HUMBOLDT STATE UNIVERSITY

2009-2010

CATALOG

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Seeing Is Believing

To truly get a sense of Humboldt State University, you need to come to campus and check it out 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 old, 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 call the Admissions Office between 8 a.m. and 5 p.m., Monday through Friday. Call our toll free number 866-850-9556, or 707-826-6270. If you prefer, e-mail us at VisitCtr@humboldt.edu or contact us online at www.humboldt.edu. The Admissions staff looks forward to seeing you at Humboldt State University.

A campus pathway.

Academic Calendar 2009-2010

Summer Term 2009

May 26	Summer term and academic year begins
May 26	Instruction begins
June 26	Summer Session A ends
June 29	Summer session B begins
July 3	Independence Day Holiday
July 31	Summer term instruction ends
Aug 3	Summer term ends

Fall Semester 2009

Aug 17	Fall semester begins
Aug 17-21	Meetings, testing, advising, registration
Aug 24	Instruction begins
Sep 7	Labor Day Holiday
Nov 11	Veterans' Day Observance
Nov 23-27	Thanksgiving Break
Dec 14-18	Final exams
Dec 22	Fall semester ends

Spring Semester 2010

Jan 13	Spring semester begins
Jan 13-15	Meetings, testing, advising, registration
Jan 18	Martin Luther King Holiday
Jan 19	Instruction begins
Mar 15-19	Spring break
Mar 31	Cesar Chavez holiday
May 10-14	Final exams
May 15	Commencement
May 19	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.

Phone Index

For all of these numbers, 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.

Academic Information & Referral Center (AIR) 4101
Admissions, Office of 4402
toll free 1-866-850-9556
Visitor Center 6270
Advising Center 5224
Arts, Humanities & Social Sciences, College of 4491
Assessment of Prior Learning 3247
Associated Students 3771
Athletics 3666
Bookstore 3741
Career Center 3341
Children's Center 3838
Counseling & Psychological Services 3236
Educational Opportunity Program/
Student Support Services 4781
Extended Education 3731
Financial Aid 4321
Health Center, Student 3146
Housing & Dining 3451
Humboldt Orientation Program (HOP) 3510
Learning Center 5217
Tutorial Lab 4266
Library 3441
Natural Resources & Sciences, College of 3256
Operator, University Telephone 3011
Parking 3773
Police, University 5555
Professional Studies, College of 3961
Registrar, Office of the 4101
Research & Graduate Studies 3949
Scholarships 4321
Student Affairs, Vice President 3361
Student Disability Resource Center 4678
Student Financial Services 6789
Summer Bridge Program 4781
Testing Center 3611
Women's Center 4216
Work-Study Jobs 3341

Catalog Purchase

Online: www.humboldt.org/bookstore
Mail: HSU Bookstore, Catalog Department, 1 Harpst Street, Arcata CA 95521-8299
If you are unable to visit the Humboldt State University Bookstore, call 707-826-3741 for current price information.

President Rollin C. Richmond talks about

The Humboldt Spirit

Humboldt State University is a unique institution where students, faculty, and staff are engaged in learning that makes a difference. HSU students thrive on the countless opportunities available for hands-on research. Through their scholarship and research they generate powerful new ideas and use their skills and talents in ways that move society in positive directions. They learn by doing, as well as by studying. Self-reliant and intensely curious, these students value opportunities that improve the human condition as well as prepare them for professional careers. HSU is the campus of choice for individuals who seek above all to improve human life and its environment.

Humboldt State has a long-standing tradition of academic excellence. It consistently ranks among the top regional colleges and universities in authoritative publications like *Princeton Review, U.S. News & World Report, Money*, and *Making a Difference College Guide*. We are committed to making a better world by helping people get the education they need to live happy and fulfilling lives.

Our mission is to provide a quality education, generate new ideas, and use knowledge to underscore a set of values within our students - excellence, fairness, diversity, honesty, trust, and openness. These values are instrumental in fulfilling the following Humboldt State goals:

- Be student-centered
- Promote diversity of people and perspectives
- Practice social and environmental responsibility
- Be a role model for community involvement
- Promote responsible economic development

If you want access to meaningful opportunities for academic, personal, and professional growth, attending Humboldt State University is an opportunity you should not miss.

Rollin C. Richmond
President

Entering campus.

President Richmond on the BSS balacony overlooking campus.

President Richmond greets students during lunch time open swim.

HUMBOLDT STATE UNIVERSITY

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.

Students reclining in the lounge of the new Kinesiology & Athletics building.

Professor Marlon Sherman's students prepare to watch a movie in the Native Americans in Films course.

Welcome to Humboldt State University, the northernmost campus of the California State University system. We're located in the city of Arcata and surrounded by miles of beaches, forests and rivers.

One thing that sets Humboldt State apart is our size. At 7,800 students, we're large enough to have a lively campus and modern learning facilities, but small enough that you'll be involved. Our typical undergraduate class size is just 25 students. So you'll know your professors and your classmates. We also have plenty of academic choices, with 49 majors and 84 minors to choose from.

Your academic experience will include more than sitting in a seat and taking notes – you'll get plenty of chances to step outside the classroom and put your learning to use in the real world. You can enhance your education by doing seismic readings, film shoots, wildlife studies, photography, forest exploration, tribal research, archaeological digs and more. The end result? You'll graduate with more than a degree. You'll leave HSU with the kind of experience that will take you where you want to go in life.

While we pride ourselves on the fine education we provide, we also understand that a quality college experience extends beyond the time you spend in class. To that end, you'll find plenty to do here in your free time.

Professor Justus Ortega's students use electrodes to monitor movement in the biomechanics lab.

Jazz Orchestra students.

Arcata and our neighboring communities boast excellent coffee houses, clubs, art galleries, restaurants, boutiques and independent book and record stores. Our campus hosts a wide range of concerts, theater performances, art exhibits and other special events. We also have a variety of academic, career, cultural, sports and lifestyle clubs. With more than 180 clubs on campus, there's something for everyone.

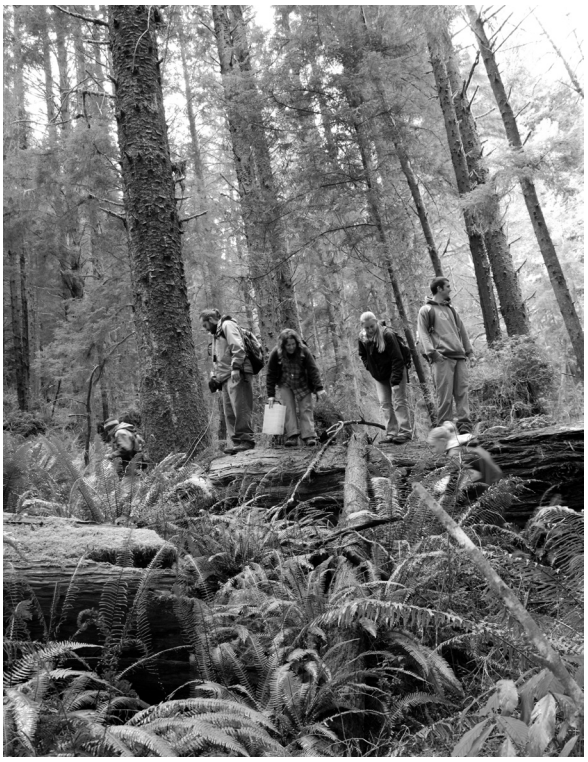
Our campus fields 12 competitive Division II men's and women's sports teams, including basketball, cross country, football, rowing, soccer, softball, track and field and volleyball. We host five intramural sports and 11 sport clubs, which include the cycling, crew, lacrosse, rugby and ultimate frisbee clubs. Finally, HSU has state-of-the-art recreational facilities that are open to all students; including a 46-foot rock climbing wall, workout rooms, the latest exercise equipment and an all-weather running track.

Oceanography 109 students on the Coral Sea measure sediment and take water samples from Humboldt Bay.

International students, Anthony Pichardo (Dominican Republic) and Jiniva Serrano (Panama), prepare their radio show, Sabor Latino, at the university radio station, KHSU.

Behind the scenes during the production of a Winter's Tale.

Professor Wes Bliven enters Physics 106 riding a rocket cart.



Students explore the forest during a Botany 359 field trip.

Accreditation

Humboldt State University is fully accredited by the organizations listed below. Information regarding accreditation of these programs can be found at the associated departmental offices. In the case of WASC accreditation, contact the Office of Academic Programs & Undergraduate Studies (826-4192).

- Western Association of Schools & Colleges
- Accreditation Board of Engineering and Technology
- American Chemical Society
- American Holistic Nurse's Certification Corporation
- California Board of Behavioral Sciences
- California Commission on Teacher Credentialing
- Commission on Accreditation of Athletic Training Education
- Commission on Applied & Clinical Sociology
- Commission on Collegiate Nursing Education
- Council on Social Work Education
- National Academy of Early Childhood Programs (reporting to the National Association for the Education of Young Children)
- National Association of School Psychologists
- National Association of Schools of Art & Design
- National Association of Schools of Music
- Society of American Foresters

Humboldt State has been approved by:

- California Board of Registered Nursing
- California State Board of Education
- US Immigration & Naturalization Service
- Veteran's Administration

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

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include 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 fall 2002, with freshmen arriving in fall 2003.

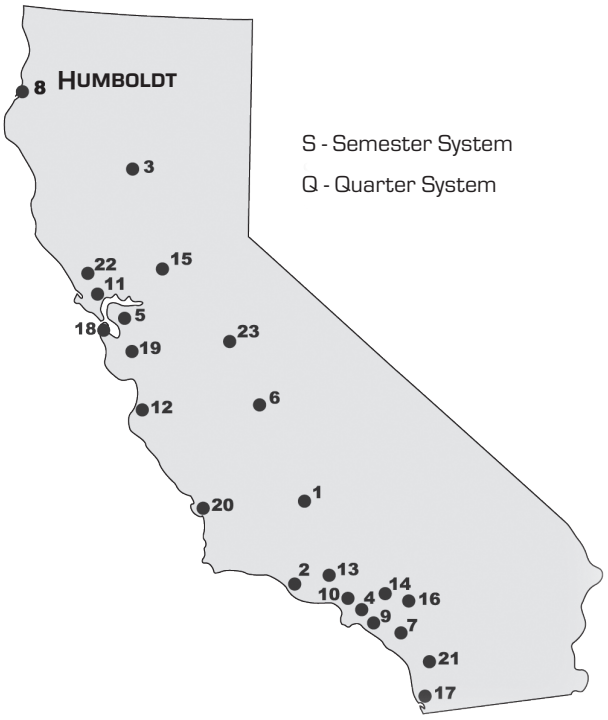
Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers of the respective campuses.

The Trustees, the Chancellor, and the Presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,800 bachelor's and master's degree programs in some 357 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs, and a total of 10 CSU campuses currently have Ed.D. programs.

Enrollments in fall 2008 totaled almost 450,000 students, who were taught by some 24,000 faculty. The system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. Nearly 2.5 million students have graduated from CSU campuses since 1961.



1 **CALIFORNIA STATE UNIVERSITY, BAKERSFIELD • Q**
9001 Stockdale Highway, Bakersfield, CA 93311-1099
(661) 654-3036 • www.csub.edu

2 **CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS • S**
One University Drive, Camarillo, CA 93012
(805) 437-8500 • www.csuci.edu

3 **CALIFORNIA STATE UNIVERSITY, CHICO • S**
400 West First Street, Chico, CA 95929-0722
(530) 898-6321 • www.csuchico.edu

4 **CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS • S**
1000 East Victoria Street, Carson, CA 90747-0005
(310) 243-3696 • www.csudh.edu

5 **CALIFORNIA STATE UNIVERSITY, EAST BAY • Q**
25800 Carlos Bee Boulevard, Hayward, CA 94542-3035
(510) 885-2784 • www.csueastbay.edu

6 **CALIFORNIA STATE UNIVERSITY, FRESNO • S**
5150 North Maple Avenue, Fresno, CA 93740-0057
(559) 278-2261 • www.csufresno.edu

7 **CALIFORNIA STATE UNIVERSITY, FULLERTON • S**
800 North State College Boulevard, Fullerton CA 92834-9480
(714) 278-2300 • www.fullerton.edu

8 **HUMBOLDT STATE UNIVERSITY • S**
1 Harpst Street, Arcata, CA 95521-8299
707-826-4402 • (866) 850-9556 • www.humboldt.edu

9 **CALIFORNIA STATE UNIVERSITY, LONG BEACH • S**
1250 Bellflower Boulevard, Long Beach, CA 90840-0106
(562) 985-5471 • www.csulb.edu

10 **CALIFORNIA STATE UNIVERSITY, LOS ANGELES • Q**
5151 State University Drive, Los Angeles, CA 90032-8530
(323) 343-3901 • www.calstatela.edu

11 **CALIFORNIA MARITIME ACADEMY • S**
200 Maritime Academy Drive, Vallejo, CA 94590-8181
(707) 654-1105 • (800) 561-1945 www.csum.edu

12 **CALIFORNIA STATE UNIVERSITY, MONTEREY BAY • S**
100 Campus Center Drive, Seaside, CA 93955-8001
(831) 582-3738 • www.csumb.edu

13 **CALIFORNIA STATE UNIVERSITY, NORTHRIDGE • S**
18111 Nordhoff Street, Northridge, CA 91330-8207
(818) 677-3700 • www.csun.edu

14 **CALIFORNIA STATE POLYTECHNIC UNIV, POMONA • Q**
3801 West Temple Avenue, Pomona, CA 91768-4003
(909) 869-5299 • www.csupomona.edu

15 **CALIFORNIA STATE UNIVERSITY, SACRAMENTO • S**
6000 J Street, Sacramento, CA 95819-6112
(916) 278-3901 • www.csus.edu

16 **CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO • Q**
5500 University Parkway, San Bernardino, CA 92407-2397
(909) 537-5188 • www.csusb.edu

17 **SAN DIEGO STATE UNIVERSITY • S**
5500 Campanile Drive, San Diego, CA 92182-7455
(619) 594-6336 • www.sdsu.edu

18 **SAN FRANCISCO STATE UNIVERSITY • S**
1600 Holloway Avenue, San Francisco, CA 94132-4001
(415) 338-1113 • www.sfsu.edu

19 **SAN JOSÉ STATE UNIVERSITY • S**
One Washington Square, San José, CA 95192-0009
(408) 283-7500 • www.sjsu.edu

20 **CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO • Q**
One Grand Avenue, San Luis Obispo, CA 93407
(805) 756-2311 • www.calpoly.edu

21 **CALIFORNIA STATE UNIVERSITY, SAN MARCOS • S**
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
(760) 750-4848 • www.csusm.edu

22 **SONOMA STATE UNIVERSITY • S**
1801 East Cotati Avenue, Rohnert Park, CA 94928-3609
(707) 664-2778 • www.sonoma.edu

23 **CALIFORNIA STATE UNIVERSITY, STANISLAUS • 4-1-4**
One University Circle, Turlock, CA 95382-0299
(209) 667-3070 • www.csustan.edu

Note: Telephone numbers are for the Office of Admission.

The Campus Community

Academic Support Services

Academic Advising. At Humboldt State, academic advisors play a vital role in a student's education. All new 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 Advising Center or from the faculty at large until they have declared a major, while 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.

Preprofessional advising for admission to health science professional schools (including medical, dental, veterinary, optometry, and pharmacy) is available from designated faculty in our Biological and Life Sciences and Chemistry departments. Please refer to the "**Preprofessional Health Programs**" page in the Academic Programs section of this catalog. **Pre-law** advising is also available. For details, visit the Pre-law Advising Web site at www.humboldt.edu/~prelaw.

Advising Center. The Advising Center provides information to students, faculty, and staff on general education and other all-university requirements. The Center serves as the academic department and advising home for undeclared students and liberal studies majors, and coordinates Humboldt's participation in the National Student Exchange Program. Staff advisors work with students to explore majors and minors, discuss short and long-term academic plans, review degree audits (DARS), help with course substitutions, counsel withdrawing students and students on academic probation. The Advising Center is located in SBS 295, phone 707-826-5224. It is open 9-5, Monday-Friday. Visit our Web site at: www.humboldt.edu/~advise

Learning Center. The Learning Center offers comprehensive services that include learning skills, tutorial, and mentoring components. The staff provides assistance in study and organizational skills such as time management, note taking, test preparation, and college reading. Students can get assistance with standardized test preparation (EPT, ELM, GRE, GWPE), and English language and grammar skills. The Learning Center provides specialized support for students in lower division science courses, including Supplemental Instruction (SI) and other peer support. With assistance from staff, students can obtain a better understanding of their learning strategies, gain insight regarding the demands of specific classes, and can establish individualized academic plans for better performance. For more information, call 707-826-5217, or visit our Web site: www.humboldt.edu/~learning. **Tutorial services** provide free small-group tutoring for many lower division courses. One-to-one tutoring is also offered for a small fee. Tutors are recommended by faculty, must have earned an A or B in the course, and attend training. We also offer nationally recognized tutor certification for students. Call 707-826-4266 for more information. The **Latin@ Peer Mentoring Program** is designed to provide a network of new friends and resources for freshmen and transfer students who identify with Latin@ culture. The program is comprised of small classes led by student leaders who have extensive training and knowledge of HSU campus life. The mentoring classes include discussions, presentations, cultural activities, and field trips. For more information call 707-826-5217 or email mentors@humboldt.edu.

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. Students can make appointments for a degree audit or graduation review with an evaluator by contacting the Office of the Registrar, open 8-5 Monday-Friday; SBS 133; phone 707-826-4101; email records@humboldt.edu; Web site www.humboldt.edu/~reg.

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

Alumni Activities

The Alumni Relations office and the Humboldt State University Alumni Association sponsor activities to promote common interests among alumni and the university. Governed by an elected board, the association holds quarterly meetings, sponsors alumni events, provides scholarships to students, and supports the university's development. For information, call 707-826-3132 or visit www.humboldt.edu/~alumni.

Upon graduation your name, address, phone number, major and class year may be used by Humboldt State's Office of Alumni Relations for development of university-affiliated marketing programs. If you do not wish to have this information used, please notify the Office of Alumni Relations by writing the campus at: HSU Alumni Relations, 1 Harpst Street, Arcata, CA 95521.

Art Galleries

The Reese Bullen Gallery (first floor, Art building) and the First Street Gallery (Old Town Eureka) present varied exhibitions and shows. The student-supervised Access Gallery in the Karshner Lounge (University Center) presents a changing exhibition of student work.

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 crew.

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 Forbes Complex (707-826-3666) or visit our Web site at hsujacks.com.

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. The Bookstore also stocks a large selection of general books, HSU imprinted clothing and gift items, computer hardware and software, school and art supplies, as well as food, beverage, and sundry items.

The Bookstore operates a full-service post office, has a fax service, accepts PG&E payments, is an add-value station for the C-Card, and will special order any book in print. The Bookstore houses the University Ticket Office, which provides ticketing services for all CenterArts and HSU Music and Theatre Department productions. The University Ticket Office provides copy services featuring full-service, self-serve, and color copies. Visit www.hsubookstore.com, or call 707-826-3741.

Career & Employment Services

Humboldt's Career Center helps students plan careers, find employment, and secure career-related experience while attending the university. The center also assists graduating students in finding jobs and applying to graduate school. The center is located in Nelson Hall West (NHW), Room 130. Visit www. humboldt.edu/~career, or call 707-826-3341.

Career Counseling. Counselors assist students in defining their career goals and planning strategies to meet those goals. An assessment of students' aptitudes, interests, and values forms the context for examining occupational choices. Counselors also advise on the qualifications and preparation for specific career fields, such as appropriate academic majors and minors, obtaining related experience, or taking certain elective courses.

Job Search Services, located in NHW 130, help students and their partners find part-time, summer, temporary, work-study, or full-time work. These services are provided year round and stress educational and career objectives. All jobs are posted on-line so students can have access to these listings at their convenience. Students can access these listings by going to www.humboldt.edu/~career and registering on the Career Center Springboard System. Students can also sign up monthly on skills lists for miscellaneous short-term jobs in the community. Career Center staff also help students develop job-hunting, résumé writing, and interview skills. Call 707-826-3341.

Internships & Student Career Experience Program (SCEP). Through the Career Center's Internship Program and SCEP (formerly Cooperative Education) program, students gain pre-professional experience in their career fields while earning money. Positions are offered throughout the school year and summertime. All internships and SCEP positions are posted on-line for easy access.

Career Resources Room. The Career Center houses a career resources room in Nelson Hall West 130. There, students find:

- occupational and career materials for a wide range of majors, as well as, information about the employment outlook and trends in the labor market;
- directories and other guides to help students in a career search;
- government employment information and applications;
- computer résumé lab for word processing résumés and cover letters;
- Internet access for doing electronic job searches, locating occupational information and researching employers.

Career Employment. The center staff helps seniors, graduate students, and teacher credential candidates plan job-hunting campaigns. They assist in:

- identifying potential employers;
- developing workable job hunting strategies
- preparing résumés and cover letters;
- filling out government applications;
- learning interview techniques,
- applying to graduate school

Various employers interview candidates on campus, including representatives of business, industry, government, and education. Check the Career Center Web site for employers who are visiting HSU.

Peace Corps Office. For over 25 years, the Peace Corps has supported an on-campus office in the Career Center. Students can meet with the Peace Corps Coordinator, obtain information, and begin the process of applying to the Peace Corps. HSU has had a long tradition of providing Peace Corps Volunteers throughout the world. For information, call 707-826-3342.

Center for Indian Community Development

The primary mission of the Center for Indian Community Development is to channel and connect university resources to the diverse Native American communities of northwestern California. Projects administered through the Center focus on education, community development, American Indian languages, and cultural support programs.

CICD strengthens relationships between the university and various American Indian groups by increasing awareness of cultural, educational, social, and economic needs of this region. It identifies opportunities for groups on and off campus to work together toward common goals.

Since 1966, CICD has supported and collaborated on hundreds of projects with American Indian community members, Tribes, Indian organizations, educational institutions, and governmental representatives in support of Native American people. The Center continues to dedicate its staff, material, and financial resources to further-

ing the goals of American Indian projects and communities. Its several main areas of focus are American Indian language, literature and ethnographic research; community development, public relations, and the Cultural Resources Facility.

The Center also emphasizes educational, social, and community development activities. Call 707-826-3711 or visit us in the Behavioral & Social Sciences Building, room 148.

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 welcomed on a space-available basis. Fees are based on parental income. Call 707-826-3838 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.

Community Service

A variety of Humboldt State programs present opportunities for direct community involvement. Community service, through the vehicle of service learning, helps prepare for citizenship as well as a career.

Service opportunities with substantial academic content may carry academic credit. Many departments have fieldwork requirements and well defined internships. The Career Development Center lists internships and volunteer jobs.

The **Service Learning Center**, located in Nelson Hall West 139, coordinates efforts to incorporate service learning into the curriculum at Humboldt State University. Service learning is more than just community service; it is a specific pedagogy that unites formal academic coursework with high quality service that answers a community-identified need. The partnerships built between community, 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 for all partners. The Service Learning Center manages three integrated programs: the Service Learning Faculty Development program, the Service Learning Community Partners program, and the Service Learning Student Interns program.

The *Service Learning Faculty Development* program supports the growth of service learning pedagogy across all academic disciplines with ongoing faculty development workshops, guest speakers, classroom presentations, matches with specific community partners, training opportunities, and a service learning resource library. The growing number of Service Learning Faculty Fellows in each of the university's colleges reflects HSU's strong commitment to the theory and practice of service learning pedagogy.

The *Service Learning Community Partners* program facilitates community and campus collaboration, addresses community-identified needs, and builds community capacities. The Service Learning Center sponsors two campus-wide Community Agency / Volunteer Fairs each year, hosting dozens of local community organizations on the HSU campus to meet with students looking to volunteer or connect with a community partner for a service learning course. The Volunteer Fairs are held within the first few weeks of each semester to allow students in service learning courses (and faculty members teaching these courses) to identify the best partner for their particular project.

The *Service Learning Interns* program develops student leadership skills by allowing students to facilitate campus and community partnerships while promoting civic engagement. Service Learning Interns support a range of activities across the "continuum of service" at HSU, from organizing food and volunteer drives to facilitating classroom reflections on issues of community service, civic engagement, and social justice.

Additionally, the Service Learning Center is the campus sponsor of the annual *HSU Day of Caring*, which mobilizes more than 500 students, staff, faculty, administration, and community members to participate in a half-day of service at more than 30 diverse sites and organizations in our local communities. The HSU Day of Caring takes place on a Saturday in mid-September, and it is an inspiring day of community connection, often leading to deeper levels of community involvement for students.

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, mental health consumers, 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: http://studentaffairs.humboldt.edu/yes/.

Clubs & Organizations

Over 160 clubs & 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 humboldt.edu/clubs or call the Clubs Office in the University Center at 707-826-3776. For recreation/sport clubs, go to www.humboldt.edu/~kra or call 707-826-6011.

Computers

(see Resources for Research)

Counseling & Psychological Services (CAPS)

Counseling services are available for regularly enrolled HSU students. For a first-time appointment come in anytime during our open hours to complete paperwork and schedule an assessment. Alternately, you can use our "drop-in" assessment system from 1-3 p.m. on Tuesdays and Wednesdays (first-come, first served). Students in crisis can meet with the on-call therapist during any of our open hours M-F.

CAPS services include:

- crisis intervention
- individual, couples, and group therapy
- psychoeducational workshops
- consultation
- community referrals

Services are free and confidential. Call 707-826-3236 or come by the office, HC 205, located on the second floor of the Student Health & Counseling Building during our

open hours (9 am – 4:30 p.m.). Bring your student I.D. card. For additional information and resources visit our Web site at http://studentaffairs.humboldt.edu/counseling/.

Dining Services

Dining services at Humboldt offer students, faculty, and staff a number of options to satisfy their dining needs.

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 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 arcade, serves the main campus as well as resident students. The Depot offers made-to-order sandwiches, a Mexican burrito bar, salad bar, pasta bar, pizza, assorted bottled and fountain beverages, burgers, fresh soups, wraps, espresso, and specialty coffees. Several local vendors are featured and also operate locations in The Depot.

Windows Café offers full table service and a salad bar, and is open Monday - Friday at lunchtime. The menu highlights local favorite recipes.

The **South Campus Marketplace** is a convenience store located in the Student and Business Services Building at the south end of campus. The South Campus Marketplace offers snacks, coffee, and other beverages, as well as school and test supplies for students.

BSS 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!

Meal Plans. Students living on campus (with the exception of Creekview, Campus Apartments, and the Manor) are required to purchase a meal plan. Three options provide flexibility to accommodate individual needs. All plans are a la carte, which means students pay only for what they eat. Purchases are electronically deducted from a student's account using his/her 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 or meal plans, call 707-826-3451 or email director Ron Rudebock, rlr4@humboldt.edu; or visit our Web site at www.humboldt.edu/~dining.

Disability Resource Center, Student (SDRC)

Students with Disabilities. Persons with temporary or permanent disabilities find assistance through the Student Disability Resource Center. Services include: campus orientation, free campus shuttle, assistance with registration and parking, note-taking and reading assistance, sign language interpreters, assessment of students with suspected learning disabilities, and special accommodations for exams.

Students may be assessed and trained in the use of appropriate assistive technologies in the Computer Access Lab. Various assistive technologies are available in campus labs and may include: screen reading, screen magnification, text-to-speech software programs, and alternative input devices.

For further information, call 707-826-4678 (voice) or 826-5392 (TDD) or see the Web site (www.humboldt.edu/~sdrc).

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. Experience life from a different educational, cultural or geographical perspective through the National Student Exchange program. Students apply to any of 190 participating colleges and universities across the nation. Students on exchange do not pay out-of-state tuition.

Consult an academic advisor before applying. Students must be enrolled full-time and have at least a 2.5 GPA to apply. For a list of participating universities, contact the NSE coordinator, Dana Deason, SBS 295, 826-6229. Deadline to apply is February 28.

Intrasystem Enrollment Programs. See Admission Information Section.

Study Abroad Programs & California State University International Programs. See Study Abroad Programs within the Campus Community section.

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 Extended Education office (Student and Business Services Building, Room 211.)

Humboldt's undergraduate programs accept up to 24 units; graduate programs up to eight units. Students regularly enrolled at Humboldt the previous semester are ineligible to register for Open University. Also, regularly enrolled students who are academically disqualified from HSU are not eligible to enroll in coursework through Extended Education for the academic year.

Extension Courses. Extended Education offers (with no admission requirements) courses for professional development and for meeting professional licensing requirements. The office will even design courses especially for the needs of community organizations.

Courses range from teacher skill enhancement to organic gardening, from music to computers, from Travelearn to a foreign language. Register and pay fees at the Extended Education office, Student and Business Services Building. For the coming semester's extension bulletin, call 707-826-3731.

Financial Aid
(see Fees & Financial Aid)

Freshman Interest Groups

A Freshman Interest Group (FIG) consists of approximately 25 freshmen who take a set of thematically linked courses during their first semester. Each FIG typically comprises 3-5 classes worth between 6 and 14 units. The courses in a FIG meet HSU degree requirements such as General Education, American Institutions, Diversity and Common Ground, or major requirements, except the seminar which is a one-unit elective.

FIGs provide new students with:

- Guaranteed high demand major foundation and General Education courses.
- Participation in smaller classes and small group discussions.
- Opportunities for in-depth interaction with HSU faculty.
- Academic and social connections with peers.
- Formal and informal learning opportunities beyond the classroom.

Most FIGs include a one-unit seminar class. This special feature was designed to assist students in making a smooth transition to Humboldt. The seminar helps students meet friends and potential study partners. Test-taking, study skills and time management skills are reviewed during the seminar for greater academic success. The theme of the FIG is explored in greater depth during the seminar, and field trips are often used as part of the seminar experience. Last fall many FIG seminars took advantage of team building experiences through Service-Learning, field trips, and participation in Humboldt's Student Leadership Conference.

Government, Student

Associated Students. A student who pays the student body fee is a voting member of the Associated Students (AS), 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 undeclared 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."

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, campus recycling, the children's center, club support, drop-in recreation, and the multicultural center. ASC also provides travel funds to clubs and grants 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, or call 707-826-4221.

Serving on Committees. Fifty university committees have students as voting members. To serve on a committee, contact the AS office early in the semester. The committee structure 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;
4. Health education;
5. Pharmacy, laboratory, and X-ray;
6. Limited elective services, such as psychiatric consultation, physical examinations for employment and participation in athletics and travel abroad (added fees for these services);
7. Referral to outside medical specialists and facilities for complex and chronic health problems.

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 of this catalog).

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 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.

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 210 students in double and single 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 3-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 175 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.

The **Manor** is Humboldt's smallest living area, housing 45 students in three-person apartments. Each apartment has a double and single room and a kitchen, living room, and bathroom.

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 the Manor) are required to purchase a meal plan (see Dining Services).

What does it all cost? The following rates are estimated amounts for the 2009-10 academic year. Rates will be finalized and posted online in February.

Single room	$5,810 - 6,070
Double room	$4,690 - 4,905
Triple room	$3,255
Meal plans	$3,450 - 4,595

Applying for housing is easy! Once a person applies for admission, the Office of Admissions automatically mails an application for housing. Students complete the application and return it to the address indicated. There is no application fee. Students may also apply on-line at www.humboldt.edu/~housing. Once it's received, the housing office sends a letter confirming the application. The letter provides further information, including an overall time line for emailing of the housing license, room assignments, and opening day. For additional information contact Housing, 355 Granite Ave., Arcata CA 95521, 707-826-3451 or email them at housing@humboldt.edu.

Off-campus Housing. Most off-campus students live in Arcata. Housing provides information and links to on-line listings of available local housing at www.humboldt.edu/~housing/offcampus. Associated Students provides counseling, advice, and information on landlord/tenant matters.

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 table tennis tournaments. We also provide drop-in activities (sponsored by Associated Students) such as lap swimming, kayak roll sessions, table tennis, soccer, volleyball and basketball. All intramural activities are free for full-time HSU students. For more information please call 826-6011.

Library

The collection includes approximately 575,566 volumes, 1,093 print and 9,415 electronic subscriptions to scholarly and popular periodicals, and extensive holdings of microforms and other material. The Library also has 390,114 California state and federal government publications. Students, faculty, and staff have access to library resources nationwide through interlibrary loan and document delivery services.

Unique to the campus is a collection of material about Humboldt County—both natural and cultural history—housed in the Humboldt Room. The Library also houses other fine collections: children's literature, maps, audio CDs, videos, and the University Archives.

Research & Instructional Services. Librarians offer 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.

The Library's Web page, http://library.humboldt.edu, provides access to the Library's digital resources that include 160 index, reference, and full-text databases; the HSU Library Catalog; the HSU Journal and Newspaper Finder; and the Library catalogs for many other academic institutions throughout the State and beyond. The HSU Library Catalog also provides access to the full-text of electronic course reserve readings which are available through ONCORES (the Library's Online Courseware Reserve System)."

Within the Library, students have access to over 60 computer workstations for study and research plus three computer labs with full suites of application software. The Library also offers wireless internet access for those using a personal laptop or handheld device.

Library Media. In the Media Resources Area, located on the 2nd floor, the Library offers a variety of audiovisual materials, including videos, compact discs, and microforms, to support instruction and research in many academic areas. Students can either check out those resources, or use listening and/or viewing equipment available in that area, for self-paced study.

Multicultural Center

The Multicultural Center is a student-initiated facility/program celebrating both the differences and commonalities reflected in our culturally diverse university community. Through education and advocacy, the center resists oppression and creates a safe place for all university community members to gather.

A variety of programs and services empower cultural groups and individuals. The center:

- uses instruction, demonstrations, exhibits, and performances to educate the university community about similarities and differences between existing ethnic and non ethnic cultural groups on campus;
- encourages open communication with other community and educational organizations, including similar programs on other CSU campuses;
- advocates cultural pride and excellence through public discussion groups, lectures, seminars, and workshops;
- encourages the sharing of traditions, arts, and literature through cultural exchange;
- uses mass media to attract new students to Humboldt State.

A round-table of representatives makes decisions regarding activities and projects. They represent 14 campus culture groups: American Indian Alliance; ARCH; Asian Students Union; Black Student Union; Disabled Student Services; Gay, Lesbian, Bisexual Student Association; INRSEP; International Students Union; ITEPP; Islamic

Student Association; Jewish Student Union; MEChA; Women's Center; and HSU Drum. For information, call 707-826-3364 or visit House 55.

Museums

(see Natural History Museum or Resources for Research & Study)

Music

The Music Department presents active and varied seasons of concerts and recitals. Performance groups include the Humboldt Symphony, Symphonic Band, Jazz Orchestra, Chorale, University Singers, Madrigal Choir, Mad River Transit (vocal jazz), Opera Workshop, Percussion Ensemble, Calypso 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 1315 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 Birds of the Redwood Forest, Native Bees, Biodiversity, Rocks and Minerals, Insects, and Marine Life. Living exhibits include local reptiles and amphibians, and an observation bee hive. Many hands-on exhibits make the museum a popular destination for all ages. Other exhibits include the Biobulletins video display and Hominids Past and Present. The museum also houses the Museum Store, which carries many nature-related books and gifts.

