST 105. Western Civilization, 1650 to Present** [3] FS. Diverse development of Western political and social institutions. Impact of economic, political, scientific, and technological change. Varieties of cultural milieu. Relationships to the rest of the world. [GE]

**HIST 107. East Asian History to 1644** [3]. China, Korea, and Japan from prehistory to 1644. Early China, Japan, Korea, and Vietnam: their history and arts. [GE]

**HIST 108. East Asian Civilization Since 1644** [3]. China, Japan, Korea, and Vietnam from 1644 to the present, emphasizing the maturing of East Asian civilization as it encountered the West. [GE]

**HIST 109. Colonial Latin American History** [3]. Pre-Columbian and colonial Latin America to 19th century independence movements. [GE]

**HIST 109B. Modern Latin America** [3]. Major themes/problems in history of Latin America from early 1800s [independence] to present. [GE]


**HIST 111. United States History from 1877** [3] FS. Selected topics. Sources and conditioning factors of American social, political, and economic systems from 1877. Meets requirement in US history established by California legislature.

**HIST 180. Special Topics in History** [3]. Variable topics. [Rep with special different topics.

**HIST 199. Discussion Lab** [1]. Discuss readings, films, and/or computer resources. [Rep 3 times.

**HIST 210. Historical Methods** [4]. Nature of history; historical consciousness; historians’ craft; use of primary/secondary sources. Recommended first course in the major. One of four units is individualized instruction on assigned essay.

**UPPER DIVISION**

**HIST 300. The Era of World War I** [3]. Social, economic, diplomatic, political, and military background and development of war. Emphasis on origins and outbreak of war; total war; trench warfare; Bolshevik Revolution; peace settlement; and war’s aftermath. [GE]

**HIST 300R. The Era of World War I, Research Seminar** [1]. Embedded writing workshop. Students write a 10-12 page research paper. Includes: primary and secondary literature review, library research methods, analysis, organization, and peer editing. [Coreq: HIST 301. Rep once.]

**HIST 301. The Era of World War II** [3]. Social, economic, diplomatic, political, and military background and developments during war: Emphasis on totalitarianism; appeasement; propaganda; conduct of war; civilian experiences of war; post-war settlement; beginning of Cold War. [GE]

**HIST 301R. The Era of World War II, Research Seminar** [1]. Embedded writing workshop. Students write a 10-12 page research paper. Includes: primary and secondary literature review, library research methods, analysis, organization, and peer editing. [Coreq: HIST 301. Rep once.]

**HIST 311. World History to 1750** [3]. Survey of the major events, trends, structures, and cross-cultural interactions in World History prior to 1750. Starts with rise of “civilization” in Mesopotamia and concludes with the European Enlightenment. For those planning to teach elementary school or social science single subjects.

**HIST 312. World History from 1750** [3]. Survey of the major events, trends, structures, and cross-cultural interactions in World History from 1750 to the end of the Cold War and rise of a multi-polar world. For those planning to teach elementary school or social science single subjects.

**HIST 314. Ancient Greek Civilization & History** [4]. From beginnings to death of Alexander the Great. Bronze Age, Homeric epics, rise of the city-state, Sparta, democracy at Athens, civilization of the Golden Age, rise of Macedonia. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

**HIST 315. History & Civilization of Rome** [4]. From legendary founding to Christianity’s triumph. Imperialism, the Republic, the Principate, reasons for Rome’s decline. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

**HIST 322. The Age of Knights & Monks** [4]. Europe from 900 AD to beginnings of Renaissance. Life under feudal system, medieval warfare, church/state relations, crusades, major heresies, development of European nations, Gothic architecture, medieval synthesis, Black Death. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

**HIST 326. History of Mexico** [4]. Surveys Mexican history from pre-Columbian indigenous societies to present-day EZLN uprising in Chiapas. Focus placed upon political, economic, environmental history, and foreign relations with the United States. [History majors must take HIST 210 as a prerequisite or have consent of the department chair. Rep.]
HIST 329. Imperial China (4). Through lectures, readings, discussions, and research assignments, Imperial China provides students with an intensive introduction to Chinese history from the Bronze Age through the Ming Dynasty. [Prereq: HIST 210 (C). History majors and Chinese Studies majors only. Offered every other year.]

HIST 339. Modern Chinese History (4). Political/social events from Opium Wars to the present. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 339. Modern Japanese History (4). Political, social, and economic events from Tokugawa shogunate to present. Westernizing/modernizing processes. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 342. Musketeers, Witches, and Kings (4). Early Modern Europe. Social, cultural, intellectual, religious, economic, political developments from late Reformation to Napoleon. Emphasis on popular belief/culture, baroque kingship, everyday life, eighteenth-century ‘public,’ political culture of French Revolution. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 343. French Revolution & Napoleon (4). Traces origins, outbreak, progression, and legacy of French Revolution and Napoleon. Special emphasis on socio-economic, intellectual, cultural, and political developments and on historiography. [Prereq: HIST 210 (C). Offered occasionally.]

HIST 345. Imperialism (4). Study of European imperialism with emphasis on 19th/20th centuries. Exploration of details of imperialism as well as role of race, gender, mission, language, and art in shaping colonial interactions. [History majors must take HIST 210 as a prerequisite or have consent of the department chair: DCG-d.]

HIST 348. Modern Germany (4). History/Historiography, 1517-present. Emphasis on ‘special path’ of German history. Lutheran Reformation, Thirty Years War; rise of Prussia, unification under Bismarck, world wars, and Germany’s role in Cold War and EU [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]


HIST 350. History of the Soviet Union (4). Covers all aspects of the Soviet experiment from the revolution of 1917, through the Stalin years, and through the long decline and sudden collapse of the Soviet Union. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 353. Modern Britain (4). Britain from the Act of Union; Parliament to Devolution; the Industrial Revolution and its cost; the rise and loss of Empire; and the establishment and fate of the welfare state. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 358. Colonial & Revolutionary America (4). Growth of English mainland colonies in 17th and 18th centuries, culminating in war for American independence. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 369. Age of Jefferson & Jackson (4). Battles over constitutional interpretations from 1787 to 1830s. Biographical emphasis. Development of political parties, social and economic reforms, state’s rights. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 371. Civil War & Reconstruction (4). Dissolution and reunification of American Union, 1861-77. Rebellion and secession; military campaigns; wartime civil rights; constitutional, political, social crises. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 372. Rise of Modern America, 1877-1929 (4). Industrial and urban growth; rise of big business and big government; US as a world power. [History majors must take HIST 210 as a prerequisite or have consent of the department chair: DCG-d.]

HIST 374. Contemporary America, 1929 to the Present (4). Impact of depression and war; economic growth and political conflict; emergence of US as superpower and affluent society. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 375A. US Foreign Relations, 1789-1943 (4). Survey main themes from American Revolution through 19th century; then 1890s until World War II covered in greater depth. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 375B. US Foreign Relations, 1943-Present (4). From World War II to present day, emphasizing themes such as domestic politics, US visions of its role in the world, the media, and changing world conditions. [History majors must take HIST 210 as a prerequisite or have consent of the department chair: Rep once.]

HIST 377. Vietnam Wars (4). Vietnamese history. French colonialism, American involvement and the military, social, cultural and political results to understand the multi layered after effects of the Vietnam Wars in the U.S., Southeast Asia, and the world. [History majors must take HIST 210 as a prerequisite or have instructor approval: DCG-n.]

HIST 383. California History (4). Historical analysis of factors producing the complex, diverse California. [History majors must take HIST 210 as a prerequisite or have consent of the department chair.]

HIST 387 / ANTH 387 / ECON 387 / GEOG 387 / INTL 387 / PSY 387. International Education Colloquium (1). Earn credit by attending International Education Week events the week before Thanksgiving and participating in an online discussion forum. Mandatory pre-event meeting in September. [CR/NC. Rep once.]

HIST 391. Special Topics & Interdisciplinary Studies in History (1-4). Topics announced in class schedule. Examples: cold war; novel as history, Puritanism, 20th century US science and technology, Arab/Israel conflict, South Africa. [Prereq: appropriate upper division work or IA. History majors must take HIST 210 as a prerequisite or have consent of the department chair: Rep.]

HIST 392. Special Topics in European History (1-4). Special topics in European history that may include major events, themes, or historical periods. Topic varies. One of four units is individualized instruction on assigned topics. [History majors must take HIST 210 as a prerequisite or have consent of the department chair: Rep.]

HIST 393. Special Topics in Non-Western History (1-4). Special topics in world regional history will vary. [History majors must take HIST 210 as a prerequisite or have consent of the department chair: Rep.]

HIST 394. History Conference (1). Opportunity for students to be historians by presenting an original research paper in a conference setting. Students must attend preliminary meetings and all parts of the conference for credit. [Rep once.]

HIST 395. History Day (1). Students will assist elementary/secondary students in History Day projects by helping them select a topic, locate historical documents, and organize research into a final project and will mentor historical skills and methodologies in local classrooms. [CR/NC.]

HIST 396. International Latino Film Seminar (1). This seminar presents and discusses three films from the Hispanic world, in Spanish with English subtitles. [CR/NC. Rep 3 times.]

HIST 397. Weekend Workshops: Variable Topics (1). Intensive weekend workshop to delve into greater depth on a historical topic. [Rep once.]

HIST 398. History Career Workshop (1). Help students think about the ways they learn and work as history majors and how to translate their knowledge into skills valuable in the working world. [CR/NC.]

HIST 420. Interpreting History for Teachers (4). Capstone course in history for the Social Sciences Education major that enables students to connect social science content to state education standards and critically access their own progress and skills acquisitions in the major.

HIST 423. Portfolio for Teaching Majors (1). Critically assess own progress and skills acquisition in the history major teaching track. [CR/NC.]

HIST 482. Internship in History (1-3). Field observation and placement in a public or private nonprofit agency. [Prereq: IA. CR/NC. Rep.]

HIST 490. Senior Seminar (4). Directed, individual investigation. Prepare senior research paper. Apply techniques of historical research and criticism. [Prereq: completed lower division history requirements and senior standing. History majors must take HIST 210 as a prerequisite or have consent of the department chair.]
HIST 491. Mentoring [1-3]. Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

HIST 499. Directed Study [1-4]. Assigned readings or research in specific historical period or topic. [Open to advanced students only upon IA and DA. Rep.]

**International Studies**

**LOWER DIVISION**

INTL 100. Thinking Critically About Globalization [3]. Development of critical thinking through an understanding of the principles of reasoning and tools of evaluation and argumentation with application to questions of globalization concerning economics, politics, and culture. [GE.]

INTL 210. Introduction to International Studies [3]. Introduction to the multi-disciplinary field of International Studies, with preparation for further coursework in the major: Examines development of modern world through diverse analytical lenses. [Prereq: ENGL 103 or ENGL 104 or ENGL 10C.]

INTL 220. Introduction to Cultural Studies [3]. Topics studied include culture and imperialism/cultural imperialism; orientalism and the politics of representation; post colonialism; cultural appropriation, hybridity, and syncretism; diaspora, transnational, cosmopolitan, and border cultures; “global” pop culture.

INTL 280. Topics in International Studies [1-4]. Selected intermediate topics in International Studies. Topics vary by offering. [Rep.]

**UPPER DIVISION**

INTL 320. Career Workshop [1]. Six 2-hour afternoon workshops plus alumni event. Career planning, networking, resume, cover letter, internship and job search, working a room. Sophomores by permission, juniors and seniors particularly encouraged to participate. [CR/NC.]


INTL 410. Global Issues Analysis [3]. Interdisciplinary analysis of global issues bridging the perspectives of politics, economics, and culture. [Prereq: INTL 210, INTL 220 [C], PSCI 240 (C), ECON 305 or ECON 306. Sophomore standing or greater.]

INTL 480. Topics in International Studies [1-4]. Selected advanced topics in International Studies. Topics vary by offering. [Rep.]

INTL 490. International Studies Capstone [3]. Students synthesize and apply the student learning outcomes in the program in preparation for career or graduate studies. [Prereq: fulfillment of advisor-approved Residency Abroad and INTL 410 [C]. Senior standing International Studies major.]

**Journalism & Mass Communication**

**Note:** Ability to type needed in all journalism and mass communication skills courses.

To take courses marked with asterisks (*), students must have successfully completed ENGL 100 or ENGL 103 or ENGL 104, with a grade of C or higher, or be eligible to take ENGL 100 by EPT score or other method.

**LOWER DIVISION**

JMC 105. Introduction to Mass Communication [3]. The history, economics, ethics, and conflicts in US mass media practices. How mass media laws and industries affect and have affected our culture, economy, and political community over time. Using basic media criticism concepts, we will evaluate the honesty, independence, and productivity of various mass media and the effects they have on individuals and society.

JMC 120. Beginning Reporting [3].* Evaluate news gathering methods, sources, and writing used in news accounts. Exercises in organizing, writing news.

JMC 125. Introduction to Journalism Tools [3]. Introduction to journalistic storytelling through audio, still photography, video, and website design.

JMC 134. Photojournalism & Photoshop [3]. This course will cover history of photography and photojournalism and skills in the practice of photojournalism (including legal and ethical issues, layout and design principles, caption writing, digital SLR camera operation, Photoshop software, and optimizing images for publication).

JMC 150. Digital Design [3]. Use the Adobe Creative Suite to design publications for news, public relations, and advertising.

JMC 154. Radio Production [3]. Skills, techniques, and concepts in broadcast communication. Operation of equipment and programming. Prepare for on-air work with KRFH-AM. [Weekly: 2 hrs lect, 3 hr lab.]

JMC 155. KRFH Workshop [1]. Work on staff of campus carrier-current radio station. [Prereq: JMC 154 [C]. Rep.]

JMC 156. Video Production [3]. An introduction to basic video production using field cameras and digital editing.

**UPPER DIVISION**


JMC 306. History of Mass Communication [3]. Evolution of mass media from the development of the written language to the commercialization of the Internet. Media as a catalyst for change in culture and society. How governments and societies suppress change through media repression. [GE.]


JMC 334. Advanced Photojournalism & Photography [3]. Intermediate to advanced skills in the practice of photojournalism and Photshop, portfolio development, and freelancing methods. [Prereq: JMC 134 or basic photography course or IA.]

JMC 336. Advanced Video Production [3]. Students in this course use professional video cameras and digital editing to effectively report news and information. Advanced production techniques include field camera operation, more advanced uses of digital sound editing and titling.

JMC 338. Mass Media Internship [1-3]. Assignment on newspapers or magazines, in broadcast media, or in public relations or advertising. Supervised by employing organization. Observe, report, and discuss. JMC majors/minors only. [Prereq: IA. CR/NC. Rep 4 times.] See major requirements for practicum unit cap.

JMC 354. Media Advertising [3]. Role of advertising in media industries. Use of media in retail advertisers’ promotion. [Prereq: JMC 154 and JMC 155.]


JMC 427. Advanced Multimedia News Workshop [2]. This class will focus on advanced reporting and storytelling techniques. You will learn how to do enterprise and explanatory reporting and produce stories using text, audio, and video media. [Prereq: JMC 327. CR/NC. Rep. once.]

JMC 429. Advanced Public Relations [3]. PR problems of industry and public institutions; managing effective public relations campaigns. Projects, discussion, writing of various communication tools. [Prereq: JMC 120 and JMC 363, or IA.]

JMC 430. Advertising Copy Writing & Design [3]. Principles of copy writing and design: style, research, and legal and ethical issues. Copy writing, design projects. [Prereq: JMC 120 or IA.]

JMC 450. Media Management [3]. Personnel. audience and sales rating; programming and promotion; regulations. [Prereq: JMC 354 or IA.]

JMC 480. Special Topics [1-4].

JMC 490. Seminar in Journalism [1-4]. Selected problem, topic, or area treated more intensively than in other offerings. [Prereq: IA. Service fee possible. Rep 3 times.]

JMC 499. Directed Study [1-4]. Promising students pursue journalism and communications material in depth. Papers, oral reports. [Prereq: IA. Rep 3 times.]

Kinesiology

LOWER DIVISION

KINS 120. Developing Life Skills for Student-Athletes [3]. Develop as a whole person: athletically, academically, personally. Goal setting; wellness and nutrition; communication; future career endeavors.


KINS 287. Rehabilitation of Athletic Injuries I [3]. Theoretical basis of evaluation and prescription of rehabilitation protocols for sports related injuries. Lab includes discussion, demonstration and participation in learning contemporary rehabilitative techniques. [Prereq: KINS 276.]

UPPER DIVISION

KINS 311. Concepts of Teaching Aquatics [2]. Analysis of teaching concepts and skills in aquatics; instructional approaches, planning, curriculum, and evaluation of concepts and skills for water safety instruction.

KINS 313. Concepts of Teaching Dance [2]. Analysis of teaching concepts and skills in dance forms; instructional approaches, planning, curriculum, and evaluation of rhythm and movement concepts and skills [e.g., multicultural, social, classical, and contemporary dance].


KINS 378. Sport in Society [3]. Physical activity as part of culture: how it affects values, attitudes, technology; how it works in sociocultural systems.

KINS 379. Exercise Physiology [4]. How the body responds, adjusts, and adapts to exercise. Muscular, circulatory, respiratory, energy, and endocrine systems. [Prereq: ZOOL 113 or ZOOL 310. Weekly. 3 hrs lect, 2 hrs lab.]


KINS 386. Structural Kinesiology [4]. Structural/mechanical analysis of human motor performance. Ostearthology, arthrology, myology, anatomical mechanics, motion ability factors, anthropometry, and specific structural movement problems, with emphasis on qualitative analysis. [Prereq: ZOOL 270.]


KINS 450. Exercise Testing [3]. Guidelines for and practice of exercise testing, including protocol analysis, pre-test screening, test administration, and test interpretation. Use of different exercise modalities and testing equipment. [Prereq: HED 120 and KINS 379.]


KINS 474. Psychology of Sport & Exercise [3]. Theoretical and applied aspects of the psychology of exercise and sport. Review of personality, motivational processes, interpersonal and group processes, developmental patterns, and intervention techniques in cultural contexts. [DCC-d.]


KINS 480. Special Topics [1-4]. Topics of current interest. Lect/lab as appropriate. [Rep.]

KINS 482. Internship in Kinesiology [2-7]. Supervised experience in corporate/ private business, clinical community, educational, research, or sport performance setting. Application of knowledge, skills, and abilities in exercise science and/or health promotion. [Prereq: completion of all kinesiology and exercise science option courses and IA. Rep up to 8 units.]


KINS 490. Practica [3]. Experience a variety of physical education teaching situations. Guide learners in acquiring knowledge and skills.

KINS 492. Senior Seminar in Kinesiology [3]. Selected trends. [Prereq: senior standing.]

KINS 495. Directed Field Experience [1-6]. Assigned field experience under supervision of HSU staff. [Prereq: HED 120 and junior standing. Rep.]

KINS 499. Directed Study [1-6]. Supervised independent study in areas not covered by scheduled courses. Open only to undergrads. [Rep.]

GRADUATE


KINS 577. Adapted Physical Education Programs [4]. Relationship between handicapping conditions and physical activity. Value of physical activity for individuals with disabilities.

KINS 578. Adapted Aquatics for Instructors [2]. Develop aquatic activities for persons with disabilities. Red Cross certification. [Prereq: water safety instructor.] 

KINS 580. Special Topics [1-4]. Topics of current interest. Lect/lab as appropriate. [Rep.]

KINS 585. Issues in American Sport Culture [3]. An examination of issues in American sport culture using a variety of current and historical contexts including cinema, selected literature and art. Emphasis on critical seminar type discussion. Limited to senior or graduate level students.


KINS 615. College Teaching in Kinesiology [3]. Conceptual and practical understanding of knowledge and skills applied to teaching in higher education. Topics include: collaborative/active learning techniques, developing students’ critical thinking skills, strategies in planning, instruction & assessment.

KINS 635. Research Methods in Kinesiology [3]. Introduction to research concepts, design, methods, analyses, and ethics in Kinesiology. Develop professional writing and presentation skills. [Prereq: graduate standing with classified status in kinesiology MS program.]

KINS 640. Psychology of Sport & Exercise [3]. Introduction to theoretical and applied aspects of the psychology of sport and physical activity. Topics include: anxiety, body image, confidence, exercise and mood, injury, motivation, multicultural issues and performance enhancement.

KINS 650. Exercise Physiology [3]. Advanced study of the physiological responses and adaptations to physical activity. Emphasis is on the metabolic, neuromuscular, and cardiorespiratory systems. [Prereq: KINS 379.]


KINS 684. Graduate Seminar in Kinesiology [3]. A readings, discussion, and seminar course designed to examine selected aspects of the human movement and sport professions. Recommended for those students entering the Physical Education graduate program. [Prereq: graduate standing with classification status in Kinesiology MA program or IA.]

KINS 690. Thesis Writing Seminar [1-6]. Written under direction of instructor and/or committee. [Prereq: KINS 535. Rep.]

KINS 691. Comprehensive Exam [0]. Comprehensive exam for the Master’s degree in Kinesiology. [Prereq: Completion of 24 units of graduate program coursework in Kinesiology. CR/NC]

KINS 695. Directed Field Experience [1-6]. Approved practical assignment directly related to student MS program. Supervised by department faculty member. Pursuant to field study program procedures, submit detailed written report prior to starting and completing course. [Rep.]

KINS 699. Independent Study [3-6]. [Prereq: graduate standing with classified status in Kinesiology MS program or IA. Rep.]

Liberal Studies / Elementary Education

UPPER DIVISION

LSEE 311. Mathematics Fieldwork Observation & Seminar [1.5]. The course includes K-8 classroom observation of mathematics instruction. Includes a review of the California Mathematics content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq: MATH 30BB (C.)]

LSEE 312. Social Studies & Science Fieldwork Observation & Seminar [1.5]. The course includes K-8 classroom observation of social studies and science instruction. Includes a review of the California Social Studies and Science content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq: HIST 311 (C) and SCI 331 (C.)]

LSEE 411. Language Arts Fieldwork & Seminar [2]. The course included K-8 observation of reading instruction, review of Language Arts standards, and discussion of teaching strategies used by K-8 teachers. [Prereq: ENGL 323 (C.), ENGL 326 (C.), ENGL 424 (C.)]

LSEE 412. Senior Capstone [1]. Discussions of current topics in education leading to pursuit of individual interest. Culminating activity is a public presentation of research findings and implications for the elementary classroom. [Prereq: LSEE 411 (C.)]

LSEE 499. Directed Study [1-3]. Individual Study; staff direction. [Rep.]

LINGUISTICS

UPPER DIVISION

LING 495. Practicum in Language Studies [3]. Interdisciplinary approach. Relationship of language studies to other areas of intellectual achievement. Central topics vary. [Prereq: senior standing and approval by linguistics committee.]

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG

Linguistics 239
Mathematics

LOWER DIVISION

Prerequisites: All mathematics courses have prerequisites. Thus, to be eligible to enroll in a mathematics course, a student must have received a grade of C- or higher in the HSU courses listed as prerequisites. In some lower division courses, a student may also satisfy the prerequisites with an appropriate score on a mathematics placement exam.

Enrollment in remedial or general education mathematics courses is permitted only for those students who have taken or are exempt from the ELM exam. Students who have not met the specified prerequisites need IA to enroll.

In courses marked with asterisks (*), credit earned may not count toward unit requirements for graduation, for GE, or for any major.

MATH 40. Elementary Algebra [3] FS. Transition from arithmetic to algebra; operations on real numbers and algebraic expressions; polynomials, fractional expression, square roots; solving elementary equations and word problems. [Prereq: ELM score of 41 or less. Rep once.]

MATH 42. Beginning Algebra [5] FS. * Arithmetic review; signed numbers; polynomial arithmetic; first and second degree equations; exponents, rational expressions, and equations; radical expressions and equations; linear systems; introduction to logarithms. [Prereq: ELM score of 36 to 41. Rep once.]

MATH 43. Skills for Quantitative Literacy [2] FS. * Quantitative and algebraic methods at the level of intermediate algebra that supports the development of quantitative literacy; Completes mandated remediation in the context of a general education course. Requires concurrent enrollment in MATH 103I. [Prereq: MATH 40 or MATH 42 or ELM score of 42 or higher.]

MATH 44. Intermediate Algebra [3] FS. * Fundamental operations, laws, terminology, and notation of algebra; concepts of expression, set, variable, function, graph, equality, equations, and identity, drill with fractions, exponents, and radicals; linear and quadratic equations; systems of equations; introduction to logarithms. [Prereq: MATH 40 or MATH 42 or ELM score of 42 or higher. Rep once.]


MATH 103. Contemporary Mathematics [3] FS. Nonmathematicians see some of the character of mathematics. Topics vary. [Prereq: math remediation completed or not required. GE.]

MATH 103I. Mathematics as a Liberal Art [3]. Ways mathematics uses quantitative, geometrical, algebraic, and statistical thinking in problem solving. Requires concurrent enrollment in math 43. Meets GE area B only with successful completion of MATH 43. Not recommended as preparation for MATH 115. [Prereq: MATH 40 or MATH 42 or ELM score of 42 or higher. Coreq: MATH 43, GE.]

MATH 104. Finite Mathematics [3]. Topics include linear models, systems of linear equations, linear programming with two variables, financial mathematics, sets, basic probability and an introduction to descriptive statistics. [Prereq: math remediation completed or not required. GE.]

MATH 105. Calculus for the Biological Sciences & Natural Resources [3] FS. Differential and integral calculus. Apply to biological sciences, including exponential growth and decay. [Prereq: MATH 114 or MATH 115, GE.]

MATH 106. Calculus for Business & Economics [4]. Logarithmic and exponential functions. Derivatives, integrals; velocity, curve sketching, area; marginal cost, revenue, and profit, consumer savings; present value. [Prereq: math remediation completed or not required. GE.]

MATH 108. Critical Thinking in Mathematics [3]. Develop and apply critical thinking and problem-solving skills by exploring patterns and mathematical themes in school and society. Intended primarily for prospective preschool and elementary teachers. [Prereq: math remediation completed or not required. GE.]


MATH 113. College Algebra [3]. First-degree and absolute value equations and inequalities; composite and inverse functions; polynomial, rational, exponential, algebraic and logarithmic functions; their properties and transformations; permutations and factorials; binomial theorem; complex numbers. [Prereq: MATH 42 or MATH 44 or equivalent. Rec: take three or more years of high school mathematics including Algebra II.]

MATH 114. Trigonometry [3]. Trigonometric functions, their graphs and inverses, radian measure, solving triangles, trigonometric identities and equations, laws of sines and cosines, polar coordinates, complex numbers in trigonometric form, De Moivre’s theorem, vectors. [Prereq: MATH 113 or equivalent.]

MATH 115. Algebra & Elementary Functions [4] FS. In-depth treatment of exponential, logarithmic, trigonometric, and polynomial functions. [Prereq: MATH 42 or MATH 44 or equivalent. Rec: take three or more years of high school mathematics including Algebra II.]

MATH 205. Multivariate Calculus for the Biological Sciences & Natural Resources [3] S. Differential equations, partial derivatives, double integrals, and curve fitting techniques; vectors; applications. [Prereq: MATH 105 or completed Calculus I, or IA.]

MATH 210. Calculus III [4] FS. Vectors; parametric equations; 3-dimensional analytic geometry; vector-valued functions; partial derivatives; multiple integrals; introduction to line integrals. [Prereq: MATH 110.]


MATH 241. Elements of Linear Algebra [3] FS. Linear systems, matrices, determinants, linear independence, bases, eigenvalues, and eigenvectors. [Prereq: MATH 205 or MATH 210 (C].]

MATH 253. Discrete Mathematics [3]. Sets, functions, relations, algorithms, induction, recursion, combinatorics, graphs, trees, and propositional logic. [Prereq: MATH 114 (C), or MATH 115 and CS 111.]

MATH 280. Selected Topics in Mathematics (5-3). [Prereq: IA. Rep.]

UPPER DIVISION

MATH 301. Mathematics & Culture: Historical Perspective [3] S. Various cultures’ influence on development of mathematics. “Pythagorean” theorem before/after Pythagoras; history of pi from biblical to modern times; primes and perfect numbers from Euclid to today; evolution of algebra from Omar Khayyam to Renaissance and beyond. Meets history requirement for math secondary education, but for math majors does not count toward 26 units of 300-level (or above) courses. [Prereq: MATH 114 or MATH 115. DCG-n. GE.]

MATH 308B - MATH 308C. Mathematics for Elementary Education (3-3) FS. Develop advanced perspective of concepts, structures, and algorithms of math constituting the core of K-8 math curriculum: the real number system; number theory; algebra and functions; geometry and measurement; probability and statistics; mathematical reasoning. Take in B-C order: Does not apply toward math major/minor. [Prereq: completed lower division GE math or higher; and MATH 308B (for 308C). Prior IA required for majors other than LSCD, LSEE, or CDEE. GE.]

MATH 311. Vector Calculus [2] F. Vector fields; line and surface integrals; Green’s theorem, divergence theorem, Stokes’ theorem; applications. [Prereq: MATH 210 and MATH 241.]


MATH 315. Advanced Calculus (4) F. Theory and applications of differential and integral calculus for vector-valued variables. Taylor’s theorem and implicit function theorem. Transformations and mappings; line and surface integrals; integral theorems. [Prereq: MATH 210 and MATH 241.]

MATH 316. Real Analysis I (4) S. Real numbers, sequences, convergence, supremum and infimum, continuity, uniform continuity, integration, differentiation, Taylor’s Theorem. [Prereq: MATH 210 and MATH 240. Strongly rec: MATH 343.]

MATH 340. Number Theory (3) F. Divisibility, congruences, quadratic reciprocity, arithmetic functions, Diophantine equations, introduction to algebraic number theory, computer applications. [Prereq: MATH 240, MATH 241, CS 111.]

MATH 343. Introduction to Algebraic Structures (4) S. Elementary number theory, integral domains, groups, rings, modules, fields, linear algebras. [Prereq: MATH 240 and MATH 241.]

MATH 344. Linear Algebra (3) F. Matrices, vector spaces, linear transformations, canonical forms, characteristic values, applications. [Prereq: MATH 240 and MATH 241.]

MATH 351. Introduction to Numerical Analysis (4) F. Error analysis, computer arithmetic; solving equations in one variable; interpolation and polynomial approximation; numerical differentiation and integration; ordinary differential equations; solutions of linear systems. [Prereq: MATH 205 or MATH 210, MATH 241, CS 111. Weekly: 3 hrs lect, 2 hrs lab.]


MATH 370. School Mathematics from an Advanced Viewpoint I (3) F. In-depth study of real and complex numbers, functions, equations, polynomials, and trigonometry. Material is rooted in the mathematical content and problems of high school mathematics, but concepts are treated from a mathematically-advanced standpoint. [Prereq: MATH 110 and MATH 240.]

MATH 371. Geometry (3) S. Classical and modern problems and concepts. Topics from: plane and solid geometry; Euclidean geometry; deductive approaches, non-Euclidean and alternative characterizations of geometry using synthetic, analytic, and transformational approaches. [Prereq: high school geometry or equivalent, and MATH 240; or IA.]

MATH 381. Tutorial on Mathematical Proofs (1) Develop ability to present clear mathematical exposition and argument. [Prereq: concurrent enrollment in an upper division theoretical mathematics course.]

MATH 401. History of Mathematics I (3) F. Key mathematical ideas/milestones: from antiquity to evolution of calculus. Research techniques introduced. [Prereq: MATH 205 or MATH 210, and high school geometry or equivalent; or IA. Offered alternate years.]

MATH 413. Advanced Ordinary Differential Equations (3) S. Existence and uniqueness of solutions; linear systems and variables. Taylor’s theorem and implicit function theorem. Transformations and mappings; line and surface integrals; integral theorems. [Prereq: MATH 313 or equivalent. Offered alternate years.]

MATH 416. Real Analysis II (3) F. Sequences and series of functions, uniform convergence, power series, metric spaces. [Prereq: MATH 316. Strongly rec: MATH 343. Offered alternate years.]

MATH 418. Introduction to Complex Analysis (3) S. Analytic and meromorphic functions, power series, singularities, and residues. [Prereq: MATH 210 and MATH 240. Offered alternate years.]

MATH 443. Advanced Algebraic Structures (3) F. Advanced topics in groups, rings, and fields; polynomials and Galois theory; applications. [Prereq: MATH 343. Offered alternate years.]

MATH 470. School Mathematics from an Advanced Viewpoint II (3) S. Connect undergraduate mathematics to the math curriculum of grades 7-14. Integrated projects: algebra, geometry, probability and statistics, discrete math, number theory, history of mathematics, applications of mathematics, and classical problems. Specific mix of topics depends on student background. [Prereq: senior mathematics major and IA.]

MATH 474. Graph Theory (3) F. Finite graphs, trees, digraphs, Eulerian and Hamiltonian graphs, mappings, graphs as models, coloring problems, and application of graph theory. [Prereq: MATH 240 or IA. Offered alternate years.]

MATH 480. Selected Topics in Mathematics (1-4) [Prereq: IA. Rep.]

MATH 481. Workshop in Tutoring Mathematics (1) Teaching techniques applicable to a tutorial setting. Primarily for students concurrently tutoring math. [CR/NC. May count for credit only toward a major in mathematics [education]. Prereq: IA. Rep. twice.]

MATH 485. Seminar in Mathematics (1-2) Current literature, research, problem solving. [Prereq: IA. Rep, but no more than two units may apply to the major.]

MATH 499. Directed Study (5-3). Directed reading and conferences on special topics. [Rep by topic; multiple enrollments in term.]

GRADUATE

MATH 521. Applied Stochastic Processes (3) S. Markov processes, Kolmogorov forward and backward equations, queuing theory, birth and death processes, diffusion processes, renewal theory; Brownian motion. [Prereq: MATH 313 or MATH 344 or STAT 323.]

MATH 561. Dynamic Systems (4) F. Linear and nonlinear systems of difference equations and differential equations as applied to mathematical models of real dynamic phenomena; bifurcation theory. [Prereq: MATH 313 and MATH 344.]

MATH 562. Model Fitting (4) Contemporary approaches to fitting descriptive and mechanistic models to data. Topics include likelihoods, parameter estimation, information-theoretic criteria, time series, and numerical methods. [Prereq: MATH 313 and STAT 323, or IA.]

MATH 580. Selected Topics in Mathematics (1-4) [Prereq: IA. Rep.]

MATH 595. Mathematical Modeling Practicum (3) F. Practical experience constructing and analyzing mathematical models. [Coreq: MATH 561 or IA. Rep.]

MATH 685. Seminar in Mathematics (1-2) Review and report on current literature and problems. [Rep.]


MATH 695. Directed Research (1-2). Individual research on advanced problems. [Prereq: grad standing. [Rep.]

MATH 699. Independent Study (5-3). Directed reading and conferences on special topics. [Rep.]

CREDENTIAL/LICENSE

MATH 700. In-Service Professional Development in Mathematics (5-3). Directed studies for professionals in mathematics desiring advanced or specialized instruction, especially that leading to credentialing and certification. [Prereq: IA. Rep.]

MATH 701. In-Service Professional Development in Mathematics Education (5-5). Directed studies for professionals in mathematics desiring advanced or specialized instruction in curricular or pedagogical areas of K-12 mathematics. [Prereq: IA. Rep.]

MATH 707. Elementary Mathematics from an Advanced Viewpoint (1-3). Topics of interest to high school teachers: algebra, geometry, probability and statistics, number theory, history of mathematics, applications of mathematics, classical problems. Topics depend on student backgrounds. [Prereq: IA. Rep.]

Music

Contents of this section:
Instrument Studies (class & studio instruction)
Musical Ensembles
Lower Division (lecture courses)
Upper Division (lecture courses)

INSTRUMENT STUDIES

MUS 108 - MUS 109. Class Applied Instruc­tion (1) Class instruction on various instruments. MUS 108 courses are open to all; no previous experience required. MUS 109 courses continue comparable 108 sections and require instructor approval. Course suffixes vary with the instrument:

B Brass
C Afro-Cuban Percussion
F Woodwinds
G Acoustic Guitar
K Piano
P Percussion
T Strings
V Voice
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUS 102</td>
<td>Jazz and America</td>
<td>(3) Investigates the basic musical elements of jazz, selected important jazz artists, and development of jazz styles in the context of related social changes in American in the 20th century. [GE]</td>
</tr>
<tr>
<td>MUS 103</td>
<td>Listening to the Movies</td>
<td>(3) Movie classics will be viewed and discussed to acquire a comprehensive and practical understanding of the prevailing techniques employed in the art and craft of contemporary film scoring techniques. [GE]</td>
</tr>
<tr>
<td>MUS 104</td>
<td>Introduction to Music</td>
<td>(3) Non-music majors learn styles, techniques, and forms of various musical periods. Lectures, recordings, and occasional off-campus concerts. Acquire greater understanding and enjoyment of music. [GE]</td>
</tr>
<tr>
<td>MUS 105</td>
<td>The American Musical</td>
<td>(3) Historical survey of musical theatre in the US, emphasizing Broadway productions. Song and dialog presented through recordings and videos. [GE]</td>
</tr>
<tr>
<td>MUS 110</td>
<td>Fundamentals of Music</td>
<td>(3) For music majors needing additional preparation before entering MUS 214, for minors, and for general student wishing to improve knowledge/skills in beginning theory, keyboard, and aural comprehension. [Rep.; IA; Rep. GE 107K only]</td>
</tr>
<tr>
<td>MUS 180</td>
<td>Special Topics Seminar</td>
<td>(1-3) Topics relevant to performance practices, periods, or genre of music history and literature. [Rep.]</td>
</tr>
<tr>
<td>MUS 214</td>
<td>Theory I</td>
<td>(3) Diatonic melodic and harmonic practices involving analysis and 4-part writing. Species counterpoint, modes, triads, 7th chords, figured bass, nonharmonic tones, chord progressions, cadences. [Rep.: MUS 110 or passing score on placement test.]</td>
</tr>
<tr>
<td>MUS 215</td>
<td>Theory II</td>
<td>(3) Continues MUS 214: pre-dominant 7th chords, sequences, secondary</td>
</tr>
</tbody>
</table>
chords, modulation, binary and ternary forms. [Prereq: MUS 214 or IA]

MUS 216. Ear Training I  [1]. Comprehensive ear training correlated to MUS 214; develop music reading and perception skills through studies in rhythm, sight singing, dictation, keyboard, and notation. [Coreq: MUS 214 or IA]


MUS 280. Special Topics  [1-3]. Special topics such as career preparation, technology, performance practices, music history, or music theory. [Rep; multiple enrollments in term.]

UPPER DIVISION

(lecture courses)

MUS 301. Rock: An American Music  [3]. Major artists and movements of rock music studied in social, historical, and musical contexts. Pioneers of the 50s through today’s rebellion, experimentation, and new trends. [GE]

MUS 302. Music in World Culture  [3]. Explores the musical traditions of African, Indian, Asian, Indonesian, Latin American, and Caribbean cultures compared in artistic, social, religious, and political contexts. [DGG,n. GE]


MUS 314. Theory IV  [3]. Neapolitan, augmented 6th, and mixed chords; enharmonic modulation; fugue, rondo, variation techniques; sonata form. [Prereq: MUS 215 or IA]

MUS 315. Theory IV  [3]. 20th century techniques: tone rows, set theory, quartal harmony, polytonality, pandiatonicism, chance operations, modal writing, polymeters, and asymmetric meters. [Prereq: MUS 314 or IA]

MUS 316. Ear Training III  [1]. Comprehensive ear training correlated to MUS 314. Develop music reading and perception skills through studies in rhythm [traditional, 20th century], sight singing [traditional, 20th century], dictation, and keyboard. [Prereq: MUS 215 and MUS 217, or IA. Coreq: MUS 314.]

MUS 317. Ear Training IV  [1]. Continues MUS 316. [Prereq: MUS 314 (C) and MUS 316 (C), or IA. Coreq: MUS 315.]

MUS 318. Jazz Improvisation  [2]. Train in contemporary art of jazz improvisation through use of scales, chords, and idiomatic musical devices. [Prereq: MUS 214 or IA. Rep once.]


MUS 320. Composition: Film Scoring  [3]. Study and compose music for scenes of dramatic and narrative films. [Rep.]


MUS 334. Fundamentals of Conducting  [2]. Beat patterns, expressive gestures, score reading, musical ranges, rehearsal planning, correction of errors. [Prereq: MUS 314 or IA.]

MUS 338. Vocal & Instrumental Scoring  [3]. Techniques of arranging music for vocal and instrumental performing groups [large and small]. Score layout and legibility, part copying, transpositions, and ranges of instruments and voices. [Prereq: MUS 215 (C.)]

MUS 340. Junior Recital  [0]. Junior Recital for Piano and Piano Performance Option majors. To be taken during the semester that the recital is performed. Requires permission of the Studio Instructor: [Coreq: MUS 420 CR./NC.]

MUS 348. Music History: Antiquity to 1750  [3]. Analyze musical styles and composition technique in examples selected from medieval, Renaissance, and baroque music. For music majors and minors or by instructor approval. [Prereq: MUS 104 and MUS 314 (C.)]

MUS 349. Music History: 1750 to Present  [3]. Analyze musical style in selected examples of classical, romantic, and 20th century music. Written research projects. [Prereq: MUS 315 (C) and MUS 348.]

MUS 353. Accompanying  [1]. Keyboard accompanying for instrumental or vocal solos or groups. [Prereq: MUS 220 (C). Rep.]

MUS 356. Lyric Diction  [2]. Techniques and problems of singers’ pronunciation in all major languages. [Prereq: MUS 215 or IA.]


MUS 370F. Woodwind Techniques I  [3]. Instruct in woodwind instrumental techniques and pedagogy. [Rep once.]

MUS 370T. String Techniques I  [3]. Instruction in string instrumental techniques and pedagogy. [Rep once.]


MUS 372B. Brass Techniques I  [3]. Instruction in brass instrumental techniques and pedagogy. [Rep once.]

MUS 372P. Percussion Techniques I  [3]. Instruction in percussion instrumental techniques and pedagogy. [Rep once.]

MUS 373B. Brass Techniques II  [3]. Instruct in brass instrumental techniques and pedagogy. [Prereq: MUS 372B. Rep once.]


MUS 377. Reed Making  [1]. Making and adjusting single and double reeds. For intermediate and advanced woodwind students or prospective teachers of woodwind instruments. [Prereq: IA. CR./NC. Rep.]

MUS 384. Advanced Choral Conducting & Literature  [2]. Advanced conducting techniques and survey of choral literature for application to K-12 music teaching. Through lecture and physical activity, this course expands on basic conducting patterns and techniques introduced in MUS 334 to include mixed meter; irregular meter; senza misura, cuing, use of left hand, and baton technique. Literature appropriate for major choral ensemble types (concert choir, jazz choir, madrigals, etc.) will be studied. [Prereq: MUS 334 and IA.]

MUS 385 P / V. Performance Seminar  [1]. Perform, listen to, and critique literature and performances. [Prereq: IA. Rep.]

MUS 386. Teaching of Applied Music  [1]. Methods/materials in teaching class and private piano, voice, or instruments. [Rep.]

MUS 386L. Teaching of Applied Music Lab  [1]. Lab practice teaching class and private piano, voice, or instruments.

MUS 387. Advanced Instrumental Conducting & Literature  [2]. Advanced conducting techniques and survey of instrumental literature for application to K-12 music teaching. Through lecture and physical activity, this course expands on basic conducting patterns and techniques introduced in MUS 334 to include mixed meter; irregular meter; senza misura, cuing, use of left hand, and baton technique. Literature appropriate for major ensemble types will be studied. [Prereq: MUS 334 and IA.]

MUS 440. Senior Recital [O]. Senior Recital for Performance Option majors. To be taken during the semester that the recital is performed. Requires permission of the Studio Instructor. [Coreq: one of MUS 440- MUS 438. CR/NC.]

MUS 453. Career Skills for Musicians [2]. Learn skills to seek and develop professional opportunities. Explore entrepreneurial facets of various musical careers, including promotional and financial planning.


MUS 480. Special Topics [1-3]. Special topics such as career preparation, technology, performance practices, music history, or music theory. [Rep; multiple enrollments in term.]

MUS 485. Undergraduate Seminar [1-3]. Performance practices, periods, or genre of music history and literature not treated in depth in other offerings. [Prereq: IA. Rep.]

MUS 499. Directed Study [1-3]. Methods of research; projects in music and music teaching. [Prereq: IA. Rep.]

**Native American Studies**

**LOWER DIVISION**

NAS 104. Introduction to Native American Studies [3]. Origins and development of content/method in NAS. Contrast the field with adjoining and contributing disciplines [anthropology, history, sociology, and humanities]. [DCG-d. GE.]


NAS 301. Native American Literature [3]. Contemporary Topics vary from a broad introduction to focus on one of the following genres: poetry, prose, fiction, nonfiction, and native autobiography. [DCG-d. GE. Rep with different topics.]

NAS 302. Oral Literature & Oral Tradition [3]. Identify, interpret, and decipher native symbols depicted in tribal myths, legends, songs, art, oratory, poetry, prose. [DCG-d. GE. Rep with different topics.]

NAS 306. Indigenous Peoples of the Americas [3]. Traditional cultures, historical development, and contemporary social and political situations. [DCG-d. GE.]


NAS 320. Native American Psychology [3]. Compare and critique selected philosophical constructs manifested within European and Native American values and experiences.

NAS 325. Native Tribes of California [3]. Traditional cultures of native peoples: archeology, material culture, social organization, historical interrelationships.


NAS 331. Introduction to Native American Perspectives on Natural Resources Management [3]. Cultural heritage as it pertains to land use. Native American economic, social, and religious relationships with natural resources.

NAS 332. Environmental Justice [3]. Issues/concerns that led to Executive Order 12898 (environmental policies and conflicts between industries and those seeking environmental protection, including Alaska Native villages, “lower 48” tribes, grassroots community organizations). [DCG-d.]

NAS 340. Language & Communication in Native American Communities [3]. Native American languages in social, cultural, and historical contexts. Precontact languages; traditional modes of language use; efforts to preserve or revitalize languages.


NAS 361. Tribal Sovereignty, Tribal Citizens [3]. Comprehensive review of NA civics and dual role of tribal citizenship in the US. Topics: tribal governance, tribal justice systems, Indian-White relations, education, religious conflict, community development.


NAS 364. Federal Indian Law I [4]. Unique federal/tribal legal and historical relationship. Scope and authority of tribal governments as modified through contact with the federal government. Federal legislation and Supreme Court decisions regarding Indians and tribes.


NAS 386. Tribal Water Rights [3]. Federal/state water laws and Indian treaties; water problems on Western reservations as classic examples.


NAS 394. Experiential Learning [1-3]. Workshops and projects focusing on traditional and contemporary NA activities. [Rep.]

NAS 468. Tribal Justice Systems [3]. Examines the creation and maintenance of the legal relationships between Indigenous nations and their citizens. Focusing on tribal courts, policing, informal and formal mechanisms of conflict resolution and social control. [DCG-d.]

NAS 480. Selected Topics in Native American Studies [1-4]. Special topic, problem area, or field research. [Rep with different topics.]

NAS 491. Mentoring [1-3]. Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA.]

NAS 492. Native American Studies Capstone Experience [3]. Capstone experience for NAS majors. Students to apply knowledge of NAS to practical problems. Course will entail either group or individual projects. [Prereq: NAS 104, NAS 200, NAS 364, Native American Studies major with junior standing or greater.]

NAS 499. Directed Research [1-3]. Take only one NAS 499 class per semester and four NAS 499 classes per academic career at HSU. Both provisions subject to petition. Advanced students only. [Prereq: IA.]

**GRADUATE**


**Natural Resources**

**UPPER DIVISION**

NR 480. Selected Topics [1-3]. [Rep with different topics.]

NR 499. Directed Study [1-3]. FS. Independent research. [Rep.]

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* sustainability-focused; sustainability-related; activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
Natural Resources Planning & Interpretation
See Environmental Management & Protection.

Oceanography

LOWER DIVISION

OCN 109. General Oceanography [3] FS. Extant of the oceans; chemical nature of sea water; causes/effects of currents, tides, and waves; animal and plant life in the sea; features of the ocean floor. [Coreq: OCN 109L. Weekly: 3 hrs lect, 3 hrs lab. GE.]

OCN 109L. General Oceanography Laboratory [1] FS. Introductory laboratory activities to develop understanding of fundamental concepts from geological, chemical, physical, and biological oceanography and the inter-relationship between those concepts. [Prereq: OCN 109, (C). GE.]

OCN 199. Ocean Skills Laboratory [1]. Laboratory course for students who have taken an approved lecture course equivalent to OCN 109 at another institution but which lacked a lab. [Prereq: IA. Weekly: 3 hrs lab.]


UPPER DIVISION


OCN 304. Resources of the Sea [3] F. Nonliving resources of the ocean floor and water: distribution, origin, and exploitation of minerals; energy production from the ocean; environmental and political problems of ocean exploitation. [Prereq: OCN 109 or IA. Weekly: 2 hrs lect, 1 hr disc. GE.]


OCN 320. Physical Oceanography [4] S. Physical properties and processes in seas: theory of distribution of variables; current determination; waves and tides. [Prereq: OCN 109, MATH 110 or MATH 205, PHYX 110 (C) or PHYX 107 (C). Weekly: 3 hrs lect, 3 hrs lab.]

OCN 330. Chemical Oceanography [4]. Composition of seawater: Distribution and cycling of important major and minor chemical species throughout the oceans. Marine analytical chemistry. [Prereq: OCN 109 and CHEM 110, or IA. Weekly: 2 hrs lect, 6 hrs lab.]

OCN 340. Geological Oceanography [4]. Classification/orign of major topographic features on ocean floor. First order plate tectonic theory. Recent marine sediments and sedimentary processes. [Prereq: OCN 109, GEOG 109, MATH 114 or MATH 115; or IA. Weekly: 3 hrs lect, 3 hrs lab.]


OCN 410. Zooplankton Ecology [3] F. Identification, distribution, abundance, adaptations, and life histories of animals in the plankton. Techniques in field/lab studies. [Prereq: OCN 109, and OCN 310 or ZOOL 314; or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 420. Oceans & Climate [3]. Examines the role that oceans play in mediating global climate. Detailed exploration of ocean carbon cycle, consequences of climate change on ocean ecosystems, ocean-related climate feedback loops, and predictions of oceans of the future. [Prereq: CHEM 107 or CHEM 109, MATH 105 or MATH 109, OCN 109, PHYX 107 or PHYX 109.]

OCN 485. Undergraduate Seminar [1] F. Study literature to prepare oral scientific reports. [Prereq: senior standing and at least one of the following: OCN 310, OCN 320, OCN 330, OCN 340, or IA.]


OCN 499. Directed Study [1-2] FS. Original research on assigned topic. Lab work, field work, or literature surveys. [Prereq: senior oceanography major and IA. Rep.]

Philosophy

Philosophy majors and minors must earn a minimum grade of “C” in all courses taken to fulfill the major/minor requirements.

LOWER DIVISION

PHIL 100. Logic [3]. Study of correct reasoning. Sentential logic, informal fallacies, and certain paradigms of inductive reasoning. Nature of language, artificial and natural. [GE.]


PHIL 108. Moral Controversies [3]. Major moral theories applied to contemporary issues, such as: environmental ethics, abortion, discrimination, world hunger, the death penalty, euthanasia, homosexuality, and same-sex marriage. [GE.]

PHIL 107. Introduction to Philosophy [3]. Questions such as: What is knowledge? Is morality objective? Does God exist? What is beauty? Is there free will? [GE.]

PHIL 180. Special Topics in Philosophy [1]. New courses. Guided study. [Rep; multiple enrollments in term.]

UPPER DIVISION

PHIL 301. Reflections on the Arts [3]. Theories of art as they emphasize or suppress one or more dimensions of artistic creation and aesthetic experience: form, feeling, realism, fantasy. Judgments of taste, style, and excellence. [GE.]


PHIL 303. Theories of Ethics [3]. Ethical theories of Western philosophical tradition: Plato, Aristotle, Hume, Kant, Mill. Contemporary metaethical concerns of definition and justification. [GE.]

PHIL 304. Philosophy of Sex & Love [3]. Analysis of metaphysical and moral issues relating to sex and love, such as: What is love? What sexual activities are natural, moral, perversions? Friendship, adultery, pornography, prostitution, homosexuality, and same-sex marriage. [GE.]

PHIL 306. Race, Racism & Philosophy [3]. A philosophical study of the conceptual, metaphysical, moral, and social political issues surrounding race and racism. [DCG-d. GE.]

PHIL 309B. Perspectives: Humanities/Science/Social Science [3]. Critique perspectives, modes of inquiry, and products of the humanities, biological and physical sciences, social and behavioral sciences, and their relationships. [GE.]


PHIL 342. Descartes, Locke, Hume [3]. Traces the development of the methodologies, epistemologies, and metaphysics of the most influential thinkers of the Rationalist and Empiricist traditions during the Renaissance and Enlightenment. [Rep once.]

PHIL 343. Kant and the 19th Century [3]. Kant’s Critique of Pure Reason and two or more major thinkers from the 19th century, such as: Hegel, Marx, Nietzsche, Kierkegaard, James, Dewey. [Rep once.]


PHIL 355. Existentialism (3). Principal existential philosophers of 19th and 20th centuries, such as Kierkegaard, Heidegger; Nietzsche, Sartre, Marcel, Buber.

PHIL 371. Contemporary Social & Political Philosophy (3). A critical study of the main contemporary Western theories of the ideal state and how these theories deal with such core political values as justice, liberty, equality, and community.

PHIL 391. Seminar in Philosophy [1-3]. Intensive study of a philosophical movement, philosophical problem, writings of a philosopher; or a subdiscipline [for example, philosophy of mind]. [Elective credit for philosophy majors requires prior DA. Rep.]

PHIL 392. Experiential or Service Learning [1]. Participation in 12-24 hours of designated activity with a reading and discussion component. [CR/NC.]

PHIL 415. Symbolic Logic (3). Quantifiable logic, including logic of relations; properties of axiomatic systems; many-valued logic; modal logic and its extensions. [Prereq: PHIL 100 or IA.]

PHIL 420. Contemporary Epistemology & Metaphysics (3). What exists? What are the basic categories of being? What does it mean to know? Are there different kinds or sources of knowing? [Rec: PHIL 100.]


PHIL 485. Seminar in Philosophy [3]. Intensive study of a philosophical movement, philosophical problem, writings of a philosopher; or a subdiscipline [for example, philosophy of mind]. [Rep. Two of these seminars required for philosophy majors.]

PHIL 489. Directed Study [1-2]. [Rep.]

GRADUATE

PHIL 680. Special Topics [1-3]. Intensive study in selected philosophers and/or topics. [Rep.]

PHYSICAL EDUCATION

Contents of this section:

General Information
Aquatics
Dance
Individual Activities
Intercollegiate Athletics
Intercollegiate Club Sports
Team Sports

Activity courses provide opportunities to develop skills, knowledge, and increased fitness level.

All activity courses [100-300] must be taken CR/NC, with the exceptions of PE 262, PE 360, PE 362, and PE 382 which may be taken for a grade.

Beginning Level [100 series] — introductory courses for fundamental instruction.

Intermediate Level [200 series] — prerequisite is beginning level or equivalent skill (with IA).

Advanced Level [300 series] — prerequisite is intermediate level or equivalent accomplished skill (and IA).

Students injured while participating in a physical education or recreation administration class are not covered by any university insurance policy. Student are responsible for obtaining their own coverage through a private insurance agency or through the insurance plan of the Associated Students (UC south lounge).

Students with disabilities are welcome in all physical education activity courses.

AQUATICS

Note: Other aquatic offerings found under Recreation Administration.

PE 146. Fitness Swimming, Beginning [1]. Cardiovascular swimming instruction and workouts for those with basic ability. Self-paced, aerobic lap swims with stroke instruction. [Rep.]

PE 224. Women’s Rowing, Beginning [1]. Designed for women interested in joining women’s intercollegiate crew team. The class will teach the basic mechanics of rowing.

PE 255. Water Polo [1]. Instruction, competition. Techniques, strategies. [Prereq: intermediate or advanced swim ability. Rep.]

PE 262. Beginning SCUBA [4]. Diving physiology, physics, hyperbaric medicine, nearshore oceanography, gear selection and maintenance, accident management, dive planning. SCUBA certification upon successful completion. [Prereq: satisfactory HSU SCUBA physical exam, completed swim evaluation; required SCUBA gear (rental or personal).]

PE 282. DAN Oxygen Provider Certification [1]. Diving Alert Network (DAN) oxygen provider training and certification. Recognition, prevention, and treatment of diving accidents. [Prereq: PE 262 or PE 362 or PE 382 or PE 470 or PE 472 (any may be concurrent).]

PE 347. Master Swim [1-2]. Aerobic and anaerobic swimming workouts to improve competitive stroke techniques, speed, endurance, and cardiovascular fitness. All four competitive strokes; workout formats. [Prereq: advanced ability. Rep.]


PE 382. Advanced SCUBA [4]. Diver rescue, deep diving, night diving, search and recovery, attitude diving, and navigational techniques. Emphasis on local conditions. Certification after completing course successfully. [Prereq: basic SCUBA certification, satisfactory HSU SCUBA physical exam, evaluation of diving skills; required SCUBA gear (rental or personal).]

PE 382. Underwater Photography [3]. Develop knowledge and skill to use still or video cameras safely while free diving or SCUBA diving. Emphasis: safe diving practices; camera equipment selection, maintenance, and use. [Prereq: PE 262 and PE 362.]

PE 470. Rescue Diver [4]. Emergency management of diving accidents; diver rescues; first aid for diving injuries. Qualify for HSU/NAUI leadership levels. [Prereq: PE 362 or equivalent.]

PE 471. Scientific Diving [3]. Development of the knowledge, skill, and experience to successfully plan and conduct underwater data collection. This course meets the standards of the American Academy of Underwater Sciences. [Prereq: PE 362.]


DANCE

Also see Theatre, Film, and Dance.


PE 194. Social Dance [1]. Traditional social ballroom dances from the 1930s and 40s. Swing/ Jitterbug, Waltz, Polka, Fox trot, Tango, and Cha Cha Cha. [Rec.]

PE 196. Swing Dance [1]. An exploration of American Swing Dances and identify various styles. Includes: East Coast Swing, Lindy Hop, (Savoy Style or Hollywood Style) Shag. [Rec.]

INDIVIDUAL ACTIVITIES

PE 112. Aikido, Beginning [1]. Nonaggressive yet highly effective form of self-defense. Learn respect for self/others in a setting of diligent, cooperative training. [Rec.]

PE 113. Archery, Beginning [1]. Open to all ability levels. Beginners taught bow and arrow techniques. Intermediate/advanced archers provided target time. [Rec.]


PE 118. Bowling [1]. Fundamentals: scoring, etiquette, footwork. [Rec.]

PE 119. Fitness Fusion [1]. Safe impact aerobic and strength exercise, a combination of the most popular fitness methods including rhythmic movement, functional fitness, strength/core training, yoga, and barefoot training. [Rec.]

246 Philosophy

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG
PE 125. Fencing, Beginning [1]. Fundamental techniques and principles of the art of personal combat with the sword. Emphasis on building a strong foundation of basic defensive skills, using the foil as a training tool for the early 19th century dueling sword. [Rep.]


PE 129. Power Step [1]. Increase cardiovascular fitness and muscular strength and endurance through traditional aerobic dance steps along with a 4-8" high step. [Rep.]


PE 144. Stretch & Relaxation Techniques [1]. Loosen up, stretch out, and practice relaxation techniques. [Rep.]

PE 157. Weight Training, Individual, Beginning [1]. No scheduled hours; individualized weight program during open hours. [Rep.]


PE 215. Body Conditioning [1]. Improve cardiovascular fitness, strength, muscular toning through non-equipment-assisted exercises. [Rep.]


PE 259. Yoga [1]. Postures designed to increase flexibility, strength, awareness, relaxation. [Rep.]


PE 280. Special Topics [1-4]. New courses, workshops. [Rep.]

PE 289. Special Topics [1-3]. Activities. [Rep.]

INTERCOLLEGIATE ATHLETICS

PE 420. Intercollegiate Men’s Basketball [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 421. Intercollegiate Women’s Basketball [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 424. Intercollegiate Women’s Crew [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 426. Intercollegiate Men’s/Women’s Cross Country [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 432. Intercollegiate Football [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 438. Intercollegiate Men’s/Women’s Soccer [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 444. Intercollegiate Women’s Softball [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 456. Intercollegiate Men’s/Women’s Track & Field [3]. [Rep up to a total of 6 intercollegiate athletic units.]

PE 463. Intercollegiate Women’s Volleyball [3]. [Rep up to a total of 6 intercollegiate athletic units.]

INTERCOLLEGIATE CLUB SPORTS

Participate in an organized athletic program while learning fundamental skills, game strategy, tactics, and sportsmanship. Participants are required to attend practice and encouraged to participate in games.

Please note: The above statement applies to all of the following Physical Education courses.

PE 261. Intercollegiate Club Climbing [2]. Rock wall climbing, skill building, and competition. [Rep.]


PE 314. Intercollegiate Club Cheer [2]. [Rep up to 6 intercollegiate units.]

PE 315. Intercollegiate Club Lacrosse, Men [2]. [Rep up to 6 intercollegiate units.]

PE 317. Intercollegiate Club Baseball [2]. [Rep up to 6 intercollegiate units.]

PE 318. Intercollegiate Club Rugby, Men [2]. [Rep up to 6 intercollegiate units.]

PE 319. Intercollegiate Club Rugby, Women [2]. [Rep up to 6 intercollegiate units.]

PE 320. Intercollegiate Club Crew, Men [2]. [Rep up to 6 intercollegiate units.]

PE 321. Intercollegiate Club Cycling [2]. [Rep up to 6 intercollegiate units.]

PE 322. Intercollegiate Club Volleyball, Men [2]. [Rep up to 6 intercollegiate units.]

PE 323. Intercollegiate Club Ultimate Frisbee, Men [2]. [Rep up to 6 intercollegiate units.]

PE 324. Intercollegiate Club Ultimate Frisbee, Women [2]. [Rep up to 6 intercollegiate units.]

PE 325. Intercollegiate Club Fencing [2]. [Rep up to 6 intercollegiate units.]

TEAM SPORTS

PE 116. Basketball [1]. Beginning skills and knowledge for playing organized basketball. Skill development drills; game situations. [Rep.]

PE 141. Soccer, Beginning [1]. Skills, strategies, tactics. [Rep.]

PE 151. Ultimate Frisbee, Beginning [1]. Disc throwing techniques; fundamentals of the game of ultimate. Develop game strategy through drills and playing. [Rep.]


PE 250. Intramural Activity [.5-1]. Enhance psychomotor skills and fitness levels and make choices about lifetime leisure activities. [Rep up to 2 units.]

PE 251. Ultimate Frisbee, Intermediate [1]. For those with fundamental skills and knowledge of game. Drills; develop game strategy through playing. [Rep.]


Physics

Physics majors and minors must earn a minimum grade of C- in all physics courses.

LOWER DIVISION

PHYX 104. Descriptive Astronomy [4]. Understand and appreciate astronomy/planet Earth. Methods of obtaining facts and formulating principles. Labs: naked-eye star/planet observation, movement of moon and celestial sphere, constellations, galaxies, star clusters, light and spectroscopy, telescopes. For nonmajors. [Prereq: ELM score of 42 or higher. Weekly: 3 hrs lect, 3 hrs lab/field trips. GE.]

PHYX 104B. Descriptive Astronomy [3]. Same as 104 without the lab. [Prereq: ELM score of 42 or higher.]


PHYX 109. General Physics I: Mechanics [4]. Calculus-based, for science/engineering students. Offered Fall only. [Prereq: MATH 109 and MATH 110 (C) with grades of C or higher. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. GE.]

PHYX 110. General Physics II: Electricity, Heat (4). Calculus-based, for science/engineering students. [Prereq: MATH 210 (C) and PHYX 109 (or ENGR 211 for engineering majors) with grades of C or higher. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab.]

PHYX 111. General Physics III: Optics, Modern Physics [4]. Calculus-based, for science/engineering students. [Prereq: PHYX 110 with a grade of C or higher; or an approved physics series. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab.]


PHYX 430. Computerized Instrumentation [3]. Experiment with computer interfacing, data acquisition, reduction. Assumes familiarity with some computer language. Use IBM PCs and Turbo Pascal. [Prereq: PHYX 324. Weekly: 1 hr lect, 6 hrs lab. Offered occasionally.]

PHYX 441. Electricity & Magnetism I [3]. Vector analysis, electrostatics, magnetostatics & electrodynamics. [Prereq: PHYX 324 (C) and MATH 313 (C). Rec: MATH 314. Offered alternate years.]

PHYX 442. Electricity & Magnetism II [3]. Conservation laws, electromagnetic waves, potentials & fields, radiation and relativity. [Prereq: PHYX 441. Offered alternate years.]

PHYX 450. Quantum Physics I [4]. Quantum mechanics; introductory atomic physics. [Prereq: PHYX 320 (C), MATH 313.]


PHYX 480. Selected Topics in Physics for Seniors [1-5]. Offered as demand warrants. [Prereq: IA. Rep with different topics.]

PHYX 485. Physics Seminar [5-1]. Seminar presentations by physics majors, faculty, and guest speakers. Capstone course. All physics majors are encouraged to attend. Students need to enroll both fall and spring semesters. [Prereq: PHYX 324 (C). CR/NC. Rep.]

PHYX 490. Senior Thesis I [1-3]. Based on theoretical or experimental investigation. Consult with department to choose subject. File approved proposal with department prior to semester(s) in which work will be done. [Prereq: consent of faculty member. Rep.]


PHYX 495. Undergraduate Research [1-3]. Individual investigation of selected problem. [Rep. For students showing outstanding ability. Prereq: IA.]

PHYX 499. Directed Study [1-3]. Individual study on selected problems. [Prereq: IA. Rep.]

Political Science

LOWER DIVISION

PSCI 104. People & Politics [3] FS. Philosophical and historical foundations of the concept of political community. Contemporary issues confronting people as members of the political community. [GE.]

PSCI 110. American Government [3] FS. Political values, institutions, and patterns of influence in law and governance, including relations among the nation, tribes, and the state of California. Non-majors course (political science majors should take PSCI 210 instead.)


PSCI 220. Introduction to Political Theory [3]. Key political concepts including freedom, equality, justice, and democracy critically examined through the writing of influential western thinkers from Plato to present. Required for political science majors.

PSCI 230. Introduction to Comparative Politics [3]. Comparison of political institutions, parties, elections, movements, policies, and issues of countries other than the United States. Basic concepts and methods of the subfield. Required for political science majors.

PSCI 235 / ANTH 235 / COMM 235 / CRGS 235 / SOC 235. Act to End Sexualized Violence [1]. Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC.

PSCI 240. Introduction to International Relations [3]. Examination of institutional, economic, security, and environmental relations between and among nations. Basic concepts, theory and methods of the subfield. Required for political science majors.

PSCI 280. Core Discussion Seminar [1]. This course is designed as a supplement to the core courses of the major (PSCI 210, PSCI 220, PSCI 230, and PSCI 240). Format is seminar and discussion. Oral and writing skills included. [Need to take corresponding core course concurrently. Rep 3 times.]

PSCI 295. Political Research & Analysis [4]. Research and analysis skills, both qualitative and quantitative, of political science as a discipline.

UPPER DIVISION

PSCI 303. Third World Politics [3]. Examination of the politics of inequality and power in developing countries from historical, economic, social, cultural, and international perspectives. [DCG-n. GE.]

PSCI 306. Environmental Politics [3]. Examines issues, movements, and controversies at bioregional, national, and global levels. Analyzes the political decision-making process and implementation of environmental policy. [GE.]