Humboldt State students from majors including Biology, Geology, NRPI, Wildlife, Art, Journalism, Business, and Anthropology, gain experience at the museum. They are involved through volunteering, special projects for credit, internships, teaching children's classes, and artwork for exhibits and publications, among other jobs. Many students serve as docents who lead programs for visiting school groups.

Humboldt opened the Natural History Museum in 1989 thanks to a generous gift by Wells Fargo Bank. The museum and its store are open to the public by donation ($3.00 adults, $2.00 children) Tuesdays through Saturdays, 10 a.m. to 5 p.m. Visit the museum Web site at www.humboldt.edu/~natmus.

Ombudsperson

If there's a problem a student can't work out with an instructor or staff member, the ombudsperson serves as an impartial mediator to settle disputes. Students should try to resolve conflicts by talking with the instructor (or staff member) and then, if necessary, discussing the problem with the department chair or college dean.

If a problem remains unresolved, the student may contact the ombudsperson. Advisors or department heads provide the name and phone number of the ombudsperson. Students may also contact the Vice President for Student Affairs.

Orientation

Humboldt requires all new students to go through orientation. The Humboldt Orientation Program (HOP) is an on-campus program that is offered several times during the summer and once each August and January. HOP acquaints new students and their parents with the university and surrounding community.

New students meet with advisors from their major departments and attend peer groups (led by highly-trained student counselors) designed to orient them to Humboldt's academic regulations and degree requirements. They register for classes and tour the campus and community. They also get to know other new students and discuss college life through social events and outdoor adventures.

For families of new students, family and guest orientation offers tours, receptions, meetings with academic representatives, and special workshops to address "letting go" issues.

Detailed information is mailed to all new Humboldt students. Contact HOP at 707-826-3510, Nelson Hall East 207.

Parking

Many students, living on campus or off, get around without a car. Because parking is at a premium, commuting to campus is often easier for those who walk, bicycle, or ride the bus.

Except for 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, and 17th and Union Streets. One additional permit dispenser is located in the Library parking lot but doesn't begin operating until 4:30 PM, 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, 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 Lyle Lovett, Jane Goodall, Maya Angelou, Wynton Marsalis, 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/~carts) 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.

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.

Police, University

Humboldt State's University Police strive to maintain a safe and secure environment for the Humboldt State community 24 hours a day, 365 days a year.

The professionally trained staff protects life and property. It oversees crime prevention, multihazard emergency planning, general security, and parking administration and enforcement. Its duties also include criminal and traffic investigation, law enforcement,

escorts of valuables and equipment, reporting of safety hazards, assistance to motorists, and assistance to other law enforcement and social service agencies.

Crimes and incidents posing threats to the campus community are communicated by way of electronic messaging and web-based communication, crime alert bulletins posted throughout campus, the campus newspaper, the campus radio station, newsletters, and through appropriate meetings. The Crime Awareness and Campus Security Act of 1990 established a minimum standard for disclosure of crime statistics, found in The Fine Print section of this catalog.

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 the annual Raymond Carver Short Story Contest (honoring an alumnus and one of America's great short-story writers).

Humboldt's alumni appear in the *Humboldt Stater*, published by University Advancement. Feature-length articles plus briefs about alumni and campus activities are included in this award-winning magazine. For a free copy call 707-826-3132.

Center Activities Magazine, printed every semester, is a comprehensive catalog of recreation and leisure programs offered through Center Activities. For a free copy call 826-3357.

The *Humboldt Journal of Social Relations* is a nationally-revered interdisciplinary journal. The journal offers access to and involvement in current social science research. Recent issues have focused on world-systems analysis, international race relations, emotions, and criminology. Upcoming issues will contain research on African America, Chicano labor studies, Native Americans, international negotiations, and AIDS.

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.

KHSU-FM, 90.5 MHz, is licensed to Humboldt State University and affiliated with the National Public Radio, Public Radio International, The National Federation of Community Broadcasters, California Public Radio. Studios are on the third floor of the theatre arts building. Offices are in Wagner House 73. A live Internet audio stream is available at www.khsu.org.

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

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, leisure activities and the Arcata Community Pool.

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 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. Future programs will include boating safety classes, extended education classes, special events, Center Activities leisure and aquatic classes, after-school programs, an aquatic based environmental education program and crew team athletic training and practice facilities. More information is available at www.humboldt.edu/~hbac.

The **Center Activities Outdoor Center**, located in the University Center's South Lounge, is open Monday through Friday. The Outdoor Center includes course registration services, an equipment rental department, consignment area, an outdoor resource/reference library for outdoor activities on the North Coast, and concession area.

The **Outdoor Adventure and Aquatic Programs** offer seasonal classes in backpacking 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 acquisition, 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.

Center Activities also provides a complete fitness center at the **Arcata Community Pool**, including a 25-yard pool, weight room, day care facility, sauna, and hot tub. For information on pool programs and classes, call (707) 822-6801.

For more information on all of our services and a complete listing of all our classes and programs please call 707-826-3357 or go online: www.humboldt.edu/~cntract.

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 sport club program that offers lacrosse, rugby, crew, and ultimate to name a few. The Recreational Sports office is in Forbes Complex Room 151. Call us at 826-6011 for our current semester schedule.

Recycling

The mission of the award winning Campus Recycling Program (CRP) is waste reduction, waste prevention, and education on our campus and in the surrounding community. CRP engages in recyclable material collections, composting programs, environmental education, waste prevention training, and environmentally sound product procurement policies.

CRP provides a means for students to take responsibility for the waste they generate and to make a positive contribution to the quality of their environment. Students involved in CRP design and administer programs to benefit the entire student body. When these students leave the university, the leadership and initiative they have developed become valuable assets.

In nearly three decades, Humboldt State's waste reduction efforts have grown from a small office-paper recycling program into a model program that diverts approximately 60% of its waste from the landfill. Glass, aluminum, tin, five types of paper, and #1 and #2 plastic bottles are recycled in more than 350 containers located across the campus. CRP also sponsors yearly collection events for phone books, textiles, books, and other reusable items.

The Campus Recycling Program's excellent example has netted a bevy of awards, including selection by the California Integrated Waste Management Board as a model waste reduction campus for the CSU system. To find out more, visit the Web site (www.humboldt.edu/~recycle) 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 nontraditional students in their college experience.

The **Over-60 Program** enables California residents over 60 to register for classes (for a nominal fee) and work on degrees. Contact the Office of Admissions for more information.

The Office of Admissions, 707-826-4402, offers **advising services** for reentry students seeking admission to Humboldt. 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 Advising Center in SBS 295, 707-826-5224.

Residence Halls

(see Housing)

Resources for Research & Study

Arcata Marsh & Wildlife Sanctuary. At the edge of Humboldt Bay are 229 acres of city- and state-owned sanctuary with an interpretive center that benefit students in wildlife, biology, environmental resources engineering, botany, fisheries, and natural resources interpretation. Projects at the site include: a cogeneration system using methane digesters; natural wastewater treatment processes; and an aquaculture program devoted to riparian and wetland restoration and to rearing salmon, trout, and oysters in treated wastewater.

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.

Biological Sciences Greenhouse. Humboldt State's splendid greenhouse contains plant specimens from more than 175 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.

Chamber Music Library. The university's Chamber Music Collection is an outgrowth of half a century of summer chamber music workshops. One of the finest collections on the West Coast, it contains more than 3,000 works for chamber ensembles (string quartets, piano trios, string trios, wind quintets, sextets, etc.).

Committee for the Protection of Human Subjects in Research. Humboldt State 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, 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. For further information, contact the Office for Research and Graduate Studies, 707-826-3949.

An IRB tutorial is available through Moodle. It is recommended that all principal investigators complete the IRB tutorial before submitting an IRB proposal.

Computer Access. Students can access personal 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 in-

dustry-standard software applications, plus programming languages and databases. In addition, many academic departments have computer labs that offer software specific to their discipline.

All HSU students are provided personal email, file storage, and Web accounts on the campus network. A computer Help Desk is available for walk-in, call-in, and email 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 nonscience majors help prepare and disseminate information through publications, workshops, the Humboldt Earthquake Hotline, 707-826-6020, and the Internet (www.humboldt.edu/~geodept/earthquakes/eqk_info).

Energy Research Center. The Schatz Energy Research Center develops technologies for a clean and renewable hydrogen economy. These technologies include making hydrogen from solar energy (solar electrolysis) and regenerating electricity from hydrogen (in fuel cells).

SERC's fuel-cell power systems, among the most successful in the country, allow the use of solar energy even when the sun doesn't shine. They are safe and clean—their only by-product is pure water—and their electricity can power vehicles, appliances, or even homes or businesses. The lab has produced the world's only solar hydrogen/fuel cell facility as well as America's first fuel cell-powered car.

The Schatz Energy Research Center was founded in 1989 with a generous grant from Dr. L. W. Schatz. The center's staff consists of 15 professional engineers and scientists, mostly graduates of Humboldt's engineering program. Projects range in size from small local initiatives to multimillion-dollar, government-funded programs.

At the university's Telonicher Marine Lab, SERC produced the nation's first functioning solar hydrogen/fuel cell system to power the lab's fish tank air compressor. For the City of Palm Desert, SERC designed, fabricated, and installed fuel-cell power systems for a fleet of vehicles along with the nation's largest solar hydrogen generation and dispensing station, capable of refueling the Palm Desert fleet.

Other projects include creating portable fuel-cell systems for remote power (for a Yurok tribal telecommunications repeater site, for instance, and for residential applications in Alaska) and a wide range of educational 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.

Cooperative Fish Research Unit. The only one of its kind in the state, the California Cooperative Fish Research Unit conducts research on fish and their habitats in response to state, regional, and national needs. The Unit supports graduate students who work on fisheries 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 Game, 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 Pacific Lumber 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.

Human Performance Laboratory. Humboldt's laboratory is a resource center for those wanting a baseline assessment of their health. At the same time, the lab trains students in exercise science/wellness management.

From athletes with an Olympic fitness agenda to persons with special conditions (arthritis, asthma, heart problems, pregnancy)—everyone can benefit from the laboratory's resources. A battery of tests profile the blood, analyze dietary nutrition, and gauge body composition and aerobic fitness. State-of-the-art equipment, such as the lactate analyzer, advances graduate research and puts Humboldt on the map in human performance technology.

Library. See its own heading under Campus Community.

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 Telonicher 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 a.m. to 4:30 p.m. during the week and from noon to 4 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.

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 190,000 specimens of algae, fungi, mosses, ferns, gymnosperms, and flowering plants. It stores reprints, monographs, and floras.

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 8,000 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.

For information on the university's fine Natural History Museum, see the Campus Community section of this catalog.

Observatory. Astronomy students take a bus 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.

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 twice weekly 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 Web site at www.humboldt.edu/~goabroad. The Study Abroad Office is located in Siemens Hall 129.

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 15,000 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 70 recognized universities and institutions of higher education in 20 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia: Griffith University, Macquarie University, Queensland University of Technology, University of Queensland, University of Western Sydney, Victoria University

Canada: The universities of the Province of Quebec including: Bishop's University, Concordia University, McGill University, Université Laval, Université de Montréal, and Université du Quebec system

Chile: Pontificia Universidad Católica de Chile (Santiago)

China: Peking University (Beijing)

Denmark: Denmark's International Study Program (international education affiliate of the University of Copenhagen)

France: Institut des Etudes Françaises pour Étudiants Étrangers, L'Académie d'Aix-Marseille (Aix-en-Provence) Universités de Paris III, IV, VI, VII, VIII, IX, X, XI, XII, XIII, Institut Catholique de Paris, Université de Marne-La-Vallée, Université de Versailles-Saint-Quentin-en-Yvelines, and Université Evry

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: Tel Aviv University, The Hebrew University of Jerusalem, University of Haifa

Italy: CSU Study Center (Florence), Universitá degli Studi di Firenze, La Accademia di Belle Arti Firenze

Japan: Waseda University (Tokyo)

Korea: Yonsei University (Seoul)

Mexico: Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand: Lincoln University (Christchurch), Massey University (Palmerston North)

South Africa: University of Kwazulu Natal, Nelson Mandela Metropolitan University

Spain: Universidad Complutense de Madrid, Universidad de Granada

Sweden: Uppsala University

Taiwan: National Taiwan University (Taipei), National Tsing Hua University

United Kingdom: Bradford University, Bristol University, Hull University, Kingston University, Sheffield University, University of Wales Swansea

Zimbabwe: University of Zimbabwe (Harare)

International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all state university fee 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, 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 in France, Germany, and Mexico. California Community Colleges transfer students are eligible to apply directly from their commu-

nity 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. Some programs also have language study and/or other coursework prerequisites.

Additional information and application materials may be obtained by visiting the HSU Study Abroad Web site 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, California 90802-4210.

Support Services

Educational Opportunity Program and Student Support Services (EOP/SSS) provide admissions assistance and academic support for low-income and first-generation college students. Students who do not qualify for admission may be recommended for special admission through EOP. Other students, who meet admissions requirements but may benefit from additional academic support, may also qualify for EOP/SSS.

Students must complete an EOP application, including letters of recommendation. EOP application forms, available from most high schools and community colleges, must be submitted before a student's first semester at a state university. EOP applicants also must complete an application for admission to the university. Only a limited number can be admitted through EOP, so those with the greatest need for program services are selected.

EOP/SSS offers a **Summer Bridge** for new students. Bridge participants attend a residential program prior to their first semester at Humboldt. Participants complete required placement testing and register for fall semester classes. The costs for room and board, supplies, and a stipend, are covered by the program. All EOP freshmen are eligible for Summer Bridge on a first-come-first-served basis.

Once enrolled, EOP/SSS students receive advising (academic, personal, financial aid), tutoring, learning skills assistance, mentoring, and cultural enrichment activities. Staff also help students prepare for and gain admission to graduate school. Students who qualify for financial aid may be considered for an EOP grant.

For information or an EOP application, phone 707-826-3778 or fax 826-4780.

Native American Support Services. See the following headings: Center for Indian Community Development (CICD) (see Campus Community); American Indian Education/ITEPP, (see Academic Programs); Indian Natural Resource, Science, and Engineering Program, (see Academic Programs); and Native American Studies, (see Academic Programs).

Student Academic Services Outreach Program. Environmentally and economically disadvantaged students are encouraged to apply to Humboldt State and succeed. The staff recruits within these populations and coordinates outreach activities with other campus offices. It also conducts cultural and educational activities during the academic year. Prospective students may call 707-826-4791.

Testing Center

The Testing Center 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, classroom 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, and 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.

Humboldt is one of the few universities in the country producing a season (every third year) of new works by American playwrights.

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 826-3773 or write to: Parking & Commuter Services, Humboldt State University, Arcata CA 95521-8299.

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 City of Eureka's Eureka Transit System. Between these 3 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 Web site 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 822-2428.

Car Pools and Ride Sharing. Parking & Commuter Services offers an on-line carpool matching service to Humboldt State students, staff, and faculty, helping people find others who share their commute. Parking's Web site at 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.

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

Undeclared Students

Many freshmen and some transfer students begin their studies at Humboldt before they have chosen a major. These exploring students have an excellent opportunity to make progress towards their degree by completing General Education and other all-university requirements as they clarify their educational and career goals, and explore various majors.

Undeclared students are assigned advisors from the Advising Center who help students select courses that satisfy general education and all-university requirements while guiding them through the process of selecting an academic program that is right for them.

The Career Center offers career counseling and several workshops aimed at helping undeclared students discover their academic and career goals, and the Advising and Career Center staff collaborate on a course designed to help students arrive at a timely and well-considered decision. Students are expected to declare a major by the time they have earned 60 units.

University Center

The University Center (UC) is the student union on campus and the heart of student activities and services. The 54,000 square-foot building is located at the foot of Founders Hall. The UC has conference rooms, two lounges, and two multipurpose rooms available for use by the university community.

Campus services located in the building include the University Center Ticket Office, Information Counter, the HSU Bookstore, dining facilities, and copy services. The UC also houses the offices of Associated Students, Center Activities, CenterArts, Clubs, and the University Center Administration.

Log onto the University Center Web site at www.humboldt.org/~univc for more information.

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/~ves or by calling 707-826-6272.

Women's Center

Located in House 55, the Women's 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.

Summer Term for Scheduling Flexibility

Humboldt State University offers a third term each academic year. This third term offers general education courses, high demand courses, major courses and unique special courses.

Lasting 10 weeks, the summer term consists of two five-week sessions, one ten-week session, and various special-schedule courses.

For more information on enrolling as a new student for the summer term, call the Admissions Office at 707-826-4402. Department offices have additional information on specific courses.

Changes in Regulations and Policies in the Catalog

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the California State University, by the Chancellor or designee of the California State University, or by the President or designee of Humboldt State University. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this catalog shall be construed as, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the Chancellor of the California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

Admission Information

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 or community college counselors for more information.

Applying to the University. Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu. The CSUMentor 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, when on-line applications have been submitted. Application in "hard copy" form may be obtained online via www.csumentor.edu as a portable data format (PDF). [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 advises prospective students that they must supply complete and accurate information on the application for admission, residence 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 academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Graduate Application Procedures. See section titled Planning Your Master's Degree.

Undergraduate Application Procedures. Prospective students applying for part-time or full-time undergraduate programs of study in day or evening classes must file a complete 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 if submitting the online application, 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.

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; February for summer term);
- to be among the first considered for campus housing;
- for early notification about the application, allowing more time to plan a college career.

Fall semester applications are accepted after the preceding October 1. Humboldt may stop accepting applications in certain enrollment categories any time after November 30. The Office of Admissions, 707-826-4402 (or toll free 1-866-850-9556), can confirm deadlines and policies.

Nursing applicants apply to the university with a "pre-nursing" major. There is no special deadline for pre-nursing majors.

For master's degree application requirements, see Planning Your Master's Degree.

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). If applying after the initial filing period, consult the filing status report.

Application term	Application first accepted
Fall semester or quarter 2009	October 1, 2008
Summer semester or quarter 2009	February 1, 2009
Winter quarter 2010	June 1, 2009
Spring semester or quarter 2010	August 1, 2009

To find out which CSU campuses are currently accepting applications, which majors are opened or closed, and to read any messages left by the campus, go to www.csumentor.edu/Filing_Status.

Students wishing to apply directly to the Clinical Nursing program, however, must submit a CSU application for admission by August 31 for spring admissions or by November 30 of the previous year for fall admission, as this program receives many more applications than can be accommodated and is considered "impacted." Contact the Nursing Department for more information at 707-826-3215.

Generally, Humboldt accepts **spring semester** applications after the preceding August 1. The university may stop accepting applications in certain enrollment categories any time after August 31. The Office of Admissions, 707-826-4402 (or toll free 1-866-850-9556), can confirm deadlines and policies.

Summer term applications for regular enrollment will be taken beginning February 1. Those wishing to matriculate to the university beginning with the summer term should use the standard CSU application.

Official transcripts are required from every institution an applicant has attended, even if the applicant completed no courses there.

- Applicants should ask their high school or college(s) to send a copy of their transcripts to Humboldt State. Most colleges charge for this service. The issuing institution needs the applicant's full name (and maiden and/or former name), birthdate, social security number, and the date the student last attended that school.
- Records must be official. A transcript or test score is not official unless sent directly from the high school or college to the Office of Admissions.
- For those enrolled in classes when applying, final, official transcripts must be sent after completion of coursework.

Application Acknowledgement. As soon as possible after receiving an application, the Office of Admissions notifies the student that the application has arrived and is being processed. In the event Humboldt is unable to accommodate an application, it is returned with the application fee.

Applicants also receive a housing application and information on eligibility requirements.

Eligibility Index Table

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

GPA	ACT	SAT
3.00 and above qualifies with any score		
2.99	10	510
2.98	10	520
2.97	10	530
2.96	11	540
2.95	11	540
2.94	11	550
2.93	11	560
2.92	11	570
2.91	12	580
2.90	12	580
2.89	12	590
2.88	12	600
2.87	12	610
2.86	13	620
2.85	13	620
2.84	13	630
2.83	13	640
2.82	13	650
2.81	14	660
2.80	14	660
2.79	14	670
2.78	14	680
2.77	14	690
2.76	15	700
2.75	15	700
2.74	15	710
2.73	15	720
2.72	15	730
2.71	16	740
2.70	16	740
2.69	16	750
2.68	16	760
2.67	16	770
2.66	17	780
2.65	17	780
2.64	17	790
2.63	17	800
2.62	17	810
2.61	18	820
2.60	18	820
2.59	18	830
2.58	18	840
2.57	18	850
2.56	19	860
2.55	19	860
2.54	19	870
2.53	19	880
2.52	19	890
2.51	20	900
2.50	20	900
2.49	20	910
2.48	20	920
2.47	20	930
2.46	21	940
2.45	21	940
2.44	21	950
2.43	21	960
2.42	21	970
2.41	22	980
2.40	22	980
2.39	22	990
2.38	22	1000
2.37	22	1010
2.36	23	1020
2.35	23	1020
2.34	23	1030
2.33	23	1040
2.32	23	1050
2.31	24	1060
2.30	24	1060
2.29	24	1070
2.28	24	1080
2.27	24	1090
2.26	25	1100
2.25	25	1100
2.24	25	1110
2.23	25	1120
2.22	25	1130
2.21	26	1140
2.20	26	1140
2.19	26	1150
2.18	26	1160
2.17	26	1170
2.16	27	1180
2.15	27	1180
2.14	27	1190
2.13	27	1200
2.12	27	1210
2.11	28	1220
2.10	28	1220
2.09	28	1230
2.08	28	1240
2.07	28	1250
2.06	29	1260
2.05	29	1260
2.04	29	1270
2.03	29	1280
2.02	29	1290
2.01	30	1300
2.00	30	1300
Below 2.00 does not qualify for regular admission		

The CSU uses only 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.

Once Humboldt receives all necessary transcripts and other documents, an applicant's file is considered complete. Completed files are evaluated on a "rolling" basis in the order in which they were completed. All applicants are notified by mail of Humboldt's admission decision.

Admitted applicants are sent a letter of admission and information about Humboldt's orientation programs. All new freshman and transfer students register through our orientation programs, which are student-directed and designed to acquaint new students and their parents with the university and community.

Undergraduate Admission Requirements

First-time Freshmen. Generally, first-time freshman applicants will qualify for regular 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; and
- Have a qualifiable minimum eligibility index (see section on 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 (excluding physical education and military science).

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. Students who took the ACT, multiply your 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.

For admission to terms during the 2009-2010 college year, 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 may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned academic coursework for the senior year. The campus will monitor the senior year of study to ensure that admitted students complete their senior year of 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 (nonprovisional) 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, 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 table below. 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.

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 (I biological and 1 physical, both must include 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 electives 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, foreign languages, humanities, and keyboarding. Competency in word processing, spreadsheets, and telecommunication will significantly enhance a student's university experience.

Those planning to major in mathematics, science, computer 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 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.

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 826-5392 (TDD).

Transfer Requirements

Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower division transfer students. Student who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper division transfer students.

Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements.

Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

Lower Division Transfer Requirements.
Please note: Lower division transfer students were not accepted for Fall 2008. Please check with the Admissions Office if you plan to apply as a lower division transfer student.

Generally, applicants will qualify for admission as a lower division transfer student if they

have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

- 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 Qualifying for Admission); **or**
- Were eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

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

Making Up Missing College Preparatory Subject Requirements. 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.

Please consult with any CSU Admissions Office for further information about alternative ways to satisfy the subject requirements.

Upper Division Transfer Requirements

- Applicants must have a GPA of 2.0 (C) or better in all transferable units attempted (2.4 for non-residents),
- be in good standing at the last college/university attended, and
- have completed at least 60 transferable semester units of college coursework with a grade point average of 2.0 or higher and a grade of 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 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.

Provisional Transfer Admission. Humboldt may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. Humboldt 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. Campuses may rescind admission for any student who is not 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. Financial Aid will not pay and loans cannot be certified until you are clearly admitted.

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 Web site 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"), 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 October or November. 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, New Jersey 08541-6200
609-771-7588; www.collegeboard.org

ACT Registration Unit
PO Box 414
Iowa City, Iowa 52240
319-337-1270; www.act.org

TOEFL/IELTS 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 500 written /173 computer-based/61 internet-based on the Test of English as a Foreign Language (TOEFL) or a minimum score of 6.5 on the International English Language Testing System (IELTS) test. Some majors and some campuses may require a higher score. Some campuses may also use alternative methods of assessing English fluency. Students who do not meet the TOEFL/IELTS requirement may enroll in the English as a Second Language program through the International English Language Institute (IELI); see English as a Second Language at the end of this catalog section.

CSU Minimum TOEFL Standards:

	Internet	Computer	Paper
Undergraduate	61	173	500
Graduate	80	213	550

Advanced Placement (AP) Tests. Humboldt 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 number of units (and how they meet specific academic requirements) are provided in the following chart. If the content covered by an examination duplicates other credit awarded, the units will be adjusted from the amount indicated.

AP Test	GE Credit	Area	Elec. Credit	Course Equiv. Misc Credit
Art General	3	C1	3	
Art History	3	C1	3	
Art Studio - 2-D Design	3	C1	3	ART 105C
Art Studio - 3-D Design	3	C1	3	ART 109
Art Studio - Drawing	3	C1	3	
Biology	3	B2	3	BIOL 104 with score of 3; BIOL 105 with score of 4 or higher
Calculus AB	3	B3	3	MATH 109
Calculus BC	3	B3	3	MATH 109 & 110
Chemistry	3	B5	3	
Computer Science A			6	
Computer Science AB			6	
Economics - Macro	3	D2	3	
Fconomics - Micro	3	D2	3	
English Language/Comp	3	A1	3	ENGL 100
English Literature/Comp	3	A1		ENGL 100
English Literature/Comp	3	C2		
Environmental Science	3	D17*	3*	*NRPI 105 with score of 4 or higher
French Language	3	C3*	3	
French Literature	3	C2*	3	
Geography - Human	3	D4	3	GEOG 104 or GEOG 105
German Language	3	C3*	3	
Govt/Politics - Europe	3	D6	3	
Govt/Politics- US	3	D18	3	US Constitution
Govt & Political Comp	3	D6	3	
History - European	3	D5	3	
History - US (meets US History req.)	3	D18	3	HIST 110* or HIST 111* (with score of 4 or 5*)
History - World	3	D5	3	HIST 106* or 107* or 108* or 109* or 109B* (*with score of 4 or 5)
Latin - Literature	3	C2	3	
Latin - Virgil	3	C3	3	
Music - Listening/Lit.	3	C4	3	
Music Theory	3	C4	3	
Physics B	3	B5	3	
Physics C - Elec/Magn	3	B5	3	
Physics C - Mechanics	3	B5	3	
Psychology	3	D7	3	PSYC 104
Spanish Language	3	C3*	3	
Spanish Literature	3	C2*	3	
Statistics	3	B3	3	STAT 106, 108 & BIOM 109

CLEP Exams	GE Credit	Area	Elective Credit*	Crse. Equiv. Misc Credit	Min. Score
American Literature			6	ENGL 232	50
Analysis & Int. Literature	3	C2	3	ENGL 105	50
Biology	3	B2	3	BIO 105	50
Calculus	4	B3	2	MATH 109	50
College Algebra**			3	MATH 44	50
College Math	3	B3	3	MATH 103	50
English Compsition	3	A1	3	ENGL 100	50 with pass on Essay
English Literature			6	ENGL 230, 231	50
Financial Accounting			3	BA 250	50
French Level I	3	C3	3	FREN 105, 106	50
French Level II	3	C3	3	FREN 105, 106, 107, 207	62
Fresh College Comp	3	A1	3	ENGL 100	50 with pass on Essay
German Level I	3	C3	3	GERM 105, 106	50
German Level II	3	C3	3	GERM 105, 106, 107, 207	63
History of US I	3	D18	3	HIST 110	54
History of US II	3	D18	3	HIST 111	54
Humanities	3	C7			50
Info. Systems & Computer App.			6		50
Intro. Business Law			6	BA 210	50
Introductory Psychology	3	D7	3	PSYC 104	50
Intro. to Sociology	3	D8	3	SOC 104	50
Natural Sciences	3	B2	3	BIO 104	50
Pre-Calculus	4	B3	2	MATH 115	50
Principles of Accounting			6	BA 252	50
Principles of Macro-economics	3	D2	3		50
Principles of Micro-economics	3	D2	3		50
Principles of Macro/ Microeconomics***			6	ECON 210	50
Principles of Mgmt.			6	BA 370	50
Principles of Marketing			6	BA 340	50
Social Science/History	3	D9	3		50
Spanish Level I	3	C3	3	SPAN 105, 106	50
Spanish Level II	3	C3	3	SPAN 105, 106, 107, 207	66
Western Civilization I	3	D5	3	HIST 104	54
Western Civilization II	3	D5	3	HIST 105	54

* Elective/additional units, and/or articulation.

** Math code of 40 assigned only if ELM is taken prior to CLEP exam in College Algebra.

*** Principles of Macroeconomics AND Principles of Microeconomics must both be taken to receive credit for Econ 210.

A maximum of 24 units (6 units maximum for each exam) of CLEP exam credit is allowed to count toward graduation. Units may be adjusted by student request based upon student's needs. Please contact the HSU Registrar's Office for information (707-826-4101).

DSST Exams	Course Credit	Area	Course Equiv.	Min. Score
Art of the Western World	3	C1	ART 103	48
Cultural Geography	3	LD-D	GEOG 105	48
Drug & Alcohol Abuse	3		LD-Elective	49
Envi. & Humanity	3	LD-D	NRPI 105	46
Ethics in America	3	C9	PHIL 106	46
Foundations of Education	3		EDUC 110	46
Fundamentals College Algebra	3		MATH 44	50
General Anthropology	3	D1		47
Here's to Your Health	3	E	HED 400	48
Human Resources Mgmt	3		BA 370	46
Intro to Business	3		BA 110	46
Lifespan Developmental PSYC	3		LD-Elective	46
Modern Middle East	3	D5	HIST 106	47
Money & Banking	3		ECON 435	48
Organizational Behavior	3		BA370 or BA470	48
Personal Finance	3		BA 260	46
Principles of Financial Accounting	3		BA 250	47
Prin. of Public Speaking	3	A2	COMM 100	47 with pass on Oral Exam
Principles of Statistics	3	B3	MATH 103	50
Principles of Supervision	3		BA 370	46
Technical Writing	3		IT 232	36

English Excelsior Exam (EEE)

EEE	GE Credit	Area	Elec. Credit	Course Equiv. Misc Credit
	3	A1	3	

International Baccalaureate (IB) Exam
(minimum passing score of 4)

IB Exams	GE Credit	Area	Elec. Credit*	Course Equiv.
Anthropology, Social & Cultural, HL	3	D1	3	ANTH 104
Anthropology, Social & Cultural, SL	3	D1		
Biology HL	3	B2		
Biology SL	3	B2		
Business & Management HL			6	BA 110
Business & Management SL			3	
Chemistry HL	3	B5		
Chemistry SL	3	B4		
Classical Languages HL	3	C3		
Classical Languages SL	3	C3		
Computer Science HL	3	A3	3	CIS 100 & CIS 131
Computer Science SL	3	A3		CIS 100 or CIS 130
Dance HL	3	C6		
Dance SL	3	C6		
Design Tech (Engineering) HL			6	ENGR 215
Design Tech (Engineering) SL			3	

IB Exams *(cont')*	GE Credit	Area	Elec. Credit*	Course Equiv.
Economics HL	3	D2	3	ECON 104
English A1 HL (aka Language A1 HL)	3 3 1**	A1 A2 C2		3 units ENGL 100, 3 units A2, and 1 unit ENGL 105
English A1 SL (aka Language A1 SL)	3	A1		
Environmental Systems SL			3	ENGR 115
Film HL	3	C6		
Film SL	3	C6		
Further Mathematics SL	3	B3		
Geography HL	3	D4	3	GEOG 105
Geography SL	3	D4		
History HL****	3	D5	3	
Info Tech in a Global Society HL	3	D4	3	GEOG 216
Info Tech in a Global Society SL	3	D4		
Islamic History HL	3	D5	3	
Islamic History SL	3	D5		
Language ab initio SL***	3	C3		
Language A2 HL ***	3	C3		
Language A2 SL ***	3	C3		
Language B HL ***	3	C3		
Language B SL ***	3	C3		
Mathematics HL	3	B3		
Mathematics SL	3	B3		
Mathematical Studies SL	3	B3		MATH 103
Music HL	3	C4		
Music SL	3	C4		
Philosophy HL	3 3** 1	A3 PHIL 107 C5	3	PHIL 107
Philosophy SL	3	C5		PHIL 107
Physics HL	3	B5		
Physics SL	3	B5		
Psychology HL	3	D7	3	PSYC 104
Psychology SL	3	D7		
Theatre HL	4	C6	3	TFD 104 & TFD 241
Theatre SL	4	C6		TFD 104
Visual Arts HL**	6	C1	3	ART 105B & ART 105C
Visual Arts SLA **	3	C1		ART 105B
Visual Arts SLB **	3	C1		ART 105B
World Religions	3	C12		

* Elective/additional units, and/or articulation.

** May be adjusted by student request based upon student's needs. Please contact the HSU Registrar's Office for information.

*** Includes all languages (French, German, Indonesian, Japanese, Spanish, etc.)

**** Includes five regions: Africa, Americas, Asia/Oceania, Europe, Asia/Middle East.

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 placed 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.

The English Placement Test (EPT) assesses the level of reading and writing skills of entering undergraduates so that they can be placed in appropriate baccalaureate-level courses. Students must take the EPT or be exempt in order to enroll in any classes. All entering undergraduates must complete the EPT except those who present proof* of one of the following:

- a score of "Exempt" on the augmented English CST, i.e. the CSU Early Assessment Program (EAP), taken in grade 11 as part of the California Standards Test.;
- a score of 550 or above on the verbal section of a College Board SAT taken April 1995 or later;
- a score of 24 or higher on the enhanced ACT English Test, taken October 1989 or later;
- a score of 680 or higher on the recentered and adjusted College Board SAT II: Writing Test taken May 1998 or later;
- a score of 660 on the writing portion of the SAT Reasoning Test;
- a score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement program;
- completion and transfer of a course satisfying the GE/Breadth or Intersegmental GE Transfer Curriculum written communication requirement, provided the course was completed with a grade of C or better.

** Exemptions based on test scores cannot be granted unless official scores have been sent to Humboldt. Exemptions based on coursework must be verified via transcript or grade report.*

The **Entry Level Mathematics (ELM)** exam assesses the skill levels of entering CSU students in areas of mathematics typically covered in three years of rigorous college preparatory courses in high school (algebra I, algebra II, and geometry). All entering undergraduates must complete the ELM except those who present proof* of one of the following:

- a score of "Exempt" on the augmented mathematics California Standards Test, i.e., the CSU Early Assessment Program (EAP), taken in grade 11
- a score of "conditionally exempt" on the augmented CST, i.e. the CSU Early Assessment Program (EAP) plus successful completion of a Senior-Year Mathematics Experience (SYME)
- a score of 550 or above on the mathematics section of the College Board SAT or on the College Board SAT Subject Tests-Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator)
- a score of 23 or higher on the ACT mathematics test
- a score of 3 or higher on the College Board Advanced Placement calculus examination (AB or BC) or statistics examination
- completion and transfer of a course satisfying the GE/Breadth or Intersegmental GE Transfer Curriculum quantitative reasoning requirement, provided the course was completed with a grade of C or better

Mathematics Placement Test. The HSU Math Department offers a placement program for those students who wish to take a higher math class than what they are eligible for based on ELM test scores or prior coursework. For more information, see the Math Department Web page at www.humboldt.edu/~math by clicking on the Math Placement link.