### Psychology

#### LOWER DIVISION

**PSYC 100. Psychology of Critical Thinking** [3]. Analysis of arguments and persuasive appeals [both deductive and inductive], common fallacies in thinking and forming arguments, evaluating information sources used to justify a belief, application of critical thinking to scientific reasoning about human behavior. [GE]

**PSYC 104. Introduction to Psychology** [3]. Evolution of psychology; research methods; biological foundations of behavior; sensation, perception; nature of consciousness; learning, and behavior; memory, cognitive development; health psychology; theories of personality; psychological assessment and individual differences; psychological disorders; psychological treatments. Participation in research projects is required. Department recommends taking this as foundation before any PSYC courses. [GE]

**PSYC 213. The School-Age Child** [3]. Typical/atypical biological, cognitive, social, and emotional development of children, focusing particularly on ages 4 through 12. Influence of family, culture, language, school, peers, and media on developmental processes.

**PSYC 236. Choices & Changes in Sexuality** [1]. Influences on students’ developing sexuality; development of gender identity, sexual orientation, body image, relationship negotiation, and policies, and issues at local, national and/or international levels. Focus may vary with instructor. [Rep with IA]

**PSYC 309. Experimental Psychology** [4]. In-depth study of important concepts or movements in political thought. Topics vary; consult current class schedule. [Rep up to 8 units.]

**PSYC 327. Radical Political Thought** [4]. Critical examination of Marxist and other radical critiques and of liberal democracy that have been influential over the past century.

**PSYC 330. Political Regimes & Political Change** [4]. Advanced study of comparative politics in regional context of Latin America, Africa, Europe, Middle East, or Asia. Topics vary; consult current class schedule. [Rep.]

**PSYC 340. Ethnicity & Nationalism** [4]. Comparative study of ethnic identity and conflict, nationalism and responses of states and the international community. Regions and cases vary with instructor.

**PSYC 343. Global Governance** [4]. Analysis of the processes and politics of global governance with an emphasis on nonstate actors, intergovernmental organizations, and international institutions.

**PSYC 347. US Foreign Policy** [4]. Theoretical approaches; major problems. Procedures, interests, purposes, and group pressures.

**PSYC 350. The President & Congress** [4]. Executive-legislative powers, functions, and relations in the making of domestic and foreign policy.

**PSYC 352. Water Politics** [4]. Water-related political and legal issues. Emphasis on conflict and cooperation in the distribution and allocation of water resources. May focus on local, state, regional, national and/or international issues.

**PSYC 354. Media and Public Opinion** [4]. How interest groups, political parties, and media affect public opinion and influence elections.

**PSYC 358. Political Advocacy** [4]. Practical advocacy experience before California legislature. Field trip to Sacramento.


**PSYC 360. Political Economy** [4]. Examination of the politics of economic actors, decision making, and regulation of societies. May focus on local, national and/or international levels. Focus may vary with instructor. [Rep with IA]

**PSYC 385. Technology & Development** [4]. Political and social role of technology in Third World development. Relation to theories and concepts, such as science, democracy and inequality, and to actors, such as women and farmers.


**PSYC 387. Water Politics** [4]. Practical advocacy experience before California legislature. Field trip to Sacramento.

**PSYC 482. Internship** [3]. Field observation; placement in a public or private nonprofit agency. [Prereq: IA. Rep twice.]


**PSYC 491. Mentoring** [1-4]. Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

**PSYC 495. Field Research** [1-4]. Field investigation of current phenomena, including issues and political behavior. [Rep with IA]

**PSYC 499. Directed Study** [1-4] FS. Selected problems. [Open to advanced students with IA. Rep with IA.]

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*DG* diversity & common ground; d domestic, n non-domestic; disc discussion; F fall, S spring, Su summer; GE general ed; IA instructor approval; lect lecture; prereq prerequisite; rec recommended preparation; rep repeatable.
PSYC 240. Understanding Research Methods in Psychology [3]. This course provides an overview of research methods [descriptive, correlational, experimental] used in psychology, and focuses on increasing student understanding of published research. APA style for writing papers is presented. [Prereq: PSYC 104.]

PSYC 241. Introduction to Psychological Statistics [4]. Descriptive/inferential methods for analyzing data. Descriptive statistics; normal distributions; elementary probability; bivariate correlation and regression; hypothesis testing for comparing independent and paired groups. Labs: computer statistical programs; problem solving. [Prereq: math remediation completed or not required. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 242. Introduction to Psychological Research Design & Methodology [4]. Hypothesis development, data gathering, ethics, interpretation of findings. Department recommends taking this before upper division PSYC courses. [Prereq: PSYC 241, and ENGL 103 or ENGL 104 or ENGL 100 or ENGL 100A or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

PSYC 280. Perspectives on Psychology [1]. New majors introduced to psychological topics and psychology as a career option. Weekly presentations by faculty and members of psychological community. Required for major.

**UPPER DIVISION**

PSYC 300 / WS 300. Psychology of Women [3]. Individual and social characteristics and roles. Overview, critique of theories, research. Biological/environmental determinants of women’s psychological development, including sex differences. [DDG-d. GE.]

PSYC 302. Psychology of Prejudice [3]. How it is expressed, its causes, consequences, and approaches for reducing it. Multicultural and diversity issues. [DDG-d. GE.]

PSYC 303. Family Relations in Contemporary Society [3]. Psychological aspects. Dating, love; parent/child and couple relations; causes/effects of divorce; solutions to family difficulties. [GE.]

PSYC 309. The Thinking Consumer in a Materialistic Society [3]. Impact of advertising, marketing, and culture on consumer behavior and thought processes. [GE.]


PSYC 311D. Human Development Discussion (2). Overview of developmental changes across the human life span: conception through adulthood. Relevant psychological theories, research literature. [Prereq: PSYC 242 with a grade of C or higher and PSYC 311 (C). Rep twice.]


PSYC 321. Intro Behavioral Neuroscience [3]. How brain, spinal cord, peripheral nervous system, hormones, and genetics affect behavior. Biochemistry, neuroanatomy, and neurophysiology information supplied in class, so specific background in these subjects not required. [Prereq: PSYC 104.]

PSYC 322. Learning & Motivation [3]. Principles, concepts, and theoretical issues: reinforcement, extinction, punishment, transfer of training. [Prereq: PSYC 104, PSYC 242 (C).]

PSYC 323. Sensation & Perception [3]. Role of senses in acquiring information. Integrating sensory processes to form perceptual representations of the environment. [Prereq: PSYC 104, PSYC 242 (C).]


PSYC 324D. Cognitive Psychology Discussion (2). Acquisition, organization, use of knowledge. Attention, memory, problem solving, decision making, language, consciousness. Participatory experience with research methods, apparatus, and empirical issues. [Prereq: PSYC 242 (C) and PSYC 324 (C). Rep twice.]


PSYC 335. Social Psychology [3]. Effects of culture and socialization on attitudes, group dynamics, interpersonal relations, and the individual. [Prereq: PSYC 104, PSYC 242 (C).]

PSYC 335D. Social Psychology Discussion [2]. Effects of culture and socialization on attitudes, group dynamics, interpersonal perception, and the individual. Participatory experience with research methods, apparatus, and empirical issues. [Prereq: PSYC 242 (C) and PSYC 335 (C). Rep twice.]

PSYC 336. Social Influence & Persuasion [3]. This course will explore how people attempt to influence others attitudes and behavior; the effectiveness of various methods of social influence, and how to effectively resist influence. [Prereq: PSYC 104.]


PSYC 337D. Personality Theory & Research Discussion [2]. Students discuss findings and theories of personality psychology, as well as design and present their own research projects in this area. In-depth focus on approaches to research in personality. [Prereq: PSYC 242 and PSYC 337 (C).]

PSYC 345L. Psychological Tests & Measurement [4]. Principles of applied psychological measurement, including item analysis, reliability, validity, and test construction; ethical issues in the use of psychological tests, and procedures for the evaluation of psychological measures. Course includes an applied lab in the construction of psychological measures. [Prereq: PSYC 104, PSYC 241, PSYC 242; all with a grade of C or higher. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 400. Health Psychology [3]. Experiences of illness/healing in cultural contexts. Interrelated soma, psyche, and society as understood in diverse health care systems and healing practices. [GE.]

PSYC 404. Industrial/Organizational Psychology [3]. Exploration of psychological methods used to improve employee selection, training, and performance. Organizational issues such as job satisfaction and emotions, work stress, violence, team skills, job design.


PSYC 414. Psychology of Adolescence & Young Adulthood [3]. Physical, cognitive, social, and emotional development. Personality, relationship, education, and work issues from developmental perspective. [Prereq: PSYC 311 (C) or IA.]

PSYC 418. Developmental Psychopathology [3]. Developmental, social, behavioral, and emotional problems of children and adolescents are explored in relation to normal developmental milestones. Introduction to theories and research in the field of developmental psychopathology. [Prereq: PSYC 311 (C) or IA.]

PSYC 419. Family Violence [3]. Explores forms of family violence, including domestic violence, child abuse, elder abuse, and animal cruelty. Theories explaining physical, sexual, and emotional violence, as well as successful prevention and intervention programs. [Prereq: PSYC 104.]


PSYC 434. Death, Dying & Grief [3]. Focus on psychological experiences of people as they approach death and of loved ones who are left behind; cross-cultural death-related beliefs and customs; end of life decision making. [Prereq: PSYC 104.]

PSYC 437. Sexual Diversity (3). Using biological and social constructionist explanations of sexual orientation, we will explore historical, psychologi- cal, and sociological foundations of gay, lesbian, bisexual, and transgender cultures, and examine contemporary political issues of discrimination, pride and social power. [Rec: PSYC 436 or WS 436. DCG.div.


PSYC 454. Interviewing & Counseling Techniques (3). Supervised practice, including video or audio taping and feedback sessions. [Prereq. upper division PSYC major or IA. Weekly: 1 hr. lect; 4 hrs actv.]

PSYC 473. Substance Use & Abuse (3). Why people use and continue to use drugs. Medical, legal, social, educational, and therapeutic aspects.

PSYC 478 / PSYC 578. Analysis of Variance (4). Topics include between and within subjects ANOVA, mixed model ANOVA, and test assumptions. [Prereq. PSYC 241 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 480. Selected Topics in Psychology (1-3). Topic/problem from theoretical, experimental, or applied psychology. [Prereq. PSYC 104. Rep for different topics.]

PSYC 482. Field Study (1-4). Propose work in selected community settings. Obtain supervision and receive credit. Periodic practicum conferences required. [Prereq. IA. Weekly: 3 hrs per unit of credit. CR/NC. Rep.]

PSYC 485. Senior Seminar (3). Integrative review of psychology focusing on the history of the field or a broad issue within the discipline. Format emphasizes class discussion, oral presentation, and written reports. A capstone experience. [Prereq: PSYC 104. Senior standing. Must be taken during final year of coursework or IA.]

PSYC 486. History & Systems of Psychology (3). Current theoretical/research trends. Historical background. Relation to other sciences; methods of research; interpretation of empirical data.

PSYC 487. Evolutionary Psychology (3). A general overview of how human behavior and psychology has been shaped by natural selection through eons of evolution. [Prereq: PSYC 321 (C) or PSYC 325 (C) or BIOL 105 (C); all with grades of C or higher. Rep.]

PSYC 488 / PSYC 588. Regression/Multivari- ate Topics (4). Topics include multiple regression, moderated regression, logistic regression, time series, and factor analysis. [Prereq: PSYC 241. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 490. Senior Honors Thesis (3). Advanced majors design a cumulative experience that involves independent research while working under the supervision of a faculty member. [Rep once.]


PSYC 496. Psychology Research Seminar (3). Research problem culminates in written report in accord with APA standards. Required student/faculty group meetings to discuss common research problems, such as subject selection, psychological measurement, interpretation of results, ethics of research. [Rep.]

PSYC 497. Mentoring (1-3). Advanced majors gain experience as mentors working with a diverse body of students. Learn and participate in pedagogical theory and processes as applied to university level classes. [Prereq: IA CR/NC. Rep.]

PSYC 499. Independent Study (1-3). On a tutorial basis, pursue an area of interest not covered by regular course offerings. [Prereq: six upper division units in psychology and IA. Rep.]

GRADUATE

Prerequisite: grad standing and/or adequate preparation in psychology.

PSYC 518. Advanced Developmental Psychopathology (3). Advanced coverage of psychological problems in children and adolescents with particular focus on evidence-based practices. Contemporary research on assessment, treatment, prevention, and intervention are key areas of exploration. [Prereq. PSYC 242 or equivalent and PSYC 311 or equivalent; all with grades of C or higher.]

PSYC 545. Psychological Testing (4). Testing concepts: reliability, validity, standardization, and score interpretation. Apply to current standardized tests of intelligence, aptitude, achievement, personality. [Prereq. PSYC 241 or IA. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 550. Introduction to Institutional Research (4). This course is an introduction into the field of Institutional Research. It is for students who wish to pursue or explore an IR career. [Prereq or coreq: graduate standing, SOC 583 (C) or PSYC 641 (C) or IA.]

PSYC 551. Applied Research (4). This course will emphasize research methodology that is relevant to the field of IR. [Prereq: graduate standing, PSYC 550.]

PSYC 552. Diversity in Research (4). This course will emphasize primary data collection that is relevant to the field of IR. [Prereq: graduate standing, PSYC 551.]

PSYC 578 / PSYC 478. Analysis of Variance (4). Topics include between and within subjects ANOVA, mixed model ANOVA, and test assumptions. [Prereq: PSYC 241 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 588 / PSYC 488. Regression/Multivari- ate Topics (4). Topics include multiple regression, moderated regression, logistic regression, time series, and factor analysis. [Prereq: PSYC 241. Weekly: 3 hrs lect, 2 hrs lab.]


PSYC 606. Educational Foundations/School Psychology (2). Orientation to schooling, and the practice of school psychology. Focus on understanding professional roles, curriculum and standards, school environments (social and political), needs of students from diverse backgrounds, working with parents. [Prereq: good standing in School Psychology program. Coreq: PSYC 783.]

PSYC 607. Consultation/Collaboration (2). Small group seminar to assist graduate students acquire professional skills related to the practice of school psychology. Emphasis on theories and methods of consultation, collaboration and indirect service delivery in schools. [Prereq. PSYC 606 and good standing in School Psychology program. Coreq: PSYC 783.]


PSYC 625. Advanced Psychobiology (3). Empirical/theoretical approaches to topics in brain research and other physiological, neurological, or biochemical processes at the base of human behavior: Topics vary. [Prereq: PSYC 325 or IA. Rep twice.]

PSYC 632. Advanced Developmental Psychol­ ogy (3). Development from conception through old age. Topics vary. [Prereq: PSYC 311. Rep twice.]

PSYC 638. Sexuality Counseling [1]. Physiological and psychological aspects of human sexual dysfunction and disorder: Assessment, diagnosis, treatment, referral. For persons working on MFT, LCSW, or psychologist licensing exams. [Prereq: good standing in Counseling Psychology or School Psychology program, or IA.]

PSYC 639. Advanced Psychopathology: Diagnosis of Mental Disorders [3]. Diagnosis, assessment, differential diagnosis, prognosis of psychological disorders. DSM classification. [Prereq: PSYC 337 and PSYC 438 good standing in a grad program in PSYC.]

PSYC 640. Aging & Long-Term Care [1]. Fifteen hours of education in aging and long-term care (10 hours of direct coursework, lecture, and five hours of fieldwork). Regular readings/exam prep reflects additional time commitments. [Must be a student in the Counseling Psychology or Academic Research graduate programs. Rep once.]

PSYC 641. Research Methods: Philosophy & Design [3]. Epistemological foundations of research methods applicable to experimental, clinical, counseling, and applied psychology. Practical research problems: design, sampling, and control. [Prereq: PSYC 241 and PSYC 242.]


PSYC 647. Academic Research Proseminar [3]. This course provides graduate students with a critical discussion of professional development issues and the foundations of behavioral research and methods used in psychology. [Prereq: admission to AR M.A., or IA.]

PSYC 648. Statistics Consultation [1-3]. Analyze thesis research data. Create data file; statistically analyze data; interpret results. [Prereq: grad standing or IA. CR/NC. Rep.]


PSYC 653. Advanced Psychotherapy with Children & Families [3]. Interviewing and counseling techniques appropriate for clinical work with children and adolescents. Topics include play therapy, individual counseling, group counseling, family therapy, and parent consultation. [Prereq: PSYC 654 and good standing in School Psychology or Counseling Psychology program, or IA.]

PSYC 654. Interviewing & Counseling Techniques [3]. Supervised practice, including video or audio taping, feedback sessions. Applications in community counseling settings. Research findings about effectiveness. [Prereq: good standing in School Psychology or Counseling Psychology program, or IA. Weekly: 2 hrs lect, 2 hrs activ.]


PSYC 656. Couples Therapy [3]. Introduction to marital/couple therapy; major theories of relationship counseling and therapy, assessment techniques, domestic violence, ethics. Emphasis on experiential learning and demonstration of marital/couple counseling. [Prereq: PSYC 654 (C) and good standing in Counseling Psychology program, or IA.]

PSYC 657. Group Counseling & Group Psychotherapy [3]. Theories and principles. Develop group therapy leadership skills. Supervised practice using videotape and feedback sessions. [Prereq: good standing in Counseling Psychology program, or IA. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 658. Theories of Individual Counseling & Psychotherapy [3]. Introduction to major theories, including psychodynamic, humanistic, behavioral, and cognitive orientations to psychotherapy. Focus is on reading classical theorists, application of techniques to clinical practice, and empirical validation. [Prereq: grad standing.]

PSYC 659. Mental Health in K-12 Schools [3]. Theories and methods for development of mental health interventions for children in school settings. Primary prevention, collaboration with social service agencies, state and federal legal mandates, mental health financing. [Prereq: PSYC 654 with a grade of B- or higher; PSYC 783 (C), good standing in School Psychology program, or IA.]

PSYC 660. Law & Ethics in Psychology [3]. Ethics and California law applicable to the counseling profession. [Prereq: admitted to Counseling Psychology program, or IA.]

PSYC 662. Practicum Preparation [1]. Seminar approach to various clinical issues regarding practicum placement. May include case study, skill enhancement exercises. [Prereq: good standing in Counseling Psychology program, or IA. Rep.]

PSYC 663. Licensed Supervision [1]. Two hrs of group clinical supervision (or 1 hr individually) by a licensed professional for up to 5 client contact hrs per week. Additional contact hrs need an additional unit of supervision. [Prereq: good standing in Counseling Psychology program and at least one semester of full-time coursework. Coreq: PSYC 682.]

PSYC 664. Assessment & Testing for Psychotherapists [3]. Overview of formal psychological testing and assessment, especially practical applications including types of information gathered, understanding client psychological assessment reports, and administering tests within the boundaries of competence. [Prereq: grad standing.]

PSYC 669. Legal & Ethical Foundations in School Psychology [3]. Studies of laws pertaining to students civil rights, special and general education, parent/child rights, child neglect and abuse reporting, confidentiality and their impact on school policy, climate, the student, family and community. [Prereq: good standing in School Psychology program.]

PSYC 672. Psychopharmacology [3]. This course will focus on the clinical application of psychotropic medications in the treatment of psychiatric disorders. Pharmacodynamics and pharmacokinetics of all major classes of medications will be covered. [Prereq: PSYC 321 and PSYC 325, or IA. Student must be admitted to graduate program in Counseling Psychology or Academic Research in School Psychology to enroll in PSYC 672.]


PSYC 676. Cross Cultural Counseling for Individuals, Children & Families [3]. Diversity within minority communities; modal characteristics. Making counselor efforts more congruent with minority clients. [Prereq: PSYC 654 (C) and good standing in a grad PSYC program.]

PSYC 680. Selected Topics in Contemporary Psychology [1-3]. Review current literature. Read, critique, present in class. [Prereq: IA. Rep twice with different topics.]

PSYC 682. Fieldwork [1-6]. Experience in specific settings to meet student needs. May not be submitted for PPS field requirements. [Prereq: admission to Counseling Psychology program, or IA. Rep.]

PSYC 683. Graduate Teaching Assistantship [1-4]. Students planning a teaching career assist in conducting a class under instructor supervision. [Prereq: DA and IA. Rep.]

PSYC 684. Graduate Teaching Internship [1-6]. Students planning a teaching career co-teach a college course with faculty observation and guidance. [Prereq: PSYC 683 with a grade of B- or higher and IA.]


PSYC 691. Comprehensive Exam for Counselors [3]. Students have the option of taking the comprehensive exam or completing a thesis. The exam will consist of multiple choice and essay questions that cover the 10 major domains
of the M.A. in Psychology: Counselling program. [Rep once.]

PSYC 692. School Psychology Portfolio Project (1-3). School psychology portfolio constructed under supervision of program faculty. Formative evaluation during training, summative evaluation prior to earning M.A. degree. [Prereq: PSYC 641, PSYC 642 (C), consent of School Psychology Committee. Rep.]

PSYC 694. Independent Study (1-6). On a tutorial basis, pursue area of interest not covered by regular course offerings. Weekly: 3 hrs per unit of credit. [Prereq: IA. Rep.]

PSYC 695. Research Practicum (1-6). Research under direction of staff on a tutorial basis. Group meetings to communicate findings of independent studies. [Prereq: 6 units of grad psychology and IA. Rep.]

PSYC 697. Academic Advisement (1-4). After training, students in academic research MA program advise psychology and undeclared undergraduate majors. [Prereq: approval of grad coordinator and instructor. Rep.]

PSYC 783. School Psychology Practicum (2-4). Comprehensive field experience in School Psychology. Practice in prevention, assessment, counseling, consultation, and other forms of indirect and direct intervention with pre-school, school-aged, and college-aged pupils, teachers and parents. Supervision by HSU faculty and district employed school psychologists. [Prereq: good standing in School Psychology program. Coreq: PSYC 606 or PSYC 607 or PSYC 608. Rep up to 12 units.]

PSYC 784. School Psychology Internship (8-12). Culuminating professional experience required to earn a California Credential authorizing practice as a School Psychologist. Designed to meet California and National standards for supervised experience in School Psychology. Supervised by HSU faculty and district employed school psychologists. [Prereq: MA in psychology with Internship Credential issued by the California Commission on Teacher Credentialing. Units must be completed within 2 calendar years. Rep to 24 units.]

Rangeland Resource Science

LOWER DIVISION


UPPER DIVISION

RRS 306. Wildland Resource Principles (3). Analysis of rangeland biophysical communities; management for sustainable human and environmental values; use by wild and domestic animals; historical and legal changes in rangeland management. [GE.]

GRADUATE

RRS 685. Rangeland Resources Graduate Seminar (1). Important problems/changes in RRS. Review literature to propose solutions. [Rep.]

Recreation Administration

Students injured while participating in a recreation administration class are not covered by any university insurance policy. Students are responsible for obtaining their own coverage through a private insurance agency or through the insurance plan of the Associated Students (University Center; South Lounge).

Students with disabilities are welcome in all recreation administration activity courses.

LOWER DIVISION

REC 110. Beginning Kayaking (2). Techniques and safety procedures for whitewater kayaking.

REC 200. Leisure in Society (3). Historical, philosophical, and conceptual developments of leisure in American life. Includes the role of play, recreation, and leisure in both human experience and the recreation and leisure service professions.

REC 210. Recreation Leadership (3). Leader’s role in organization. Developing a program within organized youth groups.

REC 220. Leisure Programming (3). Theories, content, and design to serve community leisure needs.

UPPER DIVISION

REC 302. Inclusive Recreation (3). Focus on knowledge and attitudes necessary to make recreation accessible to people who have illnesses or disabling conditions. Includes examination of inequity and barriers to leisure, and strategies for inclusion. [DCG-d. GE]

REC 320. Organization, Administration & Facility Planning (3). Organization, administration and facility planning of recreation and kinesiology programs. Topics include: organizational structures, fiscal planning and budgets, risk management, personnel policies and issues, and public relations.

REC 330. Adventure Theory & Practice (3). Leadership and facilitation skills, participant assessment considerations, instructional techniques, management considerations, and risk management practices for outdoor and adventure programming.

REC 335. Tourism Planning and Development (3). Examines positive and negative tourism impacts, growth management, strategies and planning principles. Includes the development and implementation of tourism programs.

REC 342. Expedition Planning and Leadership (4). Principles and practices for organization and management of expeditions with development of leadership skills in an extended wilderness adventure including study of legal aspects, health and safety, and risk management.

REC 345. Environmental Education (3). Experiential based course where students will develop and implement environmental education and outdoor recreation programs. Students will also assist in the administration of an environmental education center.
RS 300. Living Myths (3). Examines how a culture’s “sacred stories” express worldview, guide behavior, and empower personal quests for meaning. Sections offered under the following themes: War and Peace, Quest for Self, Beyond the Hero. [GE.]

RS 301. Religion in America (3). Surveys American religious diversity exploring the formative role played by religion in American identity, values, and experience, including critical topical issues from politics, sexuality, environment, education, terrorism etc. [GE. DCC-d.]

RS 304. Cultural & Religious Heritage of Africa (3). Study the cultural heritage of Africa through the themes of religion (traditional, Islam, Christianity), arts (music, dance, drums, cultural access), multilingualism, language and cultural identity, and the oral tradition. [Rec: completion of lower division general education. DCG-n. GE.]


RS 322. Sacred Texts: Buddhist Texts (4). Survey folk tales, philosophical treatises, poetry, tantras, and scriptures from early Buddhism to Zen. Attention to canon, genre, transmission, translation, hermeneutics, cultural transformation, function, message, and aesthetics.

RS 323. Sacred Texts: Hindu Texts (4). Indian literature ancient and modern: the Vedas, mythic visions, lives of saints, poet-sages, philosophers, yogis, devotees, folk tales, and modern writers, such as Rushdie, Jhabvala, and Narayan.


RS 331. Introduction to Christianity (3). Doctrinal developments; literature, rites and rituals; history (including development of major branches). Issues of modernity and postmodernity (could include feminist perspectives, interreligious dialogue).

RS 332. Introduction to Islam (3). Beliefs, institutions, sacred literature, history. Life of Muhammad, development of tradition in classical period, issues in modernity.

RS 340. Zen, Dharma & Tao (3). Confucianism, Taoism, Shinto, and major forms of Buddhism in China and Japan. [DCG-n.]

RS 341. Spiritual Traditions of India (3). In this course, exploration of images, temples, myth, poetry, meditation, devotion, and philosophy are woven together in a multidimensional approach to the exquisite spiritual traditions of Hinduism, Jainism, and Sikhism.

RS 342. Buddhism in India and Tibet (3). The development of Buddhism in India and its transformation in Tibet, from the original Buddha to the Dalai Lamas with attention to diverse spiritual instincts of mystics, devotees, and philosophers.

RS 345. T’ai Chi Ch’u’an (Taijiquan) (3). Learn detailed movements of Taiji longform. Emphasis: conceptuality as encoded in body movement and form. Readings from Chinese classics, with focus on how direct awareness influences textual understanding. [CR/NC]


RS 360. Religion & Psychology (3). Religious nature of human development. Concepts such as religious impulse, meaning, and soul explored from religious and psychological perspectives.


RS 362. Wisdom & Craft (3). How persons communicate their spiritual wisdom, their awareness of living connectedness and place in the cosmos, through everyday tasks of crafting creative work. Compare/contrast traditions [Amish, Navaho, Shaker, etc.].

RS 364. Cinema & the Sacred (3). Studies “Movies” treatment of religion in their themes, content, and mythological underpinnings, and religious phenomenon through cult films, screen idols, and theatre as modern mythological temple.


RS 391. Religion in Tradition: Special Topics (3). Topics within religious tradition[s] with thematic focus or tradition overview. [Rep with different topics.]

RS 392. Sacred Literature: Special Topics (3). Survey selected works of sacred literature in Eastern or Western religious traditions. [Rep with different topics.]

RS 393. Religion in Myth, Culture & Experience: Special Topics (3). Thematic and/or comparative examination. [Rep with different topics.]


RS 395. Senior Seminar (3). Capstone for major. Professor determines thematic focus. Cultivating project applies research skills, critical and experiential reflection, and methodologies within the discipline. [Prereq: completed 27 units required for the major.]

Religious Studies

LOWER DIVISION

RS 105. World Religions (3). Examines six of the following traditions in light of human quest for transcendence: Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Judaism, Christianity, and Islam. Films augment lectures. [DCG-n. GE.]

RS 120. Exploring Religion (3). Introduction to theory and method in the study of religion; examines religious elements, including such topics as faith, sacred time and space, ritual, tradition, devotion, meditation, and new religious movements.

UPPER DIVISION

RS 254. Faith, Sacred Time & Space, Ritual, Tradition, Devotion (3). Knowledge, skill, and abilities related to the leadership of winter adventure recreation activities. Snowshoeing will provide focus of backcountry skills and experiences applied. [Prereq: REC 370 (C).]

RS 420. Legal & Financial Aspects of Recreation (3). Legal aspects and the many financial involvements of conducting a recreation program. [DCG-n.]

RS 425. Geotourism (3). This course examines tourism that sustains or enhances the geographical character of a place; the environment, culture, heritage, aesthetics, and the well being of the residence.

RS 480. Special Topics (1-3). Topics as demand warrants. [Lect./lab as appropriate. Rep with different topics.]

RS 480L. Special Topics Laboratory (1). Laboratory offering of recreation/leisure topics as demand warrants. [Rep with different topics.]

RS 482. Internship in Recreation (1-6). Supervised experience. Apply academic understanding to a functioning recreational agency. [Prereq: REC 200, REC 210, REC 220, REC 302, REC 320, REC 420, REC 485; or IA. Rep up to 6 units.]

RS 485. Senior Seminar – Majors (3). Senior majors apply knowledge/skills to professional problems. Specific professional development projects. [Prereq: REC 200, REC 210, REC 220, REC 302, REC 320, REC 420, OR 420, or IA.]

RS 495. Directed Field Experience (1-6). Under supervision of HSU staff. [Prereq: IA and junior/senior standing. Rep.]

RS 499. Directed Study (1-6). Supervised by faculty. Provides depth to specific areas of student's professional development. [Prereq: junior/senior standing. Rep.]

Sustainability-focused; sustainability-related; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
RS 399. Directed Study [1-3]. Independent study of topic under supervision. Provides depth to specific area of student's development. [Rep.]

Science

UPPER DIVISION

SCI 331. Fundamental Science Concepts for Elementary Education (3). Fundamental principles in physical science with an emphasis on building conceptual understanding. Intended for students preparing to teach at the elementary school level. [Prereq: completed lower division GE science and math. MATH 30BB (C).]

SCI 431. Nature and Practice of Science for Elementary Education (3). Explore the nature and practice of science, including an examination of relationships among the various fields of science and other subjects including history. [Prereq: SCI 331 and MATH 30BC (C).]

SCI 480. Selected Topics in Science [5-4]. Student preparations typically required. Topic and mode of instruction depend on availability of faculty and facilities. [Prereq: upper division or grad standing and IA. Rep.]

GRADUATE

SCI 698. Graduate Colloquium in Environmental Systems [1-3]. [Rep.]

Secondary Education

LOWER DIVISION

SED 210. Early Fieldwork Experience in Schools (1). Field experience with secondary school pupils. Observe a minimum of 45 hours under supervision and keep log. [Care: SED 410. Hours arranged with education office. Meets prior fieldwork experience admission requirement for education credential programs.]

UPPER DIVISION

SED 410. Observation & Participation Seminar (1-3). Upper division students obtain better understanding of teaching through supervised participation in classroom situations. Not applicable to directed teaching requirement. Hours arranged with education office. [Rep twice in different assignments.]

CREDENTIAL/LICENSURE

SED 701. Selected Topics in Secondary Teaching [5-3]. [Rep with different topics.]

SED 702. Basic Counseling Skills for Teachers (1). Workshop for credential candidates and educators focusing on the development of strong and healthy communication for their students. [CR/NC. Rep once.]

SED 703. Conflict Management for Teachers (1). Workshop for credential candidates and educators focusing on utilizing conflict management skills for resolving conflict with children and adolescents. [CR/NC. Rep once.]

SED 705. Middle School Methods — Theory (1). This course explores issues specific to teaching middle school adolescents including the middle school philosophy, adolescent physical and social development, successful models of classroom management, and lesson planning for this population of students.

SED 706. Middle School Methods — Application (1). This is a one unit application-based seminar offered in the spring which provides credential candidates with the opportunity to implement and reflect upon their effective strategies for teaching middle school students during their student teaching semester. [Rep once.]

SED 708. Teacher Performance Assessment (1). This course is designed to provide support for the completion of the Performance Assessment for California Teachers teaching event during full-time student teaching. [Prereq: admitted to SED credential program.]

SED 709. PACT Support (1). This course is designed to provide support for the completion of the Performance Assessment for California Teachers teaching event during full-time student teaching. [Prereq: admitted to SED credential program.]

SED 711. Nonviolent Crisis Intervention (1). Acquire verbal skills to de-escalate crises and [if crisis escalates to physical level] nonviolent physical intervention skills to ensure safety of students, self. [Prereq: admission to SED credential program or IA. CR/NC.]

SED 712. Teaching & Learning in Secondary Schools (2). Development of student understanding; curriculum development (unit goals, lesson plans, assessment); multicultural perspectives in teaching and learning; philosophy of teaching. [Prereq: SED 714 (C).]

SED 713. Classroom Management (1). Focus on a variety of methodologies for creating and managing a classroom community.

SED 714. Educational Psychology (2.5). Physical, social, moral, and cognitive development of the adolescent; social and family issues; learning theories, motivation, and assessment.

SED 715. Multicultural Education (2). Equity and diversity. Ethnicity and race; gender; exceptionality, social class, sexual orientation, language, religion.

SED 717. Service Learning in a Multicultural Setting (1). Develop skills teaching diverse youth through direct experience and education programs. Understand components of service learning pedagogy. [Prereq: admitted to SED credential program and SED 715 (C). CR/NC.]

SED 730. Bilingual/ELD Theory & Methods (2). Theory and methodologies of teaching bilingual and English-language-development students. [Prereq: admitted to SED credential program.]

SED 731. Secondary Curriculum Instruction: Art (2). Methods and resources for teaching all areas of art.

SED 733. Secondary Curriculum Instruction: English/Language Arts (2). Methods and resources for teaching all areas of English/language arts.

SED 734. Secondary Curriculum Instruction: Modern Language (2). Methods and resources for teaching all areas of a modern language.

SED 736. Secondary Curriculum Instruction: Industrial Technology (2). Methods and resources for teaching all areas of industrial technology.

SED 737. Secondary Curriculum Instruction: Math (2). Methods and resources for teaching all areas of math.

SED 738. Secondary Curriculum Instruction: Music (2). Methods and resources for teaching all areas of music.

SED 739. Secondary Curriculum Instruction: Physical Education (2). Methods and resources for teaching all areas of physical education.

SED 740. Secondary Curriculum Instruction: Science (2). Methods and resources for teaching all areas of science.

SED 741. Secondary Curriculum Instruction: Social Studies (2). Methods/resources for teaching all areas of social studies.

SED 743. Content Area Literacy (2). Supervised practice developing/selecting strategies, materials, and procedures that promote reading growth through secondary school classes. [Prereq: established candidacy in SED credential program, concurrent enrollment in fieldwork or student teaching, or IA.]

SED 744. Secondary Seminar: Art (1). Common problems, strategies, and practical applications related to student teaching art, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 746. Secondary Seminar: English (1). Common problems, strategies, and practical applications related to student teaching English/language arts, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 747. Secondary Seminar: Modern Language (1). Common problems, strategies, practical applications related to student teaching language, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 749. Secondary Seminar: Industrial Technology (1). Common problems, strategies, and practical applications related to student teaching industrial technology, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 750. Secondary Seminar: Math (1). Common problems, strategies, and practical applications related to student teaching math, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 751. Secondary Seminar: Music (1). Common problems, strategies, and practical applications related to student teaching music, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

DDC diversity & common ground; d domestic; n non-domestic; disc discussion; F fall; S spring; Su summer; GE general ed; IA instructor approval; lect lecture; preq prerequisite; nec recommended preparation; rep repeatable
SED 752. Secondary Seminar: Physical Education [1]. Common problems, strategies, and practical applications related to student teaching physical education, such as preparing for the opening and closing of school. [Prereq: admitted to SED credential program.]

SED 753. Secondary Seminar: Science [1]. Common problems, strategies, and practical applications related to student teaching science, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 754. Secondary Seminar: Social Studies [1]. Common problems, strategies, and practical applications related to student teaching social studies, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 755. Content Literacy Applications [1]. This is a one unit application-based seminar offered in the spring which provides credential candidates with the opportunity to implement and reflect upon their incorporation of literacy-related strategies during their student teaching semester. [Rep once.]

SED 756. Bilingual/ESL Theory & Methods Seminar [1]. This is a one unit application-based seminar offered in the spring which provides credential candidates with the opportunity to implement and reflect upon their incorporation of strategies for English language learners during their student teaching semester. [Rep once.]

SED 762. Supervised Fieldwork in Student Teaching [1-3]. Field experience integrated with secondary curriculum instruction [SED 731-741]. Under supervision, observe secondary school classrooms (minimum 45 hrs per credit unit); keep log; perform assignments from secondary curriculum instruction. [Prereq: admitted to SED credential program.]

SED 763. Intersession Participation & Student Teaching [1]. Participation/beginning teaching between end of HSU first semester and end of public school first semester; [Prereq: admitted to SED credential program.]

SED 764. Student Teaching/Secondary Education [6]. Teach full time (mornings) in departmentalized secondary classes under supervision of HSU and cooperating public school teachers. [Prereq: admitted to SED credential program.]

SED 765. Student Teaching/Secondary Education [6]. Teach full time (afternoons) in departmentalized secondary classes under supervision of HSU and cooperating public school teachers. [Prereq: admitted to SED credential program.]

SED 766. Intersession Student Teaching [1]. Generally from the close of HSU spring semester until the close of public school second semester; [Prereq: admitted to SED credential program.]

SED 776. Teaching in Inclusive Classrooms [2]. Designed to help prospective secondary educators develop an understanding of the educational needs of students with disabilities within the context of the general education setting. [Prereq: a teaching credential or acceptance into a teacher credential program and one unit enrolled in student teaching fieldwork classes.]

SED 799. Directed Study [1-4]. Independent study; problems, issues, and/or practical applications. [Prereq: IA Rep.]

Social Work

LOWER DIVISION


SW 255. Beginning Social Work Experience [2]. Beginning experience in social service. Acquire skills and develop understanding of social work ethics, values, and roles in a diverse society. 80-minute weekly seminar; 60 hrs volunteer work per semester.

UPPER DIVISION


SW 340L Social Work Methods I Lab [1]. This social work methods lab offers students intensive opportunities to develop social work values, knowledge, and practices consistent with the topics included in the methods course in the context of work with individuals and families. There is considerable opportunity for self-reflection in relation to the development of one’s practice. [Coreq for SW students: SW 340D.]


SW 341M. Social Work Methods II Lab [1]. This social work methods lab offers students intensive opportunities to develop social work values, knowledge, and practices consistent with the topics included in the methods course in the context of work with groups, communities, and society. There is considerable opportunity for self-reflection in relation to the development of one’s practice. [Coreq for SW students: SW 340D.]

SW 350. Human Behavior & the Social Environment [4]. Contextual models for understanding human experiences, with a particular emphasis on large groups, organizations, communities, and society. Diversity within human experience and the systemic influences that shape human experience are highlighted. [Prereq: SW major.]

SW 355. Social Agency Experience [2]. Exposure to human service agency settings and processes. Organizational context for social work. 80-minute seminar weekly; 60 hrs volunteer work per semester. [Prereq: SW major with junior standing.]


SW 382. Social Work Research [4]. Understand research as an analytic and interpretative approach to developing knowledge. Evaluate quantitative and qualitative research; sampling strategies; validity, reliability, measurement instruments, ethical and human diversity issues, analysis, developing conclusions. [Prereq: SW major.]

SW 411. Distributed Learning Community—BA [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator; engage in an integrative process to strengthen their engagement with each other and the curriculum in the online BA Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another’s personal-professional growth in understanding the use of self. [CR/NC. Rep once.]

SW 420. Decolonizing Social Work with Indigenous Communities [1.5]. Prepares students to understand and support Indigenousness and Sovereignty (Self-Determination). Promotes awareness of colonization and decolonization processes affecting Indigenous Peoples and how social workers can participate in solutions affecting them. [Rep twice.]


SW 442. Special Issues in Social Work Methods [3]. Practice-oriented topics, such as work with particular populations [aged, children] or practice orientations [mental health, medical social work]. [Prereq: junior standing. Rep.]


Sustainability-focussed; Sustainability-related; activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval

SW 459. Child Welfare Training Seminar [1.5-3]. This course provides supplementary instruction on all aspects of the child welfare services system: intake, emergency response, family preservation, reunification, permanency planning, and adoptions. Attention is on generalist social work practices that partner with families and communities to enhance overall well-being. Significant emphasis is on the necessary conceptual and interactional skills for improving services to families. [Prereq: SW major and acceptance into Title IVE BASW Child Welfare Training Stipend Program. Rep.]

SW 480. Special Topics [.5-4]. Department course schedule has topics. [Rep.]


SW 499. Directed Study [1-3]. Independent study of defined problems through library and/or field research. [Prereq: IA. Rep.]

GRADUATE

SW 511. Distributed Learning Community — Foundation [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the foundation year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another’s personal/professional growth in understanding the use of self. [CR/NC. Rep.]

SW 530. Social Policy & Services [3]. Examines economic, historical, political, sociocultural aspects of social policy; values and ideologies that shape social welfare programs and services; policy formation, advocacy, and analysis. [Prereq: MSW program admission.]

SW 540. Generalist Social Work Practice [3]. Applies knowledge and skills for generalist practice guided by the values of social justice and empowerment. Includes skill building lab. [Prereq: MSW program admission.]

SW 541. GSWP: Native American & Rural [3]. Within the historical context of colonization, the spirit and culture of Native American and rural communities are explored. Knowledge, values, and skills to work with and within these contexts are examined. [Prereq: MSW program admission.]

SW 543. GSWP II: Macro Practice [3]. Social work theory and methods relevant for macro-level practice are considered. Skills for engagement, assessment, planning, and evaluation with client systems in rural and Native American communities are explored. [Prereq: MSW program admission. Rep once.]

SW 550. Human Development, Diversity & Relations [3]. Theories in human relations/development, indigenous and other cultural ways of knowing are examined in the context of shifting paradigms and meaning for daily life experiences. [Prereq: MSW program admission.]

SW 555. Foundation Internship [3]. Foundation community internship, demonstrating students’ knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework. CR/NC. Rep once.]

SW 559. Child Welfare Training Seminar [1.5]. A required component of the Title IVE stipend program. Focus is on foundational competencies for practice in child welfare. [Prereq: MSW program admission and stipend recipient. CR/NC. Rep once for credit.]

SW 570. Dynamics of Groups, Agencies, Organizations [3]. Theories of development, and dynamics of larger social systems are examined. Emphasizes diversity, indigenous cultures, social justice and the role of the social worker. [Prereq: MSW program admission.]

SW 580. Special Topics [1-3]. Department course schedule has topics. [Prereq: MSW program admission. Rep.]

SW 581. SW Research for Advanced Standing [3]. This course is a summer bridge research course designed to help advance standing MSW students understand and appreciate research as an analytic and interpretive approach to developing a knowledge base for social work practice. Students are expected to carry out an IRB, previously pre-approved research project. Students develop skills to conduct research, gather data, analyze data, present findings, and write research reports. Students will continue to develop research evaluation skills. [Prereq: admission into the Advanced Standing MSW program. Rep twice.]

SW 582. Research I: Philosophy & Methods [3]. The first course in the MSW research sequence explores philosophical, ethical, theoretical, and political aspects of research methodologies, including conceptualizing research proposals in rural and Native American communities. [Prereq: MSW program admission.]

SW 583. Research II: Data Analysis & Evaluation [3]. This course is the second of two research courses designed to help students understand and appreciate research as an analytic and interpretive approach to developing a knowledge base for social work practice. Students are expected to carry out the research proposal they created in the first research course. Students develop skills to conduct research, gather data, analyze data, present findings, and write research reports. Students will continue to develop research evaluation skills. [Prereq: SW 582 and MSW program admission. Rep 3 times.]

SW 599. Independent Study [1-3]. Directed study of problems/issues or special theoretical/analytical concerns. [Prereq: MSW program admission.]

SW 611. Distributed Learning Community — Advanced [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the advanced year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another’s personal/professional growth in understanding the use of self. [CR/NC. Rep.]


SW 641. AGP: Integrated Clinical Practice [3]. Theories, skills, and policies in mental health and problematic substance use are considered. Emphasis on partnering for change in intervention/prevention from a multi-level, multi-system perspective related to diverse communities. [Prereq: complete first year foundation coursework.]

SW 643. AGP: Community & Organization [3]. Prepares students for advanced level practice with and within communities and organizations. Consideration is given to grant writing, program development, and empowering communities to engage in meaningful change with organizations. [Prereq: complete first-year foundation courses.]

SW 648. AGP: Advanced Clinical Practice [3]. Advanced clinical skills needed to work with individuals, families, and groups in the context of advanced general practice are considered. Evidence-based interventions are examined from an ecological, multicultural perspective. [Prereq: complete first-year foundation coursework.]

SW 649. AGP: Wellness & Sustainability [3]. Wellness, prevention, and health promotion in terms of sustainability as a global construct will be considered and its application in culturally appropriate and relevant practice and service. [Prereq: complete first-year foundation coursework.]

SW 651. AGP: Indigenous Peoples [3]. This course examines Indigenous Peoples’ social work in a global context. Theoretical, methodological, ethical, and service issues are reviewed within the frameworks of cultural rights, international law, sovereignty, and globalization. [Prereq: complete first-year foundation coursework. Rep once.]
SW 655. Advanced Internship [3]. Advanced community internship demonstrating students’ knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 4BD total internship hours. [Prereq: complete first year foundation coursework. CR/NC.]

SW 658. Mental Health Training Seminar [1.5]. A required component of the mental health stipend program. Focuses on advanced competencies for practice in mental health settings. [Prereq: complete foundation coursework and current stipend recipient. CR/NC. Rep once for credit.]


SW 671. Social Work in School Settings B [3]. The course utilizes an ecological systems framework to explore social work within California’s K-12 Public School System. [Prereq: completion of MSW. Coreq: SW 670.]

SW 680. Seminar in Social Work Topics [1-3]. Department course schedule has topics. [Rep.]

SW 682. Masters Project Development [3]. The first course in a two-course sequence to aid students in the development of their master’s project. Focus is on developing the proposal, IRB, key informants, and agency agreements. [Prereq: MSW program admission. Rep 3 times. CR/NC.]

SW 683. Masters Project Implementation [3]. The second course in a two-course sequence to aid students in the development of their master’s project. Focus is on implementing the proposal, evaluating data, and disseminating the results. [Prereq: SW 682. CR/NC.]

SW 699. Independent Study [1-3]. Directed study of problems/issues or special theoretical/analytical concerns. [Prereq: IA. Rep.]

Sociology

Sociology majors must receive a grade of C or higher in order to count completed courses toward the major. Graduate students must earn a B or higher to apply completed courses toward the degree.

LOWER DIVISION

SOC 104. Introduction to Sociology [3]. Study of social patterns across groups, social institutions, and societies. Socialization, social interaction, inequalities, change, social issues, and social science research. Relationship of self and society. [GE.]

SOC 113. Sociology Skills Development [2]. Develop independent academic success strategies. Improve student writing abilities: summarize, analyze, and apply course concepts to social, cultural, and economic contexts of student lives. [Coreq: SOC 104 EDP.]

SOC 201S. Social Issues & Action [4]. Why do some social issues become a focus of concern? How do inequalities shape definitions and responses? Course service learning experiences connect students to local organizations and actions.

SOC 235 / ANTH 235 / COMM 235 / CRGS 235 / PSCI 235. Act to End Sexualized Violence [1]. Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC.]

SOC 280. Special Topics [1-4]. Pressing social issues and popular topics. [Rep.]

SOC 282L. Sociological Statistics Lab [1]. Application of statistics knowledge. Skills training in SPSS quantitative data analysis. [Prereq: STAT 10B (C) with a passing grade of C.]

UPPER DIVISION

SOC 302. Forests & Culture [3]. Explore relationships between human civilizations and nature/forest in global and historical contexts. Themes include deforestation, ecological degradation, conservation, life-places, bioregionalism and ecological futures. Majors also take SOC 302M. [GE.]

SOC 302M. Forests & Culture for Majors [1]. Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 302.]

SOC 303. Race & Inequality [3]. Problems of racialized power and inequality: causes, processes, theoretical considerations, and social movements. Multiple perspectives on problems and peacemaking efforts. Majors also take SOC 303M. [DCG-d. GE.]

SOC 303M. Race & Inequality for Majors [1]. Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 303.]

SOC 305. Modern World Systems [3]. Economic, political, social, and ecological dimensions of globalization. Theories and research in global political economy, world systems, transnationalism, and social movements in historical and comparative contexts. Majors also take SOC 305M. [GE.]

SOC 305M. Modern World Systems for Majors [1]. Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 305.]


SOC 306M. The Changing Family for Majors [1]. Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 306.]

SOC 308. Sociology of Altruism & Compassion [3]. Altruism and compassion as an antidote to a divided world. Create a more caring society by understanding what motivates people to action. Majors also take SOC 308M. [GE.]

SOC 308M. Sociology of Altruism & Compassion for Majors [1]. Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 308.]


SOC 316 / WS 316. Gender and Society [4]. Nature of gender dynamics linking personal experiences to the structure and functioning of institutions, to cultural/subcultural aspects of society, and to interests of the powerful. [DCG-d.]


SOC 330. Social Deviance [4]. “Outsiders” by virtue of age, physical status, ethnic heritage, socioeconomic status, or social and occupational roles — elderly, disabled, poor, women, nonwhites, police officers. Role engulfment, anomic, and alienation.

SOC 345. New Media & Society [4]. Facebook, Twitter, blogs, video games, cell phones, text messages — race, class, gender, and nation shape and are shaped by their use, with implications for communities, democracy, inequalities, privacy, and social change.

SOC 350. Social Movements [4]. This seminar introduces students to the study of U.S. and international social movements. Students study the causes, activities, successes, and failures of social movements, and their importance in the contemporary world.


SOC 372. Proseminar [1]. Structures career planning and professional development through
resume building, job search, networking, and interview training. Develop proposal for capstone internship experiences of career plan. [Open to sophomores and juniors. CR/NC.]

SOC 382. Introduction to Social Research [4]. Theoretical principles, ethical issues, and common techniques for designing and implementing qualitative and quantitative social science research. [Prereq: STAT 108 and SOC 228L (C) with a grade of C or higher.]


SOC 411. Popular Culture [4]. Considers popular culture as an important arena of social and political struggle. Students explore a variety of social practices such as wrestling, hip hop, weddings, and television talk shows, and consider the ways that these practices are linked to larger systems of power. [Prereq: SOC 310 or equivalent theory (C).] SOG 475. Community Organizing [4]. Explores community organizing history, theory and practice. Emphasizes development of conceptual framework/practical skills for organizing effectively in the community for social, environmental and economic justice.

SOC 480. Special Topics [1-4]. Pressing social issues and popular topics. [Prereq: junior or senior standing. Rep.]

SOC 482. Internship [3]. Capstone. Student must secure campus or community 90-hour placement and instructor approval in the semester prior to enrollment. Paper on related research literature. [Prereq: SOC 372, SOC 382, SOC 310 (for SOC majors) or CRIM 325 (for CJS majors).]

SOC 492. Senior Thesis [3]. Design and carry out original empirical research or extensive review of literature. Proposal due in semester before enrollment to receive permission number. [Prereq: SOC 310, SOC 372, SOC 382, SOC 410 (C).]

SOC 494. Sociology Workshop [1-4]. Pressing social issues and popular topics. Focus intensive and short-term. May not be counted toward major. [CR/NC. Rep.]

SOC 499. Directed Study [1-4]. Independent study of problems/issues or special theoretical/analytic concerns. [Prereq: IA. Rep.]

GRADUATE

SOC 530. Individual & Society [4]. Relationships between self-identity and social interaction; sociocultural context; gender; class; racial, biographical, and social influences on identity.

SOC 535. Dispute Resolution [4]. Theoretical/philosophical issues. Mediation process, strategies, and techniques, particularly for public policy and environmental mediation. Design a dispute resolution process to address a particular conflict. [Prereq: grad standing.]

SOC 550. Social Structure & Inequality [4]. Explore patterned relationships, norms, systems, and institutions that constitute the social structure and its relationship to inequalities and justice. Consider dynamics between particular structures and individual and group action.


SOC 583. Quantitative Research Methods [4]. Discover the art and science of survey methods and data analysis in community research contexts. Develop statistical (descriptive, inferential, regression) analysis skills with emphasis on conceptual understanding and written interpretation. [Prereq: STAT 108 and SOC 382, or equivalents.]

SOC 584. Qualitative Research Methods [4]. Theoretical and practical elements of the interview; focus group; fieldwork and community action research. Develop and initiate original research project. Computer techniques for data management and analysis. [Prereq: SOC 382 or equivalent.]

SOC 590. Practicing Sociology [1]. Introduces students to the field of sociological practice. Attention to ethics, professionalization & client-based work. Support for student field placements. [Rep 3 times.]

SOC 595. Teaching Assistantship [2]. Assist instructor of record in teaching an undergraduate course. Required for MA students emphasizing teaching experience. [IA. Rep.]


SOC 850. Race, Ethnicity & Gender [4]. Causes, processes, theoretical explanations of racism, sexism, discrimination. Possible solutions. Intergroup relations from global perspective.


SOC 682. Teaching Internship [1-3]. Students emphasizing teaching may apply. If selected, a student is supervised by a faculty mentor: Supervising faculty member monitors and mentors intern. [Prereq: SOC 560, SOC 595, IA.]


SOC 692. Master’s Degree Project [1-5]. See Graduate Program Manual. [CR/NC. Rep.]

SOC 699. Independent Study [1-4]. Directed study of problems/issues or special theoretical/analytic concerns. [Prereq: IA. Rep.]

Soils

LOWER DIVISION

SOIL 260. Introduction to Soil Science [3]. Soil’s physical, chemical, and biological properties. Implications for land management. Identify soil parent materials; use soil survey reports. [Prereq: CHEM 107 or CHEM 109 or IA. Weekly: 2 hrs lect, 3 hrs lab.]


UPPER DIVISION


SOIL 461. Forest Soils Capstone [1]. Research a forest soils problem, complete a project, write a report, and give a public presentation. Demonstrate breadth and depth of knowledge, ability to integrate knowledge, adaptability, and critical thinking. [Coreq: SOIL 460.]

SOIL 462. Soil Fertility [3]. Methods of evaluating/managing soil fertility; nutrient availability and cycling in terrestrial ecosystems; soil test methods and interpretation of results. [Prereq: CHEM 107 or CHEM 109, CHEM 110, CHEM 328, SOIL 260; or IA.]. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.

SOIL 465. Soil Microbiology [3]. Interrelationships between soil, microorganisms, and plants, especially in context of wildland soils. Isolate/identify microorganisms. [Prereq: SOIL 260 or equivalent, and BIOL 105. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

SOIL 467. Soil Physics [3]. State/transport of matter and energy in soil; physical processes governing soil/water energy relationships. [Prereq: SOIL 260 or equivalent, and PHYX 106 or PHYX 109; or IA. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

SOIL 468. Introduction to Agroforestry [3]. Objectives and socioeconomic contexts. Multipurpose tree species; soil/tree/crop/livestock interactions; soil conservation; soil fertility effects. [Prereq: BOT 105 and SOIL 260 or equivalent.]

SOIL 480. Selected Topics [1-3]. Lecture as appropriate. [Rep with different topics.]

SOIL 485. Senior Seminar [1-2]. Topics of current interest. Lectures, guest speakers, discus-
sions, and/or student presentations. [Prereq: junior or senior standing or IA. Rep.]

SOIL 499. Directed Study [1-3]. Individual research/project. [Prereq: IA. Rep.]

GRADUATE

SOIL 685. Seminar [1-2]. Topics of current interest. Lectures, guest speakers, discussions, and/or student presentations. [Prereq: grad standing or IA. Rep.]

Spanish

LOWER DIVISION


SPAN 207L. Spanish Laboratory Level IV [1]. Must be taken with SPAN 207. Self-directed, subscription-based online language course. [Coreq: SPAN 207.]

SPAN 208. Level IV Heritage Speakers [4]. Designed for Heritage Speakers to master formal/professional Spanish and deepen awareness of national and international Hispanic cultures. Part 2 of a 2 course sequence. [Prereq: SPAN 108, near-native speaking ability in Spanish, confirmed by personal interview with instructor. DCG-n.]

SPAN 208S. Level IV Heritage Speakers [4]. Designed for Heritage Speakers to master formal/professional Spanish, serve local Latino community, and deepen awareness of national and international Latino cultures. Part 2 of a 2 course sequence. [Prereq: native speaking ability in Spanish, confirmed by a personal interview with instructor. DCG-n.]

SPAN 250. Intermediate Spanish Conversation [1-4]. Everyday language, including idioms, gestures, contextual vocabulary. Conversation topics chosen from newspapers, text, video. [Prereq: SPAN 106 or IA. Rep.]

SPAN 280. Lower Division Weekend Retreat/ Seminar [1-4]. Language retreat or seminar with guest lecturer; typically offered on weekend, culminates in project or report. Or lab for which times of required attendance are self-determined. [Prereq: completed Spanish level II or IA. Rep.]

UPPER DIVISION


SPAN 308S. Introduction to Translation & Interpretation [3]. Apply theoretical and practical principles of translation and interpretation of literature, real-world texts, and oral contexts. Analyze social/cultural implications of working in this field. Practical experience through service learning. [Prereq: at least one of the following: native or near native Spanish proficiency; 5 semesters of college-level Spanish or equivalent; or IA. Rep once. DCG-d. GE Area C-U.D.]

SPAN 310. Spanish Advanced Oral Skills [3]. Speaking and listening comprehension in Spanish for a variety of purposes in authentic contexts. Identify main ideas and supporting details of oral communication. Analyze and think critically about oral communication. [Recommended Preparation: SPAN 207 (C) or SPAN 208 (C) or SPAN 208S (C).]

SPAN 311. Spanish Level V. Advanced Grammar & Composition [4]. Contemporary grammatical analysis/terminology; contrasts within the Spanish language; contrasts/relationships between English and Spanish. Current idiomatic and formal usage in both oral and written language. [Prereq: SPAN 207 or equivalent, or IA.]

SPAN 312. Spanish Peer Tutoring [1-4]. Students apply their mastery of discipline-specific knowledge and expertise to assist and support peers in the language acquisition process. This course offers experiential experience with effective peer mentoring techniques applicable to a tutorial setting. [Prereq: SPAN 310 and SPAN 311, or IA. Rep up to 4 units total.]

SPAN 315S. Field Experience: Teaching Spanish as a Second Language [1-4]. Class discussions complement supervised academic internships in "approved" community partner K-12 schools, providing students direct application service opportunities of discipline-specific knowledge. Students will be exposed to the theories of language acquisition and learning. [Prereq: at least one of the following: native or near native Spanish proficiency, 5 semesters college-level Spanish or equivalent, or IA. Rep up to 8 units total.]

SPAN 325. Grammar: Regional Studies [1-4]. Contemporary grammatical analysis/terminology; contrasts of regional dialects. Current idiomatic and formal usage in both oral and written language with special emphasis on a Spanish-speaking host country. [Prereq: SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent. Rep twice.]

SPAN 335. Reading & Writing: Regional Studies [1-4]. Contemporary readings, short stories, short novels, poems, newspaper articles. Review of current idiomatic and formal usage in written language of a Spanish-speaking host country. [Prereq: SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent. Rep twice.]

SPAN 340. Introduction to the Analysis of Hispanic Literature [4]. Relation to literary problems in general. Functions and elements, literary periods, genres, trends, movements, historical context. Required of majors prior to any upper division literature courses. [Prereq: SPAN 207 or IA.]

SPAN 342. Cervantes [4]. Don Quixote and/or Cervantes’ other works. His development as a man and writer within the framework of his time. [Prereq: SPAN 340 or IA.]

SPAN 343. The Golden Age [4]. Spain’s greatest period of original literature; picaresque novel flourished; modern novel emerged; drama of intrigue, history, morals, and sentiment entertained/educated the public; poetry evolved complicated forms with conceptismo and culteranismo. Cervantes, Lope de Vega, Tirso de Molina, Calderon, Quevedo, Gongora, others. [Prereq: SPAN 340 or IA.]

SPAN 344. Modern Hispanic Theater Workshop [4]. Analyze plays by most important drama- tists of 20th century: Lorca, Buero Vallejo, Sastre; avant-garde playwrights such as Arrabal in Spain and Solorzano, Usigli, Villarrutia, and Gorostiza in Latin America. Authors vary. Produce and stage a play (or meaningful parts of different plays). [Prereq: SPAN 340 or IA.]

sustainability-focused; sustainability-related; activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; DA dept approval
Special Education

CREDENTIAL/LICENSE


SPED 702. Foundations of General and Special Education [3]. Foundations of general and special education instruction, overview of instructional techniques and curricula, factors affecting instruction, principles of assessment, trends and issues. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 703. Foundations of Assessment & Program Planning [3]. Evaluate, select, administer, score, and interpret formal and informal assessment instruments. Use assessment results to identify instructional needs of students with disabilities and plan and individual education program.

SPED 705. Multicultural Special Education [2]. Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis on cross-cultural language and academic development. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 706. Applied Behavior Analysis for Teachers [3]. Basic concepts of applied behavior analysis, development of individual positive behavior support plan, and implementation of behavior management strategies in classroom settings. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 707. Curriculum & Instruction — Reading & Language Arts [3]. Instruction to language arts methods in general and special education. Foundations, assessment, instruction interventions, and curricular choices for special populations. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 708. Practicum — Reading & Language Arts [1]. Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in reading and language arts. [PreReq: SPED 707 (C), CR/NC.]

SPED 709. Curriculum & Instruction — Math [2]. Introduction to mathematics methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 710. Practicum: Math Instruction [1]. Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in Mathematics. [PreReq: SPED 709 (C), CR/NC.]

SPED 711. Curriculum & Instruction — Science, History, and Social Science [1]. Introduction to science and social studies methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 721. Transition Planning [3]. An in-depth examination of issues related to interdisciplinary consultation, collaboration, and implementation of transitional life experiences for students with mild to severe disabilities. [PreReq: admission to SPED program.]


SPED 731. Classroom Management [1]. Credential candidates in special education learn a variety of skills and techniques to manage student behavior and create a positive learning environment. [PreReq: admission to SPED program or IA.]

SPED 733. Special Education Policies & Procedures [2]. Introduction to Federal and State laws that govern the provision of special education services. Procedural mandates and safeguards, preparing and implementing successful individual education plans. [PreReq: EDUC 377 and admission to SPED program, or IA. (C)]

SPED 734. Student Teaching — Elementary Special Education [5]. Supervised classroom practice teaching all subjects with small and large groups of Secondary age students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in an Elementary school setting. [PreReq: admission to SPED program. CR/NC.]

SPED 735. Student Teaching — Secondary Special Education [5]. Supervised classroom practice teaching all subjects with small and...
large groups of Secondary age students with disabilities. Assesment, differentiated instruc-
tion, and evaluation experience with students in a Secondary school setting. [Prereq: admission to SPED program. CR/NC.]

SPED 736. Curricular & Instructional Skills Seminar (1). Students share curricular ideas, in-
structional methods and strategies; demonstrate teaching skills, self-assess, and problem solve issues encountered in the special and general education classroom.

SPED 737. Non-Violent Crisis Intervention-Special Populations (1). Students acquire verbal skills to de-escalate crises and nonviolent physical intervention skills to ensure safety of students with disabilities and other individuals in the environment.


SPED 745. Practicum: Communication Methods with Severe Disabilities (1). Guided observations and supervised fieldwork experiences in general and special education settings; curriculum and assessment in communication methods and social relationships for students with severe disabilities. [Prereq: admission to SPED program. Coreq: SPED 744. CR/NC. Rep.]


SPED 747. Practicum: Movement & Specialized Health Care for Students with Severe Disabilities (1). Guided observations and supervised fieldwork experiences in general and special education setting; curriculum, and assessment in movement, mobility, sensory, and specialized health care needs of students with severe disabilities. [Prereq: admission to SPED program. Coreq: SPED 746. CR/NC. Rep.]

SPED 748. Student Teaching: Moderate to Severe Disabilities (8). Student-teaching fieldwork with students with moderate to severe disabilities. [Prereq: admission to SPED program. Coreq: SPED 746. CR/NC. Rep.]

SPED 799. Directed Study (1-3). Individual study; staff direction. [Rep.]

Special Programs

LOWER DIVISION

SP 117. College Seminar (1). Information, skills, values, and attitudes helpful in becoming an active participant in the college learning process. Small group format. [Open only to students in their first or second semesters. Rep twice.]

SP 120. Freshman Seminar (1-2). Large group presentations and workshops on survival in college and learning skills development. Peer-led small groups focus on academic goals and social support for transition to college life. Establish connections to HSU community and learn to balance life inside and outside the classroom to achieve academic success. [CR/NC. Open only to first-time freshmen.]

SP 121S. Issues in Community Volunteering (1). Volunteer roles, particularly in direct relationships. Issues appropriate to specific programs (e.g. foster youth, homelessness, senior citizens). May involve an HSU program and/or committees or campus governance. [Weekly: 4 hrs of workshops and direct service. CR/NC. Rep.]

SP 280. Special Topics (1-4). [CR/NC. Rep.]

UPPER DIVISION

SP 380. Selected Topics (1-4). [CR/NC. Rep.]

Statistics

Prerequisites: All statistics courses have prerequisites. Thus, to be eligible to enroll in a statistics course, a student must have received a grade of C- or higher in the HSU courses listed as prerequisites. In some lower division courses, a student may also satisfy the prerequisites with an appropriate score on a mathematics placement exam. Statistics courses are also under other departmental prefixes. See BA 332, or PSYC 241, 478, 588.

LOWER DIVISION

STAT 106. Introduction to Statistics for the Health Sciences (3) FS. Descriptive methods, elementary probability, binomial and normal distributions, confidence intervals, test of hypothesis, regression, ANOVA; computer methods using Minitab. [Prereq: math remediation completed or not required. Weekly: 2 hrs lect, 2 hrs lab. GE.]

STAT 108. Elementary Statistics (4) FS. Probability, relative frequency, measure of central tendency, variation, correlation; binomial and normal distributions; testing of hypotheses and estimation; linear regression. [Prereq: math remediation completed or not required. Weekly: 3 hrs lect, 2 hrs activ. GE.]

STAT 280. Selected Topics in Statistics (1-3). Topics accessible to lower division students. [Prereq: IA Lect./lab as appropriate. Rep.]

UPPER DIVISION


STAT 333. Linear Regression Models/ANOVA (4). Linear regression, analysis of variance, and other linear models applied to experimental and observational studies. Course emphasizes model formulation, assumptions, selection, and interpretation in both hypothesis-testing and descriptive contexts. [Prereq: MATH 113 or MATH 115 or equivalent, and STAT 108 or STAT 109. Weekly: 3 hrs lect, 2 hrs activ.]


STAT 406. Sampling Design & Analysis (4) F. Randomized sample surveys are used for natural resource monitoring, election polling, plant abundance estimation, and other purposes. This course presents approaches to sample selection and to inference/estimation from sample data. [Prereq: STAT 108 or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

262 Special Education 2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG

TA 105. Acting [3] FS. Theatre games, improvisation, movement, voice. Techniques applicable first to the individual and second to principles of performance in film and theatre. [GE] 


TA 108. Movement/Voice for Performers [3] S. Holistic development of physical/vocal instrument, emphasizing development of individual skills and awareness while enhancing one's perception of the performing arts within broader cultural context. [GE. Rep once, but not for GE.] 


TA 230. Theatre & Film Aesthetics [4] S. Introduction to aesthetic principles of visual design and storytelling as applied to theatre, film, as well as dance. 