Transfer students who have completed (with a grade of C- or higher) a college-level calculus course that has been articulated (deemed an appropriate replacement through a formal college-to-college agreement) with a Humboldt calculus course will have their math code adjusted to allow registration in any course for which calculus is a prerequisite. If the calculus course has not been articulated, a student may petition to substitute the course for Humboldt's calculus. The petition must be approved by the Mathematics Department Chair.

Special Admission

Admission by Exception

A limited number of applicants who do not meet Humboldt's standard entrance requirements may be admitted to the university by exception. Letters of appeal can be directed to the Admissions Committee, Humboldt State University, Arcata, CA 95521.

Adult Students

As an alternative to regular admission criteria, an applicant who is twenty-five years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

1. Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations).
2. Has not been enrolled in college as a full-time student for more than one term during the past five years.
3. If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.

Consideration will be based upon a judgment as to whether the applicant is as likely to succeed as a regularly admitted freshman or transfer student and will include an assessment of basic skills in the English language and mathematical computation. Please contact the Admissions Office for further information.

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 con-

sidered 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 Admissions Office for details.

Nursing Students

Due to the impacted status of the nursing major and limited clinical facilities, the Department of Nursing selects students into the major program on the basis of supplementary screening criteria. Obtain a separate application to the major directly from the Department of Nursing, 707-826-3215 or online at www.humboldt.edu/~nurs. This supplemental application is accepted until February 1 for the following fall semester or October 1 for the following spring semester. Students not already enrolled at Humboldt State University must also submit a standard California State University application for admission by November 30 of the previous year for fall or August 31 of the previous year for spring and meet the regular admission requirements to the university.

Over-60 Program

In this program, senior adults who are California residents are allowed to take courses for a nominal fee. Please contact the Admissions Office for more details.

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, 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/~gradst/

Applying to Humboldt. International applicants should submit the following documents to Humboldt State University, International Student Admissions, 1 Harpst Street, Arcata CA 95521.

1) Application for admission. For the fastest processing of your application, apply online through CSU Mentor (recommended) at: http://www.csumentor.edu/admissionapp/intl_apply.asp, ***or*** download a paper application by visiting the Web site at www.humboldt.edu/~internat/undergrad_application_process.php (for undergraduate applicants) or www.humboldt.edu/~internat/grad_application_process.php (for graduate applicants).
2) A non-refundable application fee of U.S. $55.00 (payable online if using CSU Mentor)
3) Financial Statement and Affidavit*
4) Official statement from financial institution verifying sufficient funds
5) Official transcripts of academic records
6) Appropriate test scores (TOEFL or IELTS, GRE, GMAT)
7) Medical Insurance Guidelines & Agreement*

*Download these forms by visiting the Web site at www.humboldt.edu/~internat/undergrad_application_process.php (for undergraduate applicants), or to www.humboldt.edu/~internat/grad_application_process.php (for graduate applicants).

NOTE: Academic credentials will be evaluated only after receipt of all your application materials.

English Language Proficiency. 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 500 written /173 computer-based/61 internet-based on the Test of English as a Foreign Language (TOEFL) or a minimum score of 6.5 of the International English Language Testing System (IELTS) test. *Graduate applicants* are required to have a minimum score of 550 written /213 computer-based/80 internet-based on the TOEFL, or a minimum score of 7 on the IELTS test. Scores from either exam that are more than two years old are not accepted. A waiver of the TOEFL/IELTS may be granted by the Registrar's Office on an individual basis for students who present a minimum grade of 'B' or higher from a California Community College or University general education English composition course, or for applicants who have graduated from an accredited four-year U.S. high school and have completed three years of English college preparation coursework with grades of 'B' or higher. Students who have not obtained the above minimum scores may be interested in attending the International English Language Institute (IELI) located on the HSU campus (www.humboldt.edu/~ieli).

Estimated Expenses for International Students. Undergraduate international students are required to pay non-resident tuition of $339 per unit in addition to registration fees. Students must be enrolled full-time (12 units per semester). Additionally,

Estimated Yearly Costs for International Students, August - May

	Undergraduate	Graduate
Tuition	$8,136	$6,102
Registration Fees	4,454	5,236
Books and Supplies	1,528	1,528
Room and Board	9,510	9,510
Health Insurance	673	673
Transportation	1,432	1,432
Incidental Expenses (laundry, toiletries, clothing, etc.)	2,224	2,224
TOTAL	**$27,957**	**$26,705**

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 chart below left 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 U.S. Citizenship and Immigration Services.

The cost of tuition is $339 per unit; therefore, the chart calculates $339 x 24 units for undergraduate students for one academic year. For graduate students the calculation is $339 x 18 units for one academic year. Estimates do not include the fees or living expenses for the summer session.

Financial Statement and Affidavit. *All students must submit evidence of financial ability to meet minimum costs at Humboldt before admission can be granted and an I-20 issued.*

You will be asked to provide the Financial Statement and Affidavit in addition to an official bank statement reflecting sufficient financial resources to meet your educational and living expenses while at HSU. The Affidavit 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 Intern positions only after completing a minimum of one year of full-time study at HSU in addition to maintaining immigration status and the required academic standards of the university. Applicants are required to submit a written application and appear for a formal interview. Students who are selected for an available position will have a portion of the non-resident tuition fees waived in exchange for approximately 150 hours of service per semester. Positions may not be available every semester.

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 Office of Admissions, to the attention of the International Evaluator. 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 translator *directly* 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 Evaluator prior to registration.

Eligibility Requirements.

- **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 2.00 grade point average that will be calculated by the Registrar's Office. 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 2.00 and official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.00 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 2.4 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 U.S. 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 2.5 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:

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,

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;

c) 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 department and the Registrar's Office.

Medical Insurance Information and Documentation. Health care in the United States can be very costly. The California State University system requires that all non-immigrant students submit a signed agreement (complete the Medical Insurance Guidelines and Agreement) to 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. Alternatively, if you have private insurance which you believe meets the CSU requirements (see below), you may request a substitution of your existing policy for the CSUHealthLink plan by completing the Petition to Approve Alternate Insurance along with the required documentation from your insurance company prior to the end of the second week of classes. This petition can be downloaded by visiting the Web site at www.humboldt.edu/~internat/undergrad_application_process.php (for undergraduate applicants) or www.humboldt.edu/~internat/grad_application_process.php (for graduate applicants). Benefits covered by the CSUHealthlink policy can be found at www.csuhealthlink.com.

The minimum amounts of coverage are shown below:

- Medical benefits of at least $50,000 per accident or illness, with a co-payment of no more than 25%
- Provision for repatriation of remains ($7,500)
- Provision for evacuation to home country ($10,000)
- Provision for coverage of pre-existing conditions after 6 months of continuous coverage
- The standard, individual deductible should not exceed $500 per condition, per plan year

Contact Information.

Humboldt State University
International Programs Office
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 students preparing to enter an American college or university or for professionals who want to improve their English.

Participants come to Humboldt State University from around the world. Japan, Central African Republic, France, Switzerland, Germany, Korea, Peru, Honduras, Indonesia, and China send some of their top students.

Only English is spoken in this intensive program. Students immerse themselves in reading, writing, speaking, and listening classes (approximately 21 hours per week plus homework and assignments in Humboldt's fully-equipped language laboratory). They use the IELI computer lab for word processing and computer-assisted language instruction.

Tuition for each eight-week session is currently $1,963; and student health insurance $114. Prices are subject to change.

For information, write to IELI, Extended Education, Student and Business Services Building, Humboldt State University, Arcata CA 95521-8299, or call 707-826-5878 (fax 707-826-5885). E-mail: ieli@humboldt.edu. Web: www.humboldt.edu/~ieli.

Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus have access to courses at other CSU campuses on a space-available basis unless those campuses or programs are impacted or admission to the desired program or admission categories are closed. This access is offered without being admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Office of the Registrar, SBS 133, 707-826-4101.

CSU Concurrent Enrollment. Matriculated students in good standing may enroll on a space available basis at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus. Financial Aid can only be received at one campus.

CSU Visitor Enrollment. Matriculated students in good standing enrolled at one CSU campus may enroll on a space available basis at another CSU campus for one term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment. Matriculated CSU, UC, or community college students may enroll on a "space available" basis for one course per term at another CSU, UC, or community college and request that a transcript of record be sent to the home campus.

Immunizations & Health Screening

New and readmitted HSU students are required to provide to the Student Health Center before the beginning of their first term of enrollment:

1. valid proof of immunity to Measles, Rubella, and Hepatitis B.

2. a completed Student Health Center Registration and Consent form (available online at the Student Health Center Web site).

These items can be mailed, faxed, or brought to the Student Health Center. Forms and more information are available at: http://studentaffairs.humboldt.edu/health/. Necessary immunizations may be obtained from your personal physician, the County Health Department or the Student Health Center.

Measles and Rubella All Humboldt State students, whether new or continuing, who were born after January 1, 1957, are required to present proof of measles and

rubella (German measles) immunizations. This means two doses of vaccine after age one. In addition, proof of measles and rubella immunizations may be required for certain groups of enrolled students, regardless of age, who have increased exposure to these diseases. These groups include: students who reside in campus housing; students enrolled in nursing, dietetics, medical technology or any practicum or fieldwork studies which involve preschool and school age children, and students whose primary and secondary schooling were outside the United States.

Hepatitis B. All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three doses of vaccine over a minimum 4 to 6 months period. Vaccine is available for a charge at the Student Health Center.

Meningococcal Disease. The Student Health Center recommends that entering students consider vaccination against meningococcal disease. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease. Vaccine is available at cost through the Student Health Center, though may also be obtained through Public Health and personal health providers.

Avoid a Registration Hold. Failure to provide proof of immunization will result in the student not being allowed to register for a second semester. These are not admission requirements, but are required of students as conditions of enrollment in CSU.

New Student Orientation

The purpose of new student orientation is to assist students in their transition to the university, introduce them to the broad educational opportunities at Humboldt State, integrate them into the life of the university, and register new students for classes. The **Humboldt Orientation Program (HOP)** is offered several times during the summer and once each August and January. Some transfer students may be eligible for an online orientation option (HOOP). HOP acquaints new students and their parents with the university and surrounding community. All newly admitted students will receive registration information in the mail about orientation.

Student Life also offers **Freshman Interest Groups** for new students. A Freshman Interest Group (FIG) consists of approximately 25 freshmen students who take a set of thematically-linked courses during their first semester.

More information can be found in the Campus Community section of this catalog under Freshman Interest Groups and/or Orientation, or go online at www.humboldt.edu/firstyear.

Reservation

Humboldt State University reserves the right to select its students and deny admission to the university or any of its programs as the university, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the university.

Academic Regulations

Academic Honesty / Dishonesty

Academic Honesty

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

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

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 his/her 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, she/he will be permitted to remain in the class during the formal hearing process (as outlined in CSU Executive Order 628).

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 the Vice President for Student Affairs, 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 Student Discipline Coordinator, located in the Office of the Vice President for 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

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 the Vice President for Student Affairs and disciplinary action. However, as there may be plagiarism as a result of poor learning or inattention 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 the Vice President for Student Affairs 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 the Vice President for Student Affairs 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 the Vice President for Student Affairs.

When a case is referred to the Office of the Vice President for Student Affairs, 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, then submitting the work for regrading without the instructor's prior approval.

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 the Vice President for Student Affairs, Nelson Hall East 216, or the Dean for Academic Programs & Undergraduate Studies, Siemens Hall 216G.

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 function 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, section 41301.

41301. Standards for Student Conduct. 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 must choose behaviors that contribute toward this end. 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.

(a) Campus Community Values

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 oneself 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 official or any public safety officer while acting in the performance of his/her 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 discipline matter.

   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 him or her 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. Nothing in this Code 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 he or she is suspended, or additional tuition or fees, shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which she/he 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 of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

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, were he or she 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.

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; conduct of 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 the Vice President for Student Affairs, 707-826-3361.

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 2nd bachelor's degree below 1.95

- **Unclassified post-baccalaureate** graduates below 1.95
- **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 individual programs, by recommendation of the program faculty and graduate coordinator, and action of the graduate dean. While on academic probation if 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. A disqualified student may be excluded from attending Humboldt State University for up to one year. *Regularly enrolled students who are academically disqualified from HSU are not eligible to enroll in coursework through Extended Education.* For information regarding reapplication and the petition process, contact the Office of the Registrar at 826-4101.

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, SBS 133, 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.

Procedures for graduate student reinstatement or readmission can be found in the section labeled 'Planning Your Master's Degree'.

Add/Drop
(see Schedule Adjustments)

Attendance

Humboldt State University expects attendance at every class meeting during the first week of instruction. Unless the instructor is notified before the absence, nonattendance can result in a student's space being given to another. Should non-attendance result in this action, YOU MUST officially drop the course using web registration. The instructor WILL NOT drop the class for you. It is YOUR responsibility to officially drop 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.)

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, the fees paid, and the petition returned to the Office of the Registrar, SBS 133, by the end of the second week of the term.

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 Calendar of Activities and Deadlines). A student enrolled for credit may not change to audit status after the second week of the term.

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. 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: A student changing her/his 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 grants credit for passing scores on external examinations such as advanced placement tests and some CLEP exams (see the chart in the Admissions Information section listed under Test Requirements). No more than 30 semester units of such credit may apply to a baccalaureate degree. Advanced placement credit is excluded from this limit.

Students presenting scores of 3 or better on the advanced placement exams of the College Board may receive up to six semester units of college credit per exam. Students presenting scores of 5, 6, and 7 at Higher Level will receive six units of credit for the International Baccalaureate exam. Refer to the section titled "Advanced Placement Tests" to see how credit for specific exams will apply toward degree requirements.

Challenging A Course At HSU. A student must be enrolled in the course to be challenged via credit by exam. The course must be added by the end of the first two weeks of the semester. An application for credit by examination form must be submitted to the Office of the Registrar, SBS 133.

Not all courses are available to be challenged. The instructor of the course and the department chair must first approve this application. 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 as matriculating students. Applications are available from the Office of the Registrar.

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*.

For civilians, *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 DD-214 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. The student will need to submit a military registry transcript to VETS in Lower Library 58.

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 Limitations

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 8th week of classes; otherwise she/he 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 1/3 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 student, unclassified post-baccalaureate student, 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.

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.

For information on pursuing two degrees, please see "Second Bachelor's Degree."

Drop/Add

(see Schedule Adjustments)

Educational Leave (Leave of Absence)

A student may request a leave of absence or educational leave from the university to pursue other educationally related activities or to clarify his/her educational goals. Undergraduate students must submit to the Office of the Registrar (SBS 133) a request to go on leave. Graduate students should contact Research and Graduate Studies for information.

A student must attend at least one term prior to requesting a leave of absence. A leave of absence maintains continuing student status. This allows a student 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 Open University or any other services from the university. The student will be apprised of registration information and deadlines for the term she/he is to return to Humboldt State.

Students may request a leave of absence for one or two terms, but the leave may be

extended under special circumstances. For more information or to obtain an educational leave request, contact the Office of the Registrar (SBS 133), or go online at www.humboldt.edu/~reg.

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 choose to redirect messages sent to their HSU official email address by registering a "preferred" email 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.

Enrollment Limitations

Undergraduate students are limited to 19 units per semester. Any student anticipating the need to enroll for more than 19 units should seek approval from his/her academic advisor. 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 on the Web, including holds, term grades, addresses, and account information. Grades for spring semester will be available in late May. Grades for fall semester 2007 will be available in late December 2007. Grades are not sent by mail or email.

Grading Symbols

A — Outstanding achievement

B — Very good, commendable achievement

C — Satisfactory achievement

D — Minimum performance

F — Failure without credit

AU — Audit grade does not earn academic or degree credit. This grade refers to the student's status as an auditor. See "Auditing a Course" under Academic Regulations in this catalog for further details.

CR, Credit — satisfactory achievement of course requirements. Does not affect GPA calculation.

I, Incomplete — indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. The instructor of the course will complete an Authorized Incomplete form. The date by which the course is to be completed will be stated; however, no more than one year from the time the class ended will be allowed to complete the requirements (except due to special circumstances as approved by instructor and submission of a Petition of the Student). Either the instructor will change the Incomplete to an appropriate grade or it will administratively be changed to either a letter 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.

IC, Incomplete Charged — indicates that a student who received an incomplete (I) has not completed the required coursework within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average purposes.

NC, No Credit — indicates unsatisfactory achievement of course requirements. This grade is not used in grade point calculation, however, some universities and many graduate and professional schools interpret an NC grade as F.

R symbol following a grade indicates units do not count toward the degree due to course duplication or maximum allowable units exceeded.

RD, Report Delayed is assigned by the Registrar and indicates that due to circumstances beyond the control of the student, a grade has not been reported to the Office of the Registrar.

RP, Report in Progress — used in conjunction with thesis project and other courses where work assigned extends beyond one academic term. The RP indicates that work is in progress but that assignment of a final grade must await completion of additional work. RP is not included in the student's grade point average. Work is to be completed in one year except for master's thesis 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 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

Grade-Point System

Grade	Grade Points	Included in GPA
A	4.0	Yes
A-	3.7	Yes
B+	3.3	Yes
B	3.0	Yes
B-	2.7	Yes
C+	2.3	Yes
C	2.0	Yes
C-	1.7	Yes
D+	1.3	Yes
D	1.0	Yes
F	0.0	Yes
AU	0.0	No
CR	0.0	No
I	0.0	No*
IC	0.0	Yes
NC	0.0	No
R	0.0	No
RD	0.0	No
RP	0.0	No**
W	0.0	No
WC	0.0	No
WU	0.0	Yes

*Incomplete changed to IC if not completed within one year.

** Report in Progress in master's theses courses changed to "F/NC" if not completed within seven years.

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.

WC, Withdrawal Catastrophic — an authorized drop of the class due to circumstances beyond a student's control (e.g. medical reason, death of immediate family member, etc.). These withdrawals do not count toward the 18-unit withdrawal limit.

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

No grade below C counts as a passing grade when meeting requirements for the master's degree. In fact, some programs require students to repeat work for which they receive a grade below B. Check with the graduate coordinator for more information.

Graduate Credit for Undergraduates

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 for Research & Graduate Studies, Siemens Hall 129.

Graduation, Applying for

The university does not automatically grant academic degrees upon completion of degree requirements. Students must apply for graduation, which initiates a degree check. 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 two 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 the time they advance to candidacy. Please refer to the Calendar of Activities and Deadlines for application for graduation deadlines.

Bachelor's degree Applications For Graduation are available at the Office of the Registrar, SBS 133, and online at www.humboldt.edu/~reg/. The Application For Graduation for master's students is available from the Office of Research and Graduate Studies, SH 129.

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 the $30 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 his/her name is included as a candidate for graduation on lists for faculty approval, diploma ordering, and commencement booklet publication for the expected term of graduation. Details regarding the May commencement ceremony are available on the Web at www.humboldt.edu/~grad/.

Once an undergraduate student has applied for graduation, he/she is not eligible to register for the term following the expected graduation date without first re-applying 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 $25 re-application fee is required. To change a graduation date, download the printable Degree Check Update Request.

Graduation with Distinction

Master's candidates nominated for the Patricia O. McConkey Award for the Outstanding Thesis/Project 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 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 10-week, 7-week, 5-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*.

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. The HSU-ID can be used only for obtaining services from the university. If it is lost, it cannot be used to establish credit or to identify a student for business purposes outside the university. Therefore, it does not create the potential for identity theft inherent in using social security numbers (SSNs).

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 Center, and various campus services, as well as to pick up financial aid checks, and obtain student discounts for campus events. ID pictures are taken in the library, Monday through Friday, 11:00 A.M. to 1:00 P.M. and Monday through Thursday, 6:00 P.M. to 9:00 P.M. New students should contact the campus ID office in the library regarding specific dates and times pictures will be taken. The cost of the ID card is included in the registration fee the first term of enrollment at Humboldt State. There is a $5.00 replacement fee, payable at Student Financial Services, SBS 285, if the ID is lost or stolen. The receipt must be presented to the library prior to having a new picture taken.

Major/Advisor Change

An undergraduate may change a major, advisor, or premajor by filing appropriate forms 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. Forms for changing a major, or declaring a second or double major, are available online at www.humboldt.edu/~reg/forms/ or from the Office of the Registrar. Graduate students should contact the Office of Research and Graduate Studies, SH 129 for information about changing their major.

Minor, Declaring

To declare a minor, fill out a Declaration of Minor form obtained from the Office of the Registrar (SBS 133), or online at www.humboldt.edu/~reg/forms/.

Noncollegiate Instruction

(see Credit for Noncollegiate Instruction)

Presidential 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. Students register 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. Students' academic advisors have registration materials. New students, transfer students, or students returning after an absence have the opportunity to register before the beginning of the term. Students should refer to their admission letter and the schedule of classes 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 720 days old owed to the university or for other administrative reasons. Students are responsible for resolving any holds placed on their registration.

Registration, Late

Students may register late (up to the end of the first week of the semester) with a late fee charged. The *Registration Guide* has specific information.

Remediation

Basic skills in English and mathematics are vital to academic success at Humboldt. Some students are admitted to the University with a need for further development in these areas, as measured by scores on the English Placement Test (EPT) and the Entry Level Mathematics (ELM) exams.

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 and/or EPT 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 may not be eligible to continue at Humboldt. Satisfactory completion of remedial courses requires a grade of C- or higher.

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.

Repeating Courses

Effective fall 2009, 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, the old grades will appear on the student's transcript, but only the new grades will be used in calculating the student's GPA. Undergraduate students may repeat a course for grade forgiveness no more than two times and each of these attempts will count 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, JMC 327 is set up by the department to be repeatable 4 times. This means that 5 attempts of this course will count toward the student's grade point average.

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. Please 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 under Quick Links. Schedule adjustments may be made by using web registration.

Adding Courses. During the first four weeks of classes, all adds can be done by the student via web registration. 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. During the third and fourth weeks of instruction, a $2.00 Late Add fee is assessed for each course added.

Courses cannot be added after the fourth week of classes (see Calendar of Activities and Deadlines for deadline dates). After the fourth week, approval to add courses will be granted only with verification that the course is necessary for the student to graduate at the end of the current semester. 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 web registration.

Dropping Courses. During the first four weeks of instruction, students may drop a class from their schedule via web registration without obtaining instructor approval and no notation for the drop will be recorded on the student's academic record. During the third and fourth weeks of class, a $2.00 late drop fee is assessed for each course dropped. After the first four weeks of classes, a serious and compelling reason is needed to withdraw from a course. Instructor and department chair approval is required. Students must use the schedule adjustment form available from the Office of the Registrar, SBS 133. **The student must submit the completed form in person to the Office of the Registrar.** Undergraduate students may withdraw from no more than 18 units for which a "W" is recorded. Courses that are dropped for more severe reasons beyond the student's control (that are graded WC) do not count towards the 18-unit limit. Withdrawals in these circumstances requires the associate dean of the appropriate college to approve the withdrawal, in addition to the instruction and department chair. For more information about this type of withdrawal, please contact the Office of the Registrar, 707-826-4101, SBS 133. A "W" grade is recorded on the academic record and a $10.00 fee will be charged per course. The final drop deadline is the end of the twelfth week of classes (see *Calendar of Activities and Deadlines* in the *Registration Guide* for deadline dates, or go online to www.humboldt.edu/~oaa/classes.shtml).

As a matter of university policy, **the instructor in the course may not drop on behalf of the student.** Even if the course appears on the student's schedule as the result of an error, it is still the responsibility of the student to drop the course. Instructors will not officially drop a student from the class roster because the student failed to attend the first week of classes, nor will the student be automatically dropped by non-attendance. See Attendance section of the *Registration Guide*.

When dropping a course that requires a lab or activity, both the lecture and the lab/activity must be dropped at the same time.

A student is not permitted to withdraw from any classes during the last three weeks of instruction or later except in cases, such as accident or serious illness, 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 drops during the final three weeks of the semester must be approved by the instructor of the course, the department chair, AND the appropriate Associate Dean. Such withdrawals from courses will not count towards the total of 18 permitted semester units of dropped courses.

NOTE: When you drop all of your classes using web registration, 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 Registrar's Office, Financial Aid, and Student Financial Services. Many students, however, must also complete various exit procedures with offices on campus. We strongly encourage students who are considering withdrawing, to visit the Office of the Registrar 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.

Add/Drop forms are available at the Office of the Registrar, SBS 133.

Second Bachelor's Degree

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.

When the first degree is from another institution: 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, 9 must be in general education, 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 major and must satisfy the GWPE, US institutions, and DCG requirements.

When the first degree is from Humboldt: Candidates must complete 150 semester units (the 120 required for the first degree plus 30 resident units for the second). The student need not fulfill general education, institutions, diversity and common ground, or graduation writing proficiency exam requirements a second time. (A student may need to complete diversity/common ground requirements if the student did not complete appropriate courses with the first degree.) Students may earn two bachelor's degrees at the same time, but must complete requirements for a second degree as listed above.

Note: If a student graduates with one degree but still needs additional coursework for the second degree, that student will need to re-apply to the university as a post baccalaureate student.

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.

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, the student must meet the requirements set by his/her 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

A student may request a copy of his/her 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/~reg 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
- 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
- credit card billing information and authorization for all requests sent via fax

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 the Web at www. humboldt.edu (Records & Registration link).

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 48 hours or preparing special certifications of graduation status prior to issuing a diploma. The fee is $10 for expedited service. 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 Web site at: www.humboldt.edu/~reg/transcripts.html.

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 may result in an obligation to pay fees 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 student who is anticipating the need to withdraw from Humboldt State is encouraged to discuss this with his/her academic advisor or with staff at the Office of the Registrar, SBS 133, 707-826-4101.

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. A student who formally withdraws after the first four

weeks of the semester will have a date of withdrawal appear on the academic record and all coursework will appear with a grade of "W" (withdrawal) or WC (withdrawal catastrophic) if appropriate.

A student is not allowed to withdraw during the last three weeks of instruction or later except in cases, such as accident or serious illness, 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 drops during the final three weeks of the semester must be approved by the instructor of the course, the department chair, AND the appropriate Associate Dean. Such withdrawals will not count towards the total of 18 permitted semester units of dropped 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.

A student who does not plan to return to Humboldt State the next semester must request a leave of absence or REAPPLY to the university upon return. For more information please 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. 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 by email 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 section for more details).

Retroactive Withdrawal. Requests for withdrawal from course(s) after the twelfth week of instruction (retroactive withdrawal) are seldom granted. Students are expected to formally withdraw from classes or the university prior to the end of the twelfth week of instruction if work, personal, or health reasons interfere with class attendance or ability to complete work or exams.

Withdrawal from classes or the university after the twelfth week of instruction will be considered only for accident or serious physical or mental illness, or serious personal or family problems 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**. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Students may not request a late withdrawal for poor academic performance. Lack of awareness of the withdrawal procedures is not an extenuating circumstance. Withdrawals as a result of being called to active duty will not count towards the student's 18-unit limit, but official documentation must be provided and the Office of the Registrar must be officially notified of the reason.

Requests for retroactive withdrawals must be made in writing. For more information contact the Office of the Registrar, SBS 133, 707-826-4101.

Withdrawal Procedures for Students Mobilized for Active Duty. HSU 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, 707-826-6272, with questions or for assistance with required paperwork.

OPTION 1 - Students may withdraw from all courses:

A student may choose to do a total withdrawal from all his/her 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 Research and Graduate Studies, Siemens Hall 213, 707-826-3949.

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 him/her 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 coursework 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 HSU the next semester must request a leave of absence. This approved leave of absence will ensure that these students will retain their catalog rights and will allow them 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 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 full-time equivalent students (FTES). The total CSU 2008/09 final budget amounts were $2,970,706,000 from state General Fund appropriations (not including capital outlay funding), $1,251,321,000 from State University Fee (SUF) revenue, $276,093,000 from other fee revenues and reimbursements for a total of $4,498,120,000. The number of projected 2008/09 full-time equivalent students (FTES) is 356,050. The number of full-time equivalent students 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 2008/09 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is $11,858 and when including all sources as indicated below is $12,633. Of this amount, the average student fee support per FTE is $4,290, which includes all fee revenue in the CSU Operating Fund (e.g. State University Fee, nonresident tuition, application fees, and other miscellaneous fees).

Fees

The **registration fee** includes: student body association fee, student body center fee, facilities fee, instructionally-related activities fee, student health fee, computer lab paper fee, the state university 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 in addition to the registration fee. Students auditing a class still pay regular fees.

Credit Cards. MasterCard, Diners Club, Discover, and American Express credit cards may be used to pay fees through a third party vendor via the Web.

Fee Waivers. The California Education Code includes provisions for the waiver of mandatory systemwide fees as follows:

Section 68120 – Children and surviving spouses/registered domestic partners of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of active law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships);

Section 66025.3 – Qualifying children, spouses/registered domestic partners, or unmarried surviving spouses/registered domestic partners of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; any dependents or surviving spouse/registered domestic partner who has not remarried of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet certain age and income restrictions;

Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001 terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

Student Body Fees. The law governing the California State University provides that 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). 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). The student body fee was established at Humboldt State by student referendum. 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 (Education Code, Section 89300). 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

2008/09 CSU Funding	Amount	Average Cost per FTE Student	Percentage
Total Support Cost	$4,498,120,000	$12,633	100%
▪ State Appropriation	2,970,706,000	8,343	66%
▪ Student Fee Support[1]	1,251,321,000	3,514	28%
▪ Othe Income & Reimbursements[2]	276,093,000	775	6%

[1] Student fee support represents campus 2008/09 final budget submitted State University Fee revenue.

[2] The other income and reimbursements represent campus other fee 2008/09 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.

The average CSU 2008/09 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is $3,849. 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

Registration (per semester)*

Student body association fee..... fall = $51; spring = $50
Student body center fee..... fall = $93; spring = $92
Facilities fee 3
Instructionally-related activities fee
- 0-6 units 154.50
- 6.1 or more units 259

Computer lab paper fee 5
Student health fee 140
State university fee *(undergraduate)**
- 0-6 units 885
- 6.1 or more units 1,524

State university fee *(graduate)**
- 0-6 units 1,089
- 6.1 or more units 1,878

State university fee *(teacher credential)**
- 0-6 units 1,026
- 6.1 or more units 1,770

State university fee *(Western Undergraduate Exchange)*
- 0-6 units 1,327.50
- 6.1 or more units 2,286

Summer Term

Student body association fee 50
Student body center fee 92
Health facilities fee 3
Instructionally-related activities fee 50.67
Plus $17.32 per unit (max. total $259)
Computer lab paper fee 5
State university fee *(undergraduate)**
- 0-6 units, approx. $217 per unit maximum 885
- 6.1 or more, approx. $160 per unit maximum 1,524

State university fee *(graduate)**
- 0-6 units, approx. $266 per unit maximum $1,089
- 6.1 or more, approx. $196 per unit maximum 1,878

State university fee *(teacher credential)**
- 0-6 units, approx. $251 per unit maximum 1,026
- 6.1 or more, approx. $185 per unit maximum 1,770

State university fee *(Western Undergraduate Exchange)*
- 0-6 units, approx. $325.50 per unit maximum 1,327.50
- 6.1 or more, approx. $240 per unit maximum 2,286

Nonresident Tuition

Non-California residents pay tuition in addition to the fees above (fall, spring, & summer term), per unit* 339

Other Fees

Administrative charge for dropping to lower fee category or withdrawing 27
Application 55
Application for Graduation 54
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 ..... 5 - 20
Humboldt Orientation Fee 50
Identification card (or replacement) 5
Late payment fee 30
Late registration fee 25
Late schedule adjustments ..... $2 - 10
Library materials service charge, loss of or damage to ..... varies
Materials, services & facilities fee ..... 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

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.**

*Fees based on 2008-09 levels.

at the University. 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. Student body association fees support a variety of cultural and recreational programs, child care centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and sometimes a student referendum. 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 establish a new mandatory fee.

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 (certain music courses, for example). The current semester class schedule, on sale at the university bookstore, has fee information.

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 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.

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; or 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 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 receive official transcripts of grades or other services offered from anyone owing fees or another debt to the university. Failure to pay the debt may result in collection activity, including collection agency referral and/or small claims court, where the student will be responsible for all applicable collection and court costs. If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact Student Financial Services 707-826-6789, 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. Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in section 41802 of the Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide fees 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 programs at the California State University (courses offered through Extended Education) are governed by a separate policy established by the university.

In order to receive a full refund of mandatory fees, including nonresident tuition, 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 on the Web and from Student Financial Services.

For state-supported semesters, quarters, and non-standard terms or courses of (4) weeks or more, a student who withdraws during the term in accordance with the

2008-09 Schedule of Fees

Legal residents of California are not charged tuition. The following reflects applicable fees and nonresident tuition for the 2008-2009 academic year. Costs do not include summer attendance. (Fees for 2009-10 were not finalized by press time.)

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

HSU Units Cost including campus-based fees:

Units	*Per Semester*	*Per Academic Year*
Undergraduate		
6.1 or more	$2,075.00	$4,150.00
0 to 6.0	$1,331.50	$2,663.00
Credential Program Participants		
6.1 or more	$2,321.00	$4,642.00
0 to 6.0	$1,472.50	$2,945.00
Graduate		
6.1 or more	$2,429.00	$4,858.00
0 to 6.0	$1,535.50	$3,071.00

Nonresident Students (U.S. and International): In addition to other fees charged all students, there is a nonresident tuition charge of $339 per course unit. The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2008-09) is $10,170.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Credit Cards: Master Card, Discover, Diners Club, & American Express credit cards may be used for payment of fees through a third party vendor on the Web.

Notice: 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.

university's established procedures 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.

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

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

- The tuition and mandatory fees were assessed or collected in error;
- The course for which the tuition and mandatory 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 V.B; Cal Grant Manual, Chapter 8, 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 he or she determines 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.

Determination of Residency for Nonresident Tuition Purposes

University requirements for establishing residency are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residence Requirements. These laws governing residence for tuition purposes at the California State University are California Education Code sections 68000-68090, 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 Web site at www.calstate.edu/GC/resources.shtml. 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.

The Admissions Office at each campus is responsible for determining the residence 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.

Generally, establishing California residence for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year 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 residence for tuition purposes. A minor normally derives residence from the parent(s) they reside 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 including questions concerning their financial dependence on parents who cannot satisfy University requirements for classification as residents for tuition purposes, which will be considered along with physical presence and intent in determining reclassification.

Non-citizens establish residence 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 residence requirements are contained in California Education Code sections 68070-68084 and Title 5 of the California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 419006-419106.5, 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 years of high school in California and graduated or attained the equivalent. 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.

Residence determination dates are set each term. For Humboldt, they are September 20 for fall, January 25 for spring, and June 1 for summer.