UPPER DIVISION


TA 315. Acting Styles [4] F. Approaches to acting in specific styles with rotating topics in solo and scene work from Shakespeare and other classical traditions, various comedic forms, and contemporary realism and non-realism. [Rep 3 times.]

TA 322. Creative Drama [3] F. Theatre games, movement, storytelling, improvisation, and role playing interrelate in original dramatizations that develop children's creative capacities. Culminates in lab situations with elementary children. [Occasional off-campus field trip during school hours or on weekend.]

TA 325. Studio Productions [1-4] FS. Workshop with opportunities for student projects directing and stage readings of original work. Application of skills learned in other classes and practicums and applying them to a student's own production. [Rep: junior or senior standing, or IA, TFD, TA, and Film majors only. Rep: multiple enrollments in term.]

TA 326. Performance Practicum [1] FS. Performance Practicum is a laboratory course for students participating in the performance aspect of staged or filmed works. [CR/NC. Rep.] 

TA 327. Pre-Production Practicum [1] FS. Pre-Production Practicum is a laboratory course for students participating in the build and construction of staged and filmed works. Areas include scenery, costumes, lighting, properties, and others. [CR/NC. Rep.] 


TA 351. Directing/Performance Workshop [4] F.* Students learn the principles of stage acting and directing, including play analysis, character development, creative collaboration, staging, and performance. 


TA 436. Costume Design Technology [2-4] FS.* Skills necessary to create costumes for stage and screen including sewing, pattern making, dyeing, mask making, and millinery. [Rep once.] 


TA 480. Special Topics in Theatre Arts [1-4].* Variable topics. Check with Department for upcoming topics. [Rep: multiple enrollments in term.]
Watershed Management

UPPER DIVISION

In all classes, weekend trips may substitute for some scheduled labs or lectures. Labs may begin before 8:00 A.M. and last over three hours, allowing for travel.

WSHD 310. Hydrology & Watershed Management [4]. Hydrologic considerations of forest roads, stream crossings, road drainage. Management influences on hydrologic processes and aquatic habitat; protecting salmonid resources. [Prereq: Lower Division GE Area B Physical Universe Requirement, or IA. Weekly: 3 hrs lect, 3 hrs lab.]

WSHD 333. Wildland Water Quality [3]. Evaluation and management of non-point source effects on wildland streams (e.g., sedimentation, stream heating, and habitat change) from range and forest management activities. [Prereq: CHEM 107. Weekly: 3 hrs lect. Rep.]


WSHD 458. Climate Change & Land Use [3]. Implications of climate change for terrestrial and aquatic resources. Overview of projected shifts in weather and climate. Influence of land use decisions on global carbon cycle in forests, agriculture and wetlands. [Prereq: BOT 105 or BIOL 105, CHEM 107 or CHEM 109.]

GRADUATE

WSHD 524. Advanced Watershed Hydrology [3]. Meets jointly with WSHD 424. Students enrolled in WSHD 524 are expected to carry out additional independent analyses of watershed hydrology topics and deliver a lecture on an independent topic. [Prereq: WSHD 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WSHD 558. Advanced Climate Change & Land Use [3]. Meets jointly with WSHD 458. Students enrolled in WSHD 558 are expected to carry out additional independent analyses of climate change and land use and deliver a lecture on an independent topic. [Prereq: CHEM 107 or CHEM 109, BOT 105 or BIOL 105.]

WSHD 685. Forest Hydrology Seminar [1-2]. Review of research and literature for forest hydrology subjects. May include presentations by class members or resource people. [CR/NC. Prereq: WSHD 310 (C) or IA. Fee possible. Rep.]

Wildlife

UPPER DIVISION

WLDF 111. Introduction to Wildlife [1]. Wildlife management field: breadth, types of animals involved, founding scientific principles. [CR/NC. Rep.]


WLDF 300 / WLDF 300B. Wildlife Ecology & Management [3]. Important wildlife habitats and their characteristic plants, animals. Identification, life histories, and ecology of important species. Scientific principles upon which field is founded. [Prereq: lower division science GE. Weekly: 2 hrs lect, 1 hr disc for WLDF 300C, or 3 hrs lect for 300B. GE for nonmajors; may not count for credit by majors.]

WLDF 301. Principles of Wildlife Management [3]. Plant / animal ecology, population dynamics; philosophy. [Prereq: MATH 115 or equivalent, WLDF 210, BIOL 105 or BOT 105 or ZOOL 110. GE. Weekly: 2 hrs lect, 1 hr disc/quiz; or 3 hrs lect.]

WLDF 302 / PHIL 302. Environmental Ethics (3). Philosophical approaches to natural resource use. Ethical and legal perspectives. [Weekly: 2 hrs lect, 1 hr disc. GE.]


WLDF 311. Wildlife Techniques [4]. Management and research techniques. [Prereq: WLDF 244, WLDF 301, STAT 109 or equivalent; or IA. Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]

WLDF 365. Ornithology [1] [3]. Classification, life histories, ecology, behavior; and special adaptations of birds. Identification in field and lab. [Prereq: BIOL 105 and ZOOL 110, or their equivalents. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 420. Wildlife Management [Waterfowl] [3]. Life histories, ecology, behavior, management of waterfowl and allied species. [Prereq: WLDF 301 and WLDF 311, or IA. Rec: WLDF 365. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 421. Wildlife Management (Upland Game) [3]. Life histories, ecology, management of upland game/allied species. [Prereq: WLDF 301, WLDF 311, or IA. Rec: WLDF 365. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 422. Wildlife Management (Mammals) [3]. Life histories, ecology, management. [Prereq: WLDF 301, WLDF 311, ZOOL 356, or IA. Weekly: 2 hrs lect, 3 hrs lab.]


WLDF 426. Field Trip [1-3]. Group tour of important wildlife management developments and/or wildlife and their habitats. [Prereq: WLDF 301 and WLDF 311, or IA.]

WLDF 430. Ecology & Management of Wetland Habitats for Wildlife [3]. Historical, ecological, and management implications of manipulating wetland habitats to benefit wildlife. [Prereq: WLDF 301 and WLDF 311, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 431. Ecology & Management of Upland Habitats for Wildlife [3]. Theoretical and applied considerations for managing upland habitats to benefit wildlife species. [Prereq: WLDF 301 and WLDF 311, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 450. Principles of Wildlife Diseases [3]. Role of disease in wildlife populations; host/parasite relationships; strategies in controlling diseases. [Prereq: BIOL 105, WLDF 311, ZOOL 110, or their equivalents. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 460. Conservation Biology [3]. Endangered species management, reserve design, conservation genetics, related concepts. [Prereq: WLDF 301 (BIOL 330 may substitute), or IA.]

WLDF 468. Spatial Wildlife Ecology [3]. Methods and theory for studying spatial wildlife relationships; home range analysis; habitat selection and distribution models; corridor modeling and connectivity. [Prereq: WLDF 311, and GSP 270, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 470. Animal Energetics [3]. How mammals and birds acquire, conserve, and exploit energy and other resources. Microclimates; relationships to habitat management. [Prereq: BIOL 105, WLDF 301, WLDF 311, or IA. Rec: ZOOL 310. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 475. Wildlife Ethology [3]. Behavior of vertebrates. Relationships between animal behavior and wildlife management, research. [Prereq: WLDF 301 and WLDF 311, or equivalent, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

Women's Studies

**LOWER DIVISION**

**WS 106.** Introduction to Women's Studies [3]. Experiences and perspectives of women of different ethnicities, social classes, sexualities, ages, and other points of intersection with gender. [DCG-d. GE]

**WS 107.** Women, Culture, History [3]. Trace US women’s movements (of different ethnicities, races, and sexualities) as they relate to international movements. Humanistic approach: consider artistic expressions as well as original documents. [DCG-d. GE]

**WS 280.** Selected Topics in Women’s Studies [1-4]. [Rep.]

**UPPER DIVISION**

**WS 300 / PSYC 300.** Psychology of Women [3]. Individual and social characteristics and roles. Biological and environmental determinants of women’s psychological development, including sex differences. Critique psychological theories/research. [DCG-d. GE]

**WS 303.** Third World Women’s Movements [3]. Explore the diversity: from revolutionary contexts to grassroots mobilization; from issues of sexuality to globalization of the economy. [DCG-n. GE]

**WS 306 / FREN 306 / GERM 306 / SPAN 306.** Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories [3]. Gender and ethnic issues in French, German, and Spanish short stories by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG-d. GE]

**WS 308B-C / ENGL 308B-C.** Women in Literature [3]. Works by and about women. How literature in various historical periods reflects cultural conditions and attitudes about women. How feminist movement relates to these issues. [GE. DCG. ENGL 308B (domestic); 308C (non-domestic)]

**WS 309B / COMM 309B.** Gender & Communication [3]. From perspectives of the sciences, social sciences, and arts/humanities, critique relationship of gender to communication. [GE. DCG-d.]

**WS 315 / ANTH 315.** Sex, Gender & Globalization [4]. Examine cross-culturally the diversity of relations of sex and gender. Transformation of gender relations through colonial rule, nationalist movements, and globalization of the economy. [DCG-n.]

**WS 316 / SOC 316.** Gender & Society [4]. Nature of gender dynamics linking personal experiences to the structure and functioning of institutions, to cultural/subcultural aspects of society, and to interests of the powerful. [DCG-d.]

**WS 317 / ANTH 317.** Women & Development [4]. Role of Third World women in domestic economies and wider political arenas. Focus on paradigm of “development” and differing cultural meanings of household and family.

**WS 318 / EDUC 318.** Gay & Lesbian Issues in Schools [3]. Explores the ways in which K-12 public education responds to the open inclusion of gay, lesbian, bisexual, and transgender students, teachers, and parents. Special focus on topics such as homophobia in girl’s sports, gender non-conforming sports, and teachers’ decisions to be closeted or openly gay. [DCG-d.]

**WS 320.** Act to End Violence Seminar [3]. Transform our campus communities so that sexualized violence is an unthinkable act. Readings, group project. Focus: rotary, peer education, assessment of prevention education. [Rep.]

**WS 336 / ENGL 336 / ES 336.** American Ethnic Literature [4]. Read/discuss literature written by ethnic minorities in the U.S., including works by authors of African, Asian, Native American, Latin, Eastern European & Middle Eastern descent. Focus varies. One of four units is individualized instruction on assigned topics. [Rep. DCG-d.]

**WS 340.** Ecofeminism [3-4]. Prurality of voices making up ecofeminism; theoretical, political, and spiritual dimensions. [DCG-n.]

**WS 350.** Women’s Health & Body Politics [4]. Examine influences of medical establishment, governments, and transnational corporations on women’s health; assess health status of women by learning about women’s bodies; understand effects of personal behavior on health. [DCG-d.]

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**Legend:**
- **DCG-d:** diversity & common ground
- **DCG-n:** diversity & common ground, non-identified
- **GE:** general education
- **IA:** instructor approval, lecture
- **GE.:** general education
- **Rep.:** required, repetitively
- 265. 

*2015-2016 Humboldt State University Catalog*
WS 370. Queer Women’s Lives [3-4]. Explores research on sexual minority identity development, queer women’s sexual love relationships, family models, and health issues. Analysis of intersections of race, gender, class, and sexuality in queer women’s lives.

WS 419 / PSYC 419. Family Violence [3]. Explores forms of family violence, including domestic violence, child abuse, elder abuse, and animal cruelty. Theories explaining physical, sexual, and emotional violence, as well as successful prevention and intervention programs. [Prereq: PSYC 104.]

WS 420. Community Service [1-3]. Service experience using acquired skills. Policy development/ review, workplace plan implementation. May build upon previous internship experience [CRGS 482]. [Prereq: WS 106 or IA.]


WS 480. Selected Topics in Women’s Studies [1-5]. Interdisciplinary subjects and issues. [Rep.]

WS 485. Seminar in Feminist Studies [3]. Capstone course on selected theme illustrating the transforming potential of feminist perspectives in personal, social and political contexts. Guest speakers; diverse applications. [Rep.]

WS 499. Directed Study [1-3]. Pursue own topic in consultation with faculty. [Rep.]


**World Languages & Cultures**

Also see Chinese, French, German, and Spanish.

**LOWER DIVISION**

WLC 110. Language Laboratory [1]. Must be taken with first and second year language courses. Self-directed, subscription-based online language course. [Rep. 3 times. Coreq: WLC 120.]

WLC 120. Elementary Language [1-5]. Develop basic skills in a language not regularly offered by department. [Coreq: WLC 110. Rep.]

WLC 199. Introduction to Language [1-3]. Independent supervised study to acquire skill in a language (other than English) not offered by department. [Prereq: IA. Rep.]

**UPPER DIVISION**

WLC 480. Special Topics [1-4]. Topics from a multicultural or multilanguage perspective. [Prereq: IA. Rep.]

**Zoology**

**LOWER DIVISION**

ZOOL 110. Introductory Zoology [4]. Structure, function, evolution, and diversity of major groups of animals. [Weekly: 3 hrs lect, 3 hrs lab.]

ZOOL 113. Human Physiology [4]. Physiological mechanisms of human body. Emphasis: organ level of integration. No credit toward a major in biology, botany, or zoology. [Prereq: BIOL 104 or BIOL 105 with a grade of C- or higher; or equivalent. Weekly: 3 hrs lect, 3 hrs lab.]

ZOOL 199. Supplemental Instruction [1]. Collaborative work for students enrolled in introductory zoology [CR/NC. Rep.]

ZOOL 270. Human Anatomy [4]. Gross and microscopic anatomy of human body. Demonstrations on cadavers; microscopic work. Intended for Kinesiology and Pre-Professional Health students. [Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 419 / PSYC 419. Family Violence [4]. Principles of behavior modification in handling individual and family violence. [Prereq: BIOL 105 and ZOOL 110; all with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab/field trip.]


ZOOL 480/480L. Selected Topics in Zoology [5-3]. Topics in response to current advances and as demand warrants. [Prereq: IA. Rep once with different topic and instructor]

**GRADUATE**


ZOOL 552. Advanced Invertebrate Zoology [3]. Typically focuses either on a particular taxon (Crustacea, Mollusca) or special field (behavioral, systematics, functional morphology, feeding strategies). [Prereq: ZOOL 314 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]


ZOOL 560. Advanced Mammalogy [4]. Assigned readings; field and lab investigations. [Prereq: ZOOL 356. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 580/580L. Selected Topics in Zoology [1-3]. Topics based on current advances and as demand warrants. [Prereq: grad standing and IA. Rep once.]
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Donn Peterson, Chief of Police
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Director, Emergency Management
Date indicates year of appointment. Retired professors are in the following list of emeritus faculty.

Academic Affairs

Burges, Jené. Vice Provost of Academic Affairs [2006]; BA, Arizona State; MA, PhD, Northern Arizona University

Williamson, Rhea. Dean of Research, Economic, and Community Development [2011]; BA, San Jose State University; PhD, UC Berkeley

Anthropology

Cortes-Rincon, Marisol. Assoc Prof [2011]; BA, MA, Montclair State Univ; PhD, Univ of Texas Austin

Ramsier, Marissa. Assoc Prof [2015]; BA, Humboldt State University; MA, PhD, UC Santa Cruz

Scoggins, Mary. Prof [1997]; PhD, Chicago

Smith, Lyn. Prof [1990]; BA, Adelaide (Australia); PhD, University College London

Art

Alderson, Julia. Assoc Prof [2008]; BA, Humboldt State; MA, PhD, Rutgers Univ

Febré, Ricardo. Asst Prof [2010]; BA, BFA, San Jose State; MFA, State University of NY, New Paltz

Gonzalez-Guerra, Brandice. Asst Prof [2013]; BFA, Art Institute of Chicago; MFA, Univ of Illinois

Hill, Nicole Jean. Prof [2008]; BA, Nova Scotia Coll of Art & Design; MFA, Univ of No Carolina

Madar, Heather. Assoc Prof [2006]; BA, Wellesley; MA, PhD, UC Berkeley

Patzlafl, Kris. Prof [1999]; BA, HSU; MFA, S. Illinois Univ, Carbondale

Schneider, Keith. Prof [1998]; BA, San Diego State; MA, Humboldt State; MFA, UC Santa Barbara

Schwetman, Sondra. Assoc Prof [2004]; BFA, Univ of Texas; MFA, Univ of Houston

Stanley, Teresa. Prof [1991]; BA, UC Santa Barbara; MA, San Francisco State; MFA, UC Berkeley

Whorff, Sarah. Prof [2006]; MFA, CSULB; MA, CSUSN

Athletics

Gleason, Joddie. Coach/Womens Basketball [2004]; BA, CSU Chico; MA, CSU Chico

Jungemann, Frederick. Coach/Mens Soccer [2013]; BAS, Arizona State Univ

Karver, Paul. Coach/Womens Soccer [2013]; BA, MA, Univ of Redlands

Kinder, Steve. Coach/Mens Basketball [2010]; BA, MA Humboldt State University

Meiggs, Robin. Coach/Womens Rowing [1989]; BA, MS Humboldt State

Pesch, Scott. Coach/Mens and Womens Track & Field/Mens and Womens Cross Country [2010]; BA, MBA Humboldt State University

Sarchett, Michelle. Coach/Womens Softball [2005]; BA, Humboldt State Univ

Smith, Bob. Coach/Football [2008]; BA, University of Washington

Wood, Kelly. Coach/Womens Volleyball [2012]; BS, Sonoma State Univ; MA, Chapman Univ

Biological Sciences

Bourdeau, Paul. Asst Prof [2014]; BS, MS, University of Massachusetts; PhD, Stony Brook University

Camann, Michael. Prof [1997]; BS, George Mason; PhD, Georgia

Craig, Sean. Prof [2000]; BA, New Hampshire; MS, Houston; PhD, SUNY-Stony Brook

Goley, Dawn. Prof [1996]; BS, North Carolina–Wilmington; MS, Victoria; PhD, UC Santa Cruz

Henkel, Terry. Prof [2002]; BSC, Ohio Univ; MSc, University of Wyoming; PhD, Duke

Jules, Erik. Prof [2000]; BA, Ithica College; MS, PhD, University of Michigan

Lu, Casey. Prof [1995]; BS, MS, PhD, Michigan

Marks, Sharyn. Prof [1994]; BA, Chicago; PhD, UC Berkeley

Metz, Edward. Assoc Prof [1998]; BA, Yale; PhD, Hawaii

O’Gara, Bruce. Prof [2000]; BS, Wisconsin-Madison; MS, North Dakota State; PhD, Iowa State

Reiss, John. Prof [1997]; BA, UC Santa Cruz; MA, PhD, Harvard

Shaughnessy, Frank. Prof [1996]; BS, St Lawrence; MS, New Hampshire; PhD, British Columbia–Vancouver

Siering, Patricia. Prof [1998]; BS, UC Berkeley; MS, San Francisco State; PhD, Cornell

Sprowles, Amy. Asst Prof [2014]; BA, Clary University; PhD, Vanderbilt University

Szwczak, Joseph M. Prof [2003]; BSE, Duke University; PhD, Brown University

Tissot, Brian. Prof [2013]; BS, Cal Poly SLO; MS, UC Irvine; PhD, Oregon State Univ

Tomescu, Alexandru. Assoc Prof [2005]; MS, University of Bucharest, Romania; PhD, Ohio Univ- Athens

Varkey, Jacob. Prof [1994]; BS, Kerala, India; MS, Calculc, India; PhD, Illinois State

White, Jeffrey. Prof [2000]; BA, UC Santa Cruz; PhD, Michigan State

Wilson, Mark. Prof [1999]; BA, St. Mary’s College of MD; MS, Virginia Polytechnic; PhD, Cornell

Zhong, Jiannin. Assoc Prof [2006]; BS, Shanghai Medical Univ; China; MM Shanghai Medical Univ; China; PhD, Univ of Tenn, Memphis

Business Administration

Adhikari, Ramesh. Asst Prof [2015]; BA, MA, Tribhuvan University; MA, CSU Sacramento; MS, PhD, University of New Orleans

Cortes-Rincon, Marisol. Assoc Prof [2012]; BS, Ft Lewis College; MS, Colorado State; PhD, Texas A&M

Lancaster, Kathryn. Assoc Prof [2012]; BS, MS, University of New Mexico

Wayman, Kjirsten. Asst Prof [2011]; BS, MA, University of Oregon

Zender, Josh. Asst Prof [2015]; BBA, Gonzaga University; MPA, University of Illinois; PhD, Auburn University

Chemistry

Cappuccio, Jenny. Asst Prof [2013]; BS, CSU Chico; PhD, UC Santa Cruz

Harmon, Christopher. Asst Prof [2011]; BS, Purdue; PhD, UC Irvine

Hurst, Matthew. Prof [2006]; BS, Humboldt State; PhD, Univ of Calif, Santa Cruz

Kyte, Brian. Asst Prof [2014]; BS, Austin Peay State Univ; PhD, Univ of Florida

Schineller, Jeffery. Assoc Prof [1995]; BS, MS, DeSales University; PhD, Penn State

Smith, Joshua. Prof [2001]; BA, Simon’s Rock College of Bard; PhD, Dartmouth

Wayman, Kjirsten. Prof [2000]; BS, UC Santa Barbara; PhD Univ Colorado

Zoellner, Robert. Prof [1998]; BS, St Norbert Coll; PhD, Kansas State

Child Development

Knox, Claire. Prof [1992]; BA, Beloit Coll; MS, Purdue; PhD, Illinois

Lara-Cooper, Kishan. Asst Prof [2010]; BA, Humboldt State Univ; MA, Univ of Arizona; EdD, Arizona State Univ
Rana, Meenal, Asst Prof (2013); BS, MS, Chaudhary Charan Singh Haryana Agricultural Univ; PhD, Michigan State Univ
You, Hyun-Kung, Asst Prof (2013); BS, MS, PhD, Oregon State Univ

College of Arts, Humanities, & Social Sciences

Ayoo, Kenneth, Dean (1993); BM, San Francisco State; MM, Oregon; DA, Northern Colorado
Payton, Scott, Assoc Dean (1998); BA, CSU San Bernardino; MA, CSU Chico; PhD, Southern Illinois

College of Natural Resources and Sciences

Smith, Steven A, Dean (2001); BS, MA, Humboldt State Univ; PhD, Texas A&M
Zechman, Rick, Assoc Dean (2012); BS, Univ of North Carolina, Wilmington; MS, Univ of New Hampshire; PhD, Louisiana State Univ

College of Professional Studies

Glenn, Mary, Assoc Dean (1999); BS, Loyolla; MA, PhD, Northwestern
Lee, John, Dean (2010); BA, PhD, Univ of Illinois

Communication

Bruner, Michael, Prof (2001); BA, West Virginia Wesleyan College; MD, Yale; PhD, Pittsburgh
Frye, Joshua, Assoc Prof (2015); BA, University of Minnesota; MA, Marquette University; PhD, Purdue University
Hahn, Laura, Prof (2001); BA, San Francisco State; MA, San Francisco State; PhD, The Ohio State
Reitzel, Armada, Prof (1981); BA, Central Col; MA, PhD, Southern Illinois
Schnurer, Maxwell, Prof (2005); BA, Vermont; MA, Wake Forest; PhD, Univ of Pittsburgh

Computer Science

Burgess, Scott, Assoc Prof (2000); BS, Southern Oregon; MS, Rutgers; PhD, Oregon State
Tuttle, Sharon, Prof (1998); BA, Rice; MS, Washington; PhD, Houston

Counseling & Psychological Services

McElwain, Brian, Staff Pysc (2008); BS, Kentucky Christian Univ; MA, Loyola Univ; MA, PhD, Duquesne Univ

Critical Race, Gender & Sexuality Studies

Accomando, Christina, Prof (1997); BA, MA, PhD, UC San Diego
Bell, Ramona, Asst Prof (2011); BA, Univ of Tennessee; MA, Tennessee Tech Univ; PhD, Bowling Green State Univ
Berry, Kim, Prof (1999); BA, Wesleyan Univ; MA, PhD, Cornell
Curiel, Barbara, Prof (1997); BA, Mills Coll; AM, Stanford; PhD, UC Santa Cruz
Schnurer, Maxwell, Prof (2005); BA, Vermont; MA, Wake Forest; PhD, Univ of Pittsburgh
Urban, Jessica, Assoc Prof (2004); BA, MA, PhD, Northern Arizona Univ
Winston, Janet, Prof (2006); BA, UCLA; PhD, Univ of Iowa

Economics

Eschner, Eric, Prof (1998); BA, Illinois; MA, PhD, UC Davis
Hackett, Steve, Prof (1994); BA, Montana State; MS, PhD, Texas A&M
Wilson, Beth, Prof (2001); BS, Miami Univ; MS, PhD, University of Oregon

Education

Cook, Thomas, Asst Prof (2007); BA, Univ of Missouri, Columbia; MA, CSULA; PhD, USC
Dingle, Mary, Prof (2014); BA, MA, Sonoma State Univ; PhD, UCLA
Ellerd, David, Prof (2002); BA, CSC San Bernardino; MA, Pepperdine; PhD, Utah State
Ruiz, Marisol, Asst Prof (2013); BA, MA, San Francisco State Univ; PhD, Univ of New Mexico
Scott, Lyn, Asst Prof (2012); BA, Emporia State Univ; M.Ed., Univ of Massachusetts; PhD, UC Berkeley
Van Duzer, Eric, Assoc Prof (2000); BS, Humboldt State; MA, PhD, UC Berkeley

English

Accomando, Christina, Prof (1997); BA, MA, PhD, UC San Diego
Adsit, Janelle, Asst Prof (2015); BA, MA, Colorado State University; PhD, Universityat Albany, SUNY
Creadon, Mary Ann, Assoc Prof (1986); BA, Colorado State; MA, PhD, Northwestern
Eldridge, Michael, Prof (1995); BA, Northern Michigan; PhD, Minnesota
Hobbel, Nikola, Prof (2003); BA, UC Berkeley; MS, Dominican Univ; PhD, Wisconsin
Scott, Suzanne, Assoc Prof (2002); BA, UC Davis; MA, CSU Chico; PhD, Northern Arizona Univ
Stacey, David, Prof (1999); BA, Aquinas Coll; MA, McGill; PhD, Louisville
Winston, Janet, Prof (2006); BA, UCLA; PhD, Univ of Iowa

Environmental Science & Management

Everett, Yvonne, Prof (1998); BA, Pomona Col; MS, PhD, UC Berkeley
Fingerman, Kevin, Asst Prof [Spring 2013]; BA, Wesleyan Univ; MS, UC Berkeley
Graham, James, Asst Prof (2013); BS, CSU Chico; PhD, Colorado State Univ
Martin, Steven, Prof (1992); BS, Principia Coll; PhD, Montana
O’Dowd, Alison, Assoc Prof (2008); BA, Univ of Oregon; PhD, UC Berkeley
Richmond, Laurie, Asst Prof (2012); BA, Middlebury College; PhD, Univ of Minnesota

Environmental Resources Engineering

Achilli, Andrea, Asst Prof (2012); BS, MS, Università degli Studi Di Ancona, Italy; PhD, Univ of Nevada, Reno
Cashman, Eileen, Prof (2000); BS, Humboldt State; MS, PhD, Wisconsin at Madison
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Finney, Brad, Prof (1979); BS, Humboldt State; MS, PhD, Utah State
Hickenbottom, Kerri, Asst Prof (2015); BS, University of Nevada; MS, PhD, Colorado School of Mines
Jacobson, Arne, Prof (2005); BA, Earlham College; MS, Humboldt State; PhD, UC Berkeley
Lang, Margaret, Prof (1994); BS, Illinois; MS, PhD, Stanford
Vernon, David, Asst Prof (2011); BS, Wisconsin at Madison; MS, PhD, UC Davis

Fisheries Biology

Bushheister, Andre, Asst Prof (2016); BS, Duke University; MS, PhD, College of William & Mary
Cuevas-Uribe, Rafael, Asst Prof (2014); BS, Universidad de Guadalajara; MS, Kentucky State University; PhD, Louisiana State
Kinzig, Andrew, Prof (2003); BS, Saint Norbert College; MS, Frostburg State Univ; PhD, Saint Louis Univ
Warz, Darren, Asst Prof (2010); BS, Utah State Univ; MS, Univ of Minnesota; PhD, Dartmouth College

Forestry and Wildland Resources

Berrill, John-Pascal, Assoc Prof (2008); BS, Univ of Canterbury, New Zealand; MS, UC Berkeley
Greene, David, Prof (2014); BS, UC Berkeley; MS, PhD, University of Calgary
Han, Han-Sup, Prof (2006); BS & MS, Kangwon Nat’l Univ, So Korea; MS, Univ of Maine; PhD, Oregon State Univ
Kane, Jeffrey, Asst Prof (2012); BS, Plattsburgh State Univ; MS, Humboldt State; PhD, Northern Arizona Univ
Kelly, Erin, Asst Prof (2012); BA, Whitman College; MS, PhD, Oregon State
Marshall, Susan, Prof (1997); BS, UC Riverside; MS, Arizona; PhD, UC Riverside
Sillette, Stephen, Prof (1998); BA, Reed Coll; MS, Florida; PhD, Oregon State
Stubblefield, Andrew, Assoc Prof (2006); BA Oberlin College; MS, Univ of Michigan; PhD, UC Davis

Geography

Cuna, Stephen, Prof (1996); BS, BA, UC Berkeley; MA, PhD, UC Davis
Derrick, Matthew, Asst Prof (2012); BA, Augsburg College; MA, PhD, University of Oregon
Ray, Sarah, Asst Prof (2013); BA, Swarthmore College; MA, Univ of Texas-Austin; PhD, University of Oregon
Sherriff, Rosemary, Assoc Prof (2009); BS, Univ of Oregon; MA, PhD, Univ of Colorado, Boulder

Geology

Browne, Brandon, Assoc Prof (2015); BS, Oregon State University; MS, PhD, University of Alaska Fairbanks
Cashman, Susan, Prof (1977); BA, Middlebury Col; MS, PhD, Washington
Hemphill-Haley, Mark, Prof (2002); BS, MS, Humboldt State; PhD Oregon
Michalak, Melanie, Asst Prof (2015); BS, Massachusetts Institute of Technology; MS, PhD, UC Santa Cruz
Miller, William, Prof (1984); BA, Appalachian State; MS, Duke; PhD, Tulane
Oshun, Jasper, Asst Prof (2015); BA, Brown University; PhD, UC Berkeley

History
Cliver, Robert, Assoc Prof (2007); BA, Tufts; MA, Hawai'i-Manoa; PhD, Harvard
Dallasheh, Leena, Asst Prof (2015); LL.B, Hebrew University of Jerusalem; MA, PhD, New York University
Marschke, Benjamin, Prof (2006); BA, Santa Clara Univ; MA & PhD, UCLA
Mays, Thomas, Prof (2003); BA, Roanoke College; MA, Virginia Tech; PhD, Texas Christian Univ
Pasztor, Suzanne, Prof (2005); BA, Adams State; MA, Texas Christian; PhD, Univ of New Mexico
Paulet, Anne, Prof (2000); BA, Swarthmore; MA, PhD, Rutgers

Journalism & Mass Communication
Burston, Marcy, Assoc Prof (2006); MS, Columbia Univ
Pike, Deidre, Asst Prof (2012); BA, MA, PhD, Univ of Nevada
Sama, Victoria, Prof (2006); MA, Univ of Colorado, Boulder

Kinesiology & Recreation Administration
Alicia, Sheila, Asst Prof (2013); BS, CSU Chico; MA, CSU Long Beach; PhD, Michigan State Univ
Bloedon, Taylor, Asst Prof (2015); BS, University of Oregon; MS, Oregon State University; PhD University of Maine
Braithwaite, Rock, Prof (2001); BS, Walla Walla College; MS, Eastern Washington Univ; EdD, University of Northern Colorado
Healy, Séan, Asst Prof (2015); BS, University of Limerick; MA, University of Leuven; PhD, University of Virginia
Hopper, Christopher, Prof (1980); BEd, Univ of Exeter; UK; MS, PhD, Univ of Oregon
Kwon, Young Sub, Asst Prof (2013); BA, MS, Chung-Ang Univ; PhD, Univ of New Mexico
Marchand, Geneviève, Asst Prof (2014); BS, Université de Québec; MA, CSU Chico; PhD, Univ of Minnesota
McGuire, Jayne, Assoc Prof (2006); PhD, Univ of Utah; Salt Lake City
Ortega, Justus, Assoc Prof (2008); BS, Humboldt State; MS, PhD, Univ of Colorado, Boulder

Library
Karajova, Katia, Sr Asst Librarian (2013); MS, Sofia Univ; MLIS, San Jose State Univ
Philip, Sarah, Sr Asst Librarian (2012); BA, UC Davis; MLS, Univ of Maryland
Shellhase, Jeremy, Libr (2000); BS, MALS, Iowa; MBA, Pittsburgh
Wrenn, George, Assoc Libr (2005); AB, Harvard; MLS, UCLA

Mathematics
Ballinger, Bradley, Assoc Prof (2009); BS, MA, UC Davis
Dugaw, Chris, Prof (2005); BS, Western Washington; MS, Univ of Washington; PhD, UC Davis
Evans, Tyler, Prof (2002); BA, Sonoma State Univ; MS, University of Oregon; PhD, UC Davis
Freedman, Walden, Prof (2001); BA, UC Berkeley; MA, University of Michigan; PhD, UC Santa Barbara
Goetz, Peter, Assoc Prof (2008); BS, MS, Oregon State University; MS, PhD, Oregon State University
Heag, Jeffrey, Prof (1990); BS, MS, Northern Arizona; PhD, Washington State
Hassan, Abeer, Asst Prof (2014); BA, MS, Univ of Jordan; MS, Univ of Toledo; PhD, Bowling Green State Univ
Kim, Yoon, Prof (1992); MS, Wright State; Seoul National Univ; PhD, Virginia Polytechnic Institute & State University
Mazzag, Borbala (Bori), Prof (2005); BA UC Santa Cruz; MS, PhD, UC Davis
Olive, Dale, Prof (1991); MA, Cal State; PhD, Colorado State Univ
Owens, Kenneth, Assoc Prof (2001); BA, UC Berkeley; MA, San Francisco State Univ; PhD, University of Southern CA
Rizzardi, Mark, Prof (1986); BS, MS, PhD, UC Berkeley