Students classified as non-residents may appeal a final campus decision within 120 days of notification by the campus. A campus residence 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 are subject to reclassification as nonresidents and payment of nonresident tuition 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 and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

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 on the Web at www.fafsa.ed.gov; applications are processed more quickly and errors are edited for more accuracy. Students are encouraged to apply electronically; remember to file for your electronic pin code for FAFSA and also have your parents apply for a pin code, if needed for signatures. A paper FAFSA can be obtained at all UC, CSU, and California Community College Financial Aid offices as well as at California high schools.

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 2009-10 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 Web site at www.humboldt.edu/~finaid. You may access your personal financial aid award information online at www.humboldt.edu/~finaid and click on CURRENT STUDENTS/ACCEPT AID. 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 fax Financial Aid at 707-826-5360. You can also email to finaid@humboldt.edu. Most fax and email inquiries are treated like incoming mail, with an expected reply turnaround time of two to four 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.

Academic Competitiveness Grant (ACG). Freshmen and sophomore students who are eligible for a Pell Grant and are U.S. citizens may also receive a Federal Academic Competitiveness Grant of up to $750 for the first year and $1,300 for the second year. To qualify, students must have successfully completed a rigorous high school program as recognized by the U.S. Secretary of Education. Second-year students must also have maintained at least a 3.0 GPA.

National Science and Mathematics Access to Retain Talent (SMART) Grant. This new grant provides up to $4,000 for both the third and fourth years of undergraduate study to full-time students who are eligible for a federal Pell Grant, U.S. citizens and majoring in physical, life, or computer sciences, mathematics, technology, or engineering, or in certain foreign languages. Students must also have maintained a GPA of at least 3.0 in coursework required for their major.

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 8.25% for students, 9% 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 AidCommission to California residents. Cal Grants A and B are for undergraduates.

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: http://studentaid.ed.gov/students/attachments/siteresources/4807Teach_FactSheet_v3.pdf If, after reading all of the information on the fact sheet, 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 $450; generally, must be repaid within ten weeks.

Humboldt State Scholarships

Financial Aid Office Scholarships. Financial Aid awards approximately 100 scholarships, averaging $800, primarily on the bases of academic achievement and need. Other donor interests, such as community of residence, may be factors in determining recipients.

All students who file a Free Application for Federal Student Aid by March 2, and who list Humboldt State as a recipient, will be considered for scholarships. Financial Aid measures academic achievement by grade information obtained from the Office of the Registrar.

Estimated Cost of Attendance for 2009-2010

Below are the estimated costs of attendance for California residents for the 2009-10 academic year; 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	Living with parents	Living on campus	Living off campus
estimated fees	4,454	4,454	4,454
books & supplies	1,528	1,528	1,528
food & housing	3,548	9,510	9,088
transportation	1,432	1,010	1,432
miscellaneous	2,224	2,224	2,224
TOTAL	**$13,186**	**$18,726**	**$18,726**
WUE (Western Undergraduate Exchange)			
estimated fees		6,130	6,130
books & supplies		1,528	1,528
food & housing		9,510	9,088
transportation		1,010	1,432
miscellaneous		2,224	2,224
TOTAL		**$20,402**	**$20,402**
CREDENTIAL CANDIDATES			
estimated fees	4,994	4,994	4,994
books & supplies	1,528	1,528	1,528
food & housing	3,548	9,510	9,088
transportation	1,432	1,010	1,432
miscellaneous	2,224	2,224	2,224
TOTAL	**$13,726**	**$19,266**	**$19,266**
POST BACCALAURATE/GRADUATES			
estimated fees	5,236	5,236	5,236
books & supplies	1,528	1,528	1,528
food & housing	3,548	9,510	9,088
transportation	1,432	1,010	1,432
miscellaneous	2,224	2,224	2,224
TOTAL	**$13,968**	**$19,508**	**$19,508**

*The estimate for books and supplies also includes computer expenses and course materials fees.

ID Card Fee: An additional $5.00 is assessed to new students for an Identification Card.

Non-resident Tuition: Out-of-state and international students must pay non-resident tuition of $339 per semester unit in addition to the registration fees listed above. For example:

12 units x 2 semesters = 24 units x $339 per unit = $8,136 nonresident fees

Undergraduates: $8,136 nonresident fees + $18,726 attendance costs = $28,388 per year cost of attendance

Non-resident tuition may be paid in three equal installments, due 30, 60, and 90 days into the semester. The service fee is 9% 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.

Planning Your 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. There is, for instance, a physical science major but no physical science department.

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 (Survey of American Literature) and a course number (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
100-109	lower division general education (except Spanish, French, and German 105)
200-299	lower division, appropriate for sophomores
300-399	upper division, appropriate for juniors
300-308	upper division general education, area B, C, or D
309	upper division general education, CWT courses
400-499	upper division, appropriate for seniors
400	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.
600-699	graduate level, open only to graduates
700-799	credential/licensure courses, not generally applicable to a master's degree program

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.

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 (BA) 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.

The Bachelor's Degree Program as a Whole

The undergraduate (or baccalaureate) degree program has two forms, the bachelor of arts (BA) and the bachelor of science (BS). Both degrees require a minimum of 120 semester units. For BA programs, at least 40 of these units must be upper division. Bachelor of science programs usually require substantial units in courses preliminary to the major courses.

In general, it is expected that the successful student will spend two hours of preparation per week for each unit earned. An academic schedule of at least 15 units is recommended in order to make timely progress towards the bachelor's degree. Some academic programs may require more for graduation in four years.

Faculty have recommended, and administrators have approved, the programs and requirements described later in this catalog. They represent a means for students to accomplish identifiable educational goals. The fundamental goal of the bachelor's degree program is to foster a capacity for, and a disposition toward, a disciplined examination of human experience.

Guidelines

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 or two units in intramural activity 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, Systemwide Placement Tests), assesses entering students' reading and writing skills so they can be placed in appropriate courses. 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 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 GWPE before 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 English 100 (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 (Hs 71, room 101).

Mathematics. Unless exempt (see Admission Information, Systemwide Placement 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: Majors, Minors, Electives

The **major** provides depth of study. For the BA (bachelor of arts) degree, the major consists of a minimum of 24 semester units, with at least 12 units at the 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. Most require more than the minimum number of units required for the bachelor's degree. A list of approved baccalaureate or undergraduate majors offered at Humboldt State appears at the beginning of the Academic Programs section, 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 wishing to initiate the contract should contact their academic advisor.

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 requires a minimum of 12 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 and a major. A minor cannot be awarded to a student receiving a related major of the same name.

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. Some majors require so many specific units that there remains little room for electives within the prescribed unit total. That should not deter a student from taking elective courses beyond the total number of units required for the degree.

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 or second major. Most Humboldt courses may be taken as electives.

Components of the Degree: General Education

The general education (GE) program meets CSU breadth requirements and helps students meet the goals of the bachelor's degree program. The general education program 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, GE 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.

Components of the Degree

120 units
40 upper division (B.A. majors)

The major requires from 24 to 80 units.

In general, 15 units per semester each fall and spring semester leads to graduation in 4 years. Some majors may require more. Check you major's 4-year plans available at www.humboldt.edu/~humboldt/programs/type.

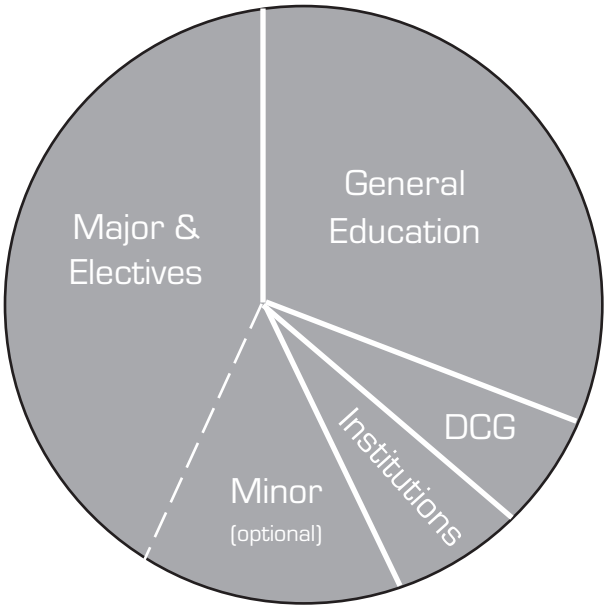
The general education (GE) component requires 48 units. These units may simultaneously satisfy major, minor, or diversity/common ground requirements.

Diversity & common ground (DCG) requires two courses. These may simultaneously satisfy major, minor, or GE requirements.

The elective component can be from 0 to 40 units, depending on the chosen major and/or minor.

An optional minor requires from 12 to 24 units.

The Institutions component requires two courses or exams; one Institutions course may count in G.E.



Important Provisions

- Students may elect to take approved GE courses offered by their major department.
- Do not substitute other Humboldt courses for the approved GE courses on the following pages.
- Liberal Studies/Elementary Education, and Liberal Studies/Child Development (Elementary Education) majors have GE requirements incorporated into the major requirements.
- Environmental Resources Engineering majors should consult their advisors regarding special provisions for fulfilling GE.
- 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 at the Advising Center, SBS 295.

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 goals, 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 each from areas B, C, and D.

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 and later.

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

Lower Division General Education

Lower Division Area A — Basic Subjects

Communication in the English language—to include both oral and written communication and critical thinking.

Goals. Area A courses sharpen a student's ability to think clearly and logically, to find and critically examine information, and to communicate orally and in writing. They help students write better papers, ask critical questions, and improve overall understanding of material.

You should expect to have to study at least two hours per week per unit of coursework in order to succeed.

A student taking a full load of 15 units should study 30 hours per week.

Requirements. *Students need a minimum of nine lower division units in area A, including a 3-unit course in each of three categories: oral communication, written communication, and critical thinking.* It is strongly recommended that students take these classes in the first year. It is required they 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.

Oral Communication

Upon completing this requirement, students can:

- design an appropriately organized and credibly supported speech, using techniques to inform and/or persuade an audience
- deliver a speech using effective verbal and nonverbal skills
- critically listen to and analyze oral communication
- recognize the role that oral communication plays in human societies.

COMM 100 Fundamentals of Speech Communication
[Students with extensive background in communication may petition the Communication Dept. to substitute COMM 213, COMM 214, or COMM 312.]

Written Communication

Upon completing this requirement, students can:

- write a well-composed and mechanically correct essay, consisting of an introduction, thesis, argument, and conclusion
- utilize other forms of writing as appropriate to the needs of different audiences and rhetorical situations
- critically analyze both the form and content of other's writings, understanding how the form of presentation may influence the perception of content.

ENGL 100 or 100A First Year Reading & Composition

Critical Thinking

Upon completing this requirement, students can:

- identify the premises and conclusion of an argument
- evaluate the validity and soundness of an argument, and distinguish deductive from inductive argument forms
- differentiate between having a belief and having justification for having a belief
- identify major forms of inductive and deductive fallacies
- construct, evaluate, and justify arguments from a wide diversity of real world examples.

CIS 100 Critical Thinking with Computers
COMM 101 Critical Thinking in Small Groups
COMM 102 Intro to Argumentation
COMM 103 Critical Listening & Thinking
ENGL 101 Critical Writing
FOR 100 Critical Thinking and Social & Environmental Responsibility
PHIL 100 Logic
PSYC 100 Psychology of Critical Thinking

Lower Division Area B

Inquiry into the physical universe and its life forms—with some immediate participation in laboratory activity—and into mathematical concepts and quantitative reasoning and their applications.

Goals. GE in the natural sciences and mathematics focuses on the physical universe and its life forms. This requirement helps students cope with, and participate in, the changing world. Recognizing the importance of scientific methods as investigative tools, the courses present science as a unified discipline with a major impact on the human condition.

GE science courses:

- provide an understanding of the nature, scope, and limits of science and its relation to other branches of human inquiry;
- teach the language of science to facilitate cognition, interpretation, and communication;
- develop scientific reasoning for use in critically examining information;
- identify sources of information for the pursuit of scientific inquiry;
- impart the facts and principles which form our understanding of the living and nonliving systems of our universe;
- provide direct participation in a laboratory experience;
- develop mathematical concepts and quantitative reasoning and demonstrate their widespread applications in problem solving;
- promote an understanding of the impact of scientific knowledge and technology on our civilization—past and present—and recognize the contributions made by women and men; and
- consider the moral and ethical implications of science so as to nurture a respect for human values.

Complete a minimum of nine lower division units: at least three units in each of the three categories. One must be a laboratory course (L). Sometimes area B requirements may be met by course sequences (bearing the suffixes Y and Z) in which the total number of units taken is more than the minimum nine. Where courses or sequences exceed three units, only three count toward GE requirements. Courses that follow are three units unless indicated.

Life Forms

Upon completing this requirement students will be able to:

- distinguish a scientific explanation of a phenomenon from a nonscientific explanation
- demonstrate their understanding of the basic language and concepts of the science field under study through proper use of the technical/scientific language of that field in the development, interpretation, and application of concepts
- critically evaluate conclusions drawn from a particular set of observations or experiments.

BIOL 104 General Biology (L) (not for science or NR majors)
BIOL 105 Principles of Biology
BIOL 109/109L General Microbiology (not for science majors)
BOT 105 General Botany

Mathematical Concepts & Quantitative Reasoning

Minimum grade of C- required. Must be complete by 60 units. (Students with 30 or more transfer units must complete within first 30 HSU units.)

Upon completing this requirement students will be able to:

- demonstrate their understanding of basic concepts in math and quantitative reasoning
- apply mathematical concepts and quantitative reasoning in scientific contexts.

BIOM 109 Introductory Biometrics
MATH 103 Contemporary Mathematics (not for science or NR majors) (5)

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 Business & 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

Physical Universe

Upon completing this requirement students will be able to:

- distinguish a scientific explanation of a phenomenon from a nonscientific explanation
- demonstrate their understanding of the basic language and concepts of the science field under study through proper use of the technical/scientific language of that field in the development, interpretation, and application of concepts
- critically evaluate conclusions drawn from a particular set of observations or experiments.

CHEM 104 Chemistry & Society
CHEM 107 Fundamentals of Chemistry
CHEM 109 General Chemistry
GEOG 106 Physical Geography
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
PHYX 103 Introduction to Meteorology
PHYX 104 Descriptive Astronomy
PHYX 105 Conceptual Physics
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

Lower Division Area C

Arts, literature, philosophy, modern languages

Goals. Arts and humanities courses cultivate imagination, sensibility, and sensitivity in the cognitive, physical, and emotional aspects of human experience. Students are encouraged to respond to experience subjectively and to discriminate emotional responses of integrity.

Some courses involve students in individual aesthetic and creative experiences in art, drama, and music. Others examine great works of the human imagination, thereby increasing appreciation of the subjective response to human experience as presented in literature, philosophy, and religion. All courses promote understanding of the relationships between the arts and humanities disciplines and other general education areas.

Humanities courses:

- develop understanding of the importance of arts and humanities to the overall understanding of human experience;
- heighten students' perceptions of their own artistic and humanistic abilities;
- make students more aware of and sensitive to their artistic environment and their own reaction to that environment; **and**
- encourage active participation in developing critical standards for evaluating artistic works.

Nine units from at least three different disciplines. For example, a student with nine units in art still has to take courses offered by two other disciplines. A student with courses in three disciplines, but only seven total units, still needs two more units. Please note that Spanish, French, German and American Sign Language courses listed below all fall within the single discipline of modern languages.

Upon completing this requirement:

- Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written, tangible, or presentational assignments will demonstrate application of concepts and principles to a specific instance.
- Through written, tangible, or presentational assignments, students will demonstrate an integrated response of affective subjectivity and collective standards of judgment in relation to an artistic or humanistic work.
- Through written, tangible or presentational assignments, students will demonstrate their ability to critically evaluate the production of humanistic or artistic works through the lenses of (but not limited to) gender, culture, or ethnicity.
- Students will articulate in written, tangible, or presentational assignments the particular contribution(s) that a discipline within the Arts and Humanities can bring to understanding human experience.

ART 103 Introduction to Art History
ART 104 (B-N) Art History
ART 104J* American Art
ART 104K** Intro to Tribal Art
ART 104M** Latin American Art
ART 104N** Asian Art & Culture
ART 105 (B-C) Studio Art
ART 106 Beginning Painting
ART 107 Beginning Printmaking
ART 108 Beginning Graphic Design
ART 109 Beginning Sculpture
CD 109Y and Z American Sign Language: Level I & II (complete both courses for three units of GE credit)
COMM 108 Oral Interpretation
ENGL 105 Introduction to Literature
FREN 106 French Level II
FREN 107** French Level III
GERM 106 German Level II
GERM 107 German Level III
IT 104 Beginning Wood
MUS 102 Jazz and America
MUS 103 Listening to the Movies
MUS 104 Introduction to Music
MUS 105 The American Musical
MUS 106 (any) Musical Ensembles
MUS 107 (any) Chamber Ensembles
MUS 108 (any) Beginning Music
MUS 109 (any) Intermediate Music
PHIL 104** Asian Philosophy
PHIL 106 Moral Controversies
PHIL 107 Introduction to Philosophy
RS 105** World Religions
SPAN 106 Spanish Level II
SPAN 107** Spanish Level III
SPAN 108 Level III, Spanish Speakers
TFD 103 (any) Dance Techniques
TFD 104 Storytelling
TFD 105 Acting
TFD 106 Behind the Scenes in Theatre (2-3)
TFD 107 Dramatic Writing
TFD 108 Action: Movement & Mime
TFD 109B Introduction to Radio, TV, & Film
TFD 109C** Film Comedy Around the World
WS 107* Women, Culture, History

* Counts as both GE and diversity/common ground (domestic).

** Counts as both GE and diversity & common ground (non-domestic).

Counts in Area C or D, but not both.

Lower Division Area D

Human social, political, and economic institutions and behavior and their historical background

Goals. These courses introduce scholarly study of human experience: culture; ethnicity; place; time; the economy; the political community; behavioral, emotional, and cognitive processes; and human interaction and organization.

Three courses from the following, but not more than one course from any one discipline. One course from The American Institutions course list can count unless a transfer American Institutions course has already been used in this area. The American Institutions course will be regarded as a distinct discipline. (For example, a student can satisfy Area D with COMM 105, HIST 104, and HIST 110 from the American Institutions list; or with ANTH 104, PSCI 104, and PSCI 110 from the American Institutions list; or with PSYC 104, ECON 104, and ECON 323 from the American Institutions list.)

Upon completing this requirement:

- Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written or presentational assignments will demonstrate application of concepts and principles to a specific instance.
- Through written or presentational assignments, students will demonstrate their knowledge of how social change affects human experiences including (but not limited to) experiences of women and people of color.
- Through written or presentational assignments, students will demonstrate the interrelationship of four of the core "organizing principles" of the social sciences.

ANTH 104 Cultural Anthropology
ANTH 105 Archaeology and World Prehistory
CHIN 109** Intro to Chinese Studies
COMM 105 Introduction to Human Communication
ECON 104 Contemporary Topics in Economics
ES 105* Introduction to US Ethnic Studies
ES 108* Power/Privilege: Gender & Race, Sex, Class
ES 109** Intro to Chinese Studies
GEOG 105** Cultural Geography
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
NAS 104* Introduction to Native American Studies
NAS 105* Introduction to US Ethnic Studies
NRPI 105 Natural Resource Conservation
NRPI 109 Shake, Rattle & Roll
PSCI 104 People & Politics
PSYC 104 Introduction to Psychology
SOC 104 Introductory Sociology
SW 104* Introduction to Social Work & Social Work Institutions
WS 106* Introduction to Women's Studies
WS 108* Power/Privilege: Gender & Race, Sex, Class
Course from American Institutions list.

Upper Division General Education

Upper Division Area B

Select one course. Students can also satisfy three units of upper division general education in area B by completing an approved minor in one of the disciplines in the College of Natural Resources and Sciences, excluding minors in psychology and computer information systems. Please note: a minor cannot be awarded to a student receiving a related major of the same name.

Upon completing this requirement, students will be able to:

- evaluate the significance and value of scientific concepts and technology as they apply to the development of past and current human civilizations and the natural world
- find (i.e., in the library or on the Internet) scientific information and critically evaluate conclusions drawn from these sources.

ANTH 303 Human Biology/Evolution
BIOL 301 History of Biology
BIOL 302** Human 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 305 Environmental Chemistry
CHEM 308 Alchemy
ENGR 305 Appropriate Technology
ENGR 308 Technology & Environment
ENVS 308 Ecotopia
FISH 300 Intro to Fishery Biology
FOR 302 Forest Ecosystems & People
FOR 307 Calif's Forests & Woodlands
GEOL 300 Geology of California
GEOL 303 Earth Resources & Global Environmental Change
GEOL 305 Fossils, Life, & Evolution
GEOL 308 Natural Disasters
IT 308 Socio-Technological Thinking Processes
MATH 301** Mathematics & Culture: Historical Perspective
MATH 308B or 308C Mathematics for Elementary Education (for prospective elementary teachers)
NURS 306 Pathophysiology & Pharmacotherapeutics in Health Care
OCN 301 Marine Ecosystems — Human Impact
OCN 304 Resources of the Sea
OCN 306 Global Environmental Issues
PHYX 300 Frontiers of Modern Physical Science
PHYX 301 Science of Sound
PHYX 302 Light & Color
PHYX 304 Cosmos
RRS 306 Rangeland Resource Principles
WLDF 300/B Wildlife Ecology & Mgmt.
WLDF 301 Principles of Wildlife Mgmt.
WLDF 306 Birds & Human Society

Area B: Communication and Ways of Thinking (CWT) Any of the following CWT courses may be used to meet the upper division area B requirement. Students are limited to one CWT course within the upper division GE component.

In addition to learning the outcomes for Area B, upon completion of these courses, students can:

- distinguish among the ways of thinking which are characteristic of at least two of the following broad disciplinary areas: humanities, natural sciences, and social sciences
- show the relationship between at least two of the following broad disciplinary areas: humanities, natural sciences, and social sciences, their similarities and differences and how they complement one another in enabling us to order our experience in the world
- demonstrate effective oral and/or written communication skills.

AHSS 309 Darwin & Darwinism
CIS 309 Computers & Social Change

ENVS 309 Environmental Conflict Resolution
NRPI 309 Environmental Conflict Resolution
NRPI 309B Environmental Communication
PHIL 309 Case Studies in Environmental Ethics
PHIL 309B Perspectives: Humanities/Science/Social Science
WLDF 309 Case Studies in Environmental Ethics

Upper Division Area C

Upon completing this requirement:

- Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written, tangible, or presentational assignments will demonstrate application of concepts and principles to a specific instance.
- Through written, tangible, or presentational assignments, students will demonstrate an integrated response of affective subjectivity and collective standards of judgment in relation to an artistic or humanistic work.
- Through written, tangible or presentational assignments, students will demonstrate their ability to critically evaluate the production of humanistic or artistic works through the lenses of (but not limited to) gender, culture, or ethnicity.
- Students will articulate in written, tangible, or presentational assignments the particular contribution(s) that a discipline within the Arts and Humanities can bring to understanding human experience.

Select one course.

ART 300 Major Monuments of Art
ART 301 The Artist
COMM 300* American Public Discourse
ENGL 305** Postcolonial Perspectives: Literature of the Developing World
ENGL 306 The Modern Tradition
ENGL 308B* Women in Literature
ENGL 308C** Women in Literature
FREN 300** African Storytelling
FREN 306** Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
GERM 305 Marx, Nietzsche, Freud & German Literature
GERM 306** Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
JMC 302 Mass Media/Popular Arts
MUS 301 Rock: An American Music
MUS 302** Music in World Culture
MUS 305 Jazz: An American Art Form
PHIL 301 Reflections on the Arts
PHIL 302 Environmental Ethics
PHIL 303 Theories of Ethics
PHIL 304 Philosophy of Sex & Love
PHIL 306* Race, Racism & Philosophy
RS 300 Living Myths
SPAN 306** Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
TFD 300 Image & Imagination
TFD 303** World Dance Expressions
TFD 305 Art of Film: Beginning - 1950s
TFD 306 Art of Film: 1950s to Present
TFD 307* Theatre of the Oppressed
WLDF 302 Environmental Ethics
WS 301 Women Artists
WS 302 Living Myths
WS 305 Feminist Science Fiction
WS 306** Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
WS 308B* Women in Literature
WS 308C** Women in Literature

Area C: Communication and Ways of Thinking (CWT) Any of the following CWT courses may be used to meet the upper division area C requirement. Students are limited to one CWT course within the upper division GE component.

In addition to learning the outcomes for Area C, upon completion of these courses, students can:

- distinguish among the ways of thinking which are characteristic of at least two of the following broad disciplinary areas: humanities, natural sciences, and social sciences
- show the relationship between at least two of the following broad disciplinary areas: humanities, natural sciences, and social sciences, their similarities and differences and how they complement one another in enabling us to order our experience in the world
- demonstrate effective oral and/or written communication skills.

AHSS 309 Darwin & Darwinism
CIS 309 Computers & Social Change
COMM 309B* Gender & Communication
ENVS 309 Environmental Conflict Resolution
JMC 309 Analyzing Mass Media Messages
NRPI 309 Environmental Conflict Resolution
NRPI 309B Environmental Communication
PHIL 309 Case Studies in Environ. Ethics
PHIL 309B Perspectives: Humanities/Science/Social Science
WLDF 309 Case Studies in Environmental Ethics
WS 309B* Gender & Communication

Upper Division Area D

Upon completing this requirement:

- Students will demonstrate knowledge of and ability to apply discipline-specific vocabulary. Written or presentational assignments will demonstrate application of concepts and principles to a specific instance.
- Through written or presentational assignments, students will demonstrate their knowledge of how social change affects human experiences including (but not limited to) experiences of women and people of color.
- Through written or presentational assignments, students will demonstrate the interrelationship of four of the core "organizing principles" of the social sciences.

Select one course.

ANTH 302** Anthropology of Religion
ANTH 306** World Regions Cultural Studies
ECON 305 Int'l Economics & Globalization
ECON 306** Economics of the Developing World
ECON 308 History of Economic Thought
ENVS 301 International Environmental Issues & Globalization
ES 304* Migrations & Mosaics
ES 308* Multicultural Perspectives in American Society
GEOG 300** Global Awareness
GEOG 301 International Environmental Issues & Globalization
GEOG 304* Migrations & Mosaics
HIST 300 The Era of World War I
HIST 301 The Era of World War II
HIST 305 The American West, 1763-1900
NAS 306* Native Peoples of North America
PSCI 303** Third World Politics
PSCI 306 Environmental Politics
PSYC 300* Psychology of Women
PSYC 301 Psychology of Creativity
PSYC 302* Psychology of Prejudice
PSYC 303 Family Relations in Contemporary Society
SOC 302 Forests & Culture
SOC 303* Race and Inequality
SOC 305 Modern World Systems
SOC 306* The Changing Family
SOC 308 Sociology of Altruism & Compassion
WS 300* Psychology of Women
WS 303** Third World Women's Movements

Area D: Communication and Ways of Thinking (CWT) Any of the following CWT courses may be used to meet the upper division area D requirement. Students are limited to one CWT course within the upper division GE component.

In addition to the learning outcomes for Area D, upon completion of these courses, students can:

- distinguish among the ways of thinking which are characteristic of at least two of the following broad disciplinary areas: humanities, natural sciences, and social sciences
- show the relationship between at least two of the following broad disciplinary areas: humanities, natural sciences, and social sciences, their similarities and differences and how they complement one another in enabling us to order our experience in the world
- demonstrate effective oral and/or written communication skills.

AHSS 309	Darwin & Darwinism
CIS 309	Computers & Social Change
COMM 309B*	Gender & Communication
ECON 309	Economics of a Sustainable Society
ENVS 309	Environmental Conflict Resolution
GEOG 309i	The Silk Road
JMC 309	Analyzing Mass Media Messages
NRPI 309	Environmental Conflict Resolution
NRPI 309B	Environmental Communication
PHIL 309	Case Studies in Environmental Ethics
PHIL 309B	Perspectives: Humanities/ Science/Social Science
PSYC 309	The Thinking Consumer in a Materialistic Society
WLDF 309	Case Studies in Environmental Ethics
WS 309B*	Gender & Communication

Upper Division Area E

Lifelong understanding and integration of self

Area E courses focus on disciplined inquiry leading to self-discovery and self-knowledge.

Because successful completion of these courses requires a degree of knowledge and maturity usually attained by upper division students, area E courses can be taken only by students who have junior or senior status and who have completed area A general education requirements.

Upon completing this requirement, students can:

- demonstrate understanding of and appreciation for the nature of being human as an integration of physiological, psychological, and socio-cultural influences.
- demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others.

Choose one course from the following:

ANTH 400	Self, Health, & Culture
ENVS 400	Inscape & Landscape
FOR 400	Forestry in Modern Society
HED 400	A Sound Mind in a Sound Body: Human Integration
NRPI 400	Inscape & Landscape
NURS 400	Stress Management — Wellness & Illness
NURS 400B	Complementary & Alternative Health Care: A Research-Based Approach
PSYC 400	Health Psychology
RS 400	Paths to the Center
SOC 400	Human Integration
WS 400	Integration: Femininity & Masculinity

Components of the Degree: American Institutions

Complete one history course and one government course from the list below. Though the American Institutions requirement is separate from General Education, one of the courses listed below can count in lower division GE Area D, except when a transfer American Institutions course has already been used in 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.

The state legislature has mandated this degree component, also referred to as the constitution requirement or US history and government or simply institutions.

Requirements: There are three options:

1. complete one history course and one constitution/government course from the following:

American History

Upon completing this requirement, students:

- will be knowledgeable about significant events in American history spanning a minimum of 100 years
- will be able to discuss the role of important regions, ethnic groups and social groups that contribute to the American experience
- will be able to discuss American history in a framework of at least three of the following: political events, economics, social movements and geography.

ECON 323	Economic History of the US
HIST 110	US History to 1877
HIST 111	US History from 1877

U.S. & California Constitution Outcomes

Upon completing this requirement, students:

- will be capable of distinguishing the political philosophies of the U.S. Constitution's framers
- will be able to explain the United States Constitution's relationship to governance and specifically to the California Constitution, and their rights and responsibilities under each
- will know the relationships between different levels of government and the primary processes involved in those relationships.

PSCI 110	American Government
PSCI 210	United States Politics
PSCI 359	California Government
PSCI 410	American Constitutional Law

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 history department for that exam and/or for study materials and exam dates. For Political Science exams, contact the Testing Center. These are competency exams and do not result in credit or grades.

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* Counts as both GE and diversity/common ground (domestic).

** Counts as both GE and diversity & common ground (non-domestic).

Components of the Degree: Diversity & Common Ground

Upon completing this requirement, students can:

- demonstrate understanding of diverse cultural experiences
- analyze how cultural differences and identities are produced and perpetuated through a variety of social, cultural and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)
- analyze how differential privilege and power are organized and affect diverse cultural experiences.

Recognizing the increasing cultural diversity of California's population, and the importance of understanding diverse cultural experiences, identities and how differential privilege and power are organized, the university requires that students complete a Diversity and Common Ground (DCG) requirement as part of the baccalaureate degree program. 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 institutions, or the elective component).

Following is a list of courses currently approved to count towards satisfaction of the Diversity and Common Ground requirement. Approved 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 on-line Registration Guide for the most current list of DCG approved courses.

DIVERSITY & COMMON GROUND

▪ Domestic ▪

DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area Column.

LD = Lower Division GE; UD = Upper Division GE

GE AREA	COURSE	TITLE / UNITS
	AIE 330	History of Indian Education
	AIE 335	Social & Cultural Considerations
	AIE 340	American Indian Exp. In Education
	AIE 435	AIE Counseling Issues
Area C-LD	ART 104J	American Art
	ART 319	Contemporary Art & Theory
	CD 310	Perspectives: History & Theory
	CD 352	Parent-Child Relationships
	CD 467	Working with Culturally Diverse Families
Area C-UD	COMM 300	American Public Discourse
CWT-UD	COMM 309B	Gender & Communication
	COMM 315	Communication & Social Advocacy
	COMM 322	Intercultural Communication
	EDUC 313	Education for Action
	EDUC 318	Gay & Lesbian Issues in Schools
Area C-UD	ENGL 308B	Women in Literature
	ENGL 336	American Ethnic Literature
	ENGL 465B	Multicultural Issues in Lang/Lit
Area D-LD	ES 105	Intro to U.S. Ethnic Studies
Area D-LD	ES 108	Power & Privilege: Gender, Race, Sex, Class
	ES 245	Hip Hop & the Black Experience
Area D-UD	ES 304	Migrations & Mosaics
Area D-UD	ES 308	Multicultural Perspectives in American Society
	ES 313	Education for Action
	ES 314	Chicano Culture & Society in America
	ES 330	Ethnic Women in America
	ES 336	American Ethnic Literature
	ES 360	Race, Gender & U.S. Law
	ES 465B	Multicultural Issues in Lang/Lit
Area D-UD	GEOG 304	Migrations & Mosaics
	HIST 372	Rise of Modern America (1877-1929)
Area D-LD	NAS 104	Intro. to Native American Studies
Area D-LD	NAS 105	Intro to U.S. Ethnic Studies
	NAS 200	The Indian in American History
Area D-UD	NAS 306	Native Peoples of North America
	NAS 327	Native Tribes of North American Regions
	NAS 332	Environmental Justice
Area C-UD	PHIL 306	Race, Racism & Philosophy
	PSCI 318	Race, Gender & U.S. Law
	PSCI 437	Sexual Diversity
Area D-UD	PSYC 300	Psychology of Women
Area D-UD	PSYC 302	Psychology of Prejudice
	PSYC 437	Sexual Diversity
Area D-UD	SOC 303	Race and Inequality
Area D-UD	SOC 306	Changing Family
	SOC 316	Gender & Society
Area D-LD	SW 104	Intro to Social Work
Area C-UD	TFD 307	Theatre of the Oppressed
Area D-LD	WS 106	Intro to Women's Studies
Area C-LD	WS 107	Women, Culture, History
Area D-LD	WS 108	Power & Privilege: Gender, Race, Sex, Class
Area D-UD	WS 300	Psychology of Women

DIVERSITY & COMMON GROUND

▪ Domestic *(cont')* ▪

DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area Column.