Music
Cummings, Paul, Assoc Prof (2005); BM, Cincinnati Col/Conservatory of Music; MM, San Francisco State Univ; DMA, Oregon
Harrington, Elisabeth, Assoc Prof (2006); BA, UNC Greensboro; MM, UNC Chapel Hill; DMA, Univ of Colorado, Boulder
Mineva, Daniela, Assoc Prof (2008); DMA, Eastman School of Music; MM, Univ of No Texas, Denton; BA, MM, State Academy of Music Pancho Vladigerov, Sofia, Bulgaria
Moyer, Cindy, Prof (1995); BA, MA, MM, DMA, Eastman School of Music
Novotney, Eugene, Prof (1985); BM, Cincinnati Col/Conservatory of Music; MM, DMA, Illinois
Post, Brian, Prof (1998); BA, UC-Hayward; MM, BA, Northern Colorado

Native American Studies
Sherman, Marlon, Prof (2003); BA, UC Santa Cruz; JD, University of Colorado

Oceanography
Abell, Jeffrey, Assoc Prof (2006); BS, U Miami; MS, PhD, Univ of Washington, Seattle

Philosophy
Bockover, Mary, Prof (1989); BA, St Mary's Col, Maryland; MA, PhD, UC Santa Barbara
Goodman, Michael, Prof (1984); BA, Humboldt State; MA, San Diego State; PhD, Michigan State
Heise, David, Assoc Prof (2006); BA, CSU Sacramento, MA, PhD, So Illinois Univ, Carbondale
Powell, John W, Prof (1993); BA, Missouri; MA, PhD, Oregon
Sheaffer, H Benjamin, Asst Prof (2002); BA, UC Santa Cruz; MA, PhD, UC Santa Barbara

Physics & Astronomy
Bliven, Wes, Assoc Prof (1995); BS, Santa Clara; PhD, Cornell
Hoyle, Charles D, Assoc Prof (2007); BA, Colorado; MS, PhD, Washington
Mola, Monty, Prof (2002); BS, St Marys College of Calif; PhD, Montana State Univ
Rodriguez Hidalgo, Paola, Asst Prof (2015); BS, Universidad de La Laguna; MS, PhD, University of Florida

Politics
Baker, Mark, Prof (2006); BA, UC Santa Cruz; MS & PhD, UC Berkeley
Burkhalter, Stephanie, Assoc Prof (2007); BA, Maryland; MA George Washington; PhD, Washington
Chang, Joice, Asst Prof (2013); BS, UC Berkeley; JD, Ohio State Univ; PhD, Indiana Univ
Holmes, Alison, Asst Prof (2014); BS, Northwestern University; AM, University of Chicago; PhD, London School of Economics
Meyer, John, Prof (1998); BA, Colorado Col; MA, PhD, Wisconsin—Madison
Zerbe, Noah, Prof (2004); BA, MA Northern Arizona Univ; PhD, York Univ

President’s Office
Mullery, Colleen, Sr Assoc President for Faculty Affairs & Human Resources (1984); BS, MBA, Shippensburg; PhD, Portland State

Psychology
Aberson, Chris, Prof (2000); BA, CSU Northridge; MA, PhD, Claremont Grad Univ
Aigner, Carrie, Asst Prof (2014); BA, University of Wisconsin; MS, PhD, Indiana University Purdue University
Gahtan, Ethan, Prof (2005); BA, Macalester; MA, PhD, University of Minnesota
Gold, Gregg, Prof (2000); BA, UCLA; MA, CSU Northridge; PhD, UCLA
Howe, Tasha, Prof (2002); BA, UC Santa Barbara; MA, PhD, UC Riverside
Ituride, Maria, Asst Prof (2015); BA, University of the Pacific; MA, PhD, University of Nebraska
Kim, Sangwon, Asst Prof [2013]; BA, MA, Ewha Womans Univ; PhD, Univ of Georgia
Reynolds, William, Prof [2000]; BA, UC Berkeley; PhD, Univ Oregon
Sanchez, Kaayumari, Asst Prof [2015]; BA, CSU Fresno; MA, PhD, UC Riverside
Wadsdyke, Amber, Asst Prof [2015]; BA, Humboldt State University; MA, PhD, Claremont Graduate University

Social Work
Abarca, César, Asst Prof [2013]; BA, MS, San Francisco State Univ; PhD, Boston Univ
Maguire, Jennifer, Asst Prof [2013]; BA, MSW, CSU Chico; PhD, Oregon State Univ
O’Neill, Marissa, Asst Prof [2015]; BS, Bemidji State University; MSW, The University of St. Thomas; PhD, Arizona State University

Swartz, Ronnie, Prof [2004]; BA, Brown, MSW, Michigan; PhD, Fielding

Waller, Margaret, Assoc Prof [2006]; MSW, Univ of Illinois, Chicago; PhD, Univ of Chicago

Sociology
Byrd, Renee, Asst Prof [2013]; BA, Mills College; PhD, Univ of Washington
Eichstedt, Jennifer, Prof [1995]; BA, Washington; MA, Univ of Mass; PhD, UC Santa Cruz
Meisel, Joshua, Assoc Prof [2008]; BA, UC Santa Cruz; PhD, Univ of Colorado, Boulder
Silvaggio, Anthony, Asst Prof [2015]; BA, Keuka College; MA, Humboldt State University; PhD, University of Oregon

Vrnoche, Mary, Prof [2001]; BA, Univ of Wisconsin; MA, Univ of Northern Colorado; PhD Univ of Colorado, Boulder
Williams, Meredith, Asst Prof [2013]; BA, MA, PhD, Washington State Univ

Theatre, Film & Dance
Alter, Ann, Prof [1992]; BS, Oregon; MFA, Ohio Univ
Butcher, Sharon, Assoc Prof [2003]; BS, Univ of Maryland, College Park; MFA, Univ of Colorado, Boulder
Lescher, Troy, Asst Prof [2015]; BA, University of Virginia; MFA, Brooklyn College – CUNY; PhD, Texas Tech University
Robison, Lisa Rae, Assoc Prof [2006]; BA, Missouri Valley Coll; MFA, UC Irvine
Scheerer, David, Prof [2006]; BA, Eastern Washington Univ; MFA, Brigham Young Univ

Wildlife Management
Barton, Daniel, Asst Prof [2013]; BS, Evergreen State College; PhD, Univ of Montana
Bean, William, Asst Prof [2013]; BA, Columbia Univ; MS, PhD, UC Berkeley
Black, Jeff, Prof [1998]; BA, Hiram Col; PhD, Wales
Brown, Richard, Assoc Prof [2008]; BS, UC Davis; MA, Boulder; PhD, UC Berkeley; DVM, UC Davis

Colwell, Mark, Prof [1989]; BA, Whitman Col; PhD, North Dakota
Johnson, Matthew, Prof [1999]; BS, UC Davis; PhD, Tulane Univ
Szykman Gunther, Micaela, Assoc Prof [2006]; BA, Amherst College; PhD, Michigan State University

World Languages and Cultures
Benavides-Garb, Rosamel, Prof, Spanish [1991]; BA, Oregon/Universidad de Chile; MA, PhD, Oregon
Brintrup, Lillianet, Prof, Spanish [1990]; BA, MA, Universidad de Concepción [Chile]; PhD, Michigan
Dean, Matthew, Assoc Prof, Spanish [2008]; BA, CSU San Marcos; MA, San Diego State Univ; PhD, UC Riverside
Diémé, Joseph, Assoc Prof, French [2008]; Licence, Maîtrise, Université de Poitiers; MA, PhD, University of Iowa
Emeritus Faculty
Dates = years of employment/retirement
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Aalto, Kenneth; Geology (1974-2004)
Albright, Claude; Jr, Hist (1964-1990)
Allen, Ben; Bus & Econ (1981-2003)
Allen, Bill; Biol (1966-1998)
Allen, Gerald M; For & Wshd (1976-2001)
Allen, Thomas; Educ (1985-1991)
Allyn, David; Hist (1969-1998)
Anderson, Charles ‘Mike’; ERE (1973-2006)
Anderson, Dennis; Biol (1961-1991)
Anderson, William T; Art (1967-2001)
Antón, Don; Art (1991-2014)
Armstrong, Susan; Phil (1972-2004)
Astrue, Robert; Phys (1966-1995)
Aziz, Abdul; Bus & Econ (1986-2000)
Badgett, Lee; Bus &Tech (1985-1990)
Bao, Wurlig; CRGS (1999-2012)
Bartlett, Maria; Soc Work (1999-2006)
Bazemore, Jean; Thea Film Dan (1969-2000)
Beal, Brenda; Educ (1974-1995)
Beck, Gerald; Thea Film Dance (1969-1992)
Beilfuss, Erwin; Biol (1957-1976)
Bennett, Susan; Engl (1987-2008)
Bennion, Lowell; Geog (1970-1999)
Bennion, Sherilyn; Jrn Mas Com, WS (1971-1996)
Benson, Diane; Nurs (1999-2009)
Berke, JoAnne; Art (1994-2013)
Berman, Joan; Lib (1972-2014)
Bicknell, Susan; Forestry (1978-2004)
Bigg, William; For & Wld Res (1979-2007)
Biles, Charles; Math (1969-2005)
Bivens, William, III; Engl (1970-2001)
Blaisdell, James; Comp Sci (1982-98)
Blank, Paul, Geog (1995-2010)
Bond, Kenneth M; Bus (1988-2005)
Borgers, Tom; Chem (1967-2002)
Botzler, Richard; Wldf (1970-2007)
Botzler, Sally; Education (1990-2007)
Bowker, Lee H; Sociol (1987-2001)
Bowlus, Donald; Psyc (1956-1980)
Bowman, Greg; Chem (1966-1994)
Bowman, Susan; Nurs (1978-1998)
Boyd, Milton; Biol Sci (1972-2006)
Braund, Robert; Educ (1968-1986)
Bravo, Michael; Art (1973-2004)
Brenneman, Kristine; Fish Biol (1996-2012)
Bright, Lewis; Comm (1965-1996)
Brown, Pamela A; Soc Work (2001-2009)
Brueske, William; Biol (1966-1998)
Brusca, Stephen; Phys (1981-2005)
Budig-Markin, Valérie; French (1985-2014)
Buck, Whitney; Engl (1964-1992)
Burke, Raymond; Geol (1979-2009)
Burroughs, Ann; Comp Sci (1982-2006)
Burroughs, Robert C; English (1967-1994)
Butcher, Lucy; Library (1965-1982)
Calhoun, Roland; Psyc (1969-1988)
Campbell, David; Psych (1981-2014)
Campbell, Harold; CS (1989-2009)

272

Emeritus Faculty

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Carlson, Steven; Enrs (1983-2004)
Carlson, Warren; Psyc (1968-1998)
Carlton, Karen; English (1983-2004)
Carver, Gary; Geol (1973-1998)
Chadwick, Sharon; Lib (1980-2013)
Chaffey, Kay Gott; Health & PE (1952-1982)
Chamberlin, Charles; ERE (1983-2010)
Chaney, Ronald; ERE (1981-2004)
Cheek, Frank; Health & PE (1969-2000)
Cherry, Pamela; Nurs (1999-2004)
Chew, Sing; Sociol (1990-2014)
Chinn, Leung; Phys (1968-2000)
Chinn, Phyllis Z; Math (1975-2005)
Chu, Kai; Comp Sci (1979-2008)
Clark, Thomas; Chem (1959-2000)
Clendenning, Lester; Phys (1958-2001)
Cline, Gilbert; Mus (1982-2014)
Coleman, John; Geog (1964-1989)
Collins, Chester; Psyc (1956-1979)
Cooper, Charlotte; Educ (1952-1975)
Corbett, Kathryn; Soc, Wom Std (1952-1980)
Cornejo, Rafael; Spanish (1972-2000)
Coyne, Peter; Speech Comm (1968-1996)
Cranston, Jerneral; Thea, Wom Std (1969-1992)
Crawford, James; Art (1977-2007)
Crosbie, Jane; Nurs (1980-2000)
Crosby-Muilenburg, Corryn; Lib (1984-2005)
Crowe, Martha; Educ (1972-1982)
Daniel, William; Gov & Politics (1972-2007)
deAngelis, Marie; Ocean (1993-2004)
De Martini, John; Biol (1963-1997)
Dengler, Lori; Geol (1979-2015)
Derden, James, Jr; Phil (1969-2000)
Di Costanzo, Charlie; Art (1973-2000)
Diez, Andres A; Spanish (1988-2005)
Diver-Stamnes, Ann; Educ (1990-2012)
Dobkin, Milton; Comm (1955-1983)
Dixon, Chip; Comp Sci (1984-2014)
Dodge, Jim; Engl (1996-2008)
Doty, Kathleen; Engl (1989-2014)
Duncan, Brent; Psych (1990-2014)
Dupree, James; Psyc (1989-2009)
Early, Thomas; Phil (1971-2001)
Eckerd, Lizabeth; Psych (2008-2014)
Elkins, Robert; Educ (1986-1992)
Elmore, Bettye; Psyc (1977-2007)
Emenhiser, JeDon; Govt Poli (1977-2004)
Esget, Miles; Educ (1959-1983)
Everding, Robert; Thea Film Dan (1988-1997)
Fairless, Ben; Soc Work (1968-1998)
Fitzsimons, Dennis; Geog (2002-2012)
Flashman, Martin; Math (1981-2014)
Fox, Lawrence; For & Wtrshd (1976-2004)
Fox, Stephen; Hist (1969-1999)
Frances, Susan; Psyc (1973-2001)
Freeland, Dean; Hydrol (1967-1983)
Frisch, Noreen; Nurs (1990-1998)
Fritzsche, Ronald; Fish (1980-2004)

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Frost, Nancy; Child Dev (1971-2002)
Frye, Robert; Bus & Econ (1985-1992)
Fulgham, Kenneth; Range (1978-2009)
Fulton, Gloria; Library Info Svc (1970-2000)
Fults, Gail; Bus (1986-2009)
Gaasch, James; French (1974-2001)
Gage, Thomas; Engl (1976-2000)
Garlick, Donald; Geol (1969-1998)
Gast, James; Ocean (1961-1992)
Gearheart, Robert; ERE (1975-1998)
Gelenian, Keri; Educ (1998-2010)
Giovannetti, Joseph; Nat Am St (1994-2014)
Golightly, Richard; Wldf (1981-2012)
Golla, Victor; Anth (1988-2012)
Grobey, John; Bus & Econ (1967-1996)
Gruber, Mary; Psyc (1974-2003)
Guillaume, Alfred, Jr; French (1994-1999)
Gutierrez, Ralph; Wldf (1979-2000)
Handwerker, Penn, Anthro (1972-1995)
Hankin, David, Fish Biol (1979-2010)
Hanson, Mervin; Chem (1965-2000)
Hansis, Richard A; Enrs (1999-2005)
Harris, Albert; Pol (1990-2014)
Harris, Stanley; Wldf (1969-1992)
Harwood, Thomas Mark; Psyc (2002-2007)
Hashem, Gene; Educ (1970-1992)
Haston, Bruce; Govt Pol (1969-1992)
Hauxwell, David L; Range/Soils (1966-2001)
Havelka, Juliette; French (1971-1980)
Heckel, John; Thea Film Dan (1973-2002)
Hedrick, Donald; Range/WldSoil (1969-1980)
Heinsohn, Marvin; Educ (1982-1992)
Hellyer, Paul; Thea Film Dance (1981-1991)
Henderson, Lee; Comp Sci (1985-1994)
Hendricks, Herbert; Educ (1969-1992)
Hendrickson, Gary; Fish Biol (1978-2012)
Hennings, John; Chem (1967-2002)
Herbrechtsmeier, William; Rel Std (1991-2014)
Hess, Ivan; Thea Film Dance (1971-2000)
Hewston, John; NRPI (1966-1987)
Higgins, Susan; Coll Prof Studies (2002-2008)
Hines, Robert; Bus & Econ (1973-1997)
Hodgkins, Gael; Relig Std (1976-1990)
Hodgson, Robert; Ocean (1972-1992)
Honsa, Bill; Engl (1967-1996)
Hopkins, Geraldine; Educ (1989-2000)
Householder, James; Math (1959-1981)
Holschuh, Jane; Soc Work (2004-2009)
Howard, James; Biol Sci (2000-2010)
Hui, Lumei; Psyc (1996-2011)
Humphry, Kenneth; Psyc (1955-1983)
Hunt, James; Health & PE (1966-1986)
Hunt, Robert W; Math (1976-2001)
Isaacson, Mark; Art (1982-2002)
Jackson, Hal; Geog (1973-1992)
Jackson, Lynn; Math (1967-1990)
Jager, Douglas; Forest, Wtrshd (1972-2000)
Jenkins, Stephen; Relig Std (1998-2013)

2015-2016 Humboldt State University Catalog


Emeritus Faculty

Stepp, Richard
Thompson, Robert
Wilson, Herschel "Pete"
Wells, Harry
Kaster, Manuel
Lehre, Andre
Kelso, Margaret
Johnson, Diane
Welsh, James F
Poelzer, Dolores
Ridenhour, Richard
Vrem, Richard
Webb, Sheila
Manos, Tina
Moon, Charles
Mortazavi, Saeed
Lowery, Bette
Norton, Jack
Lang, Kenneth
Leeper, Joseph
Yarnall, John
Stoob, John C
Woodward, Wendy
Myers, Charles
Preston, Kathleen
Steinhagen, Elizabeth
Murison, William
Kozlak, Jeanne
Mesler, Michael
Watson, Elizabeth
McKee, Mac
Mace, Miriam
Pence, Ellsworth
Sundet, Stuart
Stokes, Charlotte
Partain, Elizabeth
Sottinger, Gerald
Manier, Martha
Rafferty, Cathleen
McClary, Maclyn H
Mack, Herschel L
Sprankle, Norman
Jewett, Frank
Johnson, Ronald
Krause, Jerrald
LaBahn Clark, Kathleen
Lamberson, Roland
Lamp, Nancy
Land-Weber, Ellen
Lang, Kenneth
Langois, Almae
Larson, Mark
Lasko, Carol
Lee, Sue
Leeper, Joseph
Leftridge, Leonard
Lehman, Peter
Lamp, Nancy
Land-Weber, Ellen
Langer, Theodore
Lehre, Andre
Lester, William
Levine, Mary Anne
Lichti, Susan
Littlejohn, Stephen
Lovelace, James
Lowery, Betty
Lowry, John
Mace, Miriam
Mack, Herschel
MacConnie, Susan E
MacPherson, Helen
Mahan, Franklyn
Mehler, Donald
Manier, Martha
Manos, Tina
Marak, Louis B.
McBroome, Delores
McClary, Maclyn H
McCrone, Alistair
McCaughey, Russell W
McHugh, James
McKee, Mac
Mcloney, Jason
McNelis, James
Mesinger, Bonnie
Mesele, Michael
Meyer, Richard
Mitsanas, Demetri
Moon, Charles
Morgan, John
Morgan, Sanderson
Mortazavi, Saeed
Mossman, Archie
Mueller, Carolyn
Mullenberg, Harley
Mulligan, Timothy
Munoz, Kathy
Murison, William
Musil, Howard
Myers, Charles
Norris, Daniel
Norton, Jack
Okin, Louis
Olina, Pearl
Oliner, Samuel
Osborn, Alane
Oyler, David
Price, Leslie
Price, Thomas
Rafferty, Cathleen
Rasmussen, Robert
Rice, Judy
Rice, Lawrence
Richter, Glenda
Ricks, Robert
Rigby, Wanda
Riduan, Craig
Robison, Houston
Roelofs, Terry
Roscoe, Charles
Ross, Philip
Ross, Sheila
Ruggles, Charles
Ruprecht, Theodore
Russell, John
Samuelson, Ralph
Santer, Terry
Sathrum, Robert
Sattigler, Gerald
Sawatzky, Jasper
Schafer, Donna
Schimp, Erich
Scott, Andrew
Seitzer, Marylynn
Shaffer, Peter
Shailer, John
Shailer, John
Sibley, Brooks
Sievers, Linda
Sievers, Rodney M.
Minty, Judith
Simmons, Lindsay
Sin, Srum
Sise, William
Smith, James
Smith, Nathan
Sonntag, Selma
Spaid, Stanley
Sprinkle, Norman
Squires, Larry
Stanard, James E.
Stauffer, Howard
Steinhagen, Elizabeth
Stokes, Charlotte
Stoo, John C.
Stradley, Jean
Stuart, John
Stuart, John
Stuart, John
Stuart, John
Sundstrom, Roy
Suryarman, M. G.
Tam, Patrick
Tang, Victor
Thobaben, Marshelle
Thom, Michael
Thomas, Richard L.
Thompson, Robert
Tucker, Roy
Turner, John P.
Turner, Sara
Upatierina, Vira
Van Den Bergh, Nancy
Van Putten, Barbara
VanKirk, Robert
VanKirk, Robert
VanKirk, Robert
VanKirk, Robert
VanKirk, Robert
Vasu, Shaila
Weinstein, Josh
Weisner, Richard
Welsh, James F.
Wenger, Patrick
White, Robert
Wicher, Helen
Wiesman, Linda
Wood, William
Woodward, Wendy
Yancey, Patricia
Yanosko, Kenneth
Yarnall, John
Yee, Carlton
Yingling, Julie
Young, Todd
Zulauf, Dwight

Academic Honesty / Dishonesty

Academic honesty is of serious concern at Humboldt. It is integral to all six principles for building a successful campus community (see Rights & Responsibilities), especially to the maintenance of a "just" and "disciplined" campus. Students are expected to maintain high standards of academic integrity.

Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

Cheating is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain, credit for work or any improvement in evaluation of performance by any dishonest or deceptive means. Cheating includes, but is not limited to:

- Taking Information
  a) Copying graded homework assignments from another student.
  b) Working together on a take-home test or homework when specifically prohibited by the instructor.
  c) Looking at another student’s paper during an examination.
  d) Looking at text or notes during an examination when specifically prohibited by the instructor.
  e) Accessing another student’s computer and using the student’s program as one’s own.

Providing Information
- a) Giving one’s work to another to be copied or used in an oral presentation.
- b) Giving answers to another student during an examination.
- c) After having taken an exam, informing another person in a later section about questions appearing on that exam.
- d) Providing a term paper to another student.
- e) Taking an exam, writing a paper, or creating a computer program or artistic work for another.

Policy on Cheating. At faculty discretion, cheating may result in an F grade on the assignment or examination or in the course. If a student denies the charge of cheating, the student will be permitted to remain in the class during the formal hearing process (as outlined in CSU Executive Order 1073).

The instructor shall contact the student in writing with evidence of the cheating within one week of discovery of the event. The Academic Dishonesty Referral form will also be submitted to the Office of Student Rights & Responsibilities, with copies to the student and to the student’s major department. Student’s rights shall be ensured through attention to matters of due process, including timeliness of action.

The Coordinator of Student Rights & Responsibilities, Student Affairs, shall determine if any further disciplinary action is required. Disciplinary actions might include, but are not limited to: requiring special counseling; loss of membership in organizations; suspension or dismissal from individual programs; or disciplinary probation, suspension, or expulsion from the university and the CSU system.

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own without giving proper credit to the sources. Such actions include, but are not limited to:
- a) Copying homework answers from the text to hand in for a grade.
- b) Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or part thereof.
- c) Submitting a paper purchased from a “research” or term paper service.
- d) Retyping a friend’s paper and handing it in as one’s own.
- e) Giving a speech or oral presentation written by another and claiming it as one’s own work.
- f) Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
- g) Presenting another’s computer program as one’s own.

Policy on Plagiarism. Plagiarism may be considered a form of cheating and, therefore, subject to the same policy as cheating, which requires notification of the Office of Student Rights & Responsibilities and disciplinary action. However, as there may be plagiarism as a result of poor learning or, atention to format, and there may be no intent to deceive, some instructor discretion is appropriate. Under such circumstances, the instructor may elect to work with the student to correct the problem at an informal level. In any case that any penalty is applied, the student must be informed of the event being penalized and the penalty.

Within one week of discovery of the alleged plagiarism, the instructor will contact the student and describe the event deemed to be dishonest. If this is a first violation by the student, this initial contact may remain at an informal level. In this contact, the student and instructor shall attempt to come to a resolution of the event. The instructor may assign an F or zero on the exam or project or take other action within the structure of the class as deemed appropriate to the student’s behavior. A report of this contact and resolution might be filed with the Office of Student Rights & Responsibilities for information-only purposes. Such a report will be witnessed by both the instructor and student.

If no resolution can be reached within a week of initial contact, the case could be referred to the Office of Student Rights & Responsibilities using the Academic Dishonesty Referral form. If the violation is repeated, the instructor will contact the student within one week of discovery, describe the event deemed to be dishonest, and notify the student that the Academic Dishonesty Referral form has been filed with the Office of Student Rights & Responsibilities.

When a case is referred to the Office of Student Rights & Responsibilities, the consequences might be severe. Disciplinary actions might include, but are not limited to: requiring special counseling; loss of membership in organizations; suspension or dismissal from individual programs; or disciplinary probation, suspension, or expulsion from the university and the CSU system.

Other Examples of Academic Dishonesty. Other forms of academic dishonesty include any actions intended to gain academic advantage by fraudulent and/or deceptive means not addressed specifically in the definition of cheating and/or plagiarism. These actions may include, but are not limited to:
- a) Planning with one or more fellow students to commit any form of academic dishonesty together.
- b) Giving a term paper, speech, or project to another student whom one knows will plagiarize it.
- c) Having another student take one’s exam or do one’s computer program, lab experiment, or artistic work.
- d) Lying to an instructor to increase a grade.
- e) Submitting substantially the same paper or speech for credit in two different courses without prior approval of the instructors involved.
- f) Altering a graded work after it has been returned.
- g) Removing tests from the classroom without the approval of the instructor — or stealing tests.

The policy on these and other forms of academic dishonesty is the same as that described above for cheating.

Student Responsibility. The student has full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will be happy to explain what is and is not acceptable in their classes.

For further information on the disciplinary process and sanctions, see the Office of Student Rights & Responsibilities, Nelson Hall East 206, or the Dean for Academic Programs & Undergraduate Studies, Siemens Hall 216G.

Anti-Hazing & Initiation Policy

Each year universities experience hazing incidents that result in serious physical and/or emotional injury. As members in university student organizations, students may become victims in what are
believed to be acceptable initiation traditions and rituals. Humboldt State University is committed to maintaining an environment that is safe, healthy, and conducive to learning. We support the educational and character development of students as they transition into university life and continue toward graduation and becoming life-long learners.

**Definition Of “Hazing”**

Hazing is a violation of California State University and Humboldt State University policy, as well as State law.

Humboldt State University interprets the term “hazing” broadly, to include not just conduct likely to cause physical harm but also conduct likely to cause emotional, psychological, or other related harm, such as degradation or disgrace resulting in physical or mental harm. Hazing can occur even when the victim voluntarily submits to being hazed.

The full definition of hazing is:

> “[A]ny method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, college, university or other educational institution in this state [Penal Code 245.6], and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any person; current, or, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section. (Title 5, California Code of Regulations, section 41301(b)(8), emphasis added.)

Participation in hazing, actively or passively, will result in both individual and organizational disciplinary action, including possible expulsion from Humboldt State University and the California State University system. Disciplinary action will also be initiated against organizational officers who permit hazing to occur within their own organization.

Examples of prohibited hazing activities include but are not limited to:

- Paddling, shaving, or otherwise striking individuals
- Requiring individuals to consume alcohol or drugs
- Requiring individuals to eat or drink foreign or unusual substances, or requiring the consumption of undue amounts of food
- Having substances thrown at, poured on, or otherwise applied to the bodies of individuals
- Morally degrading or humiliating games, or any other activities that make the individual the object of ridicule, including postings on Facebook, Twitter, other forms of electronic media, and social network sites
- Transporting individuals against their will, abandoning individuals at distant locations, conducting a kidnapping or engaging in any “road trip” or “ditch” that might in any way endanger or compromise the health or comfort of any individual
- Activities that require a person to remain in a fixed position for a long period of time
- “Line-ups” involving intense demeaning intimidation or interrogation, such as shouting obscenities or insults
- Assigning activities such as pranks or scavenger hunts that compel a person to deface property, engage in theft, or harass other individuals or organizations
- Requiring individuals to wear or carry unusual, uncomfortable, degrading, or physically burden-some articles or apparel

Any activity or similar activity as described above upon which the initiation or admission into, or affiliation with the organization is directly or indirectly conditioned, or which occurs during a pre-initiation or initiation activity shall be presumed to be “compelled” activity, regardless of the willingness of an individual to participate in such an activity.

Engaging in hazing that is likely to cause serious bodily injury is also a crime, punishable by up to one year in jail and a fine of up to $5,000. (Penal Code 245.6.) If Humboldt State University determines that hazing has occurred and appears to meet the criminal definition, it may refer the matter to the District Attorney’s office for prosecution, regardless of any disciplinary action that is taken.

**Permissible Initiation Activities**

Joining an on-campus organization should be a positive experience. Initiation rituals should therefore focus upon the positive aspects of both the organization and the individual. Examples of permissible team and community building include:

- Hosting a dinner for new members
- Completing a community service project
- Sponsoring activities such as hiking, camping, or bowling
- Hosting a fundraiser for a local charity such as a movie night
- Hosting a new member recognition night

**Reporting Procedures**

If you wish to report an act of hazing, you should contact University Police, at 707-826-5555, or the Office of Student Rights and Responsibilities, at 707-826-3504 or online at publicdocs.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=1

**Prohibition Against Retaliation**

“Retaliation” means adverse action taken against a student because the student has or is believed to have 1) reported or opposed conduct which the student reasonably and in good faith believes is hazing or 2) participated in a hazing investigation/disciplinary proceeding. Organizations and individuals who retaliate against such students shall be subject to university disciplinary action which may include suspension or permanent expulsion from the Humboldt State University and the California State University system.

**Code of Conduct and Student Discipline**

Students at Humboldt State University assume the responsibility for conducting themselves in a manner compatible with the university’s mission as an educational institution and in a way which will not impair achievement of the university’s educational mission. Inappropriate conduct by students or applicants for admission is subject to discipline as provided in Title 5, California Code of Regulations, § 41301.

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

**Title 5, California Code of Regulations, § 41301. Standards for Student Conduct.**

(a) **Campus Community Values**

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) **Grounds for Student Discipline**

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

1) Dishonesty, including:
   A. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   B. Furnishing false information to a university official, faculty member, or campus office.
   C. Forgery, alteration, or misuse of a university document, key, or identification instrument.
   D. Misrepresenting one’s self to be an authorized agent of the university or one of its auxiliaries.
2) Unauthorized entry into, presence in, use of, or misuse of university property.
3) Willful, material, and substantial disruption or obstruction of a university-related activity, or any on-campus activity.
4) Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.
5) Willful, material, and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus university-related activity.
6) Disorderly, lewd, indecent, or obscene behavior at a university related activity, or directed toward a member of the university community.
7) Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation, or disgrace resulting in physical or mental harm, to any former, current, or prospective student of...
any school, community college, college, university, or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and university regulations) or the misuse of legal pharmaceutical drugs.

10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university-related activity.

11) Theft of property or services from the university community, or misappropriation of university resources.

12) Unauthorized destruction, or damage to university property or other property in the university community.

13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals without the prior authorization of the campus president on campus or at a university related activity.

14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

15) Misuse of computer facilities or resources, including:
   A. Unauthorized entry into a file, for any purpose.
   B. Unauthorized transfer of a file.
   C. Use of another’s identification or password.
   D. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the university community.
   E. Use of computing facilities and resources to send obscene or intimidating and abusive messages.
   F. Use of computing facilities and resources to interfere with normal university operations.
   G. Use of computing facilities and resources in violation of copyright laws.
   H. Violation of a campus computer use policy.

16) Violation of any published university policy, rule, regulation, or presidential order.

17) Failure to comply with directions of, or interference with, any university officials or any public safety officers while acting in the performance of their duties.

18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the university community, to property within the university community, or poses a significant threat of disruption or interference with university operations.

19) Violation of the Student Conduct Procedures, including:

A. Falsification, distortion, or misrepresentation of information related to a student or an employee.
B. Disruption or interference with the orderly progress of a student discipline proceeding.
C. Initiation of a student discipline proceeding in bad faith.
D. Attempting to discourage another from participating in the student discipline matter.
E. Attempting to influence the impartiality of any participant in a student discipline matter.
F. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
G. Failure to comply with the sanction(s) imposed under a student discipline proceeding.

20) Encouraging, permitting, or assisting another to do any act that could subject the person to discipline.

(c) Procedures for Enforcing this Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the university imposes any sanction for a violation of the Student Conduct Code.

(d) Application of this Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the university is within the jurisdiction of this Article regardless of whether it occurs on or off campus property. Sanctions may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Title 5, California Code of Regulations, § 41302. Disposition of Fees: Campus Emergency; Interim Suspension.

The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester or summer session in which the student is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester or summer session in which the student is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures, or other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose interim suspension in all cases in which there is reasonable cause to believe such immediate suspension is required to protect lives or property and to ensure the maintenance of order. A student so placed on interim suspension shall receive prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the interim suspension, the student shall not, without prior written permission of the president or designated representative, enter any campus facilities of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Title 5, California Code of Regulations, § 41303. Conduct by Applicants for Admission.

Notwithstanding any provision in this chapter to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, if they enrolled as a student, would be the basis for disciplinary proceedings. Pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41301.

Title 5, California Code of Regulations, § 41304. Student Disciplinary Procedures for the California State University. The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a hearing officer; time limitations; notice of conduct hearings, including provisions governing evidence, a record, and review, and such other related matters as may be appropriate. The Chancellor shall report to the board actions taken under this section. Humboldt State University does not involve legal counsel in its disciplinary conferences or hearings.

Questions regarding campus procedures and adjudicating complaints against students pursuant to the above-listed violations of Section 41301 of Title 5 of the California Code of Regulations can be answered in the Office of Student Rights & Responsibilities, 707-826-3504, or the Office of the Vice President for Student Affairs, 707-826-3361.