LD = Lower Division GE; UD = Upper Division GE

GE AREA	COURSE	TITLE / UNITS
Area C-UD	WS 308B	Women in Literature
CWT-UD	WS 309B	Gender & Communication
	WS 311	Feminist Theory & Practice
	WS 313	Education for Action
	WS 316	Gender & Society
	WS 318	Gay & Lesbian Issues in Schools
	WS 330	Ethnic Women in America
	WS 336	American Ethnic Literature
	WS 350	Women's Health and Body Politics
	WS 360	Race, Gender & U.S. Law
	WS 465B	Multicultural Issues in Lang/Lit

DIVERSITY & COMMON GROUND

▪ Non-Domestic ▪

DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area Column.
LD = Lower Division GE; UD = Upper Division GE

GE AREA	COURSE	TITLE / UNITS
Area D-UD	ANTH 302	Anthropology of Religion
Area D-UD	ANTH 306	World Regions Cultural Studies
	ANTH 315	Sex, Gender, & Globalization
Area C-LD	ART 104K	Intro to Tribal Art
Area C-LD	ART 104M	Latin American Art
Area C-LD	ART 104N	Asian Art & Culture
	BA 410	International Business
	BA 415	International Business Essentials
Area B-UD	BIOL 302	Human Biology
Area B-UD	BIOL 304	Human Genetics
Area D-LD	CHIN 109	Chinese Studies
Area D-UD	ECON 306	Economics of the Developing World
Area C-UD	ENGL 305	Post Colonial Literature
Area C-UD	ENGL 308C	Women in Literature
	ENGL 465C	Multicultural Issues in Lang/Lit
Area D-LD	ES 109	Chinese Studies
	ES 310	U.S. and Mexico Border
	ES 390	Theory & Methods in Ethnic Studies
	ES 420	Community Research
	ES 465C	Multicultural Issues in Lang/Lit
Area C-LD	FREN 107	French Level III
	FREN 207	French IV& Intro to Francophone Studies
Area C-UD	FREN 300	African Storytelling
Area C-UD	FREN 306	Sex, Class, & Culture: Gender & Ethnic Issues in Int'l Short Stories
	FREN 311	French V & Stories from the Francophone World
Area D-LD	GEOG 105	Cultural Geography
Area D-UD	GEOG 300	Global Awareness
	GEOG 344	South America
Area C-UD	GERM 306	Sex, Class, & Culture: Gender & Ethnic Issues in Int'l Short Stories
	HIST 377	Vietnam War
Area B-UD	MATH 301	Math & Culture: Historical Perspective
Area C-UD	MUS 302	Music in World Culture
Area C-LD	PHIL 104	Asian Philosophy
Area D-UD	PSCI 303	Third World Politics
Area C-LD	RS 105	World Religions
	RS 340	Zen, Dharma, & Tao
Area C-LD	SPAN 107	Spanish Level III
Area C-UD	SPAN 306	Sex, Class, & Culture: Gender & Ethnic Issues in Int'l Short Stories
Area C-LD	TFD 109C	Film Comedy Around the World
	TFD 241	Theatre History/Theatre & Society
Area C-UD	TFD 303	World Dance Expressions
Area D-UD	WS 303	Third World Women's Movements
Area C-UD	WS 306	Sex, Class, & Culture: Gender & Ethnic Issues in Int'l Short Stories
Area C-UD	WS 308C	Women in Literature
	WS 315	Sex, Gender, & Globalization
	WS 340	Ecofeminism: Global Women & Environment
	WS 465C	Multicultural Issues in Lang/Lit

Planning Your Master's Degree

Degree Programs

Humboldt State University is authorized to offer the master of arts, master of science, master of business administration, master of fine arts degrees, and master of social work. Detailed requirements for the following programs appear in the next section of this catalog.

Leading to the MA degree with majors in:

Biology
Education
English
Psychology
Social Science
Sociology
Theatre Arts

Leading to the MS degree with majors in:

Environmental Systems
Kinesiology
Natural Resources

Leading to the MBA degree with a major in:

Business Administration

Leading to the MFA degree with a major in:

Theatre Arts: Scenography

Leading to the MSW degree with a major in:

Social Work

Graduate & Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., master's degree applicants, those seeking educational credentials, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission. 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.

Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.csumentor.edu are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available on the Web at www.csumentor.edu. Application forms may also be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus.

Apply to Humboldt State University as early as possible. Fall applications are accepted beginning October 1; spring applications beginning August 1; summer applications beginning February 1.

In addition to a CSU graduate application and all college transcripts (official), applicants are required to submit the materials listed below to complete their application. Please check with the individual departments for any additional requirements.

Graduate & Post-Baccalaureate Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential, or certificate objective. Depending on the objective, Humboldt will consider an application for admission as follows.

Minimum requirements for admission to graduate/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. Specifically, a student shall at the time of enrollment:

- have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities;
- be in good academic standing at the last college or university attended;
- have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted or have earned a grade point average of at least 2.5 on the last degree completed by the candidate; and
- satisfactorily meet professional, personal, scholastic, and other standards for graduate study (including qualifying examinations) as appropriate campus authorities may prescribe.

In unusual circumstances, Humboldt may make exceptions to these criteria.

Classification. Students who meet these minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:

- **Post-Baccalaureate Unclassified.** To enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program.
- **Post-Baccalaureate Classified**, e.g. admission to an education credential program. Persons wishing to enroll in a credential or certificate program, will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by Humboldt State. Contact specific programs for details.
- **Graduate Conditionally Classified.** Applicants may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation.
- **Graduate Classified.** To pursue a graduate degree, applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by Humboldt State. Contact specific programs for details.

(These and other CSU admissions requirements are subject to change as policies are revised and laws are amended. The CSU Web site, www.calstate.edu, and the CSU admissions portal, www.csumentor.edu, are good sources of the most up-to-date information.)

Graduate and Post-Baccalaureate TOEFL /IELTS Requirement. 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. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must pass either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) test. A minimum score of 550 is required on the TOEFL paper-based test. Applicants taking the computer-based TOEFL must score 213 or higher. Applicants taking the internet-based TOEFL must score a minimum of 80. Applicants taking the IELTS test must receive a minimum score of 7. Some programs may require a higher score. Some CSU campuses may use alternative methods for assessing fluency in English.

Graduate Application Deadlines

For fall semester admission, apply after October 1. For spring semester admission, apply after August 1. Deadlines for submitting graduate applications vary by department. Check with Research and Graduate Studies, 707-826-3949, or the individual department 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.

Graduate Application Procedures

1. Apply for and gain admission to Humboldt State University.
2. Consult with the graduate advisor in your area of intended study and prepare a tentative course schedule.
3. After completing 15 units or at least one semester of graduate work, apply for advancement to candidacy for the master's degree. The graduate office, Siemens Hall, room 130, has the necessary forms. They are also available on the Web at www.humboldt.edu/~gradst/. After completing them and obtaining the approval of your advisor, committee and graduate coordinator, return the forms to the graduate office for processing. Advancement to candidacy requires:
   - a suitable amount of appropriate coursework (upper division and graduate) with a GPA of 3.0 or better.
   - satisfactory performance on any comprehensive or qualifying exam required by the department;
   - approval by departmental committee of an official program of study that meets all requirements for the degree;
   - approval of plan to use humans or animals as subjects for research, if applicable.

Applications for advancement to candidacy must be complete and on file in the graduate office before filing the graduate application for graduation.

Graduate Degree Requirements

General requirements for the master's degree programs follow. Discipline specific requirements are outlined in the program description section of this catalog.

1. Complete a specified program of study, usually requiring approval from the university department.
2. Complete a minimum of 30 semester units of approved upper division and graduate courses within a set time. All degree requirements must be met within a maximum of seven years. An extension beyond this time limit may be granted if circumstances warrant. This standard includes:
   - no less than 21 semester units at Humboldt (residency requirement) unless an exception is made;
   - not less than half the units required for the degree in courses specifically for graduate students, 500-600 level;
   - no more than six units for a thesis or project;
   - a maximum of nine units of independent study, field work, or thesis/project courses.
3. Satisfactorily complete a thesis, project, or comprehensive examination as defined below. It is the student's responsibility to determine from his/her advisor the departmental policy on theses, projects, or comprehensive exams.
   - A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states major assumptions, explains the significance of the undertaking, sets forth 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. Usually it will require an oral defense.
   - 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. A written abstract summarizes and describes the project's significance, objectives, methodology, and conclusions or recommendations. An oral defense may be required. Projects are treated in one of two ways. Some projects are described thoroughly in a manuscript, bound, and placed in the Humboldt State University library. These projects are referred to as "bound projects" and must meet the manuscript format requirements of the thesis. An unbound project is a project that cannot be bound, for example, a theatre lighting project. Unbound projects are governed by regulations specific to the program in which they originate. Departments or colleges are responsible for archiving the projects and for maintaining permanent record of the projects.
   - A comprehensive examination assesses a student's ability to integrate knowledge of the area, show independent and critical thinking, and demonstrate mastery of the subject matter. The results evidence independent thinking, appropriate organization, critical analysis, and accuracy of documentation. Examination questions and responses are kept according to the CSU records retention policy.
4. Maintain a grade-point average of 3.0 (B) or better in all courses taken to satisfy degree requirements. Courses in which no letter grade is assigned are not used in computing GPA.
5. The California State University, under Executive Order 665, requires that graduate students demonstrate competency in writing. The compliance methods for the various programs are listed in the "Handbook for Master's Students," see Graduate Writing Requirement online at www.humboldt.edu/~gradst/; click on "Currently Enrolled Students."
6. To graduate, be in good standing (maintain a 3.0 overall GPA).
7. File the graduate student application for graduation at least one semester before

finishing all degree requirements. A current schedule of classes has appropriate deadlines.

8. Complete the program exit survey available from Research and Graduate Studies.

Graduate Cost of Attendance

Humboldt's estimated cost of attendance for a graduate, CA resident for one academic year (August - May), based upon enrollment in a minimum of 9 units per semester, is $19,508. This includes costs for fees, books, supplies, room, board, health insurance, and incidental expenses. Non-resident graduates pay an additional $339 per semester unit.

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.

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. 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. Thus, students will be subject to any new admission or degree requirements that have been approved since their first admission to the program. The seven-year time limit will continue to apply to all coursework on the approved graduate course list.

If the department allows master's students to enroll in Extended Education (EE) for continuous enrollment, they may register for one unit of a discipline-specific x693 course through the Office of Extended Education. Enrollment in the discipline-specific x693 course allows a graduate student to maintain continuous enrollment and to maintain their status in the master's degree program.

Extended Education enrollment allows a graduate student to make use of the same campus resources accorded to Extended Education students. EE students are eligible for library privileges, Arcata/Mad River bus passes with ID and current sticker, email, on campus computer use, and any Moodle, Google, etc. activities needed for classes. Health Center and Career Center benefits are not available.

To maintain continuous enrollment, students will register using the EE registration form and the completed/signed Graduate Student Continuous Enrollment Authorization for Extended Education form. The form is a permission form/authorization from the student's major professor/committee chair and program graduate coordinator allowing the student to enroll through EE for continuous enrollment.

In order for students to enroll in courses other than, or in addition to the discipline-specific x693 course (e.g., a PE course) through EE, the student must have completed all of the coursework required for their degree, advanced to candidacy, and filed for graduation. Students will not be allowed to enroll through Extended Education in any course other than x693. Students will use a Petition of the Student if enrolling through Extended Education for courses other than x693.

This policy applies to all master's degree students admitted for the fall 2002 semester and subsequent semesters, including those who have completed all their required courses. This policy does not apply to credential candidates and post-baccalaureate unclassified students.

Academic Probation & Disqualification

Graduate students 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). While on academic probation, if a graduate student's cumulative GPA at Humboldt is below 3.0 for a second consecutive term, the student will be academically disqualified.

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 individual programs, by recommendation of the program faculty and graduate coordinator, and action of the graduate dean.

Unclassified post-baccalaureate students are governed by the academic probation and disqualification regulations for senior undergraduate students.

Readmission. Disqualified graduate students may not register without formal readmission to the university. They will be considered for readmission through the normal application process. After readmission, students must maintain the GPA described for reinstatement below.

Reinstatement. If there are extenuating circumstances, such as extended medical complications, disqualified students may apply for reinstatement. Their application for reinstatement will be reviewed by the faculty of the program, the graduate coordinator, and the graduate dean.

Reinstated students must improve the GPA to acceptable levels to return to good standing. If the first term after reinstatement (and subsequent) GPA is 3.0 or better, but the overall cumulative GPA is still below 3.0, the student retains a status of "reinstated." If the GPA for the first term after reinstatement is below 3.0, the student is disqualified. Good standing is achieved when the term and cumulative GPA are both improved to 3.0 or better. Students must achieve "good standing" to be eligible to graduate.

Academic Programs

Majors

Each major followed by an asterisk (*) has a related minor.

Bachelor of Arts (BA)

Anthropology*
Art
Chemistry*
Communication*
Economics*
English*
French & Francophone Studies
Geography*
Geology*
History*
Interdisciplinary Studies
(options also available in Dance Studies, Ethnic Studies, International Studies, and Women's Studies)
Journalism
Liberal Studies
Child Development
Child Development/ Elementary Education
Elementary Education
Nonteaching option
Recreation Administration*
Mathematics*
Music*
Native American Studies*
Philosophy*
Physics*
Political Science*
Psychology*
Religious Studies*
Social Work
Sociology*
Spanish*
Theatre, Film, & Dance

Bachelor of Science (BS)

Biology*
Botany*
Business Administration*
Chemistry*
Computer Information Systems*
Computer Science
Environmental Resources Engineering
Environmental Science
Fisheries Biology*
Forestry*
Geology*
Industrial Technology*
Interdisciplinary Studies
Kinesiology*
Natural Resources Planning & Interpretation
Nursing
Oceanography*
Physical Science*
Physics*
Rangeland Resource Science*
(option in Wildland Soil Science)
Wildlife*
Zoology*

Minors

without corresponding majors:

American Indian Education
American Sign Language & Special Populations
Applied Math
Appropriate Technology
Art History
Art Studio
Astronomy
Biometry
Broadcast News
Broadcasting
California Studies
Chinese Studies
Criminal Justice
Dance
Early Childhood Development Education
Environmental Ethics
Ethics & Values
Ethnic American Literatures
Ethnic Studies
Family Studies
Film
Fire Ecology
French & Francophone Studies
Geographic Information Tech.
German Studies
Health Education
International Relations
Latin American and Latino Studies
Linguistics
Media Studies
Multicultural Queer Studies
Natural Resources
Natural Resources Interpretation
Natural Resources Planning
Natural Resources Recreation
News-Editorial
Pacific Basin Studies
Public Relations
Scientific Diving
Social Advocacy
Teaching English as a Second Language
Theatre
Water Resource Policy
Watershed Management
Wildland Soil Science
Women's Studies

Credentials

Elementary Education
Secondary Education
Art, Business, English/ Language Arts, Industrial Tech, Mathematics, Music, Physical Education, Science, Social Sciences, Spanish
Service Credentials
Administrative Services
Pupil Personnel Services
Specialist Credentials
Adapted Physical Education
Special Education
Mild/Moderate & Moderate/Severe Disabilities
Credential Certificate
Crosscultural, Language & Academic Development

Graduate Degrees

Master of Arts (MA)

Biology
Education
English
Literary Studies
Teaching the Language Arts/English Education
Writing Practices
Psychology
Academic Research
Counseling
School Psychology
Social Science
Environment & Community
Sociology
Theatre Arts
Film Production
Theatre Production

Master of Business Administration (MBA)

Business Administration

Master of Fine Arts (MFA)

Theatre Arts
Scenography

Master of Science (MS)

Environmental Systems
Energy, Environment & Society, Environmental Resources Engineering, Geology, Mathematical Modeling
Kinesiology
Exercise Science
Teaching/Coaching
Natural Resources
Fisheries, Forestry, Natural Resources Planning & Interpretation, Rangeland Resources & Wildland Soils, Wastewater Utilization, Watershed Management, Wildlife

Master of Social Work (MSW)

* Each major followed by an asterisk has a related minor.

Adapted Physical 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
KA 305
707-826-4536

The Program

This program includes extensive field work 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:

REC 310	Recreation for Special Groups
KINS 385	Adapted Physical Education
KINS 475	Elementary School Physical Education
KINS 484	Motor Development/ Motor Learning
KINS 535	Assessment Techniques
KINS 577	Adapted Physical Education Programs
KINS 578	Adapted Aquatics for Instructors
KINS 695	Directed Field Experience

American Indian Education

Minor in American Indian Education

This minor is housed within the College of Professional Studies.

Director
Suzanne M. Burcell, MBA, MA
707-826-5195
smb7001@humboldt.edu
childdev@humboldt.edu

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

AIE 330	History of Indian Education* **
AIE 335	Social & Cultural Considerations* **
AIE 435	Counseling Issues* **

One of the following two courses:

AIE 340	Educational Experiences* **
AIE 345	American Indians in Higher Education

Three units from the following:

AIE 380/580	Special Topics
AIE 430	Seminar: Proposal & Grantwriting Process

The American Indian Education minor is strongly recommended for participants in the Indian Teacher & Educational Personnel Program (ITEPP) who are pursuing education-related careers (see ITEPP). AIE courses also comprise optional depths of study in the Liberal Studies Elementary Education major, 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 and information about the American Indian Education professional development certificate.

* Diversity/Common Ground courses.

** Depth-of-study for LSEE majors.

American Sign Language & Special Populations

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/~chld

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

Students must complete a total of 19 units as described below.

Children's Growth and Development (One 3-unit course)

CD 253	Prenatal and Infant Development **or**
CD 255	Early Childhood Development **or**
CD 256	Middle Childhood Development **or**
CD 350	Perspectives: Life-Span Development

American Sign Language (6 units)

CD 109Y	American Sign Language I*
and	
CD 109Z	American Sign Language II

Language Acquisition (3 units)

CD 355	Language Development

Special Needs Populations (7 units)

CD 366	Exceptional Children and their Families **and**
COMM 417/ENGL 417	Second Language Acquisition **or**
COMM 322	Intercultural Communication
or	
COMM 324	Nonverbal Communication

**Students with extensive prior experience using ASL may take the challenge exam to complete CD 109Y. NOTE: Challenge process requires students to enroll in the course and inform instructor of desire to challenge and take exam within the first two weeks of the semester. 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

Department Chair
Mary Glenn, Ph.D.

Department of Anthropology
Behavioral & Social Sciences 518
707-826-3139 or 826-4326
www.humboldt.edu/~anthro

The 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 sub-fields of the discipline (Cultural, Physical, Archaeology, Linguistics, and Applied)
- understanding of the complex and interrelated processes of change (physical 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 including spreadsheet and statistical programs, cartography, graphics, photo and video editing) 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 up the form at the departmental office, or print a copy from the Anthropology home page (www.humboldt.edu/~anthro). 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 MAJOR

Introductory Core

ANTH 104 Cultural Anthropology
ANTH 105 Archaeology and World Prehistory
ANTH 110/111 Physical Anthropology Lab
Any approved statistics course

[Courses meeting this requirement include STAT 106/108 or MATH 103 when taught as statistics.]

Framework Course

ANTH 310 History of Anthropology

Upper Division Core

12 units—one course from three of the four following areas:

Archaeological
ANTH 350 Method & Theory in Archaeology
ANTH 359 Special Topics in Archaeology
ANTH 374 Cultural Resource Mgmt.

Biological
ANTH 333 Primatology
ANTH 339 Special Topics in Biological Anthropology

Linguistic
ANTH 340 Language & Culture
ANTH 341 Anthropological Linguistics

Social/Cultural
ANTH 316 Anthropology & Development
ANTH 317 Women & Development
ANTH 318 Ethnography

Regional Studies

At least two courses representing different cultural regions, from any courses offered under the following numbers:

ANTH 306 World Regions Cultural Studies
ANTH 390 World Regions Cultural Seminar [regional studies in cultures of Asia, Africa, North America, Central America, South America, Oceania, Europe]
ANTH 394 Archaeology of No. America
ANTH 395 Mesoamerican Archaeology

Breadth & Specialty Requirements

9-12 units in consultation with an academic advisor. Options include:

- an International Study program, such as the Chinese Studies concentration;
- a field project;
- a selection of courses designed to enhance a student's particular goals.

Culminatory Core

ANTH 410 Anthropological Theory

REQUIREMENTS FOR THE MINOR

ANTH 104 Cultural Anthropology
ANTH 105 Archaeology and World Prehistory **or**
ANTH 110 Physical Anthropology
ANTH 111 Lab in Physical Anthropology

Plus 9 upper division units

Appropriate Technology

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 138
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 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, Applied Technology, or a related field.

REQUIREMENTS FOR THE MINOR

ENGR 114	Whole Earth Engineering
ENGR 305	Appropriate Technology
ENGR 308	Technology & the Environment
PSCI 373	Politics of Sustainable Society
PSCI 464	Technology & Development
SOC 320	Social Ecology

Art

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
JoAnne Berke

Department of Art
Art Complex 121
707-826-3624
www.humboldt.edu/~artdept

REQUIREMENT FOR THE MAJOR

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
- 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 the art was created. At the beginning level of instruction, the program features period courses (ART 104), such as Renaissance Art, Tribal 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 20th Century Women Artists, Vincent Van Gogh, or Mexican Muralists.

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 Art History Concentration Major

Lower Division

ART 103 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 Museum & Gallery Practices
ART 410 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 Art History Concentration Minor

Lower Division

ART 103 Introduction to Art History

Plus two 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, Web-page designers, painters, commercial jewelers, art historians and teachers. Other careers: printmaking, art direction, art museum work, exhibition design, package design, silkscreening, 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 Art Studio Concentration Major

Lower Division Core

ART 103 Introduction to Art History
ART 104I 20th Century Art
ART 105B Beginning Drawing
ART 106 Beginning Painting
ART 109 Beginning Sculpture

Lower Division Studio Electives

Select four courses (12 units) from:
ART 105C Color and Design
ART 107 Beginning Printmaking
ART 108 Beginning Graphic Design
ART 122 Life Drawing I
ART 250 Beginning Photography
ART 280 Beginning Jewelry
ART 290 Beginning Ceramics

Upper Division

ART 321 Intermediate Drawing **or**
ART 325 Life Drawing II

Two courses in upper division art history (minimum six units)

15 upper division studio units (ART 356 recommended)

Requirements for the Art Studio Concentration Minor

Lower Division

ART 105B Beginning Drawing

6 units of studio electives

Upper Division

ART 321 Intermediate Drawing

6 units of studio electives

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
JoAnne Berke

Department of Art
Art Complex 121
707-826-3624
www.humboldt.edu/~artdept

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

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 210/410.

Lower Division Core

ART 103*	Introduction to Art History
ART 105B*	Beginning Drawing
	*prerequisite to further art coursework
ART 105C	Color & Design
ART 106	Beginning Painting
ART 122	Life Drawing I

* Prerequisite to further art coursework.

Lower Division Art History

Select one course from the following:

ART 104I	20th Century Art
ART 104K	Introduction to Tribal Art
ART 104M	Latin American Art
ART 104N	Asian Art

Lower Division Studio

ART 109	Beginning Sculpture
ART 280	Beginning Jewelry
ART 290	Beginning Ceramics

Upper Division Core

ART 357B	Curriculum and Development through Art Education I (fall only)
ART 498B	Service Learning & Art Education I (fall only)

- *Note:* ART 357B & 498B must be taken concurrently, preferably in the fall semester of your senior year.

ART 357C	Curriculum and Development through Art Education II (spring only)
ART 498C	Service Learning & Art Education II (spring only)

- *Note:* ART 357C & 498C must be taken concurrently, preferably in the spring semester of your senior year.

Upper Division Art History

ART 319	Contemporary Art & Theory

Select one course from the ART 301 series (a topic dealing with multicultural issues is recommended).

Upper Division Studio

Select one course from:

ART 321	Intermediate Drawing
ART 325	Life Drawing II

Plus three courses (9 units) of upper division Studio Electives.

Biology

Bachelor of Science degree with a major in Biology

Emphases include:
- Cellular/molecular biology
- Ecology
- Environmental biology
- General biology
- Marine biology
- Microbiology
- Special major

Minor in Biology

Science Teaching Credential

Master of Arts degree with a major in Biology

College Faculty Preparation Program: Biology

Department Chair
John Reiss, 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:

- understanding of the process of formulating alternate, testable hypotheses, to employ the methods of science to gather and interpret data in testing those hypotheses, and to distinguish scientific reasoning from other types of thought
- literacy in the language of science, which includes the use of mathematical equations, quantitative data, analytical procedures, and the representation of data in graphs, tables, diagrams, and in written expression
- understanding of the mechanisms that all life forms possess to extract, transform, and use energy from their environment in ways that allow for their maintenance, growth, and reproduction
- awareness of the interconnectedness of life on earth and that all biological processes occur with both a genealogical (evolutionary) and organizational (molecules, cells, organisms, populations, communities, ecosystems, and the biosphere) framework
- understanding that descent with modification has shaped all biological processes and that biological evolution offers the only logical scientific explanation for the simultaneous unity and diversity of life on earth.

Humboldt offers diverse facilities, including the largest greenhouse in the California State University system. Near the campus are many parks, forests, and undisturbed habitats for studying plants and animals in their natural surroundings.

A well-equipped biotechnology laboratory and a Biology Core facility have been designed to give Humboldt State's students first-hand access to proven DNA analysis techniques. Scanning and transmission electron microscopes are available for student use.

Students also use a large invertebrate museum and a vertebrate museum containing bones and skins of animals.

Humboldt's marine laboratory, located on the coast in the nearby town of Trinidad, gives students splendid 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.

Biologists have many job opportunities: teacher, biological technician, food and drug specialist, museum curator, science librarian, clinical lab technologist, agricultural inspector, industrial hygienist, pest control technician, chemical analyst, laboratory technician, public health microbiologist, field biologist, marine biologist.

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

Cellular/Molecular Biology Emphasis

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109/110	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources*
PHYX 106/107	College Physics
ZOOL 110	Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 307	Evolution
BIOL 340	Genetics
BIOL 410	Cell Biology
BIOL 412	General Bacteriology
BIOL 440	Genetics Lab
BOT 310	General Plant Physiology **or**
ZOOL 310	Animal Physiology
CHEM 328	Brief Organic Chemistry **or**
CHEM 321/322	Organic Chemistry
CHEM 438	Introductory Biochemistry **or**
CHEM 431/432	Biochemistry
BIOL 490	Senior Thesis **or**
BIOL 499	Directed Study

Ecology Emphasis

Lower Division

BIOL 105	Principles of Biology
BOT 105	General Botany
ZOOL 110	Introductory Zoology
CHEM 109	General Chemistry
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
MATH 105	Calculus for Biological Sciences & Natural Resources*
BIOM 109	Introductory Biometrics

One course from the following:

GEOL 109	General Geology
OCN 109	General Oceanography
FISH 320	Limnology
SOIL 260	Introduction to Soil Science
GEOG 106	Physical Geography

Upper Division

CHEM 328	Brief Organic Chemistry
BIOL 340	Genetics **or**
BIOL 345	Genetics with Population Emphasis
BIOL 307	Evolution
BIOL 330	Principles of Ecology
BIOL 431	Population Ecology **or**
WLDF 478	Ecology of Wildlife Populations
BIOL 432	Community Ecology
BIOM 333	Intermediate Statistics **or**
BIOM 408	Experimental Design and ANOVA
BIOL 438	Field Ecology **or**
BIOL 490	Senior Thesis

One course from the following:

ZOOL 310	General Animal Physiology
BOT 310	General Plant Physiology

Two courses from the following:

ZOOL 314	Invertebrate Zoology
ZOOL 316	Freshwater Invertebrates
ZOOL 352	Natural History of the Vertebrates
ZOOL 358	General Entomology
FISH 310	Ichthyology
ZOOL 354	Herpetology
WLDF 365	Ornithology I
ZOOL 356	Mammalogy
ZOOL 556	Marine Mammalogy
BOT 350	Plant taxonomy
BOT 354	Agrostology
BOT 355	Lichens and Byrophytes
BOT 353	Phycology
BOT 359	Biology of Ascomycetes and Basidiomycetes
BOT 358	Biology of Microfungi
BIOL 412	General Bacteriology

Upper Division Electives:

At least two upper division courses in the ecological or biological sciences to be chosen in consultation with advisor. Courses taken to satisfy this requirement should be chosen to provide subject breadth, rather than a particular focus of study.

HSU offers a diverse array of ecology courses in a number of departments (Biology, Botany, Zoology, Fisheries, Oceanography, Wildlife, Forestry, Geology). Some of these ecology courses are habitat focused (i.e. marine, freshwater, desert, forest), or they may be focused on particular organisms (plants, insects, microorganisms, invertebrates, etc.). **Courses chosen to satisfy this requirement must be approved by an Ecology advisor.**

Environmental Biology Emphasis

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
CHEM 110	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources*
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 110	Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 307	Evolution
BIOL 330	Principles of Ecology
BIOL 340	Genetics **or**
BIOL 345	Genetics with Population Emphasis
BIOL 410	Cell Biology **or**
BOT 310	General Plant Physiology **or**
CHEM 328	Brief Organic Chemistry **or**
ZOOL 310	Animal Physiology

Two courses in plant groups from:

BOT 350	Plant Taxonomy
BOT 353	Phycology
BOT 354	Agrostology
BOT 355	Lichens & Bryophytes
BOT 359	Biology of the Ascomycetes & Basidiomycetes
BOT 360/360L	Biology of the Fleshy Fungi/Lab

Two courses in animal groups from:

FISH 310	Ichthyology
WLDF 365	Ornithology I
ZOOL 314	Invertebrate Zoology
ZOOL 316	Freshwater Aquatic Invertebrates
ZOOL 352	Natural History of the Vertebrates
ZOOL 354	Herpetology
ZOOL 356	Mammalogy
ZOOL 358	General Entomology
ZOOL 556	Marine Mammals

One anatomy/morphology course from:

BOT 321	Developmental Plant Anatomy
BOT 372	Evolutionary Morphology of Plants
ZOOL 370	Comparative Anatomy of the Vertebrates
ZOOL 374	Introduction to Human Anatomy

Two practical applications courses from:

BIOL 412	General Bacteriology
BOT 394	Forest Pathology
BOT 458	Pollination Biology
BOT 553	Marine Macrophyte Ecology
NRPI 360	Natural Resource Planning Methods
REC 330	Outdoor Education
SOC 320	Social Ecology
SOIL 260	Introduction to Soil Science
WLDF 460	Conservation Biology
ZOOL 430	Comparative Animal Behavior
ZOOL 452	Parasitology

Or other courses selected in consultation with an advisor

One unit from:

BIOL 490	Senior Thesis **or**
BIOL 499	Directed Study

General Biology Emphasis

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources*
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 110	Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 307	Evolution
BIOL 330	Principles of Ecology
BIOL 412	General Bacteriology
BIOL 340	Genetics **or**
BIOL 345	Genetics with Population Emphasis
BIOL 410	Cell Biology **or**
BOT 310	General Plant Physiology **or**
ZOOL 310	Animal Physiology
CHEM 321/322	Organic Chemistry **or**
CHEM 328	Brief Organic Chemistry

At least 15 additional units of upper division courses in biological sciences, chosen in consultation with an academic advisor.

Marine Biology Emphasis

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
OCN 109	General Oceanography
MATH 105	Calculus for the Biological Sciences & Natural Resources*
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 110	Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 307	Evolution
BIOL 330	Principles of Ecology
BIOL 340	Genetics
BIOL 412	General Bacteriology
BIOL 430	Intertidal Ecology
BOT 353	Phycology
CHEM 328	Brief Organic Chemistry

ZOOL 314 Invertebrate Zoology
BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology

An additional course in vertebrate zoology **or** ZOOL 430 Comparative Animal Behavior, chosen in consultation with an advisor

One unit from:
BIOL 490 Senior Thesis **or**
BIOL 499 Directed Study

Microbiology Emphasis

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109/110 General Chemistry
MATH 105 Calculus for the Biological Sciences & Natural Resources*
PHYX 106 College Physics: Mechanics & Heat
PHYX 118 College Physics: Biological Applications
ZOOL 110 Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 307 Evolution
BIOL 330 Principles of Ecology
BIOL 340 Genetics
BIOL 412 General Bacteriology
BIOL 433 Microbial Ecology
BIOL 440 Genetics Laboratory
BOT 358 Biology of the Microfungi
CHEM 328 Brief Organic Chemistry
CHEM 431/432 Biochemistry **or**
CHEM 438 Introductory Biochemistry
BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology
BIOL 490 Senior Thesis **or**
BIOL 499 Directed Study

* A full year of calculus (MATH 109 & 110) may substitute for MATH 105.

Special Major Emphasis

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109 General Chemistry
MATH 105 Calculus for the Biological Sciences & Natural Resources*
PHYX 106 College Physics: Mechanics & Heat
PHYX 118 College Physics: Biological Applications
ZOOL 110 Introductory Zoology

Take all lower division courses before beginning upper division work.

Upper Division

Four required courses:
BIOL 307 Evolution
BIOL 330 Principles of Ecology
BIOL 340 Genetics
CHEM 328 Brief Organic Chemistry

One of the following:
BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology

Plus additional courses (chosen in consultation with an advisor) meeting the needs of the student which bring the total to at least 30 units in upper division biological sciences.

REQUIREMENTS FOR THE MINOR

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOOL 110 Introductory Zoology

One of the following:
BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology

An additional eight upper division units (approved by the minor advisor) in at least two of these three areas: biology, botany, zoology.

SCIENCE (BIOLOGY) TEACHING CREDENTIAL

(See Science Education)

REQUIREMENTS FOR THE MASTER'S DEGREE

Students completing this program will have demonstrated:

- independent scientific research in the biological sciences
- collection, analysis, communication, and dissemination of scientific information
- undergraduate teaching experience

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 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 699 (with a maximum of six units in 690) and a thesis approved by the graduate committee
- While in residence, enrollment in a minimum of two units per semester of BIOL 690 or 699
- Oral presentation of the thesis work and defense of the thesis before the graduate committee

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Biology

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. **Participation requires completion of, or current enrollment in, the biology master's program.**

The certificate consists of five components (12 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific

timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate biology teaching through a practical presentation of the processes and issues involved in laboratory instruction. Three units, taken first or second semester of the MA program:

BIOL 597 Methods of Laboratory Instruction **and**
BIOL 683 Introduction to Graduate Studies

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- **Community College Track**
  Three units of a mentored teaching experience at College of the Redwoods.

  SP 683 College Faculty Preparation Internship

  (*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

  OR

- **Pre-doctoral College Track**
  Three units of mentored teaching experience at HSU.

  BIOL 700 In-Service Professional Training in Biology

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

BIOMETRY

Minor in Biometry

Information:
Mark Rizzardi, Ph.D., Biometrics Coordinator
Department of Mathematics
707-826-4951

Mark Rizzardi, Ph.D., Chair
Department of Mathematics
707-826-3143

The Program

It is increasingly difficult to be an applied scientist without a substantial background in statistics. This is especially true in the life science and natural resource disciplines, where data are analyzed and the associated results reported using statistical methods and terminology.

The minor in biometrics was developed in response to this need. It provides the theoretical foundation and practical skills necessary to apply statistical techniques in a wide variety of disciplines, placing special emphasis on biological applications.

The biometrics minor should be of particular interest to students majoring in disciplines offered within the College of Natural Resources and Sciences.

REQUIREMENTS FOR THE MINOR

MATH 115 Algebra & Elementary Functions **or** equivalent math placement code

One of the following sets:
MATH 105 Calculus for the Biological Sciences & Natural Resources

and

MATH 205 Multivariate Calculus for the Biological Sciences & Natural Resources [or a course in linear or matrix algebra]

OR

MATH 109 Calculus I **and**
MATH 110 Calculus II **and**
MATH 210 Calculus III

One of the following:
BIOM 109 Introductory Biometrics, or
STAT 108 Elementary Statistics, or
STAT 323 Probability & Mathematical Statistics I

BIOM/STAT 333 Intermediate Statistics

Two courses from the following:
BIOM 406/506 Introduction to Sampling Theory
BIOM 408/608 Experimental Design & ANOVA
BIOM 480/580 Special Topics in Biometrics
BIOM 508 Multivariate Biometry
MATH/STAT 480 Selected Topics in Biometrics/Statistics [such as nonparametric statistics, generalized linear models, regression analysis, time series analysis, Bayesian inference]

One additional course with strong biometrics content, selected from the following list or by petition with approval from an advisor and the biometrics minor coordinator:

BIOL 580 Vegetation Sampling
FISH 450 Introductory Fish Population Dynamics
FOR 311 Forest Mensuration & Growth
WLDF 311 Wildlife Techniques
WLDF 478 Ecology of Wildlife Populations

Botany

Bachelor of Science degree with a major in Botany

Minor in Botany

See Biology for information on the Master of Arts degree.

Department Chair
John Reiss, Ph.D.

Department of Biological Sciences
Science Complex B 221
707-826-3245

The Program

Students completing this program will have demonstrated:

- understanding of the process of formulating alternate, testable hypotheses, to employ the methods of science to gather and interpret data in testing those hypotheses, and to distinguish scientific reasoning from other types of thought
- literacy in the language of science, which includes the use of mathematical equations, quantitative data, analytical procedures, and the representation of data in graphs, tables, diagrams, and in written expression
- understanding of the mechanisms that all life forms possess to extract, transform, and use energy from their environment in ways that allow for their maintenance, growth, and reproduction
- awareness of the interconnectedness of life on earth and that all biological processes occur with both a genealogical (evolutionary) and organizational (molecules, cells, organisms, populations, communities, ecosystems, and the biosphere) framework
- understanding that descent with modification has shaped all biological processes and that biological evolution offers the only logical scientific explanation for the simultaneous unity and diversity of life on earth.

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

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources (* A full year of calculus (MATH 109 & MATH 110) may substitute for MATH 105.)
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 110	Introductory Zoology

Upper Division

BIOL 307	Evolution
BIOL 330	Principles of Ecology
BOT 310	General Plant Physiology

Three courses in plant groups from:

BOT 350	Plant Taxonomy
BOT 353	Phycology
BOT 355	Lichens & Bryophytes
BOT 358	Biology of the Microfungi, **and**
BOT 359	Biology of the Ascomycetes & Basidiomycetes
CHEM 328	Brief Organic Chemistry
BOT 321	Developmental Plant Anatomy
or	
BOT 372	Evolutionary Morphology of Plants
BIOL 340	Genetics **or**
BIOL 345	Genetics with Population Emphasis
BIOL 412	General Bacteriology **or** One upper division zoology course with lab

One unit from:

BIOL 490	Senior Thesis **or**
BIOL 499	Directed Study

REQUIREMENTS FOR THE MINOR

BIOL 105	Principles of Biology
BOT 105	General Botany

14 units of upper division courses in botany, approved by the botany minor advisor

Broadcast News

Minor in Broadcast News

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication
Bret Harte House 52
707-826-4775

The Program

Students completing this minor can become news directors, newscasters, news anchors, or corporate video producers.

REQUIREMENTS FOR THE MINOR

JMC 116	Introduction to Mass Communication
JMC 234	Broadcast News Writing

Plus 10 units of approved upper division courses from courses required for the major (see Journalism)

Broadcasting

Minor in Broadcasting

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication
Bret Harte House 52
707-826-4775

The Program

This program seeks to provide a background in the history of broadcasting, to build skills in announcing and reporting, and to explore issues in law and other social and economic areas.

Participants study a variety of issues, with opportunity for on-air radio work in news, public affairs, music announcing, and more.

Especially when combined with a major in journalism or communication or with other minors (public relations, journalism/news-editorial, media studies, film production), this minor assists in achieving career goals in media.

Preparation

Take high school or community college courses in speech, journalism, and mass communication.

REQUIREMENTS FOR THE MINOR

JMC 154	Radio Production
JMC 155	KRFH Workshop
JMC 156	Video Production
JMC 234	Broadcast News Writing
JMC 328	Law of Mass Communication
JMC 352	Media Programming & Critical Analysis
JMC 333	Radio News Workshop **or**
JMC 355	Advanced KRFH Workshop
JMC 354	Media Advertising **or**
JMC 450	Media Management

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

College Faculty Preparation Program

School Chair
Saeed Mortazavi, Ph.D.

School of Business
Siemens Hall 111
707-826-3224
www.humboldt.edu/biz

The Program

Students completing this program will have demonstrated:

- coherent communication both orally and in writing
- the ability to think critically
- discipline-specific knowledge in accounting, finance, management, and marketing
- global awareness and the ability to use their specific knowledge globally
- understanding of ethical, social, and environmental issues
- the ability to work in a group
- effective use of information technology (word processing, spreadsheets, presentation software)

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.

We are a small department that encourages frequent, personal contact with students; our office doors are open to encourage student interaction. 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

Students must earn a minimum grade of C- in all required courses.

Lower Division Core (20 units)

BA 210	Legal Environment of Business
BA 250	Financial Accounting
BA 252	Management Accounting
ECON 210	Principles of Economics
STAT 108	Elementary Statistics

Upper Division Core (20 units)

BA 340	Principles of Marketing
BA 360	Principles of Finance
BA 370	Principles of Management
BA 412	Social Environment of Business
BA 414	Strategic Management

Options (22-24 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	Interm. Financial Accounting I
BA 451	Interm. Financial Accounting II
BA 452	Cost Accounting, Planning & Control
BA 453	Tax Accounting
BA 454	Financial Statement Auditing
ECON 310	Intermediate Microtheory & Strategy

FINANCE

BA 332	Interm. Business Statistics
BA 460	Investment Management
BA 462	Problems in Financial Mgmt.
BA 464	International Business Finance
BA 468	Capital Budgeting
ECON 435	Principles of Money & Banking

INTERNATIONAL BUSINESS

BA 410	International Business
BA 444	International Marketing
BA 464	International Business Finance
BA 475	International Management
ECON 305	International Economics & Globalization
Elective	(determined with advisor)

MANAGEMENT

BA 310	Business Law
BA 401	Advanced Sustainable Management Applications
BA 470	Management Theory
BA 472	Change Management
BA 475	International Management
ECON 309	Economics of a Sustainable Society

MARKETING

BA 332	Interm. Business Statistics
BA 444	International Marketing
BA 445	Marketing Communications
BA 446	Marketing Research
BA 448	Consumer Behavior
ECON 310	Intermediate Microeconomics

Requirements for the Minor

Students must earn a minimum grade of C- in all required courses.

A minimum of 18 units, nine of which must be upper division. A suggested minor program is:

BA 210	Legal Environment of Business
BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials
ECON 104	Contemporary Topics in Economics

Before completing two courses in the program, students must receive approval for their minor program from the business minor advisor.

NOTE: If students intend to pursue our one-year MBA program, we suggest following the MBA prerequisite courses for their minor in Business Administration.

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION

Students completing this program will have demonstrated:

- the ability to think analytically
- selection and application of appropriate skills from a repertoire
- the ability to communicate and relate humanely and effectively
- the ability to embrace change and lead creatively
- understanding of and appreciation of local and global diversity

Graduate students must maintain a 3.0 minimum G.P.A. No grade less than a C will count for progress toward the degree.

Our MBA is designed for students from any undergraduate major. Students can take the MBA prerequisite courses during their undergraduate program. Many Humboldt State University students fulfill requirements for an undergraduate business minor while preparing for the MBA. The graduate program can be completed in one year (fall, spring, and summer) by full-time students.

The MBA provides qualification in management for those who seek a new job, want to improve their career prospects, or are interested in setting up a business of their own. MBA courses are general-purpose in content, covering essential areas of knowledge and skills required in today's competitive business marketplace.

Our curriculum provides tools for solving business problems and for making decisions within the framework of a strategic plan. The MBA imparts traditional knowledge of accounting, economics, finance, management, and marketing. It also equips graduates with the foundation for effective team building, quantitative and qualitative analysis for decision making, and creative problem solving.

Admission to the MBA program requires a minimum GMAT score of 500 and a minimum undergraduate GPA of 2.75.

Degree Requirements

- **Undergraduate Prerequisite Courses** (24 units)

ACCOUNTING

BA 355	Essentials of Financial and Management Accounting (or equivalent)

ECONOMICS

ECON 210	Principles of Economics

FINANCE

BA 365	Finance Essentials (or equivalent)

LAW

BA 210	Legal Environment of Business (or equivalent)

MANAGEMENT

BA 375	Management Essentials (or equivalent)

MARKETING

BA 345	Marketing Essentials (or equivalent)

STATISTICS

STAT 108	Elementary Statistics (or equivalent)

Applicants must complete all the degree requirements shown above before enrolling in MBA courses.

- **MBA core courses** (32 units)

Fall Semester (12 units)

MBA 600	International Economics
MBA 610	Data Acquisition/Analysis/Presentation
MBA 620	Managerial Accounting

Spring Semester (12 units)

MBA 630	Managerial Marketing
MBA 640	Managerial Finance
MBA 650	Management Theory

Summer Capstone Term (8 units)

MBA 675	Social Environment/Ethics
MBA 679	Policy/Strategy
MBA 692	Master's Project

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Business Administration

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the master of business administration program.

The certificate consists of five components (12 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes

and issues involved in business instruction. Students work with instructors of core courses in business administration. Three units, taken first or second semester of the MBA program:

MBA 699 Independent Study

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MBA program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- Community College Track:
  Three units of a mentored teaching experience at College of the Redwoods.

  SP 683 College Faculty Preparation Internship

(*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

OR

- Pre-doctoral College Track:
  Three units of a mentored teaching experience at College of the Redwoods.

See Business Graduate Coordinator for advice on what course number to use.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Business Education

Bachelor of Science degree with a major in Business Administration—Education Option leading to a single subject teaching credential

School Chair
Saeed Mortazavi, Ph.D.

School of Business
Siemens Hall 111
707-826-3224
www.humboldt.edu/biz

The Program

This program prepares students for teaching subjects that are commonly taught in business-related subjects in the public schools. (For information on preliminary and professional clear teaching credentials, see Education)

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 elective 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

Please note: Degree requirements listed here do not include professional education courses required for admission to the credential program. 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.

Students must earn a minimum grade of C- in all required courses.

Demonstrate keyboarding skill by touch at a professional level of speed and accuracy with correct technique.

Lower Division Core (29 Units)

BA 210	Legal Environment of Business
BA 250	Financial Accounting
BA 252	Management Accounting
CIS 110	Introduction to Computers
CIS 130	Introduction to Programming
ECON 210	Principles of Economics
JMC 232	Technical Writing
STAT 108	Elementary Statistics

Upper Division Core (24 Units)

BA 340	Introductory Marketing
BA 360	Introductory Finance
BA 370	Introductory Management
BA 410	International Business
BA 412	Social Environment of Business
BA 414	Strategic Management

ELECTIVES (11 units)

Three courses from at least two areas:

ACCOUNTING:

BA 450	Interm. Financial Accounting I
BA 452	Cost Accounting, Planning, & Control
BA 453	Tax Accounting
BA 454	Financial Statement Auditing
ECON 310	Intermediate Microtheory & Strategy

ECONOMICS:

ECON 308	History of Economic Thought
ECON 311	Intermediate Macroeconomics
ECON 323	Economic History of the US
ECON 423	Environmental & Natural Resources Economics
ECON 435	Principles of Money & Banking
ECON 480	Special Topics in Economics

FINANCE:

BA 460	Investment Management
BA 462	Problems in Financial Mgmt
BA 464	International Business Finance
BA 468	Capital Budgeting
ECON 435	Money & Banking

LAW:

BA 310	Business Law

MANAGEMENT:

BA 401	Advanced Sustainable Management Applications
BA 410	International Business
BA 470	Management Theory
BA 472	Change Management
ECON 309	Economics of a Sustainable Society

MARKETING:

BA 444	International Marketing
BA 446	Marketing Research
ECON 310	Intermediate Microeconomics

QUANTITATIVE METHODS:

BA 332	Intermediate Business Statistics

California Studies

Minor in California Studies

Department of Politics
Founders Hall 180
707-826-4494

The Program

Students explore California from a variety of disciplinary perspectives, which is important, due to the complexity of the subject. Growth and change have forced fundamental transformations in cultural, demographic, economic, physical, political, and social patterns. This minor concentrates on these transformations and confronts the California of the 21st century.

Anyone planning a career based in California will find this minor helpful. It increases knowledge of the place in which she/he will live.

REQUIREMENTS FOR THE MINOR

No two courses in any section may be taken from the same department.

The Setting

Six units:

GEOG 322	California
GEOL 300	Geology of California

The Historical & Cultural Context

Six units from:

HIST 305	American West, 1763-1900
HIST 383	California History
PSCI 359	California Government

Peoples of California

Six units from:

ES 343	Japanese Americans & the Concentration Camps
HIST 384	20th Century American West
NAS 325	Native Tribes of California
NAS 364	Federal Indian Law I
NAS 366	Tribal Water Rights

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 experience preparatory to working in art museums and commercial galleries. Practice curatorship, registration, exhibition design, and art preparation firsthand while producing actual art exhibitions for the on-campus Reese Bullen Gallery or the First Street Gallery in Old Town Eureka. This certificate may be of particular interest to students majoring in art, anthropology, history, education, or business administration. For more information, call 707-826-3624.

College Faculty Preparation

Discipline-specific graduate certificates in college teaching—either community college or predoctoral college/university level—are offered through the Office for Research and Graduate Studies in the areas of biology, business administration, education, English, kinesiology, mathematics, natural resources, social sciences, sociology, and theatre arts. Each graduate certificate requires completion of, or current enrollment in, the linked master's programs. Contact the College Faculty Preparation Program coordinator at cfpp@humboldt.edu or the Office for Research and Graduate Studies, 707-826-3949.

Economic Education

Augments the preparation of students seeking a secondary education credential who wish to teach economics courses at the secondary level. First take ECON 320. Then choose two additional upper division courses from the following: ECON 306, 308, 309, 323, 331, and 423. For information contact the Department of Economics, 707-826-3204.

Forest Measurements

Prepare to conduct measurements and inventories of forest resources for those agencies and industries that manage and utilize forest resources. The certificate is designed to meet the measurement category of civil service requirements for forester. For information contact the Department of Forestry and Wildland Resources, 707-826-3935.

Geographic Information Systems & Remote Sensing

This post-baccalaureate program prepares students to apply the technologies of geographic information systems (GIS) and multispectral remote sensing (RS), including digital image processing, to various disciplines. For a list of required courses, go to www.humboldt.edu/~enrs/certificates.html or contact one of the following departments: Department of Environmental and Natural Resource Sciences, 707-826-4147; Forestry and Wildland Resources, 707-826-3935.

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 Interpretation

Develop basic skills for careers in natural resources interpretation and public information. Contact the Department of Environmental and Natural Resource Sciences, 707-826-4147, or refer to the Web at www.humboldt.edu/~enrs/certificates.html.

Natural Resources Planning

An overview of effective participation in multidisciplinary planning activities. Contact the Department of Environmental and Natural Resource Sciences, 707-826-4147, or refer to www.humboldt.edu/~enrs/certificates.html.

Natural Resources Policy & Administration

Aimed at students seeking positions at advanced managerial levels in agencies and corporations responsible for managing natural resources. Contact the Department of Environmental and Natural Resource Sciences, 707-826-4147, or refer to the Web at www.humboldt.edu/~enrs/certificates.html.

Social Work and the Arts

Focused concentration in the application of the creative arts to social work practice. The arts incorporate the following three departments: Theatre, Film, and Dance, Music, and Art. Contact Maria Bartlett, 707-826-4449.

Soil Science

Courses benefit those seeking certification as soil scientists, with opportunities for employment with various agencies and companies responsible for land use and management. Contact the Department of Forestry and Wildland Resources, 707-826-3935.

Wildland Fire Management

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 Women's Studies program, 707-826-4925.

CHEMISTRY

Bachelor of Arts degree with a major in Chemistry

Bachelor of Arts degree with a major in Chemistry– option in Chemical Technology

Bachelor of Science degree with a major in Chemistry

Bachelor of Science degree with a major in Chemistry— option in Biochemistry

Bachelor of Science degree with a major in Chemistry— option in Environmental Toxicology

Minor in Chemistry

Department Chair
Robert W. Zoellner, Ph.D.

Department of Chemistry
Science Complex A 470
707-826-3277 or 826-3244

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 discipline
- 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 biochemistry or environmental toxicology options, which prepare them for careers in biochemistry, toxicology, or 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.

The BA in Chemical Technology has been specifically designed for students who wish to work as chemists and analysts in California's high tech industries. There is demand for skilled chemical laboratory workers in areas such as biotechnology, electronics, environmental sciences and agriculture. The degree also provides the student with an excellent

background for graduate studies in a variety of chemically related fields.

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

Students must earn a minimum grade of C- in all courses with the "CHEM" prefix for the BS Chemistry Major degree.

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry
MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III
MATH 241 Elements of Linear Algebra
PHYX 109 General Physics I
PHYX 110 General Physics II
PHYX 111 General Physics III

Upper Division

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 340 Symbolic Computation in the Sciences or an advisor-approved computer literacy course
CHEM 341 Quantitative Analysis
CHEM 361 Physical Chemistry
CHEM 362 Physical Chemistry
CHEM 363 Physical Chemistry Lab
CHEM 410 Inorganic Chemistry
CHEM 441 Instrumental Analysis
CHEM 485 Seminar in Chemistry

Plus two or more approved advanced chemistry courses totaling at least 4 units. Approved advanced courses in physics, engineering, or mathematics may substitute for these units.

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 chemistry major plus:

BIOL 105 Principles of Biology
BOT 105 General Botany **or**
ZOOL 110 Introductory Zoology

Upper Division

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 340 Symbolic Computation in the Sciences **or** an advisor-approved computer literacy course
CHEM 341 Quantitative Analysis
CHEM 431 Biochemistry
CHEM 432 Biochemistry
CHEM 485 Seminar in Chemistry
BIOL 340 Genetics

Plus one of these physical chemistry **series**:

- CHEM 364 Introductory Physical Chemistry
- CHEM 367 Introductory Physical Chemistry Lab **or**

- CHEM 361 Physical Chemistry
  CHEM 362 Physical Chemistry
  CHEM 363 Physical Chemistry Lab

Plus one of the following:

ZOOL 310 Animal Physiology **or**
BOT 310 General Plant Physiology **or**
BIOL 412 General Bacteriology

Environmental Toxicology 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 chemistry major plus:

BIOL 105 Principles of Biology
ZOOL 110 Introductory Zoology
BIOM 109 Introductory Biometrics or an approved alternative

Upper Division

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 340 Symbolic Computation in the Sciences or an advisor-approved computer literacy course
CHEM 341 Quantitative Analysis
CHEM 433 Principles of Chromatography

CHEM 438 Introductory Biochemistry **or**
CHEM 431 Biochemistry **and**
CHEM 432 Biochemistry

CHEM 441 Instrumental Analysis
CHEM 450 Chemical Concepts in Toxicant Behavior
CHEM 451 Biochemical Toxicology
CHEM 485 Seminar in Chemistry

Plus one of these physical chemistry **series:**

- CHEM 364 Introductory Physical Chemistry
  CHEM 367 Introductory Physical Chemistry Lab **or**

- CHEM 361 Physical Chemistry
  CHEM 362 Physical Chemistry
  CHEM 363 Physical Chemistry Lab

REQUIREMENTS FOR THE BACHELOR OF ARTS CHEMISTRY MAJOR DEGREE

Students must earn a minimum grade of C- in all courses with the "CHEM" prefix for the BA Chemistry Major degree.

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry

Plus one of these calculus series:

- MATH 105 Calculus for the Biological Sciences and Natural Resources
  MATH 205 Multivariate Calculus for the Biological Sciences and Natural Resources **or**

- MATH 109 Calculus I
  MATH 110 Calculus II
  MATH 210 Calculus III

Plus one of these physics **series**:

- PHYX 106 College Physics: Mechanics and Heat
  PHYX 107 College Physics: Electromagnetism and Modern Physics **or**

- PHYX 109 General Physics I: Mechanics
  PHYX 110 General Physics II: Electricity and Heat
  PHYX 111 General Physics III: Optics and Modern Physics

Upper Division

CHEM 341 Quantitative Analysis
CHEM 485 Seminar in Chemistry

One of these physical chemistry series:

- CHEM 364 Introductory Physical Chemistry
  CHEM 367 Introductory Physical Chemistry Lab **or**
- CHEM 361 Physical Chemistry
  CHEM 362 Physical Chemistry
  CHEM 363 Physical Chemistry Lab
- One of these organic Chemistry series
- CHEM 321 Organic Chemistry
  CHEM 322 Organic Chemistry **or**
- CHEM 328 Brief Organic Chemistry

Plus additional approved courses to bring total units in upper division chemistry to 24.

Plus electives to bring the total BA units to 120.

Chemical Technology Option

Students must earn a minimum grade of C- in all courses with the "CHEM" prefix for the BA Chemistry Major degree.

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry
BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics

Plus one of these calculus series

- MATH 105 Calculus for the Biological Sciences and Natural Resources
  MATH 205 Multivariate Calculus for the Biological Sciences and Natural Resources **or**
- MATH 109 Calculus I
  MATH 110 Calculus II
  MATH 210 Calculus III
- Plus one of these physics series:
- PHYX 106 College Physics: Mechanics and Heat
  PHYX 107 College Physics: Electromagnetism and Modern Physics **or**
- PHYX 109 General Physics I: Mechanics
  PHYX 110 General Physics II: Electricity and Heat
  PHYX 111 General Physics III: Optics and Modern Physics

Upper Division

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 323 Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques
CHEM 330 Molecular Modeling
CHEM 341 Quantitative Analysis
CHEM 364 Introductory Physical Chemistry
CHEM 367 Introductory Physical Chemistry Laboratory
CHEM 438 Introductory Biochemistry
CHEM 438L Introductory Biochemistry Laboratory
CHEM 485 Seminar in Chemistry
OCN 370 Library Research and Report Writing Seminar

Plus one of the following:
CHEM 433 Principles of Chromatography
CHEM 441 Instrumental Analysis

Plus electives to bring the total BA units to 120.

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 109 General Chemistry
CHEM 110 General Chemistry

Upper Division

15 approved upper division units, including at least one of the following sequences:

- CHEM 321 Organic Chemistry
  CHEM 322 Organic Chemistry **or**
- CHEM 431 Biochemistry
  CHEM 432 Biochemistry **or**
- CHEM 361 Physical Chemistry
  CHEM 362 Physical Chemistry
  CHEM 363 Physical Chemistry Lab **or**
- CHEM 341 Quantitative Analysis
  CHEM 364 Introductory Physical Chemistry
  CHEM 367 Introductory Physical Chemistry Lab

For the required 15 upper division units, the following courses are approved for all students:

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 323 Nuclear Magnetic Resonance Spectroscopy Techniques
CHEM 341 Quantitative Analysis
CHEM 410 Inorganic Chemistry
CHEM 429 Organic Chemistry of Biologically Important Compounds
CHEM 433 Principles of Chromatography
CHEM 441 Instrumental Analysis
CHEM 450 Chemical Concepts in Toxicological Behavior
CHEM 451 Biochemical Toxicology
CHEM 495 Undergraduate Research

The following courses are approved for all students except those listed:

CHEM 328 Brief Organic Chemistry [not approved for students getting credit for CHEM 321 or 322]
CHEM 361-362 Physical Chemistry **or**
CHEM 364 Introductory Physical Chemistry [students get credit in either, but not both]
CHEM 363 Physical Chemistry Lab **or**
CHEM 367 Introductory Physical Chemistry Lab [students get credit in either, but not both]
CHEM 438 Introductory Biochemistry [not approved for students getting credit for CHEM 431 or 432]

Child Development [Liberal Studies]

Please note: This program is distinct from Humboldt's more generic Liberal Studies degree program.

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/~chld

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 a professional 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 Web site at www.humboldt.edu/~chld/forms/CD_Curriculum_Chart.doc.

Preparation

High school students should take courses in History, Political Science, English, and Speech.

REQUIREMENTS FOR THE MAJOR

Between 58-59 units required depending on the track selected. These are distributed as follows:

- Core for all tracks (34 units), **plus**
- Teaching track (24 - 25 units), **or**
- Child & Family Services track (24 units), **or**
- 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 this Web site for major requirements clarification: **www.humboldt.edu/~chld/forms/CD_Curriculum_Chart_3-05.doc**

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	Prenatal & Infant Development
CD 255	Early Childhood Development
CD 256	Middle Childhood Development
PSYCH 414	Psychology Of Adolescence & Young Adulthood

Plus:

CD 211	Perspectives: Professional Development
CD 257	Supervised Work with Children, I
CD 310*	Perspectives: History & Theory
CD 350	Perspectives: Life-Span Development
CD 354	Methods of Observation
CD 355	Language Development, **or**
COMM 422	Children's Communication Development
CD 366	Exceptional Children & Their Families
CD467*	Working with Culturally Diverse Families,
CD 469	Contemporary Issues in Child Development
CD 479	Policy Analysis & Advocacy

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	Curriculum Development for Early Childhood
CD 357	Early Literacy
CD 358	Supervised Work with Children II
CD 446/546	Structure & Content of Children's Thinking
CD 482	Directed Field Experience

Specialization Areas: Select specialization 1, 2, or 3:

▪ *Specialization 1:* **Early Childhood Education and Care**

CD 255	Early Childhood Development (required in CD core)
CD 251	Children, Families and Their Communities
CD 352*	Parent/Child Relationships

and 2 - 3 units from:

CD 362	Children and Stress, **or**
CD 461	Topics in Early Childhood Administration, **or**
CD 463	Administration of Early Childhood Programs, **or**
CD 464	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	Middle Childhood Development (in core)
MATH 308B & 308C*	Mathematics for Elementary Education
SCI 331	Fundamental Concepts in Science Education
KINS 475	Elementary School Physical Education
ART 358	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	Prenatal and Infant Development
CD 255	Early Childhood Development
CD 256	Middle Childhood Development

plus:

CD 352*	Parent/Child Relationships

and 6 units from:

CD 109Y	American Sign Language I, **or**
CD 109Z*	American Sign Language II
CD 362	Children and Stress
CD 464	Atypical Child Development
PSYC 418	Developmental Psychopathology

Track 2 — Child & Family Services

(24 units including emphasis & specialization)

Take the two following courses plus one emphasis area and one specialization area.

CD 251	Children, Families and Their Communities
CD 352*	Parent/Child Relationships

▪ **Emphasis Areas** (Choose 9 units from one discipline.)

Child Development

CD 334	Maternal & Child Nutrition
CD 358	Supervised Work with Children II
CD 362	Children and Stress
CD 464	Atypical Child Development
CD 482	Directed Field Experience

Psychology

PSYC 321**	Intro Behavioral Neuroscience
PSYC 324**	Cognitive Psychology
PSYC 337**	Personality Theory and Research
PSYC 418	Developmental Psychopathology
PSYC 436	Human Sexuality
PSYC 454	Interviewing and Counseling Techniques
PSYC 473	Substance Use & Abuse

Social Work

SW 104*	Introduction to Social Work & Social Work Institutions
SW 340	Social Work Methods I
SW 341	Social Work Methods II
SW 431/SOC 431	Juvenile Delinquency
SW 440	Family Social Work
SW 442	Special Issues in Social Work Methods
SW 480	Special Topics (Must be child and family related and approved by a Child Development advisor.)

Sociology

SOC 303*	Race and Inequality
SOC 305	Modern World Systems
SOC 306*	The Changing Family
SOC 308	Sociology of Altruism & Compassion
WS 319	Ecology of Family Violence
SOC 330	Social Deviance
SOC 420	Social Change
SOC 431/SW 431	Juvenile Delinquency

▪ **Specialization Areas** (Choose 9 units from one area.)

American Indian Communities

AIE 335	Social and Cultural Considerations
AIE 340	Educational Experiences
AIE 380	Special Topics
AIE 435	Counseling Issues
NAS 306	Native Peoples of North America
NAS 340	Language & Communication in Native American Communities
NAS 361	Tribal Sovereignty, Tribal Citizens

Diversity

ES 105/NAS 105*	Introduction to US Ethnic Studies
ES 308*	Multicultural Perspectives in American Society
ES 326	Minorities and the Media
ES 354	Minorities, American Institutions, & Social Services
ES 360/WS 360	Race, Gender & US Law

Plus 3-6 units in Ethnic Studies, ITEPP or Native American Studies relating to a specific ethnic group.

Family Intervention

SW 340	Social Work Methods I
SW 341	Social Work Methods II
SW 440	Family Social Work
SW 480	Special Topics in Family Violence
PSYC 454	Interviewing and Counseling Techniques

Language

3-6 units of a modern language other than English

COMM 322	Intercultural Communication
ENGL 328	Structure of American English
ENGL 417/COMM 417	Second Language Acquisition
NAS 340	Language & Communication in Native American Communities

Program Administration

BA 110	Introduction to Business
BA 210	Legal Environment of Business
BA 310	Business Law
BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials
CD 461	Topics in Early Childhood Administration
CD 463	Administration of Early Childhood Programs

Recreational Programming

REC 200	Foundations of Recreation Studies
REC 210	Recreation Leadership
REC 310	Recreation for Special Groups
REC 320	Organization, Administration & Facility Planning
REC 330	Outdoor Education
REC 340	Camp Organization & Counseling
REC 345	Environmental Education
REC 420	Legal & Financial Aspects

Special Populations

CD 109Y	American Sign Language I
CD 109Z*	American Sign Language II
CD 362	Children and Stress
CD 464	Atypical Child Development
PSYC 418	Developmental Psychopathology

Technology

CIS 100*	Critical Thinking with Computers
CIS 171	Word Processing I, **or**
CIS 271	Word Processing II
CIS 172	Spreadsheets I, **or**
CIS 272	Spreadsheets II
CIS 176	Introduction to Internet
CIS 178	Creating Web Homepages
CIS 309*	Computers and Social Change
CIS 310	Database for Non-Majors

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	Field Placement, **or**
CD 499	Senior Project

Plus, 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

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	Prenatal & Infant Development
CD 255	Early Childhood Development
CD 350	Perspectives: Life-Span Development

One of the above courses is a prerequisite to all other courses in the minor.

Guidance & Discipline: (complete one):

CD 257	Supervised Work with Children, I
CD 354	Methods of Observation

Special Needs of Children (complete one):

CD 362	Children & Stress
CD 366	Exceptional Children & Their Families
CD 464	Atypical Child Development

Family Relations (complete one):

CD 352*	Parent/Child Relations
CD 467*	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 Web site at: www.childdevelopment.org or the California Commission on Teacher Credentialing Web site at www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html.

* Satisfies diversity/common ground and/or GE requirements.

* * 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.

American Sign Language and Special Populations Minor

See American Sign Language and Special Populations.

Family Studies Minor

See Family Studies.

Child Development / Elementary Education [Liberal Studies]

Bachelor of Arts degree with a major in Liberal Studies— Child Development/Elementary Education concentration

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/~chld

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 subject, 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

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.

Chinese Studies

Minor in Chinese Studies

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Program Director
Ray Wang, Ed.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-3227
www.humboldt.edu/~wlc

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	Chinese Level I
CHIN 112	Chinese Level II
CHIN/ES 109	Intro to Chinese Studies

Electives

Must take a minimum of five units from the following list:

CHIN 113	Chinese Level III
CHIN 207	Chinese Level IV
CHIN 280	Special Topics
CHIN 311	Adv. Reading & Composition
CHIN 480	Special Topics

Must take a minimum of three courses from the following interdisciplinary list:

ANTH 390	Chinese Cultural Heritage Seminar
ANTH 306	World Regions Cultural Studies: Chinese Culture
GEOG 309i	The Silk Road
GEOG 472	China & Inner Asia
PHIL 385	History of Philosophy: China
RS 340	Zen, Dharma, and Tao
PSYC 480	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.

HSU China/Tibet Summer Field Trip

This is an HSU 6-week summer program offered by the Department of Geography. This program is an in-depth field experience studying Chinese/Tibetan cultures, landscapes and economies. Students participating in this program may earn up to 9 credit units toward the minor upon previous consultation and approval of a Chinese Studies faculty advisor.

HSU Xi'an Program in China

This is an HSU semester program abroad offered by the Chinese Studies Program. The program takes place at Xi'an International Studies University in the old imperial city of Xi'an. This is a full immersion language and culture program for students who would like to advance in their Mandarin language proficiency. All courses completed in this program may be counted toward the Chinese Studies minor.

COMMUNICATION

Bachelor of Arts degree with a major in Communication

Minor in Communication

Department Chair
Jay G. VerLinden, Ph.D.

Communication Department
Telonicher House 54
707-826-3261
www.humboldt.edu/~comm

The Program

Students completing this program will have demonstrated:

- 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 Student Speech Association 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

Note: The department highly recommends majors take COMM 101, 102, or 103 to fulfill GE area A, critical thinking.

Introduction to the Field
COMM 105 Introduction to Human Communication

Public Communication Skills
Take two from the following:
COMM 108 Oral Interpretation
COMM 110/310 Intercollegiate Speech and Debate
COMM 214 Persuasive Speaking

Personal Communication Skills
Take one from the following:
COMM 213 Interpersonal Communication
COMM 312 Group Communication
COMM 324 Nonverbal Communication

Cultural Studies
Take one from the following:
COMM 309B Gender & Communication
COMM 322 Intercultural Communication

Communication & Society
Take one from the following:
COMM 300 American Public Discourse
COMM 315 Communication & Social Advocacy

Research Methods
COMM 319 Communication Research

Applied Communication
COMM 411 Organizational Communication

Theories of Communication
Take two from the following:
COMM 404 Theories of Communication Influence
COMM 414 Rhetorical Theory
COMM 415 Communication Theory

Special Topics
COMM 480 Seminar in Speech Communication

Electives

Any upper-division courses needed to complete major requirements of 45 units.
COMM 300 American Public Discourse
COMM 309B Gender & Communication
COMM 310 Advanced Intercollegiate Speech & Debate
COMM 311 Business & Professional Communication
COMM 312 Group Communication
COMM 315 Communication & Social Advocacy
COMM 322 Intercultural Communication
COMM 324 Nonverbal Communication
COMM 404 Theories of Communication Influence
COMM 414 Rhetorical Theory
COMM 415 Communication Theory
COMM 416 Social Advocacy Theory & Practice
COMM 417 Second Language Acquisition
COMM 422 Children's Communication Development
COMM 426 Adolescent Communication
COMM 480 Seminar in Speech Communication
COMM 495 Field Experiences in Speech Communication (3-unit max.)
COMM 499 Directed Study (3-unit max.)

- *Note:* No more than four units of 110/310 can count toward the major.

Capstone
COMM 490 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, 101, 102, and 103 cannot be included in the 12 units for the minor.

Computer Information Systems

Bachelor of Science degree with a major in Computer Information Systems

Minor in Computer Information Systems

Department Chair
Mark Rizzardi, Ph.D.