Civil and Criminal Penalties for Violation of Federal Copyright Laws

Anyone who is found to be liable for copyright infringement may be ordered to pay either actual damages suffered as a result of the infringement along with any profits of the infringer attributable to the infringement that are not already taken into account in computing the actual damages, or “statutory” damages between $750 and $30,000 per work infringed. In the case of a “willful” infringement, a court may award up to $150,000 per work infringed. (See 17 U.S.C. §504.) Courts also have discretion to award costs and attorneys’ fees to the prevailing party. (See 17 U.S.C. §505.) Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. Criminal penalties may vary depending on the nature of the offense and whether the infringer has previously been convicted of criminal copyright infringement under 18 U.S.C. §2318. (See 17 U.S.C. §506 and 18 U.S.C. §2319.)
Family Educational Rights & Privacy Act (FERPA)
The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students’ privacy in their records maintained by an educational institution. The statute and regulations govern access to student records maintained by the campus and the release of such records. The law provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student’s written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies governing the implementation of the statute and the regulations. Copies of these policies and procedures may be obtained from the Office of the Registrar, the Office of Student Services, or the Office of the Dean of Students. The campus is committed to ensuring that the campus community is aware of, and complies with, the Family Educational Rights and Privacy Act of 1974 as amended, 20 U.S.C. 1232g et seq. (FERPA), the regulations adopted thereunder, 34 C.F.R. 99, and California State University policy related to the administration of student education records. FERPA seeks to assure the right of privacy to the Education Records of persons who are or have been in attendance in postsecondary institutions. The University Registrar is responsible for the biennial review of this policy.

I. Definitions
II. Directory Information
III. Annual Notification
IV. Inspecting Education Records
V. Copies
VI. Custodians of Education Records
VII. Disclosure of Education Records
VIII. Challenging the Contents of an Education Record
IX. U.S. Department of Education Complaints

I. Definitions

For the purposes of this Policy, the following terms are defined below:

A. Student — any person who is or has been previously enrolled at the University.
B. Disclosure — access or release of personally identifiable information from an Education Record.
C. Access — personal inspection of an Education Record or an oral or written description of the contents of an Education Record.
D. Education Records — any records, files, documents, and other materials maintained by the University, which contain information directly related to a Student. Consistent with FERPA, the following is excluded from the definition of Education Records:

1. Information designated by the University as Directory Information (See Article II of this Policy);
2. Information provided by parents related to student applications for financial aid or scholarships;
3. Confidential letters or statements of recommendation filed on or before January 1, 1975;
4. Records created and maintained by the University Police Department for law enforcement purposes;
5. Employee records;
6. Records of physicians, psychologists, psychiatrists, or other recognized professional or paraprofessional persons acting in their professional or paraprofessional capacity (e.g., treatment records);
7. Information maintained by instructional, supervisory, administrative, and related educational personnel which is not revealed to any other person except a substitute;
8. Alumni records which contain only information relating to a person after that person was no longer a student.

II. Directory Information

A. Designated Directory Information. The University designates the following items as Directory Information:

• Student name
• Mailing addresses (on-campus residence hall addresses are not released to the public)
• Email addresses
• Telephone number (on-campus residence hall telephone numbers are only released with prior permission of the resident)
• Date and place of birth
• Major field of study
• Participation in officially recognized activities and sports
• Weight and height of members of athletic teams
• Photographs
• Dates of attendance
• Class level
• Enrollment status (full-time, part-time, undergraduate, graduate)
• Degrees and awards received
• Most recent previous educational agency or institution attended

B. Right to Request that Directory Information Not be Released. Directory Information is subject to release by Humboldt State University at any
time unless a Student submits to the University a prior written request that such information not be released. Currently enrolled students may request that their Directory Information not be released by submitting a completed form to the Office of the Registrar. Forms are available in SBS 133. Such a request will result in outside parties (including friends and relatives of the Student) being unable to obtain contact information for the Student through the University and the University being unable to include the Student’s name in information provided to outside parties offering scholarship, career and other opportunities and benefits.

III. Annual Notification

The Registrar will ensure that Students are notified of their rights under this Policy by annual publication in the Registration Guide, University Catalog, and Graduate Student Handbook.

The University Registrar will review this Policy and campus information management practices concerning Education Records at least every two years or such other date as determined by the President.

The University Registrar will review this Policy and campus information management practices concerning Education Records at least every two years or such other date as determined by the President.

IV. Inspecting Education Records

Students who wish to inspect the contents of their Education Records must make a written request to the University Registrar. Each Unit Custodian or designee will meet with the Student at a time and place set by the Unit Custodian. The unit custodians are listed in Article VI of this Policy. The original records may not leave the Unit Custodian’s office. The Unit Custodian must respond to the Student’s request within forty-five (45) days. When an Education Record contains information about more than one Student, the Student may inspect only the records which relate the Student.

V. Copies

While students retain the right to inspect their Education Records, the University may refuse to provide copies of such records, including transcripts, if Students have an unpaid financial obligation to the University (see Section 4381 of Title 5 of the California Code of Regulations and CSU policy).

VI. Custodians of Education Records

The University Registrar is the University Custodian of Education Records. The Unit Custodian is the person who has physical custody of the requested records, or is in charge of the office with such custody. The Unit Custodian shall properly control access, handle, store, and dispose of the Education Records as appropriate.

The following is a list of the types of Education Records that the University maintains, and the unit custodians:

Academic: University Registrar, Office of the Registrar

Counseling & Psychological Services: Counseling & Psychological Services Director

Disciplinary: Coordinator, Office of Student Rights & Responsibilities, Student Affairs

Extended Education: Extended Education Director

Graduate student: Dean, Office of Academic Programs & Undergraduate, Graduate Studies

Health: Student Health Center Director

Housing: Housing Director

Financial & Student Payroll: Fiscal Affairs Director

Financial Aid: Financial Aid Director

Placement: Career Center Director

VII. Disclosure of Education Records

A. Disclosure to School Officials

The University may disclose education records without written consent of Students to school officials who have a legitimate educational interest in the records.

Examples of school officials include the following:

1. University employees in an administrative, supervisory, academic, research, or support staff position (including the Health Center staff) in the ordinary course of the performance of their job duties or providing a service or benefit relating to the Student, such as health care, counseling, job placement, or financial aid.

2. University Police Department employees.

3. Independent contractors or employees thereof who have contracted with the University to perform a service for the University (such as the National Student Clearinghouse), or a special task (such as an attorney or auditor);

4. Student(s) or University employees serving on an official committee, such as a student disciplinary or grievance committee, or assisting another school official in performing such tasks.

B. Third Party Access

The University will not disclose Education Records to an outside party without the written consent of the Student, except the University may disclose Education Records without consent of the Student:

1. To officials of another school, upon request, in which a Student seeks or intends to enroll;

2. To authorized representatives of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs;

3. In connection with a Student’s application for, or receipt of, financial aid;

4. To organizations conducting studies for educational agencies in connection with predictive tests, student aid programs or improvements to instruction;

5. To accrediting organizations to carry out their functions;

6. To parents of a Student who is claimed as a dependent for income tax purposes;

7. To comply with a judicial order or lawfully issued subpoena. A reasonable effort will be made to notify the Student in advance of compliance unless the courts or other issuing agency has ordered that the existence of the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

8. To appropriate parties in a health or safety emergency;

9. To individuals requesting directory information so designated by the University;

10. The final results of a student disciplinary hearing that upholds a charge of a “crime of violence” or “non-forcible sex offense;”

11. To the victim only, the final results of a disciplinary hearing conducted by the institution against the alleged perpetrator of a “crime of violence” or a “non-forcible sex offense,” whether or not the charges are sustained;

12. To U.S. military recruiters pursuant to federal regulations [See 32 CFR 216];

13. To the Student and Exchange Visitor Information System (SEVIS), the INS internet-based system for tracking, monitoring and reporting information to the INS about international students;

14. To comply with a court order to produce education records sought by the U.S. Attorney General [or designated federal officer or employee in a position not lower than Assistant Attorney General] based on “specific and articulable facts giving reason to believe that the education records are likely to contain information” relevant to the investigation or prosecution of terrorist acts;

15. To counsel or the court when the Student whose records are being disclosed has sued the University provided such a disclosure is relevant for the University to defend itself in the lawsuit.

C. Log of Requests

Each Unit Custodian will maintain a record of all requests for and/or disclosures of information from a Student’s Education Records unless otherwise required by federal or state law, including without limitation the USA Patriot Act of 2001. (PL 107-56, 2001 HR 3152; 115 Stat 272).

Unless otherwise required by law, the log will state (1) the name of the requesting party, (2) any addi- tional party to whom it may be re-disclosed, and (3) the legitimate interest the party had in obtaining the information unless a school official is the requesting party. A Student may review this log upon request.

VIII. Challenging the Contents of an Education Record

Students have the right to challenge the contents of their Education Records if they believe the Education Records are inaccurate or misleading. Following are the procedures for the correction of Education Records:

A. Request to Amend or Correct Education Records

A Student may request amendment or correction of the student’s Education Records(s) by submitting a written request to the University Registrar. The student shall identify the part of the Education Record to be amended or corrected and state the reason(s) the Student believes the information in the record is inaccurate or misleading.

B. Notice of Decision

The University Registrar shall maintain a record of all requests for and/or disclosures of information from a Student’s Education Records unless otherwise required by federal or state law, including without limitation the USA Patriot Act of 2001. (PL 107-56, 2001 HR 3152; 115 Stat 272).

Unless otherwise required by law, the log will state (1) the name of the requesting party, (2) any addi- tional party to whom it may be re-disclosed, and (3) the legitimate interest the party had in obtaining the information unless a school official is the requesting party. A Student may review this log upon request.

IX. U.S. Department of Education Complaints

Students have the right to file a complaint with the U.S. Department of Education regarding compliance with FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
202-260-3887 [voice]
202-260-9001 [TDD]
FAX: 202-260-0030
Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Graduation/Persistence Rates

The federal Student Right to Know law (PL 101-542 as amended) requires an institution to disclose graduation and persistence rates for first-time, full-time, degree-seeking undergraduate students. The following reflects the six-year graduation rate for the group of first-time, full-time students who entered Humboldt State University in the Fall of 2008: 44%.

The persistence rate for first-time, full-time students who entered Humboldt State University in the Fall of 2013 is 74%.

Previous years rates can be found at www.humboldt.edu/arstnd/hurnis/reten-FAAFF.html.

First-Time Freshmen: How to Graduate in Four Years

At Humboldt, we realize that the completion of your undergraduate degree in four years may be an important goal. To assist you, we are committed to advising you on how to graduate within four years. At the same time, we believe that an education with an emphasis on time constraints might not meet some students' desire for enhanced educational and growing experiences. If you choose to change majors, enhance your education by taking additional courses, involve yourself in extracurricular activities, study abroad, engage in one or more internships or work study opportunities, or simply work, it may not be possible to graduate within four years. The quality of your experience may be more important than the time required to complete your degree.

As a residential community, Humboldt staff and faculty will strive to provide you with an enriched educational experience. We offer the following guidelines for completing graduation requirements in four years:

- Prior to registration and enrollment: complete the English Placement Test [EPT] and the Entry Level Math test [ELM], or be eligible to take general education-level math and English upon admission to the university. Should your test scores be insufficient to place you in degree-eligible coursework, your time to degree will be increased as you enroll in the necessary remedial coursework in order to become eligible to take GE-level math and English.
- Satisfactorily complete a minimum of 30 non-remedial semester units per year. (Certain majors may require additional units per year.) You need a minimum GPA of 2.0 to graduate.
- Meet each semester with your assigned academic advisor to plan an appropriate course of study. Also meet with a Transfer & Graduation Counselor [Office of the Registrar; SBS 133] each semester to review academic progress.
- Declare a major at the time of admission or during your first semester. A major change may increase the time to degree.
- Pass the Graduation Writing Proficiency Exam (GWPE) as soon as possible after completing 60 semester units.
- Meet all financial aid and fee-payment deadlines.
- Apply for graduation at least three semesters prior to graduation.
- Participate in early registration each semester and refrain from withdrawing and/or taking educational leaves.

The university will provide regular academic advising, provide required courses, and make available sufficient class offerings for the student to make satisfactory progress.

If the required courses for a four-year degree plan are not available, and if all conditions above are met, the student will not be required to pay tuition and/or the tuition fee otherwise required to register and enroll in subsequent courses necessary for graduation. This is the sole remedy for the university’s breach of the four-year degree pledge program. Please contact the Office of the Registrar; SBS 133, if you wish to establish this agreement.

Grievance Procedure, Student

The Student Grievance Procedures apply to such matters [not an exhaustive list] as appeal of a grade, appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; complaint of unfair application of standards applied to work required for award of a degree. A grievable action is an action that is in violation of a written campus policy or procedure, or an established practice. The basis of the grievance is that an action constitutes arbitrary, capricious, or unequal application of a written campus policy or procedure or an established practice.

The HSU community recognizes that a student may dispute a decision or action by a member of the faculty, staff, or administration. In most cases, these disputes are handled informally through normal academic or administrative channels where the student discusses a concern directly with the University Ombudsperson: www.humboldt.edu/ombuds or the Student Grievance Coordinator: www.humboldt.edu/advice/grievance.html. These persons can provide advice on possible means for resolving the problem without the need for pursuing steps indicated in the Student Grievance Procedures. For those few instances when informal resolution is not possible, the student may utilize the Student Grievance Procedures, which permits timely review and an impartial evaluation of the student’s complaint.

Copies of the Student Grievance Procedures can be obtained from the Student Rights & Responsibilities website: www.humboldt.edu/studentrights/complaint_staff.php.

NOTE: There are established timelines for initiating a grievance.

Regarding the Institution. The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

1. If your complaint concerns CSU’s compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges [WASC] at www.wascsenior.org/comments. WASC is the agency that accredits the CSU’s academic program.
2. If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or designee at the Office of President, Siemens Hall 224. The president or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor’s Office.

This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL 104-93), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from the Vice President for the Office of Academic Affairs, Siemens Hall 218, 707-826-3722.

Institutional & Financial Assistance Information

The following information concerning student financial assistance may be obtained from the Financial Aid Office, SBS 241, 707-826-4321:

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at Humboldt State University.
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student’s award.
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program.
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance.
5. The method by which financial assistance disbursements will be made to students and the frequency and those disbursements.
6. The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out.
7. The terms of any loan received as part of the student’s financial aid package, a sample loan repayment schedule, and the necessity for repaying loans.
8. The general conditions and terms applicable to any employment provided as part of the student’s financial aid package.
9. The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs.
10. The exit counseling information the school provides and collects for student borrowers; and
11. Contact information for ombuds offices available for disputes concerning federal, institutional, and private loans.

Information concerning the cost of attending Humboldt State University is available from Student Financial Services, SBS 265, 707-826-6788, and in-
Nondiscrimination Policy

Race, Color, Ethnicity, National Origin, Age, Genetic Information, Religion, and Veteran Status. The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, genetic information, religion or veteran status in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. The California State University does not discriminate on the basis of sex, gender identity, gender expression, or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Human Resources has been designated to coordinate the efforts of Humboldt State University to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this department at Human Resources, Siemens Hall 211, Humboldt State University, Arcata, CA 95521-8299, 707-826-4501.

Sexual harassment is a form of sex discrimination, is unwelcome conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal, or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent, or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual’s ability to participate in or benefit from the services, activities, or opportunities offered by the university. Sexual harassment includes submission to, or rejection of, where the conduct is explicitly or implicitly used as the basis for any decision affecting an individual’s academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University. Sexual harassment includes gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-sterotyping, even if those acts do not involve conduct of a sexual nature.

Sexual violence is a form of sexual harassment and means physical sexual acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, domestic violence, dating violence, and stalking (when based on gender or sex) perpetrated against an individual against their will and without consent or against an individual who is incapable of giving consent due to that individual’s use of drugs or alcohol, status as a minor, or disability. Sexual violence may include physical force or threats of physical force, or may occur in the absence of the objections of the other person, causing the other person’s intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person’s incapacitation (including voluntary intoxication). Men as well as women can be victims of these forms of sexual violence. Unlawful sexual intercourse with a minor (under 18 years of age) occurs even if the intercourse is consensual when the victim is under 18 years old, because the victim is
considered incapable of giving legal consent due to age.

- **Sexual Assault** is a form of sexual violence and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person’s gender or sex.

- **Sexual Battery** is a form of sexual violence and is any willful and unlawful use of force or violence upon the person of another because of that person’s gender or sex.

- **Rape** is a form of sexual violence and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental or physical disability renders the person incapable of giving consent. The accused’s relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant. (See complete definition of consent below.)

- **Acquaintance Rape** is a form of sexual violence committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website. (See above for definition of rape.)

- **Consent** means an informed, affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity.

- Consent must be voluntary, and given without coercion, force, threats, or intimidation. Consent renders positive cooperation in a particular sexual act, or expression of intent to engage in that sexual act through the exercise of free will. 42 January 2015

- Consent can be withdrawn or revoked. Consent to one form of sexual activity (or one sexual act) does not constitute consent to other forms of sexual activity (or other sexual acts). Consent to sexual activity given on one occasion does not constitute consent to sexual activity on another occasion. The fact that two people are or were in a dating or sexual relationship does not constitute consent to engage in sexual activity. There must always be mutual and affirmative consent to engage in sexual activity. Consent to a sexual act may be withdrawn or revoked at any time, including after penetration. The victim’s request for the perpetrator to use a condom or birth control does not, in and of itself, constitute consent. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

- Consent cannot be given by a person who is incapacitated. For example, a person cannot give consent if s/he is unconscious or coming in and out of consciousness. A person is incapacitated if s/he lacks the physical and/or mental ability to make informed, rational judgments. Examples of incapacitation include unconsciousness, sleep and blackouts. Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person’s decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person with a medical or mental disability may also lack the capacity to give consent.

- Being intoxicated by drugs or alcohol does not diminish a person’s responsibility to obtain consent from the other party before engaging in sexual activity. Factors to be considered include whether the person knew, or whether a reasonable person in the accused’s position should have known, that the victim did not give, or revoked, consent; was incapacitated; or was otherwise incapable of giving consent.

- **Sexual intercourse with a minor is never consensual when the victim is under 18 years old, because the victim is considered incapable of giving legal consent due to age.

- **Domestic Violence** is a form of sexual violence and is a form of violence to commit a sexual act, and is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has had a child, someone with whom the abuser has had a dating or engagement relationship, or a person similar in California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to: (1) sexual relations between the parties; (2) sharing of living quarters, (3) sharing of income or expenses, (4) joint use or ownership of property, (5) whether the parties hold themselves out as husband and wife, (6) the length of the relationship, and (7) the length of the relationship.

- **Dating Violence** is a form of Sexual Violence and is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website.

- **Stalking** means a repeated course of conduct directed at a specific person that places that person in reasonable fear for his/her or others’ safety, or to suffer substantial emotional distress. See further information in Humboldt’s sexual violence prevention and education statement, Title IX Notice of Nondiscrimination [which includes facts and myths about sexual violence], and Victim’s Rights and Options Notice, at www.humboldt.edu/studentrights/sex_assult.php, www.humboldt.edu/stoptrape, and under Sexual Assault Policy.

- **Violence.**

- **Civil Consequences of Committing Acts of Sexual Violence.** Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

- **Safety of the Campus Community is Primary.** The university’s primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment, or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of concern that they might be disciplined for related violations of drug, alcohol, or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code. Information Regarding Campus, Criminal, and Civil Consequences of Committing Acts of Sexual Violence. Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

- **U.S. Department of Education Office for Civil Rights**

- 800-421-3481; ocr.ced.gov

If you wish to fill out a complaint form online with OCR, you may do so at www2.ed.gov/about/offices/list/ocr/complaintintro.html.

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of sex discrimination complaints, including sexual harassment and violence, as well as provide training, education and preventive measures related to sex discrimination. CSU Executive Order 1097 [www.calstate.edu/EO/EO-1097.pdf] is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party. Except in the case of a privilege recognized under California law [examples of which include Evidence Code §§1014 (psychotherapist-patient); 1033.8 (sexual assault counselor-victim) and 1037.5 (domestic violence counselor-victim)], any member of the university community who knows of or has reason to know of sexual discrimination allegations shall promptly inform the campus Title IX Coordinator. (See confidential reporting options outlined below.)

Regardless of whether an alleged victim of sexual discrimination ultimately files a complaint, if the university knows or has reason to know about possible sexual discrimination, harassment, or violence, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any sex discrimination/harassment, prevent its recurrence, and remedy its effects.

- **Whom to Contact If You Have Complaints, Questions, or Concerns.** Title IX requires the university to designate a Title IX Coordinator to monitor and oversee enforcement of Title IX compliance. Humboldt State University’s Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual violence) the university’s complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. If you are in the midst of an emergency, please call the police immediately. The university’s Title IX Coordinators are:

  - Randi Darnall Burke (Title IX Deputy Coord.) Dean of Students Siemens Hall 211 Darnall@humboldt.edu, 707-826-3504 8:00am to 5:00pm, Monday through Friday

  - Colleen Mullery (Campus Title IX Coord.) Acad. Personnel Services & Human Resources Siemens Hall 212 cbm1@humboldt.edu, 707-826-5086 8:00am to 5:00pm, Monday through Friday

  - University Police Student & Business Services 101 707-826-5555
Confidentiality and Sexual Violence, Dating Violence, Domestic Violence and Stalking

Counselors and Advocates

Physicians, Psychotherapists, Professional Counselors and Clergy – Physicians, psychotherapists, professional, licensed counselors, and clergy who work or volunteer on or off campus, and who provide medical or mental health treatment or counseling [including those who act in that role under their supervision] may not report any information about an incident of sexual violence to anyone else at the University, including the Title IX Coordinator, without the victim’s consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, and clergy without triggering a University investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

The University will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to [1] speak only to a physician, professional counselor; clergy member, sexual assault counselor; domestic violence counselor or advocate; or [2] maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the University and a separate investigation by the University police. The victim consists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: University academic support or accommodations; changes to University-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the University or report the incident to the police, and thus have the incident fully investigated.

The University Police, the Title IX Coordinator, University-employed physicians, professional counselors, sexual assault and domestic violence counselors and advocates, and certain other University employees are required to explain to victims their rights and options with respect to confidentiality.

Privileged and Confidential Communications

Physicians, Psychotherapists, Professional Counselors and Clergy – Physicians, psychotherapists, professional, licensed counselors, and clergy who work or volunteer on or off campus, and who provide medical or mental health treatment or counseling [including those who act in that role under their supervision] may not report any information about an incident of sexual violence to another person at the University, including the Title IX Coordinator, without the victim’s consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, and clergy without triggering a University investigation that could reveal the victim’s identity or the fact of the victim’s disclosure. However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable.

Sexual Assault and Domestic Violence Counselors and Advocates – Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, women’s and men’s health centers, and health centers [including all individuals who work or volunteer in these centers and offices, as well as non-professional counselors or advocates, and those who act in that role under their supervision] may talk to a victim without revealing any information about the victim and the incident of sexual violence to anyone else at the University, including the Title IX Coordinator, without the victim’s consent. A victim can seek assistance and support from sexual assault and domestic violence counselors and advocates without triggering a University investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to [1] local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or [2] to the court if compelled by court order or subpoena in a criminal proceeding related to the sexual violence incident. If applicable, these professionals will explain this limited exception to victims.

Reporting to University or Local Police

If a victim reports to local or University Police about sexual violence, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that his/her identity be kept confidential, his/her name will not become a matter of public record and the police will not report the victim’s identity to anyone else at the University, including the Title IX Coordinator.

University Police will, however, report the facts of the incident itself to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their own criminal investigation. The University is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the University will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

Reporting to the Title IX Coordinator and Other University Employees

Most University employees have a duty to report sexual violence incidents when they are on notice of it. When a victim tells the Title IX Coordinator or another University employee about a sexual violence incident, the victim has the right to expect the University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and effectively. In sexual violence incidents, the University strongly encourages victims to report sexual violence directly to the campus Title IX Coordinator. As detailed above in the Privileged and Confidential Communications section of this policy, all University employees except physicians, licensed counselors, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any sexual violence incidents of which they become aware. The University will need to determine what happened and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other University employees will be shared only with individuals responsible for handling the University’s response to the incident. The University will protect the privacy of individuals involved in a sexual violence incident except as otherwise required by law or University policy. A Sexual Violence report may result in the gathering of information that may be extremely upsetting to individuals in the campus community. While such information is considered confidential, University policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual violence. In such cases, efforts will be made to redact the name of the victim, in order to protect the victim’s identity and privacy and the privacy of other involved individuals. Except as detailed in the section on Privileged and Confidential Communications above, no University employee, including the Title IX Coordinator, should disclose the victim’s identity to the police without the victim’s consent or unless the victim has also
reported the incident to the police.

If a victim requests of the Title IX Coordinator or another University employee that his/her identity remain confidential, the Title IX Coordinator will explain that the University cannot always honor that request and guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the University must weigh that request against the University’s obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim’s request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the University has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim’s identity, the University’s ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited.

Humboldt State University is committed to maintaining an environment free from unlawful discrimination. To fulfill this commitment, the University will work to prevent unlawful discrimination from occurring and will ensure that University policies prohibiting discrimination are fully enforced.

The University affirms and protects the rights of students and employees to seek and obtain the services of the University without discrimination. No employee or student shall on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status, or national or ethnic origin be excluded from participation in, be denied the benefits of or be otherwise subjected to unlawful discrimination, including discriminatory harassment, under any program of the University.

Employees and students who choose these rights to be violated may be subject to discipline. This policy should not be interpreted as superseding or interfering with collective bargaining agreements or other California State University policies and procedures currently in effect. If discipline of an employee is sought as a remedy under this policy, the procedural rights under applicable collective bargaining agreements and system-wide procedures will continue to apply. However, those rights may not supersede or interfere with the requirements of state and federal law.

If procedures for processing complaints of unlawful discrimination are available in the Office of President, Siemens Hall 224, and can be found online at www.humboldt.edu/policy/PUMC03-01H-Humboldt-State-University-Nondiscrimination-Policy.

Residence Determination for Nonresident Tuition Fee Purposes

Humboldt’s Office of Admissions determines the residence status of most new and returning students for nonresident tuition fee purposes. The Office of Admissions also rules on requests by current students who are seeking reclassification from nonresident to resident status. Residence reclassification forms are available at the Admission Center (SBS Lobby) or online at www.humboldt.edu/admissions/app/eligibility/residency.html. Responses to the application for admission, residency questionnaire, and reclassification request form, and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information establishing a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition fee purposes is not a complete discussion of the law but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the CSU is California Education Code sections 68000-68090, 68120-68134, and 85705-85707.5, and California Code of Regulations, Title 5, Subchapter 3, Article 4, sections 41900-41916. The Office of Admissions keeps a copy of the statutes and regulations available for inspection, and it can be viewed on the Internet by accessing the California State University’s website at www.calstate.edu/OC/resources.shtml.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California the person’s permanent home. At least one year before the residence determination date, a person must demonstrate an intent to make California the permanent home, with concurrent relinquishing of the prior legal residence.

The steps needed to show such intent vary from case to case. Included among them may be:

- Registering to vote and voting in elections in California
- Filing California income tax returns and listing a California address on federal tax returns
- Owning residential property or occupying or renting an apartment where permanent belongings are kept
- Maintaining active memberships in California professional or social organizations
- Maintaining California vehicle registration and driver’s license
- Maintaining active California bank accounts
- If one is in military service, maintaining a permanent military address and home of record in California

A student in the state for educational purposes only does not gain resident status regardless of the length of time spent in California.

Students enrolled at Humboldt as visitors through the National Student Exchange program cannot use their time while enrolled as a visitor at Humboldt to gain California resident status.

In general, an unmarried minor [under 18 years of age] derives legal residence from the parent with whom the minor maintains or last maintained place of abode. If an unmarried minor has a living parent, the minor’s residence cannot be changed by the minor’s own act, by the appointment of a guardian or by relinquishment of a parent’s right of control. A married person may establish residence independent of the person’s spouse.

Adult noncitizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. Unmarried minor noncitizens derive their residence in the same manner as unmarried minor citizens except that both parent and minor must have an immigration status consistent with establishing domicile in the United States.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence, which will be considered along with physical presence and intent in determining reclassification.

To qualify as a resident for tuition purposes generally a student must have been a California resident for at least one year immediately preceding the residence determination date. This is the date from which residence is determined for that academic term. For Humboldt:

Fall = September 20
Spring = January 25
The principles enunciated as a basis for campus community require that students accord one another the fundamental respect due to fellow human beings and that they respect the various cultural traditions contributing to the richness of our human heritage. While freedom of thought and expression are values deeply held in an academic community, freedom should not be construed as license to engage in demeaning remarks or actions directed against individuals or groups on the basis of race, ethnicity, or gender.

Class Attendance & Disruptive Behavior

Students have the right to attend and participate in all classes for which they are officially enrolled. They may be denied only for the purpose of maintaining suitable circumstances for teaching and learning. Any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course.

Attendance. At Humboldt, regular and punctual class attendance is expected. Each instructor establishes regulations regarding attendance requirements. It is the responsibility of the student to make arrangements regarding class work in those cases where the student’s absence is because of participation in intercollegiate athletics, forensics, drama festivals, music tours, and the like.

Disruptive Behavior. Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning processes. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unacknowledged speaking out, incessant arguing, intimidating shouting, and inappropriate gestures. Disruptive classroom behavior may, on the other hand, result from overzealous classroom participation, lack of social skills, or inappropriately expressed anger at the course content. Sometimes there is a thin line between controlling the learning environment and permitting students’ academic freedom, between intentional and unintentional disruption. Faculty have the responsibility to maintain a learning environment in which students are free to question and criticize.

Rights & Responsibilities (Student) for a Campus Community

In 1990, the Carnegie Foundation for the Advancement of Teaching issued a special report entitled Campus Life: In Search of Community. The report challenged the nation’s universities to build campus communities based upon six principles:

First, a university is an educationally purposeful community, where faculty and students share academic goals and work together to strengthen teaching and learning.
Second, a university is an open community, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.
Third, a university is a just community, where the sacredness of the person is honored and where diversity is aggressively pursued.
Fourth, a university is a disciplined community, where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good.
Fifth, a university is a caring community, where the well-being of each member is sensitively supported and where service to others is encouraged.
Sixth, a university is a celebrative community, one in which the heritage of the institution is remembered and where rituals affirming both tradition and change are widely shared.

Diversity & Common Ground

The principles enunciated as a basis for campus community require that students accord one another the fundamental respect due to fellow human beings and that they respect the various cultural traditions contributing to the richness of our human heritage.

While freedom of thought and expression are values deeply held in an academic community, freedom should not be construed as license to engage in demeaning remarks or actions directed against individuals or groups on the basis of race, ethnicity, or gender.
constructively and appropriately. Faculty also have the authority and responsibility to establish rules, to maintain order, and to eject students from the course temporarily for violation of the rules or misconduct. The faculty member shall give at least one verbal warning to a student to cease in-class disruptive behavior. In cases of abusive behavior; this requirement may be waived. In addition, if the in-class disruption does not cease, an attempt shall be made to resolve the problem in a conference between the faculty member and the student. If disruption occurs after these two measures are taken, the instructor may file a complaint with the Office of Student Rights & Responsibilities to initiate university disciplinary action which may result in the student's permanent exclusion from the course and other disciplinary sanctions. Ordinarily, if a student is granted a grade of W – withdrawal.

In cases where a student exhibits abusive behavior; is physically abusive, or threatens physical abuse, a verbal warning from the faculty member is not necessary. Examples might include directed profanity, physical disruption of the classroom, or threatening behavior. The University Police may be requested to escort the student from the class, and an interim suspension may be imposed by the president.

Individuals in attendance in a course in which they are not officially enrolled may be excluded from the course by the instructor.

Safety & Security (Campus)

As a recognized California Law Enforcement Agency, Humboldt State’s University Police is required to report crimes monthly to the Department of Justice. Statistics for crimes, arrests, property loss, and recovery are reported simultaneously to the OUS Chancellor’s Office.


When an emergency strikes, there are multiple ways the campus community will be alerted and informed. These include free text messaging to those who register their cell phone number; RSS feeds to computers or smart phones; social networking, audible alert tones, and public announcements. The best sources of current information are posted to HSU’s homepage, recorded on the campus conditions phone line (707-826-INFO), and/or broadcast live on KHSU 90.5 FM radio. These systems are tested each semester.

Since spring of 1993, the campus has offered an on-campus 24-hour safety escort service. Call 707-826-5555 for information.

The University Police Office actively participates in the following public safety education programs: residence hall presentations, building security programs, crime prevention and alert notices, drug awareness training, acquaintance rape/rape awareness, women’s self-defense, property identification programs, and emergency management.

Selective Service Requirements

The federal Military Selective Service Act requires most males residing in the U.S. to present themselves for registration with the Selective Service System within 30 days of their 18th birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office. Many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available online. The registration process may be initiated at www.sss.gov.

Sexual Assault Policy

Sexual assault is reprehensible and will not be tolerated by the university. Any behavior determined to constitute campus rape or other forms of sexual harassment or sexual assault is a violation of the university’s sexual assault policy, and carries sanctions according to disciplinary action by the university and/or criminal and civil sanction by the appropriate courts.

For purposes of Humboldt State University policy, sexual assault is defined in accordance with the definitions found in the California Penal Code, section 261 and 243.4, and Assembly Concurrent Resolution #46 (Resolution Chapter 105 – passed into law on September 14, 1987):

Sexual assault is an involuntary sexual act in which a person is threatened, coerced, or forced to comply against a person’s will.

Violations of Humboldt’s policy against sexual assault include, but are not limited to the following:

- Sexual Battery: Any unwanted touching of intimate body parts;
- Rape: Forced sexual intercourse that is perpetrated against the will of the victim or when the person is unable to give consent (i.e. unconscious, asleep, or under the influence of alcohol or drugs) and may involve physical violence, coercion, or the threat of harm to the victim;
- Acquaintance Rape: Rape by a nonstranger; which could include a friend, acquaintance, family member, neighbor, co-worker, or someone the victim has been dating.