Department of Computing Science
Behavioral & Social Sciences 320
707-826-3143
csdept@humboldt.edu
www.humboldt.edu/~csdept

The Program

Students completing this program will have demonstrated:

- confidence and effectiveness in decision making and problem solving
- the ability to use data processing and programming as effective tools in decision making and solving problems
- understanding of the design and structure of information systems and the ability to analyze and improve these systems
- written and oral fluency in technical contexts, particularly in relation to the discipline of information systems

The CIS degree at Humboldt emphasizes fundamentals of computing and their application to solving information needs that arise in business, the natural and physical sciences and the arts. The degree includes traditional CIS coursework, such as Systems Analysis and Database Design, but it also emphasizes application development through a multi-semester sequence of classes that build progressively using an experiential approach to teaching and learning. In addition, it embraces the mathematical foundations of computing as a discipline by requiring discrete mathematics, and it insists that students are conversant with the fundamentals of the computing discipline such as programming, operating systems and computer architecture.

Successful CIS majors graduate prepared for entry-level employment as programmers, database designers, systems analysts and network specialists. The degree program also provides a work experience opportunity, which many students find provides an important bridge between their coursework and the world of employment.

Many students who do not actually major in CIS find the study of their selected major complemented by the study of information systems. Pursuit of a CIS minor is appropriate to nearly every major course of study: humanities; applied, behavioral, and social sciences; education; basic sciences; the arts; and business administration.

Majors have access to the departmental lab, which provides dual boot Linux and Windows platforms that are connected to the University's network. In addition, there is an Internet Teaching Laboratory, which provides an isolated network for network design experimentation. Resources (servers) for n-tier application development are available at both the department and the university levels.

The program provides a structured hands-on laboratory experience for nearly all its courses. Concepts presented in traditional manner during lectures are clarified, anchored, and developed by related laboratory exercises with an instructor present. With the faculty member's guidance and counsel, students often use this forum as an opportunity to explore and discover.

Students participate in the Computing Science Club, affiliated with the Association for Computing Machinery.

Preparation

High school students should take mathematics and general science courses. Oral and written communication skills are also important.

REQUIREMENTS FOR THE MAJOR

A minimum grade of C must be earned in all core courses (CIS & Math) required for the major. Prerequisite courses must be passed with a minimum grade of C.

Lower Division

CIS 110 Introduction to Computers
[The following may substitute for CIS 110 on a pre-approved basis: 3 units from CIS 170, 171, 172, 173, 174, 175, 176, 178, 180C, 180L, 271, and 272. These 1-unit courses are five-week modules in word processing, spreadsheet, database, graphics software, and special topics for microcomputers.]

CIS 130 Introduction to Programming
STAT 108 Elementary Statistics

MATH 109 Calculus I **or**
MATH 105 Calculus for the Biological Sciences & Natural Resources

CIS 230 C++ Programming
CIS 250 Introduction to Operating Systems
CIS 260 Systems Analysis
CIS 291 Data Structures in C++
MATH 253 Discrete Mathematics

Upper Division

CIS 315 Database Design & Implementation
CIS 318 Programming Database Applications
CIS 350 Computer Architecture & Assembly Language
CIS 372 Telecommunications
CIS 450 Information Resource Management
CIS 492 Systems Design & Implementation

Fifteen additional units chosen from the following (no more than three units from CIS/CS 482 and 499):

CIS/CS 235 Java Programming
CIS/CS 240 Visual Basic Programming
CIS/CS 373 Network Design & Implementation
CIS 464 Electronic Commerce (e-commerce)
CIS/CS 475 Geographic Information Systems: Spatial Analysis & Modeling
CIS/CS 480 Selected Topics in Information Systems
CIS/CS 482 Internship
CIS/CS 499 Directed Study

REQUIREMENTS FOR THE MINOR

Group A [3 units]

CIS 110 Introduction to Computers

or three units from the following

CIS 170 Essentials of Procedural Programming I
CIS 171 Word Processing I
CIS 172 Spreadsheets I
CIS 173 Micro database I
CIS 174 Micro Graphics I
CIS 175 Microbased Operating System
CIS 176 Introduction to Internet
CIS 178 Creating Web Homepages
CIS 180 Selected Introductory Topics in Computer Literacy
CIS 271 Word Processing II
CIS 272 Spreadsheets II

Group B [3 units - Required]

CIS 130	Introduction to Programming
	or
CS 131	Introduction to Computer Science

Group C [12 units - minimum 6 upper division]

Choose four of the following courses:

CIS 230	C++ Programming
CIS/CS 235	Java Programming
CIS/CS 240	Visual Basic Programming
CIS 250	Introduction to Operating Systems
CIS 260	Systems Analysis
CIS/CS 291	Data Structures in C++
CIS 309	Computers & Social Change
CIS 310	Database for Non-Majors **or**
CIS/CS 315	Database Design & Implementation
CIS/CS 318	Programming Database Applications
CIS 350	Computer Architecture & Assembly Language
CIS/CS 372	Telecommunications
CIS 373	Computer Network Design and Implementation
CIS 464	Electronic Commerce (e-commerce)
CIS/CS 475	Geographic Information Systems: Spatial Analysis & Modeling
CIS/CS 480	Selected Topics in Information Systems
CIS/CS 482	Internship
CIS/CS 499	Directed Study

Computer Science

Bachelor of Science degree with a major in Computer Science

Department Chair
Mark Rizzardi, Ph.D.

Department of Computing Science
Behavioral & Social Sciences 320
707-826-3143
csdept@humboldt.edu
www.humboldt.edu/~csdept

The Program

Students completing this program will have demonstrated:

- effectiveness in identifying computational problems and appropriate methods for addressing those problems
- construction of significant software artifacts, with documentation
- identification of computational problems and appropriate methods for addressing those problems
- written and oral fluency in technical contexts, particularly in relation to mathematical models of and about computation

The Computer Science program prepares students for active roles across the breadth of computer science, in both industry and research. The program includes a balance of mathematical, theoretical and practical knowledge about computing systems and computation.

Successful CS majors graduate prepared for entry-level employment as programmers, system administrators and network specialists as well as entry into graduate programs. The degree program also provides a work experience opportunity, which many students find provides an important bridge between their coursework and the world of employment.

Majors have access to the departmental lab, which provides dual boot Linux and Windows platforms that are connected to the University's network. In addition, there is an Internet Teaching Laboratory, which provides an isolated network for network design experimentation. Resources (servers) for n-tier application development are available at both the department and the University levels.

Students participate in the Computing Science Club, affiliated with the national Association for Computing Machinery.

Careers available to graduates in this major include software engineering, designing, implementing, testing and maintaining of large software systems. Careers are also available in specialties such as computer graphics, computer security, robotics, expert systems, distributed systems, and networking. The degree can lead to a career in almost any industry including business, manufacturing, banking, health, education, and entertainment.

Preparation

High school students should take mathematics and general science courses. Oral and written communication skills are also important.

REQUIREMENTS FOR THE MAJOR

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

CS 131	Introduction to Computer Science I
CS 132	Introduction to Computer Science II
CS 233	Computer Organization
CS 234	Computer Architecture
CS 236	Algorithms
MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
MATH 253	Discrete Mathematics
MATH 241	Elements of Linear Algebra
PHYX 109	General Physics I: Mechanics
PHYX 110	General Physics II: Electricity, Heat

Upper Division

CS 334	Operating Systems and Architecture
CS 335	Programming Languages: Principles and Paradigms
CS/CIS 372	Telecommunications
STAT 323	Probability and Mathematical Statistics **or**
STAT 108	Elementary Statistics
CS 435	Software Engineering
CS 436	Theory of Computation

Choose one of the following:
CS/CIS 235 Java Programming
CS/CIS 240 Visual Basic Programming
ENGR 225 Computational Methods for Environmental Engineers I

Three courses from the following (two courses must be upper division):
CS/CIS 235 Java Programming
CS/CIS 240 Visual Basic Programming
CS/CIS 260 Systems Analysis
CS/CIS 315 Database Design and Implementation
CS/CIS 318 Programming Database Applications
CS/CIS 373 Network Design and Implementation
CS/CIS 475 Geographic Information Systems
CS/CIS 480 Selected Topics in Computing Science
CS/CIS 482 Internship
CS/CIS 492 Systems Design and Implementation
CIS/CS 499 Directed Study
MATH 351 Introduction to Numerical Analysis
PHYX 316 Electronic Instrumentation & Control Systems

Criminal Justice

Minor in Criminal Justice

Coordinator
Joshua Meisel, Ph.D.
Behavioral & Social Sciences 534

Department of Sociology
Behavioral & Social Sciences 518
707-826-4446

The Program

This is an interdisciplinary program for students interested in the criminal justice system in the United States. Students may select courses to examine specific emphases in the broad area of criminal justice such as environmental crime and justice, dynamics of criminality and substance abuse, law and the administration of justice. Students planning to work within the criminal justice system, as advocates for environmental issues, as substance abuse counselors, as counselors for troubled youth, with native peoples, or interested in pursuing a law degree should benefit from this minor.

REQUIREMENTS FOR THE MINOR

A minimum of 20 units from the following:

Introduction (required)

SOC 430 Criminology

Breadth (minimum of 13 units distributed among at least 3 groupings)

- ANTH 339 When offered as Forensic Anthropology
- NAS 332 Environmental Justice
  NAS 360 Tribal Justice System
- PSYC 438 Dynamics of Abnormal Behavior
  PSYC 473 Substance Use & Abuse
- PSCI 313 Politics of Criminal Justice
  PSCI 316 Public Administration
  PSCI 410 Amererican Constitutional Law
  PSCI/ENVS/NRPI 412 Legal Research
- REC 310 Recreation for Special Groups
- SOC 330 Social Deviance
  SOC 363 Environmental Crime
- SW/SOC 431 Juvenile Delinquency
  SW 442 Special Issues designated as Criminal Justice

Capstone (choose one)

PSYCH 474 Community Psychology Experience
PSCI 470 Internship
REC 495 Directed Field Experience
SOC 482 Applied Sociology

DANCE

Minor in Dance

Also see: Dance Studies (Interdisciplinary) 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

The Program

Minors develop an understanding of dance as an art form and as a unique cultural and social expression. Students also attain a cumulative knowledge of dance as a history of the world and its people. Students are 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; three lower division and six upper division units.

Required courses (3 units each):

TFD 103B	Dance Techniques II
TFD 303	World Dance Expressions
TFD 389	Choreography Workshop

Plus three units of lower division and six units of upper division coursework selected from the following:

Lower Division (3 units)

TFD 103	Dance Techniques I
TFD 103C	Dance Techniques III
TFD 108	Action: Theatre Movement and Mime
TFD 185	Ballet I **or**
TFD 186	Ballet II
TFD 190	Studies in Theatre, Film & Dance
TFD 295	Body Works
PE 194	Social Dance
PE 192	Latin Dance **or**
PE 193	Mexican Folklorico Dance
PE 190	Country Western Dance
PE 196	Swing Dance **or**
PE 197	Tappin', Dancin' Feet
PE 198	Vintage Dance

Upper Division (6 units)

TFD 385	Jazz Dance Styles I **or**
TFD 386	Jazz Dance Styles II
TFD 390	Acting/Movement Studies in Theatre, Film, & Dance
TFD 485	Interdisciplinary Dance Seminar
TFD 489	Dance Theatre Production

Dance Studies [Interdisciplinary]

Bachelor of Arts Degree
with an Interdisciplinary Studies Major Option in Dance Studies—
with the following concentrations:

Dance as Language & Culture
Dance Performance as Arts Integration
Dance as Sacred Tradition

Also see: Theatre, Film, and Dance

Academic Advisor
Sharon Butcher
707-826-3549
sgb14@humboldt.edu

Department of Theatre, Film, & Dance
Theatre Arts Building, room 20
707-826-3566

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

This program combines dance courses from the Departments of Kinesiology & Recreation Administration and Theatre, Film, and Dance. Designed to offer students exposure to diverse creative and cultural experiences, the dance studies option is based on the goals of the National Dance Education Organization. All course offerings strive to provide a means for unifying the physical, intellectual, and emotional aspects of student learning. In an increasingly technological age, this program is suited to keeping in touch with what is human by fostering aesthetic and kinesthetic education so that students develop a capacity to form and transform thought into expressive movement. As students learn skills that can assist them in non-verbal forms of expression, dance can serve them as a vehicle through which they can recognize and respect the importance of the dance contributions of various ethnic groups, societies, and historical periods that are connected to the present world culture.

The Dance Studies Option prepares students for careers as special arts events coordinators, dance studio teachers/instructors, dance choreographers and performers, designers of lights, sets, costumes, and publicity for dance, teachers of mind/body integration techniques, performer of sacred/religious dance, and further study at the graduate level.

There are three concentration options, each with a different approach to the study of dance. All three concentrations highly encourage student participation across academic disciplines, and in exchange or international programs. There is a dance core of thirty units with ten units of dance electives. Each concentration has required academic courses and a selection of elective academic courses, (at least nine units must be upper division) which support the area of concentration.

Students choose one of the following concentration areas.

Dance as Language and Culture

Dance Performance as Arts Integration

Dance as Sacred Tradition

Dance Core Courses: Required for all three concentrations: 30 units

Lower Division

PE 192	Latin Dance **or**
PE 193	Mexican Folklorico Dance **or**
PE 196	Swing Dance **or**
PE 197	Tappin', Dancin' Feet
TFD 103B	Dance Techniques II
TFD 103C	Dance Techniques III
TFD 295	Body Works

Upper Division

GEOG 300	Global Awareness
TFD 303	World Dance Expressions
TFD 350	Dance Science
TFD 389	Choreography Workshop
TFD 485	Interdisciplinary Dance Seminar
TFD 489	Dance Theatre Production

Dance Electives: Choose 10 units

Lower Division

PE 190	Country western **or**
PE 194	Social Dance **or**
PE 198	Vintage Ballroom
TFD 103	Dance Techniques I
TFD 185	Ballet I
TFD 186	Ballet II
TFD 190	Middle Eastern Dance
TFD 190	Congolese or West African Dance

Upper Division

KINS 322	Dance Fundamentals
RS 345	Tai Chi
TFD 385	Jazz Dance Styles I
TFD 386	Jazz Dance Styles II
TFD 484	Creative Dance
TFD 499	Directed Study

Dance As Language And Culture

This Interdisciplinary BA Major in Dance Studies provides a unique perspective for cultural understanding by placing emphasis on the study of dance as an expressive form able to cross language barriers through the human body. Through the dance core and electives students will gain a solid base for dance vocabulary, structure, and performance that will enable them to examine and to experience similarities and differences among world peoples.

Additional coursework on global awareness, intercultural communication, anthropology, multicultural issues, and the arts provide a rich tapestry for examination, interpretation, and reflection on past and current trends that have shaped today's world.

Dance Core	30 units
Dance Electives	10 units
Total Dance	40 units

Required:

ANTH 104 Cultural Anthropology

Cultural Studies: At least nine units upper division; 12 units total

ANTH 340	Language and Culture
ART 104K	Intro to Tribal Art
COMM 322	Intercultural Communication
ENGL 305	Postcolonial Perspectives
ES 308	Multicultural Perspectives in American Society
ES/GEOG 304	Migrations and Mosaics
MUS 104	Intro to Music
MUS 302	Music in World Cultures
PSCI 340	Ethnicity and Nationalism
SOC 303	Race and Inequality
TFD 106	Behind the Scenes in Theatre
TFD 307	Theatre of the Oppressed
WS 309 B	Gender & Communication

Total for Degree 55 units

Dance Performance As Arts Integration

This concentration provides a course structure for students to experience and to examine those elements that all the arts share with dance. Students will discover through music, theatre, and art how the elements of timbre, rhythm, compositional structure, two and three dimensional design, cinematic sequencing, and visual communication all lend themselves in support and augmentation of choreographic and performance development.

Additional course options in historical periods of music and art, performance styles of acting and physical theatre, or theatre as social activism, and lighting and scenery design provide a multilevel foundation for students who want to be dance choreographers/performers, or who wish to pursue dance study at the graduate level.

Dance Core	30 units
Dance Electives	10 units
Total Dance	40 units

Required:

MUS 104 Intro to Music

Arts Integration: At least nine units upper division; 12 units total

ART 103	Introduction to Art History
ART 108	Beginning Graphic Design
MUS 105	American Musical
MUS 301	ROCK: An American Music
MUS 302	Music in World Culture
MUS 305	Jazz-An American Art Form
PHIL 301	Reflection on Art
TFD 305	Art of Film: Beginning to 1950s
TFD 306	Art of Film: 1950s to Present
TFD 307	Theatre of the Oppressed
TFD 331	Scenery Design
TFD 333	Lighting Design
TFD 335	History of Costume

Total for Degree 55 units

Dance As Sacred Tradition

This concentration provides a framework for students to study dance from its origins in sacred ritual and ceremony to its current day uses in religion and therapy as a tool for transcending human limitations. Students will observe dance as prayer, as healer, as a cohesive demonstration of community, as a joyful release of energy, and as an ecstatic connection to the universe.

Additional coursework in the departments of Religious Studies and World Languages and Cultures will assist students in their understandings of the religious dogmas and racial prejudices that have shaped today's world.

Dance Core	30 units
Dance Electives	10 units
Total Dance	40 units

Required:

RS 105 World Religions

Sacred Tradition: At least nine units upper division; 12 units total

ES 308	Multicultural Perspectives
ES 326	Minorities & the Media
ES 304/GEOG 304	Migrations & the Media
ES 108/WS 108	Power/Privilege: Gender, Race, Sex, Class
NAS 311	Comparative Native American Myth
RS 300	Living Myths DCG
RS 331	Intro to Christianity
RS 332	Intro to Islam
RS 340	Zen, Dharma, and Tao
RS 350	Religions of the Goddesses
RS 360	Religion and Psychology
RS 362	Wisdom and Craft
RS 363	Mysticism and Madness
RS 391	Buddhism in India and Tibet
RS 391	Special Topics: Religion in Tradition (when applicable)
RS 393	Special Topics: Religion in Myth, Culture & Experience
RS 400	Paths to Center

Total for Degree 55 units

ECONOMICS

Bachelor of Arts degree
with a major in Economics—with pathways in Analytical Tools & Methods; Business Economics; Economics, Politics, & Society; Environmental & NR Resource Planning & Policy; Individually Designed

Minor in Economics

Department Chair
Erick Eschker, Ph.D.

Department of Economics
Siemens Hall 206
707-826-3204
www.humboldt.edu/~econ

See what our students, faculty and alumni have to say about our program at: www.humboldt.edu/~econ/students.html.

The Program

Students completing this program will have demonstrated:

- mastery of core microeconomic, macroeconomic, field, and pathway concepts
- understanding of the social, political, ecological, and international environments in which economic decisions are made
- use of economic models to understand decisions made by firms, NGOs, individuals, and governments
- use of the tools of the discipline to reflect on and critically evaluate positive and normative issues/problems
- use of mathematics to model, analyze, and convey economic information
- the ability to fashion research questions, and identify and retrieve appropriate information sources
- competency in use of word processing, presentation, spreadsheet, and statistical software
- ability to effectively communicate in both oral and written modes
- ability to work effectively in groups
- ability to extend beyond their comfort zone, accept constructive criticism, reflect, and experience personal and professional growth
- ability to produce quality work on their own
- ability to reflect on their role in the community and how they can engage in the betterment of their communities

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 Humboldt Economic Index. Students have published papers with faculty on the local gasoline market and local fisheries market, and have researched sustainable energy and real estate.

The Economics faculty is committed to student learning as their first priority. Our class sizes are kept small so students have the opportunity to interact with our faculty. Advanced computer technology is used throughout the curriculum. In the liberal arts tradition, we emphasize learning, critical thinking, and development of the whole individual within the context of a rapidly changing world. Our faculty's teaching and research interests include exciting new areas such as Sports Economics, Environmental and Natural Resource Economics, Real Estate Economics, and Sustainable Development.

Economics is essential for recommending the best policy option for some of today's major issues, including environmental protection, globalization, poverty, and sustainable energy supplies. The Economics curriculum includes both microeconomic and macroeconomic issues. Microeconomics is about the rationing of scarce resources. All human societies confront this fundamental problem, so economics is of central importance. Macroeconomics is about understanding why some countries are rich and some are poor, and about maintaining high employment and low inflation. Students learn to make sense of a large and complex economy and they critically evaluate the impact that different economic policies have on their lives.

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. Our major has pathways that require students to take minors in mathematics, political science, natural resources planning, computer information systems, business, 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

Students must earn a minimum grade of C- in all required courses for the major and the minor.

Common Core

Taken in all pathways: 37-38 units.

ECON 210	Principles of Economics
ECON 310	Intermediate Microtheory & Strategy
ECON 311	Intermediate Macroeconomics
STAT 108	Elementary Statistics
STAT 333 BA 332	Intermediate Statistics **or** Intermediate Business Statistics
MATH 115 MATH 109 MATH 106	Algebra & Elementary Functions **or** Calculus I **or** Calculus for Business & Economics
ECON 490	Capstone Experience

Plus 12 additional units of upper division economic courses including the corresponding 1-unit depth of study where offered.

PATHWAY 1:

Analytical Tools & Methods

CIS=53-56 units, including core; Math= 63-66 units, including core.

For students who want access to more technically demanding careers requiring extensive knowledge of computers or mathematics. This pathway will appeal to someone planning to enter a graduate program.

- Take a minor in either CIS (18 units) or applied math (26-28 units). Minor advisor approval required.
- STAT 108 and MATH 109 in the common core double-count toward the applied math minor.

PATHWAY 2:

Business Economics

55-56 units, including core.

This pathway is designed for the student with career goals that demand specialized business training. Students choose courses in finance, accounting, management, marketing, or business law. This pathway will appeal to someone planning to enter business or an MBA program. This pathway can fulfill the requirements for the Minor in Business Administration.

- Take eighteen units of Business Administration courses (minimum of nine upper-division) that can count as a minor in business administration. Minor advisor approval required.
- One of the upper-division electives in the common core must be ECON 435 (Money & Banking).

PATHWAY 3:

Economics, Politics, & Society

59-60 units, including core.

Develop skills appropriate for careers in law, business, government and public affairs, advocacy and interest groups, and other nonprofits. Gain an appreciation for the relationship between economics and governance/political systems.

- Take a minor in government and politics (22 units). Minor advisor approval required.
- SOC 382 (Introduction to Social Research) may substitute for STAT 333 or BA 332 in the core.

PATHWAY 4:

Environmental & Natural Resource Planning & Policy

58-59 units, including core.

Provides a strong economics background for industry representatives, advocates, consultants, and government planners working on environmental and natural resource issues.

- Take a minor in natural resources planning (15 units). Minor advisor approval required.
- Two of the upper division electives in the common core must be ECON 309/ ECON 309D (Economics of a Sustainable Society) and ECON 423/ECON 423D (Environmental & Natural Resources Economics).
- CIS 110 Intro. to Computers
- Take the following:

NRPl 325	Environmental Law & Regulation
NRPl 360	Natural Resource Planning Methods
NRPl 425	Environmental Impact Assessment
NRPl 465	Rural Community Planning

Note: NRPl 325, 360, and 425 double-count toward the natural resources planning minor.

PATHWAY 5:

Individually Designed

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 pathway. Individually designed pathways will include an embedded minor (or equivalent) plus other relevant coursework totaling at least 15 units that reflect a rigorous depth of study from a related academic discipline. Students may also build a pathway around increased depth of study within economics. Students must write a memo that outlines the purpose of the individually designed pathway, including intended learning and career outcomes.

REQUIREMENTS FOR THE MINOR

ECON 210 Principles of Economics

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

Minor in Education

Master of Arts Degree in Education

Elementary Education:

- Preliminary and Professional Clear Credentials in Multiple Subjects

See also:

Liberal Studies/Elementary Education
Child Development/Elementary Education

Secondary Education:*

- Preliminary & Professional Clear 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, Business Education, English/Language Arts Education, Industrial Technology Education, Mathematics Education, Music Education, Physical Education, Science Education [Biology, Chemistry, Geoscience, or Physics], Social Science Education, Spanish Education

Special Education:

- Preliminary Level I Education Specialist Credential in Mild/Moderate Disabilities
- Professional Clear Level II Education Specialist Credential in Mild/Moderate Disabilities

Administrative Services

- 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 or the SSAT and Praxis assessments for entering credential programs in those areas.*

School of Education

Harry Griffith Hall 211
707-826-5873
707-826-5868 (fax)
www.humboldt.edu/~educ

Education and Credentialing Office
Harry Griffith Hall 202
707-826-5867 (Elementary, Secondary Ed)
707-826-3729 (Special Ed, Admin, Masters)

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:

Minor In Education

Advisor
Arianna Thobaben
Harry Griffith Hall 202C
707-826-3752
amt7002@humboldt.edu

The Program

The minor in education provides an overview of the field and offers students opportunities to learn more about teaching and other education careers during their undergraduate years. Those who have already chosen teaching as a career find that the minor provides a strong background in many cutting-edge contemporary issues. The minor also provides excellent preparation for other careers where skills related to teaching, classroom management, and creation of learning communities are increasingly in demand (business, nursing, sociology, psychology, public administration, recreation, social work, coaching, community organizing). Those seeking a foundational understanding of educational issues for future roles as parents, citizens, and taxpayers may also find the minor helpful.

REQUIREMENTS FOR THE MINOR

14 units required

Core Courses

Nine units:

EDUC 210	Current Issues In Schools
EDUC 310	Education for a Livable World
EDUC 311	How We Learn

Content Courses

Three units from the following:

AIE 330	History of Indian Education
AIE 335	Social & Cultural Considerations
AIE 340	Educational Experiences
AIE 435	Counseling Issues
CD 352	Parent/Child Relationships
CD 467	Working with Culturally Diverse Families
ES 308	Multicultural Perspectives in American Society
ES 314	Chicano Culture & Society in America
ES 322	African American Family
ES 324	Ethnic American History
ES/WS 330	Ethnic Women in America
ES 341	The Asian American Family & Intermarriage
ES 352	Dynamics of African American Culture & Family in America
ES 354	Minorities, American Institutions, and Social Services
PSYC 303	Family Relations in Contemporary Society
SOC 306	The Changing Family
SW 350	Human Behavior & the Social Environment
SW 431	Juvenile Delinquency
WS/COMM 309B	Gender & Communication
WS/SOC 316	Gender & Society

Field Experience

Two-to-four units; two units required. Select one of the course sequences below:

- EED 210 Direct Experience with Children
  EED 310 Exploring Teaching as a Career, ***or***
- SED 210 Early Fieldwork Experience in Schools
  SED 410 Observation & Participation Seminar

ELEMENTARY EDUCATION

Coordinator
Diane Ryerson
Harry Griffith Hall 202B
707-826-5108 / dar4@humboldt.edu

Program Leader
Patty Yancey
Harry Griffith Hall 209
707-826-5872 / py4@humboldt.edu

Preliminary Credential

Obtain a preliminary credential by taking a 40-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 or approved clear credential courses.

Procedures for Applying

The program begins each year in the fall semester. Since the application **deadline is February 1**, interested persons should begin the process a full year prior to the planned term of entry.

Admission requires a special application and 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/~educ/credentials/eed/eed.html and at the Education & Credentialing Office. They are also distributed at orientation sessions offered each fall, beginning in September.

Following are some of the items applicants must document. The education office has more information.

- By the time of application, 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 210/310 and SED 210/410, 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 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 Educationoffers 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 HSU, or EDUC 4, Technology Skills for Educators, 3 units at College of the Redwoods.
  2. Pass the Preliminary Education Technology Exam; registration is online, www.cset.nesinc.com, cost is $122.
  3. Complete the CIS minor.
  4. Pass course(s) equivalent to EDUC 285 that meet level 1 standards.
- Verification of CBEST exam taken (must be passed prior to April 1 of the application year).
- Tuberculin clearance (chest x-ray or TB skin test) and rubella immunization.
- Verification of passing the CSET in Multiple Subjects by deadline published in admissions guide.
- 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. The education office provides forms.
- A set of transcripts (unofficial transcripts are acceptable) and three letters of recommendation.
- Passing of a basic constitution course (PSCI 110, 210, 359, or 410) or a passing score on the US Constitution Test administered by the university's Testing Center. Most Humboldt graduates have met this requirement. Students from other institutions of higher education should contact Humboldt's credential analyst, 707-826-6222.
- At least $200,000 coverage of professional liability insurance, required by local school districts prior to student teaching. This can be arranged through a private insurer or through membership in the Student California Teacher's Association.

February 1 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 March 1.

All packets are reviewed by School of Educationfaculty and/or screened by subject-matter faculty committees. 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.

Preliminary credential courses are sequential, beginning in the fall semester. Candidates observe/participate at their field sites full time (M-F) the first two weeks of fall semester. For the next seven weeks, they have courses two afternoons and evenings per week (M/T or W/Th) 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; eight weeks of coursework (M/T or W/Th) 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 follow-

ing courses both fall and spring semesters, except as noted.

EED 720/B The School & the Student
EED 721/B Multicultural Foundations
EED 722/B English Language Skills & Reading
EED 723/B Integrating Math/Science in Elementary School
EED 724/B Fine Arts in the Integrated Elementary Curriculum
EED 726/B Professional Development Seminar
EED 728/B History/Social Science in the Integrated Elementary Curriculum
EED 733/B Teaching English Language Learners
EED 740/B Special Populations in the General Education Classroom
EED 741 Health & Physical Education Curriculum in Elementary School (fall)
EED 751 Fieldwork in Elementary School (fall)
EED 752 Student Teaching in Elementary School (fall)
EED 753 Fieldwork in Elementary School [spring]
EED 755 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 in the education office, Harry Griffith Hall 202.

Supplementary/Subject Matter Authorizations

Supplementary and 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 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.

Holders of the Ryan Preliminary Credential may clear it with a minimum of 30 units in an institution-approved fifth-year program of study and all of the following:

HED 405/705 School Health Programs
KINS 475 Elementary School Physical Education
EDUC 719 Teacher Computer Competency
EED 776 Mainstreaming

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SECONDARY EDUCATION

Coordinator
Sheila Rocker Heppe
Harry Griffith Hall 202A
707-826-5870 / srh@humboldt.edu

Program Leader
Ann Diver-Stamnes, Ph.D.
Harry Griffith Hall 207
707-826-5822 / acd1@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 Web site at: www.humboldt.edu/~educ/credentials/sed/sed.html or additional information.

Preliminary Credential

Obtain a preliminary credential by taking a 33-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 ed 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 711 Nonviolent Crisis Intervention
SED 712 Teaching & Learning in Secondary Schools
SED 713 Classroom Management
SED 714 Educational Psychology
SED 715 Multicultural Education
SED 730 ELD Bilingual Theory & Methods
SED 731-741 Secondary Curriculum Instruction [one from: 731 Art, 732 Business, 733 English, 734 Modern Language, 736 Industrial Tech, 737 Math, 738 Music, 739 Physical Education, 740 Science, 741 Social Studies]
SED 743 Content Area Literacy
SED 762 Supervised Fieldwork in Student Teaching
SED 776 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 744-754 Secondary Seminar [one from: 744 Art, 745 Business, 746 English, 747 Modern Language, 749 Industrial Tech, 750 Math, 751 Music, 752 Physical Education, 753 Science, 754 Social Studies]
SED 755 Literacy Applications
SED 756 ELD Applications
SED 763 Intersession Participation & Student Teaching
SED 764 Student Teaching / Secondary Education
SED 765 Student Teaching / Secondary Education
SED 766 Intersession Student Teaching

▪ 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

A student may add additional subjects to his/her credential through coursework (as supplementary/subject matter authorizations) or by passing CSET examinations 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.

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SPECIAL EDUCATION

Program Leader
David Ellerd, Ph.D.
Harry Griffith Hall 205
707-826-5851
dae11@humboldt.edu

Coordinator
Peggy Kirkpatrick
Harry Griffith Hall 201A; 707-826-5795
mmk6@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 Level I 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 Level I credential must complete requirements for a Professional Level II credential within five years.

Professional Clear Level II Credential

Obtain a Professional Level II credential by taking a 24-unit professional development program at Humboldt State. Under certain circumstances, a total of six units may be earned through nonuniversity professional development activities. To enter this program, students must have at least one year of full-time teaching experience in special education and be employed as a special education teacher.

Procedures for Applying

Preliminary Level I 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 admission 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 210/310, SED 210/410), 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 card is desirable, but not mandatory.
- 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, 210, 359, OR 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.

Professional Clear Level II Credential:

- Contact the coordinator for information on applying. Applications are accepted throughout the year for admission the following fall semester.

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 Level I Education Specialist Credential in Mild to Moderate Disabilities.** This preliminary credential authorizes teaching for five years, during which time candidates must acquire a Professional Level II Education Specialist Credential in Mild to Moderate Disabilities.

Preliminary Level I Credential

COURSE REQUIREMENTS

This program is offered on a flexible schedule, including weekend and evening classes, to accommodate credential candidates who are currently employed or are at great distances from campus.

Students must maintain a B average with no grade lower than a C- to remain in the program.

Students must complete 41 units of approved courses in Special Education, including EDUC 377, Introduction to Exceptional Individuals. The Special Education Program

Leader must approve the program of study. Contact the department office for details.

Foundation Courses:

EDUC 377	Education of Exceptional Individuals
SPED 702	Foundations of General & Special Education
SPED 703	Foundations of Assessment & Program Planning
SPED 704	Fieldwork Assessment
SPED 705	Multicultural Special Education
SPED 706	Applied Behavior Analysis for Teachers

Methods Courses:

SPED 707	Curriculum & Instruction — Reading & Language Arts
SPED 708	Practicum: Reading Instruction
SPED 709	Curriculum & Instruction — Math
SPED 710	Practicum: Math Instruction
SPED 711	Curriculum & Instruction — Science, History & Social Sci.
SPED 731	Classroom Management
SPED 732	Practicum: Classroom Mgmt.
SPED 733	Special Education Policies & Procedures
SPED 734	Student Teaching — Elementary Special Education
SPED 735	Student Teaching — Secondary Special Education
SPED 736	Curricular & Instructional Skills Seminar
SPED 737	Non-violent Crisis Intervention

Professional Clear Level II Credential

COURSE REQUIREMENTS (24 units)

SPED 651	Professional Development in Special Education
SPED 652	Advanced Studies in Assessment & Instruction
SPED 653	Advanced Studies in Consultation, Collaboration, & Transition
SPED 654	Advanced Behavioral, Emotional, & Environmental Support
SPED 661	The Reflective Special Education Practitioner

Emphasis Courses (six units electives)**:** Candidates complete at least one of the following:

SPED 655	Advanced Studies in Learning Disabilities
SPED 756	Advanced Study: Severe Disability
SPED 757	Advanced Studies in Secondary Special Education

Candidates may complete two of the above courses, or they may select one course from the following:

EDUC 604	Education in Society
EDUC 633	Pedagogy: Practice & Research
EDUC 650	Educational Psychology
EDUC 680	Special Topics: Single Case Research Design
EDUC 699	Directed Study

Note: In accordance with the California Commission on Teacher Credentialing requirements, the HSU Professional Level II Credential program will allow candidates to substitute non-university activities (e.g., district-sponsored trainings, institutes, workshops) for up to six units of emphasis courses. The non-university activities may be taken for university credit, but they need not be. Candidates should consult with their HSU Level II advisor for prior approval of any substitutions.