Sexual assault is a form of sexual harassment and, as such, the university responds to incidents of sexual assault in accordance with the laws that are uniquely applicable to sexual assault as well as those laws applicable to sexual harassment.

Individuals are encouraged to contact the North Coast Rape Crisis Center (707-445-2881) or HSU Counseling and Psychological Services (707-826-3236) for support.

Humboldt State encourages all victims of sexual assault to file an immediate report with the University Police (707-826-5555). A victim of sexual assault may take one or more of the following actions:

a) File a written complaint to initiate the appropriate process: that of the University Police or if the complaint is against a student, the Office of Student Rights & Responsibilities. Disciplinary sanctions may include dismissal from the university.

b) File criminal charges through the Humboldt County District attorney. Humboldt’s University Police can assist the victim in filing this criminal complaint. Under this option, the state accuses the alleged perpetrator; and the victim may serve as a witness for the state.

c) Sue the accused for monetary damages in civil court.

d) File a complaint through the U.S. Department of Education, Office of Civil Rights. Sexual harassment prevention consultants can assist the victim in filing this complaint.

For further information about Humboldt’s sexual assault policy and services for victims, contact the Office of the Vice President for Student Affairs (707-826-3361).

Substance Abuse Policy & Sanctions

The faculty, staff, and administration of Humboldt State University are dedicated to creating an environment that allows students to achieve their educational goals. Humboldt State believes that an awareness through education is necessary to promote a healthy lifestyle for our campus, and that every member of the campus community should be encouraged to assume responsibility for a person’s behavior.

Humboldt State University subscribes to a drug-free campus and workplace (Drug-Free Schools and Communities Act Amendment, 1989, PL101-226). Manufacture, sale, distribution, dispensation, possession, or use of alcohol and controlled substances by university students and employees on university property, at official university functions, or on university business is prohibited except as permitted by law, university policy, and campus regulations.

The Selective Service System is available online. The registration process may be initiated at www.sss.gov.

Federal, State & Local Sanctions Regarding Controlled Substances

Federal Laws Governing Distribution, Use & Possession of Controlled Substances.

Under federal law, the manufacture, production, distribution of all Schedule I and II illicit drugs or “counterfeit” substances (for example, cocaine, methamphetamine, heroin, PCP, LSD, fentanyl, and all mixtures containing such substances, as well as other Schedule I substances pursuant to Schedule II or II illicit drugs) as a felony with penalties for first offenses ranging from five years to life (20 years to life if death or serious injury is involved) and fines of up to $4 million for offenses by individuals ($10 million for other than individuals). Federal law also prohibits trafficking in marijuana, hashish, and mixtures containing such substances. For first offenses, maximum penalties range from five years to life (20 years to life if death or serious injury are involved) and fines of up to $4 million for offenses by individuals ($10 million for other than individuals). Penalties vary, depending upon the quantity of drugs involved. For second offenses, penalties range from 10 years to life (not less than life if death or serious injury involved), and fines of up to $8 million for individuals ($20 million for other than individuals). For illegal trafficking in medically useful drugs (for example, prescription and over-the-counter drugs). maximum prison sentences for first offenses range up to five years, and ten years for second offenses. Anabolic steroids are controlled substances, and distribution or possession without a prescription carries a sentence of up to six years and a $250,000 fine. Federal law also prohibits illegal possession of controlled substances, with prison sentences up to one year and fines up to $100,000 for first offenses, and imprisonment up to two years and fines up to $250,000 for second offenses. Special sentencing provisions apply for possession of crack cocaine, including imprisonment of five to twenty years and...
Colleges nationwide. Research has shown that the majority of non-stranger rapes/assaults on college campuses are not reported.

**Sex offenses** include both stranger attacks and non-stranger rape/assault reports. The large majority of sex offenses reported to HSUPD involve acquaintances rather than strangers. Alcohol, other drugs, and their effects are commonly used to perpetrate acquaintance rapes at HSU and at other colleges nationwide. Research has shown that the majority of non-stranger rapes/assaults on college campuses are not reported.


### HATE CRIMES

**2010:** One main campus incident of vandalism characterized by race bias. One resident hall unauthorized use of computer (theft) incident characterized by ethnicity/national origin bias.

**2011:** One resident hall incident of vandalism characterized by race bias.

**2012:** No hate crimes reported.

### FIRE STATISTICS 2012

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fines up to $250,000 for first offenses, depending upon amount and circumstances. Persons convicted of possession or distribution of controlled substances can be barred from receiving benefits from any and all federal programs (except long-term drug treatment programs), including contracts, professional and commercial licenses, student grants and loans. Health care providers are barred from receiving federal insurance payments upon conviction of a criminal offense involving distributing or dispensing controlled substances. Property, including vehicular property, aircraft, money, securities, or other things of value used in, intended for use in, or traceable to transactions that involve controlled substances in violation of federal law are subject to forfeiture to the government. Finally, nonconsenting convicted of violating any state, federal, or foreign law or regulation are subject to deportation and exclusion from entry to the U.S.

California Laws Governing Distribution, Use & Possession of Drugs and Alcohol

No person may sell, furnish, give, or cause to be sold, furnished, or given away, any alcoholic beverage to a person under age 21 or to any obviously intoxicated person. No person under age 21 may purchase alcoholic beverages or possess alcoholic beverages on any street or highway or in any place open to public view. It is illegal to sell alcohol without a valid liquor license or permit. It is unlawful for any person to drink while driving, to have an open container of alcohol in a moving vehicle, or to drive under the influence of alcohol. Intoxication is presumed at blood alcohol levels of .08% or higher; but may be found with levels under .08%. It is also illegal to operate a bicycle while intoxicated. Penalties for a first drunk driving offense include fines, substitution of alcohol/drug program, fines up to $1,000, up to six months in jail, and driver’s license suspension up to six months. Second offenses are punishable by fines up to $1,000, imprisonment up to one year, driver’s license suspension up to 18 months, and/or a required drug/alcohol program of up to 30 months. Third and fourth offenses carry similar sanctions, plus three- and four-year revocations of driver’s license. Third and fourth offenders are suspended for one year for refusing to submit to a blood alcohol test, for two years if there is a prior offense within seven years, and for three years with three or more offenses within seven years.

Under California law, first offenses involving the sale or possession for sale of amphetamines, barbiturates, codeine, cocaine, Demerol, heroin, LSD, mescaline, methadone, methamphetamine, morphine, PCP, peyote, Quaalude, psilocybin, and marijuana are felony offenses. In terms of seven years or more. Manufacture of illegal drugs may result in prison terms of 20 years or more. Penalties are more severe for offenses involving manufacture or distribution of illegal drugs than for possession or sale for distribution within 1,000 feet of a school or university, within 100 feet of a recreational facility, to anyone in prison or jail, to anyone under 18 by anyone over 18, or to a pregnant woman. Personal property may be seized if it contains drugs or was used in a drug transaction. The illegal possession of most of these drugs is also a felony (marijuana may be a felony or misdemeanor depending upon the amount involved), carrying maximum prison sentences of up to seven years.

Sources: Printed with permission from University of California, Davis – materials prepared for members of Bay Area Consortium of College and University Prevention Programs (bacopp) by Lurita Cherry, © 1990 Federal Register, Vol 55, Number 159, p 33558 and 33590, materials prepared by California Department of Justice Training Center (classifications of drug offenses) and California and Federal legislation, regulations, rules, laws.

Alcohol & Other Drugs: Education & Prevention Services & Programs

A key element of alcohol and drug abuse prevention is students working with other students to create healthier forms of behavior on campus. Through the Health Education and Promotion Program in the Student Health & Counseling Center, students can get involved in bringing vital health outreach and leadership on a variety of health topics (including student substance use) to the campus community. Contact the university health educator at 707-826-5123 for more information. Many self-help groups meet both on campus and in the community. Check the bulletin board outside the health educator’s office and counseling center on the second floor of the Student Health & Counseling Center for times and times. There are many community resources (public, private nonprofit, and private for-profit) available. Resources, both on and off campus, include:

On Campus:
- Counseling & Psychological Services 707-826-5336
- Student Health Center 707-826-3146

Off Campus:
- Alcoholics Anonymous 442-0711
- Alcoholics Anonymous of Humboldt County 707-826-1419
- Alcoholics Anonymous of Trinity County 445-5669
- American Cancer Society 442-1436
- Codependent Anonymous 445-3833
- Crossroads Residential Program 445-0869
- Domestic Violence Services 444-8215
- 24-hour Crisis Line 443-6042
- Fortuna Comm. Services (DUI Classes) 725-9381
- Health Department:
  - Alcohol & Other Drug Programs 476-4054
  - Free & Anonymous HIV Testing 269-8219
  - Tobacco Education 269-8212
  - Healthy Moms 441-5220
  - Humboldt Recovery Center 443-4327
- Marijuana Anonymous Weekly Meeting (held at the Mothers Against Drunk Driving office)
  - 654-3211
  - Matt H. 496-7715
- Mothers Against Drunk Driving 916-481-6233
- Narcotics Anonymous 441-6061
- Open Door Clinic Smoking Cessation 826-8610
- Singing Trees Recovery Center
  - Toll Free 800-344-3798
  - Local 445-0869
- United Indian Health Services 825-5000

Health Risks Associated with Substance Abuse

Substance abuse can cause extremely serious health and behavioral problems, including short- and long-term effects upon the body and mind. The physiological and psychological responses differ according to the chemical ingested. Although chronic health problems are associated with long-term substance abuse, acute and traumatic reactions can occur from one-time and moderate use.

The health risks associated with each of five major classifications of controlled substances are summarized below. In general, alcohol and drugs are toxic to the body’s systems. In addition, controllable substances often occur with illegal drug use, and mixing drugs, or using “counterfeit” substances, can also be lethal. Human Immunodeficiency Virus (HIV or AIDS), other sexually transmitted infections, rape, unwanted pregnancies, injuries, accidents, and violence can result from alcohol use or drug abuse or use.

In addition, substance abuse impairs learning ability and performance. Acute health problems may include heart attack, stroke, and sudden death, which, in the case of drugs such as cocaine, are triggered by first-time use. Long lasting effects if drugs and alcohol may include disruption of normal heart rhythm, high blood pressure, blood vessel leaks in the brain, destruction of brain cells and permanent memory loss, infertility, impotence, liver system impairment, kidney failure, cirsosis of the liver, and pulmonary (lung) damage. Drug use during pregnancy may result in miscarriage, fetal damage and birth defects causing hypoxia, neurological, developmental, and infant death.

Alcohol. As many as 360,000 of the nation’s 12 million undergraduates will ultimately die from drug-related causes while in school. This is more than the number of Americans who died from car crashes. Nearly half of all college students binge drink (binge drinking is defined as five or more drinks at a time for men, four or more drinks for women). On campuses where binge drinking is rampant (where more than 70% of students drink), the vast majority of students have experienced one or more problems as a result of their peers’ binge drinking. These problems include physical assault, sexual harassment, and impaired sleep and study time.

Alcohol on college campuses is a factor in 40% of all academic problems and 28% of all dropouts.

Long-term abuse of alcohol results in ulcers, gastritis, pancreatitis, liver disease, hepatitis, and cirrhosis, and is associated with cancers of the digestive tract. Chronic heavy consumption can lead to stroke, hypertension, heart disease, anemia, susceptibility to tuberculosis, gastrointestional bleeding, impotence and fertility loss. Epidemic binge drinking can cause toxic reactions leading to death when large amounts are consumed or when alcohol is combined with other drugs. The most common negative health consequences of occasional drinking are trauma-related (accidents and violence), and involve both the drinker and non-drinking victims.


Other Depressants. These drugs include nortriptic (for example, amitriptyline, clomipramine, and synthetic opiates) and sedative-hypnotics and anti- anxiety medications (for example, Nembutal, Secanol, Quaalude, Miltown, Equanil). All are central nervous depressants that slow down physical and psychological responses. Benzodiazepine risk is a toxic reaction, or overdose, which causes death when respiratory, cardiac, and circulatory systems slow down and cease to function. Sedatives and anti-anxiety drugs can cause temporary psychosomatic, hallucinations, paranoid delusions, interference with short-term memory, impaired judgment and motor performance, increased angry outbursts, and permanent neurological damage.

Stimulants. These drugs include amphetamines, methamphetamine, and cocaine (crack). Stimulant drugs are exceedingly dangerous to both physical and mental health. Physical complications include heart attack, stroke, possible weight loss, fatigue, heart rhythm abnormalities, convulsions, and physical exhaustion. Psychological complications include psychosis, paranoia, anxiety, violent behavior, and depression that may lead to suicide. Injection of these drugs may lead to severe infections, including AIDS.

Hallucinogens. These drugs include mescaline, psilocybin, LSD, MDMA (ecstasy), and various mushrooms. They involve health risks such as panic reactions, flashbacks, toxic reactions (overdose), hallucinations, and death. Psychological states induced can include paranoia and psychosis. Misidentification of mushrooms can lead to serious or fatal illness.

PCP. PCP users often become violent and oblivious to pain, leading to serious injuries to self and others.

Mandarin. This drug simultaneously creates physical sensations akin to those of both a stimulant and a depressant (relaxation, sleepiness) and stimulates (increased respiratory/ heart rates). Chronic mandarin smoking results in respiratory difficulties, bronchitis, and probably both hypertension and lung cancer. PCP is toxic and can cause panic reactions, flashbacks, and depression. Psychosis may occur in susceptible individuals, and severe toxic reactions may result from ingestion of large quantities. Some serious consequences of mandarin use result when decreased judgment, impaired perceptions and motor functions, and inability to carry out multistep tasks lead to motor vehicle crashes and other trauma.

2015-2016 HUMBOLDT STATE UNIVERSITY CATALOG

Student Rights, Responsibilities & The Fine Print 287
## Subject Index

**A**
- Academic advising 13
disciplines, defined 58
disqualification 36
honesty 274
probation 36
programs (defined) 58
regulations 36–50
services outreach 25
standing 36
terminology 58
- Academic calendar 3
- Academic & Career Advising Center 13
- Academic renewal 36
- Academic support services 13
- Access Gallery 87
- Accreditation 10
- Adapted physical education credential 80
- Adding/dropping courses [see schedule adjustments] 48
- Administration 267
  - CSU 267
  - HSU 267
- Administrative services credential [see educational leadership program] 118
- Admission 27–35
  applying 27
  by exception 32
  graduate 75
  nonresidents 29
  qualifying for 29
  requirements
    - graduate 75
    - undergraduate 27
  special 32
  subject requirements 29
test requirements 31
- Adult students 32
- Advanced Placement exam 31
  chart 38
- Advising 13
- Advising Center [see Academic & Career Advising Center] 13
- Advisor change 37
- Airport 25
- Air travel 25
- Alcohol education & prevention services 287
- Alumni Activities 13
- American Indian education
  - courses 203
  - minor 80
- American Indian programs 14, 18, 25, 80, 151, 152, 168
- American Institutions 69
- American sign language & special populations minor 81
- Animal care and use 21
- Anthropology
  - academic program 82
  - courses 203
  - faculty 268
- Anti-hazing & initiation policy 274
- AP examination chart 38
- Applied statistics minor 85
- Applying to the university 27
  - CSU filing periods 27
  - graduates 75
  - international students 32
  - undergraduates 27
- Appropriate technology minor 85
- Aquatic courses 245
- Arcata Marsh & Wildlife Sanctuary 21
- Art
  - academic programs
    - art education 88
    - art history 86
    - art studio 86
  - courses 205
  - faculty 268
  - foundry 21
  - galleries 13
  - museum & gallery practices certificate 77
  - on campus 19
- Art Museum & Gallery Practices 77
- Arts, Humanities & Social Sciences, College of
  - academic programs
    - anthropology 82
    - art history 86
    - art studio 86
    - communication 105
    - criminology & justice studies 107
    - critical race gender & sexuality studies 108
    - dance 109
    - English 120
    - environmental studies 132
  - ethnic American literatures 135
  - ethnic studies 136
  - film 137
  - French 143
  - geography 145
  - German 148, 149
  - history 150
  - international studies 153
  - journalism 155
  - linguistics 160
  - music 165
  - Native American studies 168
  - philosophy 173
  - political science 176
  - religious studies 186
  - social advocacy 187
  - social science 188
  - sociology 192
  - Spanish 195
  - teaching English as a second language 122
  - theatre arts 137, 196
  - women’s studies 201
- ASSIST 31
- Associated Students [AS] 16
- Athletic training 156
- Athletics 14, 18
  - credit limitation 44
  - faculty 268
  - intercollegiate 14, 246
- Attendance 37, 283
- Auditing a course 37
- **B**
- Bachelor’s degree 58–74
  - components 74
  - list of majors 79
  - of arts (BA) 59
  - of science (BS) 59
  - second degree 49–50
- Bicycles 25
- Biochemistry 97
- Biochemistry and Protein Nanostructures Laboratory 21
- Bioinformatics 77
- Biology
  - academic program 89
  - courses 207
  - faculty 268
- Biology Core Facility 21
- Biotechnology Laboratory 21, 89
- Bookstore 14
- Botany
  - academic program 93
  - courses 209
- Budget
  - CSU 51
- Bullen (Reese) Gallery 87
- Bureau of Indian Affairs [BIA] grants 56
- Business administration
  - academic program 94
  - courses 209
  - faculty 268
- Bus service 25
- **C**
- Cal Grants 56
- California Basic Educational Skills Test [CBEST] 80, 118
- California Cooperative Fish and Wildlife Research Unit 22, 139
- California residency 282
- California State University 11
  - administration 267
  - administrators 267
  - funding 51
  - international programs 16, 24
  - intrasystem & intersystem enrollment 35
- Campus Apartments 17
- Campus-based mandatory fees 52
- Campus community 13–26, 283
- Campus listing 295
- Campus map 294
- Campus security 285
- Cancelled classes 37
- Canyon, The 17
- Career Center [see Academic & Career Advising Center] 13
- Car pools and ride sharing 25
- Car-sharing program 25
- Catalog
  - accuracy 296
  - election 37
  - production staff 296
- Cellular/molecular biology 89
- Center Activities 20
  - magazine 20
Environmental science
academic program 129
courses 225
faculty 269
Environmental studies 132
academic program 132
courses 225
Environmental systems 134
Equal opportunity policy 280
Ethical standards of
psychologists 177
Ethnic American literatures
minor 135
Ethnic studies
courses 225–226
minor 136
European studies 154
Exchange programs 16
Exercise science 157
Extended Education 16, 76
Faculty
eremitus 272-273
listing, by program 268–271
FAPSA 55
Family Educational Rights
(FERPA) 277
Family studies minor 136, 138
Federal Direct Loans 56
Fees 51–56
campus-based mandatory 52
material 53
nonresident tuition 51, 52, 53, 54, 55, 282, 283
registration 51–53
Fee waivers 51
FERPA 277
Filing period (for applications) 28
Film (see also dance & theatre arts)
academic program 137
courses 226
faculty 271
festival 25
Financial aid 16, 55
for graduate students 75
for veterans 53
institutional & financial assistance 280
Fine arts 18, 19–20, 25, 165
Fire ecology minor 142
First Street Gallery 87
Fisheries biology
academic program 139
collection 23
courses 226
facility 269
graduate program 170
hatchery 22
research unit 139
Food services 15
Forestry
academic program 141
courses 228
faculty 269
graduate program 171
Forestry and Range Herbarium 23
Forests, university 23
Forest, watershed, & wildland sciences
courses 228
graduate program 170
Forever Humboldt 16
Foundry 21
Four-year degree pledge 279
Free Application for Federal Student Aid (FAFSA) 55
French
academic program 143
courses 229
faculty 271
Freshwater fisheries 139
Freshwater forest 23
Fuel cell research 22
Full-time status 45
Funding, CSU 51
Galleries 87
Game pens 23
General Education & All-University Requirements
(GEAR)
American institutions 69
critical thinking 62
Diversity & Common Ground (DCG) 70
for transfer students 60
important provisions 59
lower division 62
mathematics & quantitative reasoning 63
oral communication 62
upper division 66
written communication 62
Geography
academic program 145
courses 230
faculty 269
Geology
academic program 146
courses 231
faculty 269
Geospatial science/analysis
academic program 129
courses 233
minor 148
German
courses 233
minor 149
Global cultural studies 154
Goudi’ni Gallery 14
Government & politics 176
Graduate
admission requirements 75
application process 75
classification 75
credit 46
for undergraduates 46
deadlines 75
degrees offered 75, 79
Extended Education 76
graduation 76
international applicant 34
leave of absence 76
readmission 76
reapplication 76
seven-year limit 76
study procedures 75
Graduation
applying for 46
ceremonies 37
honors 47
with distinction 47
Graduation Writing Proficiency Examination (GEAR) 49, 59
Grants 55
Gravitational Research Laboratory 23
Greenhouse 92, 21
Grievance procedure 279
GWPE 49, 59
H
Half-semester or less courses 47
Health
center 17
screening 35
Health education
academic program 156
courses 234
Herbarium 23, 93
High School Concurrent Program 32
Hilltop Marketplace 16
History
  academic program 150
courses 234
  faculty 270
Holds on registration 48
Honesty (academic) 274
Honors
  at graduation 47
  for graduate students 47
Housing
  off-campus 17
  on-campus 17
HSU administrators 267
HSU campus ID card 47
HSU-ID number 47
HSU campus ID card 47
HSU campus ID card 47
HSU-ID number 47
Housing 17
  off-campus 17
  on-campus 17
Human subjects research 21
Humboldt Bay Aquatic Center 20
Humboldt Center for Evolutionary Anthropology 22
Humboldt Journal of Social Relations 20
Humboldt Orientation Program (HOP) 19, 28
Humboldt Room 26
Hydrogen station 22
I
IB examination chart 42
ID card 47, 57
IELTS test 33, 34
Immunization requirements for licensure 279
Immunizations 17, 35
Incomplete grade 45
Indian Natural Resource, Science & Engineering Program
  (see Center for Academic Excellence in STEM) 18, 96
Indian Tribal & Educational Personnel Program (ITEPP)
  support program 18, 152
Institutional & financial assistance information 279
Institutional research certificate 77
Insurance
  for international students 34
International English Language Institute (IELI) 14, 34–35
International students
  cost of attendance 33
  courses 239
International studies
  academic program 153–157
courses 236
International study, CSU 16, 24
Internships 13, 14
Intramural sports 18
Intra system & inter system enrollment 35
Invertebrate Museum 23, 92
J
Job search 13
Jolly Giant Commons 15
Journals & mass communication
  academic program 155
courses 236
  faculty 270
J, The [see Jolly Giant Commons] 15
K
KHSU-FM 20
Kinesiology
  academic program 156
courses 237
  faculty 270
KRH-AM 20
L
Language Arts 121
Languages, modern
  Chinese 104
  French 143
  German 148, 149
  Spanish 195
Lanphere Dunes Preserve 22
Latin American studies 154
Law, pre-law advising 13
Leadership studies 158
Learning Center 18
Leave of absence 44
Leisure activities program 20
Letter designations (of courses) 58
Liberal studies
  academic programs
    child development 99
    child development/elementary education 103
    elementary education 159
    recreation administration 185
  academic program 159
courses 239
Library 26
  librarians 270
Linguistics
  courses 239
  minor 160
Literary & cultural studies 120
Literature minor 120
Lumberjack newspaper 19, 155
M
Majors
  change of 47
  definition 74
  double major 44
  list of 79
Manor, The 17
Map 294
Marine biology 91
Marine fisheries 139, 140
Marine invertebrates collection 23
Marine Laboratory 139, 172
Marine vessel [see seagoing vessel] 24
Marine Wildlife Care Center 23
Master's degree 75–76
  admission 75
  list of 79
  of arts (MA) 75
  of business administration (MBA)
    degree requirements 95
    of science (MS) 75
    of social work (MSW)
    degree requirements 191
    second degree 49
    thesis/project requirements 76
Material fees 53
Mathematics
  academic program 161
courses 239
  education 163
  faculty 270
  graduate program 135
  modeling 135
Math Tutoring Lab 18
Meal cards 16
Media services 26
Medical treatment 17
Medicine
  premed program 78
Microbiology 91
Middle Class Scholarship 56
Military credit 43, 44
Minors
  declaring 47
  defined 74
  list of 79
MultiCultural Center 18
Multicultural queer studies minor 164
Museum
  art & gallery practices 77
  fisheries collection 23
  herbarium 23
  marine invertebrates collection 23
  natural history 18
  vertebrate 23
  wildlife 23
Music
  academic program 165
courses 241
  ensemble library 23
  faculty 270
  on campus 18, 19, 165
N
National Collegiate Athletic Association (NCAA) 14
National Student Exchange 16
Native American Center for Academic Excellence 152
Native American studies
  academic program 168
courses 243
  faculty 270
Native American support programs 25
Natural history
  collections 23
  museum 18
Natural resources policy & administration certificate 77
Natural Resources & Sciences, College of
  academic programs
    appropriate technology 85
    biology 89
    botany 93
    computer science 106
    environmental ethics 123
    environmental management & protection 124
    environmental resources engineering 127
    environmental science 129
    environmental systems 134
    fisheries biology 139
    forestry 141
    geology 146
    geospatial analysis 148
    mathematics 161
    natural resources 170
    oceanography 172
    physics 174
    rangeland resources science 183
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sports</strong></td>
<td>247</td>
</tr>
<tr>
<td>intercollegiate</td>
<td>14</td>
</tr>
<tr>
<td>intramural</td>
<td>18</td>
</tr>
<tr>
<td><strong>State University Grants</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>Statistics</strong></td>
<td>261</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td>academic services outreach program</td>
<td>25</td>
</tr>
<tr>
<td>government</td>
<td>16</td>
</tr>
<tr>
<td>grievances</td>
<td>19</td>
</tr>
<tr>
<td>health center</td>
<td>17</td>
</tr>
<tr>
<td>newspaper</td>
<td>19</td>
</tr>
<tr>
<td>organizations</td>
<td>15</td>
</tr>
<tr>
<td>rights &amp; responsibilities</td>
<td>283</td>
</tr>
<tr>
<td>support services</td>
<td>13, 24</td>
</tr>
<tr>
<td><strong>Student Access Gallery Club</strong></td>
<td>87</td>
</tr>
<tr>
<td><strong>Student Disability Resource Center (SDRC)</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Student Recreation Center</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Study abroad</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>Substance abuse policy</strong></td>
<td>285</td>
</tr>
<tr>
<td><strong>Summary of transferable credit</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>Sunset Hall</strong></td>
<td>17</td>
</tr>
<tr>
<td><strong>Supplemental Educational Opportunity Grant (SEOG)</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>Supplemental Instruction</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Supplementary/subject matter authorization</strong></td>
<td>116</td>
</tr>
<tr>
<td><strong>Support services</strong></td>
<td>13, 25</td>
</tr>
<tr>
<td><strong>Swimming pool</strong></td>
<td>14</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td></td>
</tr>
<tr>
<td>Take Back the Tap program</td>
<td>20</td>
</tr>
<tr>
<td>TEACH Grant</td>
<td>56</td>
</tr>
<tr>
<td>Teaching English as a second language</td>
<td></td>
</tr>
<tr>
<td>academic program</td>
<td>122</td>
</tr>
<tr>
<td><strong>Team sports</strong></td>
<td>14</td>
</tr>
<tr>
<td>courses</td>
<td>247</td>
</tr>
<tr>
<td><strong>Teldonicher Marine Laboratory</strong></td>
<td>23, 92, 172</td>
</tr>
<tr>
<td><strong>Terminology</strong></td>
<td>58</td>
</tr>
<tr>
<td>academic</td>
<td>58</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement [AP]</td>
<td>38</td>
</tr>
<tr>
<td>California Basic Educational Skills Test (CBEST)</td>
<td>80, 118</td>
</tr>
<tr>
<td>College Level Examination Program (CLEP)</td>
<td>39</td>
</tr>
<tr>
<td>DANTES Subject Standardized Tests (DSST)</td>
<td>41</td>
</tr>
<tr>
<td>English Entrance Exam (EEE)</td>
<td>41</td>
</tr>
<tr>
<td>English Placement Test (EPT)</td>
<td>31</td>
</tr>
<tr>
<td>Entry Level Mathematics (ELM)</td>
<td>31–32</td>
</tr>
<tr>
<td>International Baccalaureate (IB)</td>
<td>42</td>
</tr>
<tr>
<td>requirements</td>
<td>31</td>
</tr>
<tr>
<td>testing center</td>
<td>25, 31</td>
</tr>
<tr>
<td>Test of English as a Foreign Language (TOEFL)</td>
<td>34</td>
</tr>
<tr>
<td><strong>Theatre arts</strong></td>
<td></td>
</tr>
<tr>
<td>[see also dance &amp; film]</td>
<td></td>
</tr>
<tr>
<td>academic program</td>
<td>196</td>
</tr>
<tr>
<td>courses</td>
<td>262</td>
</tr>
<tr>
<td>faculty</td>
<td>271</td>
</tr>
<tr>
<td>on campus</td>
<td>19, 25</td>
</tr>
<tr>
<td><strong>Thesis</strong> (defined)</td>
<td>76</td>
</tr>
<tr>
<td><strong>Third world development studies</strong></td>
<td>154</td>
</tr>
<tr>
<td><strong>TOEFL</strong></td>
<td>33, 34</td>
</tr>
<tr>
<td><strong>Toyon magazine</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>Transcripts</strong></td>
<td></td>
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<td>for admission</td>
<td>28</td>
</tr>
<tr>
<td>sent to other schools</td>
<td>49</td>
</tr>
<tr>
<td><strong>Transferring to another institution</strong></td>
<td>49</td>
</tr>
<tr>
<td><strong>Transfer students</strong></td>
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<tr>
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<td>30</td>
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<tr>
<td><strong>Transmission Electron Microscope</strong></td>
<td>24</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Tree Farm</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>Tribal Scholarships</strong></td>
<td>56</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>52, 57</td>
</tr>
<tr>
<td><strong>Tutorial Program</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Undeclared students</strong></td>
<td>13, 25</td>
</tr>
<tr>
<td><strong>Undergraduate, admission</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td></td>
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<tr>
<td>total for BA/BS degrees</td>
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<tr>
<td><strong>University Center</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>University Library</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>University Police</strong></td>
<td>19, 283–284</td>
</tr>
<tr>
<td><strong>University Ticket Office</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>US history &amp; government</strong></td>
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</tr>
<tr>
<td>degree component</td>
<td>69</td>
</tr>
<tr>
<td><strong>V</strong></td>
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<tr>
<td><strong>Vertebrate Museum</strong></td>
<td>23</td>
</tr>
<tr>
<td><strong>Veterans</strong></td>
<td>26, 53</td>
</tr>
<tr>
<td><strong>Veterinary</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Virtual Lab (VLab)</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td></td>
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<tr>
<td>Waste Reduction and Resource Awareness Program (WRRAP)</td>
<td>20</td>
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<tr>
<td><strong>Water resource policy minor</strong></td>
<td>198</td>
</tr>
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<tr>
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<td>263</td>
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<tr>
<td>graduate program</td>
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<tr>
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<td><strong>Wildland sciences</strong></td>
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<td>[see natural resources]</td>
<td>170</td>
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<tr>
<td><strong>Wildland soil science</strong></td>
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<td>[see also rangeland resource science]</td>
<td>183</td>
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<tr>
<td>courses</td>
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<td><strong>Wildlife</strong></td>
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<td>263</td>
</tr>
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<td>171</td>
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<td>24</td>
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<tr>
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<td>16</td>
</tr>
<tr>
<td><strong>Withdrawing</strong></td>
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<tr>
<td>from a course</td>
<td>48</td>
</tr>
<tr>
<td>from the university</td>
<td>50</td>
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<tr>
<td><strong>Women’s Resource Center</strong></td>
<td>26, 201</td>
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<td>201</td>
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<td>55</td>
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<td><strong>World languages &amp; cultures</strong></td>
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</tr>
<tr>
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<td>265</td>
</tr>
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<td>faculty</td>
<td>271</td>
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<td><strong>Wright Wildlife Refuge</strong></td>
<td>24</td>
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<td>skills assessment</td>
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<td>teaching of</td>
<td>122</td>
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<tr>
<td><strong>Writing Center</strong></td>
<td>18</td>
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<td><strong>Writing skills requirement</strong></td>
<td>59</td>
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<tr>
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<td></td>
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<tr>
<td><strong>Youth Educational Services (YES)</strong></td>
<td>15</td>
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<tr>
<td><strong>Zero-Waste program</strong></td>
<td>20</td>
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<td><strong>Zoology</strong></td>
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<td>academic program</td>
<td>202</td>
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<td>265</td>
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<td>268</td>
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</table>
### HSU Campus Listing

**Alphabetical by Building Name**

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<thead>
<tr>
<th>- A -</th>
<th>- G -</th>
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<tbody>
<tr>
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<td>Baiocchi House</td>
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<tr>
<td>BOAT</td>
<td>Boat Facility</td>
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<tr>
<td>BRH</td>
<td>Breto House</td>
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<td>Breto House</td>
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<tr>
<td>BROOK</td>
<td>Brooks House</td>
</tr>
<tr>
<td>CCAT</td>
<td>Buck House/CCAT</td>
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<td>Ceramics Lab</td>
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<td>Child Dev. Lab, Swetman</td>
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<td>Chinquapin Residence Hall</td>
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<td>CCF</td>
<td>College Creek Complex</td>
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<td>Community Center</td>
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<tr>
<td>CA</td>
<td>Campus Apartments</td>
</tr>
<tr>
<td>EVA</td>
<td>Campus Events Field</td>
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### Parking Regulations

Parking permits required year round: Monday–Thursday 7am–10pm; Friday 7am–5pm
Permits not required on weekends and HSU holidays
Vehicles in [spaces always require disabled plate/placard and HSU parking permit when permits are required
General parking (w/permit) is okay in [lots evenings after 5pm Monday–Thursday
[Resident parking areas require permits 24/7 Monday–Friday
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