Additional State Requirements:

HED 705	School Health Programs
EDUC 719	Teacher Computer Competency

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ADMINISTRATIVE SERVICES

Program Leader/Coordinator
Greg Aslanian
Harry Griffith Hall 210
707-826-5886 / gva1@humboldt.edu

The Program

Humboldt State's Administrative Services Program prepares educators for administrative leadership roles in K-12 schools. Many of the courses are taught by local administrators who strive to create a unique blend of theory and practice.

Procedures for Applying

Those seeking admission to the Level I Preliminary Administrative Service Credential 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 administrative credential program: one from the student's current supervisor and one from another administrator
- documentation of having completed one year upon entry—and, by completion of credential requirements, three years—of successful, full-time teaching or pupil personnel experience in public or private schools
- transcripts verifying a university grade-point average of 2.75 on the last 60 semester units

PROGRAM REQUIREMENTS

Level I: Preliminary Administrative Services Credential

All students must:

- document that a district is willing to support the fieldwork by completing a fieldwork plan sheet with approval signatures from district and university supervisors
- successfully complete the California Basic Education Skills Test
- maintain a 3.0 GPA (with no grade lower than a C-) in the following required courses (24 units):

AS 642	Curriculum: Development & Governance
AS 645	Personnel Administration & Supervision

AS 646 The Principal: Leader & Administrator
AS 647 Practicum: Diversity Issues & School Administration
AS 648 Legal & Fiscal Aspects of School Administration
AS 649 Ethics & School Administration
AS 660 Technology & School Management
AS 694 Elementary School Administration Fieldwork
AS 695 Secondary School Administration Fieldwork
AS 696 Fieldwork & Final Evaluation Seminar

- pass a final oral exam on the program's total skills and knowledge

Level II: Professional Administrative Credential

Prerequisites:

- Preliminary Administrative Services Credential
- A 3.0 GPA in Preliminary Administrative Services Credential coursework.
- Employment as a school administrator
- Complete application

Course Of Study [24 units]:

AS 661 Professional Development—Induction
AS 662 Leadership, Management, & Policy Development in a Multicultural Setting
AS 663 Strategic Issues Management
AS 664 School & Community Relations
AS 665 Ethical & Reflective Leadership
AS 666 Information Systems & Human & Fiscal Resources
AS 667 Candidate Assessment & Evaluation

MASTER OF ARTS DEGREE IN EDUCATION

Graduate Program Coordinator
Keri Gelenian, Ph.D.
Harry Griffith Hall 208
707-826-3738 /kg5@humboldt.edu

The Program

Our program helps educators assume an enhanced and more focused leadership role in their schools. The education faculty believes in an ethic of teaching that fosters passion for learning, persistence in seeking insights, and creativity.

This ethic depends on communities of educators who reflect collaboratively on their professional experiences. Within such a community, educators broaden their understanding of the theoretical and methodological aspects of pedagogy by articulating what they know, asking meaningful questions about their practice, and providing opportunities for assessment. Collaborative inquiry is an effective means of practicing the profession with greater ingenuity, vitality, and joy.

Through collaboration with departments across the university, we integrate ideas across disciplines, identify generative topics as the basis for curricula, and explore connections between our students' interests across disciplines.

We hold as a central tenet that social betterment is engendered by democratic and rigorous educational processes. Thus, we fulfill our program's public mission by strengthening the role of educators in our society so that they better meet the inherent challenges.

Within the program, candidates explore the intellectual rigor inherent in the discipline and the possibilities for their students' learning and development. They make strong connections between learning, social concerns, and students' lives.

Procedures for Applying

Deadline for applying (fall semester entry): February 1. Following faculty review, applicants will be notified of their admission status by March 15.

Candidates must show satisfactory preparation for the proposed course of study and meet general requirements for admission outlined in the HSU *Handbook for Master's Students* (www.humboldt.edu/~gradst/grad info.shtml). 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.
- Have a GPA of at least 3.0 in the last 60 semester units (90 quarter units) attempted. (Those not meeting this requirement may file a petition to appeal low GPA with the grad coordinator.)
- If the bachelor's degree is from a post-secondary institution where English is not the principal language of instruction, score at least 550 on the Test of English as a Foreign Language (TOEFL).

Submit a complete application, including a statement of purpose which considers the following:

- rationale for pursuing graduate work in education;
- overview of and reflection on experiences in education;
- philosophy of education.

Faculty will rate each applicant's statement of purpose and recommendation letters based on evidence of:

- a clearly articulated rationale for pursuing graduate work;
- strong writing ability;
- ability to reflect critically on experiences in education;
- a clearly articulated philosophy of education;
- ability to conceptualize a broad vision for education;
- strong interpersonal communication skills;
- full-time teaching, administrative, and/or other professional experience in education; and
- strong potential for success in graduate study and for contributions to the profession.

Applicants may be admitted in one of two categories: graduate conditionally classified (with deficiencies that can be remedied through additional academic preparation) or graduate classified (meet all professional, personal, scholastic, or other standards).

Applicants without a professional credential—e.g., multiple subjects, single subjects, administrative services, special education level I—may still be accepted into the program. Note, however, that the MA in education is geared toward professionals in the

field and is designed to use the strengths and knowledge base acquired while working with students in a school setting.

Those with no degree objective who still desire to take graduate-level courses for professional or personal growth (post-baccalaureate unclassified students) may be admitted to courses subject to availability and instructor approval. Such admission, however, does not constitute admission to the graduate degree program. Students in this classification must seek approval from the department's Graduate coordinator as well as the course instructor.

Upon acceptance into the program, work with your advisor to create a plan of study.

Contact Financial Aid for general financial aid information, Research and Graduate Studies for information on grants and fellowships, and the department's graduate coordinator for education-related assistance.

To summarize the admission procedures:

First contact the Office of Admissions (707/826-4402) to request the graduate application for admission.

By February 1, submit the following to the Office of Admissions:

- completed application for graduate admission
- $55 application fee
- official transcripts of college academic records

By that same deadline, submit to the coordinator's assistant in the Department of Education:

- a photocopy of the completed application for graduate admission
- statement of purpose (see above)
- one copy of all college transcripts sent to the Office of Admissions
- photocopies of all teaching and specialist credentials earned
- three letters of recommendation from persons who can assess your potential for graduate work

MASTER'S DEGREE PROGRAM REQUIREMENTS

Curriculum & Instruction Emphasis or Special Studies Emphasis

Curriculum & Instruction Emphasis: After completing the core courses, choose among other relevant upper division and graduate courses focusing on curricular and methodological issues (e.g., students interested in science education take curriculum courses and courses within the sciences). The thesis/project committee consists of one faculty member from the emphasis area and members of the education faculty.

Special Studies Emphasis: This is a unique opportunity to work on issues of pedagogy within specific disciplines that do not offer an MA degree or to tailor a degree program to your individual academic interests. Examples include environmental education, educational technology, child development, behavior analysis, and early childhood education. The thesis/project committee may include one faculty member in your area of interest from outside the department.

REQUIREMENTS

Students accepted into the Master's Degree in Education program with an emphasis in **Curriculum and Instruction or Special Studies** must complete all of the following:

Core courses: 19 units
Area of emphasis: 12-14 units
Thesis preparation: 3 units
Total: 34-36 units

Core Courses

EDUC 604 Education in Society
EDUC 633 Pedagogy: Practice & Research
EDUC 634 Academic Writing in Education
EDUC 650 Educational Psychology
EDUC 660 Assessment
EDUC 679 Qualitative Methods in Educational Research
EDUC 681 Quantitative Educational Methods
EDUC 698 Educational Research

- Plus 12-14 units of electives taken in consultation with your advisor and three units of thesis or project preparation (EDUC 690 or EDUC 692). Note that EDUC 697, Research for Learning, is an elective course especially designed for students interested in curriculum and instruction. It is open to all MA candidates who have completed EDUC 633.

Administrative Services Emphasis

Educators enrolled in the level I administrative services credential program may earn both a level I credential and an MA. Students must have completed three years of successful full-time teaching.

Core courses: 10-11 units
Credential coursework: 24 units
Thesis preparation: 3 units
Total: 37-38 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 Administrative Services Credential).

EDUC 634 Academic Writing in Education
EDUC 698 Educational Research

- One of the following:

EDUC 679 Qualitative Methods in Educational Research
EDUC 681 Quantitative Educational Methods

- And one of the following selected in consultation with your advisor.

EDUC 604 Education in Society
EDUC 633 Pedagogy: Practice & Research
EDUC 650 Educational Psychology
EDUC 660 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 level I credential program plus two years as a special education teacher in a US public school.

Core courses: 12-13 units
Credential coursework: 24 units
Thesis preparation: 3 units
Total: 39-41 units

For students earning a **combined Master's Degree in Education and Special Education Level II Credential**, the following courses must be completed in addition to all credential coursework (see Special Education Credential).

SPED 799 Single-subject Research Methods
EDUC 634 Academic Writing in Educ.
EDUC 698 Educational Research

- One of the following:

EDUC 679 Qualitative Methods in Educational Research

EDUC 681 Quantitative Educational Methods

- And one of the following selected in consultation with your advisor.

EDUC 604 Education in Society
EDUC 633 Pedagogy: Practice & Research
EDUC 650 Educational Psychology
EDUC 660 Assessment

Plus three units of thesis or project preparation (EDUC 690 or EDUC 692).

ADDITIONAL REQUIREMENTS

Students must maintain an overall GPA of 3.0 in the program. Candidates who do not maintain either the overall or the programmatic GPA for one semester or who are not making satisfactory progress toward completing the degree may be placed on probation. Students whose overall or programmatic GPA remains below 3.0 for a second semester will be disqualified. In the case of extenuating circumstances, such as a medical or family emergency, disqualified students may apply for reinstatement. The *Handbook for Master's Students* provides more detailed information.

ADVANCING TO CANDIDACY

During the first year, students can advance to candidacy using the form available in the Office for Research and Graduate Studies.

As a culminating experience, students have two options: thesis or bound project, defined in the *Handbook for Master's Students*. The department uses the *Publication Manual of the American Psychological Association* (5th edition) as the required style manual.

Obtain a major professor and committee members. Have them approve an abstract of the thesis or project. Meet with them early in the research process to ensure that all individuals are well informed and in agreement.

Committees must have a minimum of three faculty members. Major professors must be probationary or tenured professors from the School of Educationor adjunct/temporary professors in education who hold earned doctorates. Other committee members are either faculty in the School of Education or in other disciplines relevant to theses or projects. Consult with the major professor in selecting committee members.

For additional questions, consult with your advisor, major professor, graduate coordinator, or the staff in Research and Graduate Studies.

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COLLEGE FACULTY PREPARATION PROGRAM

A graduate Certificate in College Teaching; Education

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. **Participation requires completion of, or current enrollment in, the education master's program.**

The certificate consists of five components (13 units), described below. After consulting with your graduate advisor, and under the advisement of the college Faculty Preparation Program coordinator, develop a plan of study tailored to meet your goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate education teaching through a practical presentation of the processes and issues involved in teaching education. Four units, taken first or second semester of the MA program:

EDUC 604 Education in Society and
EDUC 633 Pedagogy: Practice and Research

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583 Higher Education Teaching Methods

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods)

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows:

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- Community College Track

Three Units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

(Note: Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

or

- **Pre-doctoral College Track**

Three units of a mentored teaching experience at HSU.

See Education graduate coordinator for advice on what course number to use.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed:

SP 685 Instructional Resources for Higher Education

■ ■ ■

English

Bachelor of Arts degree
with a major in English—pathways in Literary Studies, Writing Practices, Teaching the Language Arts

Minor in English

Master of Arts degree with a major in English—emphasis in Teaching of Writing, Literature, or Master's International Program (Peace Corps)

Certificate Program in College Teaching: English

Department Chair
Susan Bennett, Ph.D.

Department of English
Founders Hall 201
707-826-3758
www.humboldt.edu/~english

Please see the department Web site 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
- pleasant 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 reference worker, and writer in many areas such as technology, business, government, and nonprofit organizations.

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

The English major consists of 16 units of Core Courses; 24 units in Pathways; 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 Introduction to the English Major
ENGL 220 Literature, Identity, Representation
ENGL 225 Introduction to Language Analysis
ENGL 320 Practical Criticism

■ Pathways

Students will select **one** pathway. If on Pathway A or B, students will complete 16 units within that pathway and one additional course from each of the other two pathways. Students on Pathway C, Teaching the Language Arts, must complete all the courses listed for that pathway and an additional depth option. Special topic courses (ENGL 480) may be used in an appropriate pathway depending upon the topic.

A. Literary Studies

ENGL 230 or 231 Survey of British Literature
ENGL 240 World Literature
ENGL 325 History of the English Language
ENGL 330 American Literature (variable topics)
ENGL 342 Special Topics in Shakespeare
ENGL 350 British Literature
ENGL 360 Topics in Literature/Language
ENGL 370/570 Literary Field Studies
ENGL 420 Advanced Topics in Critical Theory
ENGL 465 Multicultural Issues in Language and Literature
ENGL 480 Special Topics

B. Writing Practices

ENGL 205 Intro to Creative Writing
ENGL 311 Environmental Writing
ENGL 314 Creative Writing: Nonfiction
ENGL 315 Creative Writing: Fiction
ENGL 316 Creative Writing: Poetry
ENGL 422 Advanced Research Writing
ENGL 460 *Toyon* Literary Magazine
ENGL 470 Raymond Carver Short Story Contest
ENGL 480 Special Topics

C. Teaching the Language Arts/ English Education

Students in this pathway must take all of the following courses:

ENGL 231 Survey of British Literature
ENGL 232 Survey of American Literature
ENGL 328 Structure of American English
ENGL 336 American Ethnic Literature
ENGL 340 Approaches to Shakespeare
ENGL 344 Young Adult Literature
ENGL 406 Theory of Composition
ENGL 406L Technology in English
ENGL 426 Communication in Writing II
ENGL 435 Issues in ESL/EFL
COMM 426 Adolescent Communication

Depth Options (15 units). Choose **one** of the three options:

1. Literature/Language

ENGL 240 World Literature
ENGL 325 History of English Language
ENGL 420 Advanced Topics in Critical Theory

Electives

2. Creative Writing

ENGL 205 Beginning Creative Writing

Select from ENGL 311, 315, 316, 460, and ENGL 470

3. Cross-cultural Language and Academic Development

ENGL 417 Second Language Acquisition
ENGL 436 Integrating Language & Content in English
COMM 322 Intercultural Communication

Minimum of six semester units of a language other than English taken at a university or intensive language program.

Language Study

One year of a language other than English taken at the college level. For students in Pathways A (Literary Studies) & B (Writing Practices) only.

■ Capstone Course

ENGL 490 Senior Portfolio Seminar
For students in all pathways.

REQUIREMENTS FOR THE MINOR

OPTION 1: The Writing Minor

A minimum of 15 units:

ENGL 205 Beginning Creative Writing
ENGL 311 Environmental Writing
ENGL 314 Creative Writing: Nonfiction
ENGL 315 Creative Writing: Fiction
ENGL 316 Creative Writing: Poetry
ENGL 422 Advanced Research Writing

OPTION 2: The Literature Minor

A minimum of 12 units of literature courses (at least six units upper division—300 and 400 series). See the department chair for course approval and advice in planning a minor appropriate to your needs and interests.

REQUIREMENTS FOR THE MASTER'S DEGREE

Candidate Admission

- For current admission requirements, please consult the English Department's Web site at www.humboldt.edu/~english/grad.html

General Degree Requirements

- 32 units of upper-division and graduate work—300, 400, 500, 600 series—in language and literature courses approved by the department
- GPA of 3.0 in all coursework applied to the degree (no grade less than C will apply toward the degree)
- Minimum of 15 units in graduate level courses—500 and 600 series

Course Requirements

Core courses required for both the literature and teaching of writing emphases:

ENGL 600 Fundamentals of Research in Composition & Literature
ENGL 690 Master's Project

Teaching of Writing Emphasis

ENGL 611 Seminar in Teaching Writing
ENGL 612 Development of Writing Abilities
ENGL 614 Teaching ESL Writing
ENGL 615 Writing Workshop
ENGL 618 Linguistic & Rhetorical Approaches to Writing

Eight units from the following:
ENGL 536 Seminar in American Literature
ENGL 546 Seminar in British Literature
ENGL 560 Special Topics in Literature
ENGL 562 Advanced Studies in Shakespeare

(Note: ENGL 682 required of prospective ENGL 100 instructors)

Literature Emphasis

ENGL 536 Seminar in American Literature
ENGL 546 Seminar in British Literature
ENGL 562 Advanced Studies in Shakespeare
ENGL 685 English Colloquium

Twelve units upper-division or graduate (300, 400, 500, and 600 series) English courses, four units of which must be in literature.

Reading knowledge of one language other than English.

Peace Corps MIP, Emphasis in TESL

Before beginning their Peace Corps 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.

Fall Semester I / Spring Semester I:
COMM 322 Intercultural Communication
ENGL 417 Second Language Acquisition
ENGL 600 Fundamentals of Research in Composition & Literature
ENGL 614 Teaching ESL Writing
ENGL 635 Issues in English as a Second/Foreign Language
ENGL 684 Internship in Teaching ESL Modern language Study

PEACE CORPS SERVICE

Fall Semester II:
ENGL 436 Integrating Language & Content in English Instruction
ENGL 615 Writing Workshop
ENGL 694 Reflections on Field Experience
ENGL 695 Culminating Activity: Critical Analysis of Field Experience [in development]
ENGL 618 Linguistic & Rhetorical Approaches to Writing **or**
ENGL 328 Structure of American English

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

COMM 322 Intercultural Communication
ENGL/COMM 417 Second Language Acquisition
ENGL 614 Teaching ESL Writing
ENGL 618 Linguistic & Rhetorical Approaches to Writing
ENGL 635 Issues in English as a Second/Foreign Language

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: English

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. **Participation requires completion of, or current enrollment in, the English master's program.**

The certificate consists of five components (13-14 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in the teaching of writing. Four units, taken first or second semester of the MA program:

ENGL 611 Seminar in Teaching Writing or
ENGL 615 Writing Workshop

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent

with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- **Community College Track**
  Three units of a mentored teaching experience at College of the Redwoods.

  SP 683 College Faculty Preparation Internship

  (***Note:*** Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

  OR

- **Pre-doctoral College Track**
  Four units (two of the following) of mentored teaching experience at HSU.

  ENGL 450 Tutoring Developing Writers
  ENGL 681 Internship in Teaching Literature
  ENGL 682 Internship in the Teaching of Writing

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Environmental Ethics

Minor 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 Environmental Ethics

Introduction To Environment

One of the following:
FISH 300 Introduction to Fishery Biology
FISH 310 Ichthyology
FOR 230 Dendrology
FOR 302 Forest Ecosystems & People
NRPI 310 Introduction to Natural Resource Planning
RRS 310 Rangeland Resource Principles
WLDF 300 Wildlife Ecology & Management
WLDF 301 Principles of Wildlife Management

Environmental Issues

One of the following:
ENGR 305 Appropriate Technology
FISH 443 Problems in Water Pollution Biology
FOR 374 Wilderness Area Mgmt.
FOR 432 Silviculture
NRPI 215 Natural Resources & Recreation
OCN 301 Marine Ecosystems—Human Impact
OCN 304 Resources of the Sea
WLDF 423 Wildlife Management (Nongame Management)

One of the following:
ECON 309 Economics of a Sustainable Society
ENVS 308 Ecotopia
NRPI/ENVS 400 Inscape & Landscape
PHIL 106 Moral Controversies
PSCI 306 Environmental Politics
FOR 400 Forestry in Modern Society

Environmental Decision Making

One of the following:
NRPI 309/ENVS 309 Environmental Conflict Resolution
PHIL/WLDF 309 Case Studies in Environmental Ethics

Environmental Resources Engineering

Bachelor of Science degree with a major in Environmental Resources Engineering

See Environmental Systems for the Environmental Resources Engineering (ERE) and Energy, Environment, and Society options in the master of science degree.

Department Chair
Margaret Lang, Ph.D.

Department of Environmental Resources Engineering
Harry Griffith Hall 119
707-826-3619
ere_dept@humboldt.edu

For a complete description of the ERE program, including its program goals, see our Web page at www.humboldt.edu/~ere_dept.

Mission Statement

The mission of the ERE program is to prepare engineers to solve complex environmental resources 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:

- application of the tools and concepts of mathematics, basic sciences, and engineering science in engineering practice
- understanding of the need to continue their life-long education in mathematics, basic sciences, and engineering science, design, and practice
- development of an understanding and an appreciation for contemporary issues and the historical, social, and political context of the environmental resources problems that will engage them in their careers
- effective and professional communication of ideas and technical information to the public, and fellow and other professionals in written and oral reports
- the ability to design systems, components, processes, and procedures to meet specified objectives, with an emphasis on designs for managing environmental resources
- understanding and appreciation for literature, the visual and performing arts, history, and foreign languages in and of themselves and how they relate to being effective as an engineer
- the ability to work effectively in multi-disciplinary teams and, when necessary, to pro-actively resolve problems with team dynamics
- preparation for graduate school based upon their experience with independent research, technical writing, statistical analysis, and computational methods
- preparation to assume a leadership role in the profession based upon their engineering science and design experience with traditional and nontraditional solutions to environmental problems
- a professional attitude and ethical responsibility to their client and their community in terms of the legal, economic, technical, and environmental aspects of their role
- literacy in the range of laboratory, field, and computational tools that are in common use in environmental engineering practice
- the ability to identify, formulate, and solve engineering problems

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 four primary areas: water quality, water resources, energy resources, and indoor air quality.

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

A minimum grade of C- is required for all courses in the major. Engineering courses in the major may not be repeated more than two times. Grades of D, D+, F, WU, and NC count as failed attempts. If a student has three failed attempts in a required Engineering course, he or she will not be able to graduate with an ERE degree.

Lower Division

BIOL 105	Principles of Biology
CHEM 109/110	General Chemistry I, II
MATH 109/110/210	Calculus I, II, III
PHYX 110	General Physics II
ENGR 115	Intro to Environmental Science & Engineering
ENGR 210	Solid Mechanics: Statics
ENGR 211	Solid Mechanics: Dynamics
ENGR 215	Introduction to Design
ENGR 225	Computational Methods for Environmental Engineering I

Upper Division

PHYX 315	Intro to Electronics and Electronic Instrumentation
ENGR 313	Systems Analysis
ENGR 322	Environmental Data Modeling & Analysis
ENGR 325	Computational Methods for Environmental Engineering II
ENGR 326	Computational Methods for Environmental Engineering III
ENGR 330	Mechanics & Science of Materials
ENGR 331	Thermodynamics & Energy Systems I
ENGR 333	Fluid Mechanics
ENGR 351	Water Quality & Environmental Health
ENGR 410	Environmental Impact Assessment
ENGR 416	Transport Phenomena
ENGR 440	Hydrology I
ENGR 492	Capstone Design Project

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:

BIOL 330	Principles of Ecology
CHEM 328	Brief Organic Chemistry
FISH 320	Limnology
GEOL 350	General Geomorphology
NRPI 377	Introduction to GIS Concepts
OCN 430	Marine Pollution
PHYX 380	Micrometeorology
SOIL 360	Origin and Class of Soils
SOIL 363	Wetland Soils

Three engineering design courses:

ENGR 418	Applied Hydraulics
ENGR 421	Advanced Numerical Methods for Engineers I
ENGR 434	Air Quality Management
ENGR 435	Solid Waste Management
ENGR 441	Hydrology II
ENGR 443	Groundwater Hydrology
ENGR 445	Water Resources Planning & Management
ENGR 448	River Hydraulics
ENGR 451	Water & Wastewater Treatment Engineering
ENGR 455*	Constructed Wetlands for Water Quality Management
ENGR 461	Environmental Geotechnology
ENGR 466	Earthquake Engineering
ENGR 471	Thermodynamics & Energy Systems II
ENGR 473	Building Energy Analysis
ENGR 475	Renewable Energy Power Systems
ENGR 477	Solar Thermal Engineering
ENGR 481	Selected Topics with Engineering Design
ENGR 498	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, and Environmental Policy

Department Chair
Steven R. Martin, Ph.D.

Environmental & Natural Resource Sciences Department
Natural Resources Building 200
707-826-4147

Associated Faculty & Advisors
Steven A. Carlson, Environmental & Natural Resource Sciences
Gregory Crawford, Oceanography
Stephen Cunha, Geography
Yvonne Everett, Environmental & Natural Resource Sciences
Kenneth Fulgham, Forestry and Wildland Resources
Bill Golden, Chemistry
Steven Hackett, Economics
Richard Hansis, Environmental & Natural Resource Sciences
Carol Lasko, Chemistry
Susan Marshall, Forestry and Wildland Resources
Steven R. Martin, Environmental & Natural Resource Sciences
John Meyer, Political Science
Richard Paselk, Chemistry
Steven Steinberg, Environmental & Natural Resource Sciences

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

Ecological Restoration Option

Complete all courses in the major with a C- or better.

Core

ENVS 110	Intro to Environmental Science
ENVS 111	Environmental Science Seminar
NRPI 105	Natural Resource Conservation
ENVS 220	Intro to Environmental Policy
ENVS 230	Environmental Problem Solving
ENVS 301/GEOG 301	Int'l Environmental Issues & Globalization
ENVS 410	Environmental Science Practicum, **or**
ENVS 411	Sustainable Campus
NRPI 425	Environmental Impact Assessment

Lower Division

Math code of 50 required.

CHEM 107	Fundamentals of Chemistry
BOT 105	General Botany
FOR 100	Critical Thinking and Social & Environmental Responsibility
BIOM 109	Introductory Biometrics (math code of 50 required)
SOIL 260	Introduction to Soil Science

Upper Division

FOR 231	Forest Ecology, **or**
BOT 330	Plant Ecology, **or**
RRS 370	Rangeland Ecology Principles
NRPI 309	Environmental Conflict Resolution, **or**
NRPI 309B	Environmental Communication
NRPI 377	Intro to GIS Concepts
RRS 306	Rangeland Resource Principles
WSHD 310	Hydrology & Watershed Management
FOR 315	Forest Mgmt, **or**
SOIL 468/FOR 468	Intro to Agroforestry, **or**
FISH 320L	Limnology
BIOL 330	Principles of Ecology, **or**
WLDF 301	Principles of Wildlife Mgmt
ENVS 350	Principles of Ecological Restoration
BOT 350	Plant Taxonomy
SOIL 360	Origin & Classification of Soils, **or**
GEOL 350	General Geomorphology
SOIL 363	Wetland Soils, **or**
SOIL 460	Forest & Range Soils, **or**
SOIL 462	Soil Fertility, **or**
SOIL 465	Soil Microbiology
NRPI 400	Inscape & Landscape, **or**
FOR 400	Forestry in Modern Society, **or**
WLDF 302/PHIL 302	Environmental Ethics
NRPI 420	Ecosystem Analysis, **or**
FOR 430	Forest Ecosystems
WLDF 430	Ecology & Mgmt of Wetland Habitats for Wildlife, **or**
RRS 430	Rangeland Developments & Improvements

FOR 431 Forest Restoration
ENVS 450 Applied Ecological Restoration

FISH 485 Ecology of Running Waters, **or**
WLDF 460 Conservation Biology

Note: **27 units double-count toward GE requirements.**

REQUIREMENTS FOR THE MAJOR

Energy & Climate Option

Complete all courses in the major with a C- or better.

Core courses plus:

Lower Division

BIOM 109 Introductory Biometrics

BOT 105 General Botany, **or**
BIOL 105 Principles of Biology

MATH 105 Calculus for the Biological Sciences & Natural Resource
ECON 104 Contemporary Topics in Economics

CHEM 107 Fundamentals of Chemistry, **or**
CHEM 109 General Chemistry

OCN 109 General Oceanography
PHYX 106 College Physics: Mechanics & Heat
PHYX 107 College Physics: Electromagnetism & Modern Physics

Upper Division

ENGR 305 Appropriate Technology

BIOL 330 Principles of Ecology, **or**
WLDF 301 Principles of Wildlife Mgmt

NRPI 309 Environmental Conflict Resolution, **or**
NRPI 309B Environmental Communication

NRPI 377 Intro to GIS Concepts
ENGR 331 Thermodynamics & Energy Systems I
ENGR 370 Energy, Technology & Society
IT 340 Architectural Design
CHEM 370 Global Climate Change
NRPI 400 Inscape & Landscape
OCN 420 Oceans and Climate
WSHD 458 Climate Change & Land Use
ECON 450 Energy Economics & Climate Policy

Note: **27 units double-count toward GE requirements.**

REQUIREMENTS FOR THE MAJOR

Environmental Policy Option

Complete all courses in the major with a C- or better.

Core courses plus:

Lower Division

FOR 100 Critical Thinking and Social & Environmental Responsibility
ECON 104 Contemporary Topics in Economics
CHEM 107 Fundamentals of Chemistry

BOT 105 General Botany, **or**
BIOL 105 Principles of Biology

STAT 108 Elementary Statistics
MATH 115 Algebra & Elementary Functions
NRPI 210 Public Land Policy

Upper Division

NRPI 309 Environmental Conflict Resolution
NRPI 309B Environmental Communication
NRPI 325 Natural Resource Regulatory Process
NRPI 376/SOC 376 GIS for the Social Sciences
PHIL302/WLDF 302 Environmental Ethics

ECON 309 Economics of a Sustainable Society, **or**
ENGR 308 Technology & the Environment

BIOL 330 Principles of Ecology, **or**
WLDF 301 Principles of Wildlife Mgmt

NAS 332 Environmental Justice
NRPI 400 Inscape & Landscape
ECON 423 Environmental & Natural Resource Economics
NRPI 430 Natural Resource Mgmt in Protected Areas
NRPI 435 Grant Proposal Writing

Choose three of the following:
PSCI 317 Topics in Public Policy (if approved by advisor)
PSCI 352 Water Politics
PSCI 373 Politics of a Sustainable Society
PSCI 412 Legal Research
PSCI 464 Technology & Development
WSHD 530 Water Rights & Water Law

Note: **30 units double-count toward GE requirements.**

Environmental Systems

Master of Science degree in
Environmental Systems, with options in Energy, Environment & Society, Environmental Resources Engineering, Geology, & Mathematical Modeling

This program is administered by the coordinator of the environmental systems graduate program of the College of Natural Resources and Sciences.

Coordinator
Chris Dugaw, Ph.D.
Department of Mathematics
Behavioral & Social Sciences 354
707-826-4251

Graduate Secretary
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 environmental resources engineering option focuses on systems analysis and numerical methods for advanced studies.

Career possibilities: environmental engineer, water quality engineer, solar 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 international development technology option offers a broad education in development issues. The focus is on technologies important in development work and design, their implementation, and evaluation of projects. The curriculum includes training in cultural, political, economic, and sociological factors involved in technology intervention.

Career possibilities: resource planner, development project director, development engineer, and development field worker.

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 all **core course requirements:**

SCI 501	Graduate Orientation in Environmental Systems
SCI 530	Environmental Systems Data Collection & Analysis
SCI 697	Topics in Environmental Systems
SCI 698	Graduate Colloquium in Environmental Systems

- Complete one of the following options:
- Environmental Resources Engineering
  Geology
  International Development Technology
  Mathematical Modeling
- Write an acceptable thesis/project.

Energy, Environment, and Society Option

- **Prerequisites.** An appropriate undergraduate degree in natural or social sciences is required. Prior coursework in areas including elementary statistics and probability, physics, chemistry, calculus, and economics is highly desirable. Engineering and natural science students will benefit from having had at least six semester units of sociology, anthropology, political science, or another related social science. Students who are interested in working internationally should have at least one year of training in a language other than English, or equivalent experience. Deficiencies may be made up concurrently with the required coursework, but this may extend time in the program.
- **Required courses.** All core requirements listed under Requirements for the Degree plus the following option requirements:

ENGR 532	Energy, the Environment and Society
ECON 580	Economics of Energy & Climate Policy

- 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 three 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 to engineering and associated sciences to bring the total number of units to at least 30. Up to 6 units of thesis work may be applied to the degree. Note that courses taken at the 400-level for an undergraduate degree may not be repeated at the 500-level for credit towards the graduate degree.

Geology Option

- **Prerequisites.** Applicants should (a) have an undergraduate major in geology or a related science and (b) submit transcripts and Graduate Record Examination scores in both aptitude and geology. Applicants must have at least a year of college physics and a minimum of two semesters of calculus (three semesters desirable).
- **Required courses.** All core requirements above plus option requirements:
  GEOL 550 Fluvial Processes
  GEOL 551 Hillslope Processes
  GEOL 553 Quaternary Stratigraphy
  GEOL 554 Quaternary Geology Field Methods
  GEOL 555 Quaternary Tectonics
- **Approved upper division and graduate courses** in a coherent package to bring the total units to 30. Electives generally will be taken within the College of Natural Resources and Sciences.

Mathematical Modeling Option

- **Prerequisites.** An appropriate undergraduate degree which includes a background in the following areas: linear algebra, numerical analysis, probability and statistics, 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 Applied Stochastic Processes
  MATH 561 Dynamic Systems
  MATH 564 Applied Optimization
  MATH 595 Mathematical Modeling Practicum
  MATH 580 Selected Topics in Mathematics [at least 3 units]
- **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.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Mathematics

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the environmental systems/mathematical modeling master's program.

The certificate consists of five components (12-13 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes/issues involved in mathematics instruction. One unit taken before first semester and two units taken during first semester of the MS program:

MATH 700 In-Service Professional Development in Mathematics [3 units total]

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MS program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- Community College Track
  Three units of a mentored teaching experience at College of the Redwoods.

  SP 683 College Faculty Preparation Internship

  (*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

  OR

- Pre-doctoral College Track
  Three units of mentored teaching experience at HSU.

  MATH 701 In-Service Professional Development in Mathematics [3 units total]

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two or three units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education [2 units]

Ethnic American Literatures

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:

Required:

ES 105 Introduction to US Ethnic Studies
ES/ENGL 336 American Ethnic Literature

Eight additional approved units in ethnic American literature and culture. Options include:

ENGL 330 American Literature [depending on topic; consult advisor]
ENGL 465 Multicultural Issues in Literature [depending on topic; consult advisor]
ES 314 Chicano Culture & Society in America
ES/ENGL 336 American Ethnic Literature [topics vary; may be repeated]
NAS 310 Native American Literature [topics vary; may be repeated]
NAS 311 Oral Literature & Oral Tradition
NAS 482 Special Topics in Native American Language & Literature

Consult with the advisor for approval of special topics courses not on this list.

Ethnic Studies [Interdisciplinary]

Bachelor of Arts degree with an Interdisciplinary Studies major — option in Ethnic Studies

Minor in Ethnic Studies

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Program Director
Barbara Brinson Curiel, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

Students completing this program will have demonstrated:

- the ability to analyze complex historical and social events, and the cultural expressions of individuals and communities, from a multiple perspective of race, gender, ethnicity, nationality, class, and religion
- application of discipline-specific knowledge to workplace and/or post-baccalaureate environments
- understanding of complex interactions of ethnic groups in their social contexts in the United States and the world achieved in the study of language, diverse cultural expressions, and social struggles
- use of all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts
- the capacity to critically reflect, adapt, and network in a non-academic space or organization in a collaborative and professional manner
- the ability to gather information and use necessary analytical skills to evaluate the impact of private and public policies on regional, national, and international environments and cultures.

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 MAJOR

The major is designed around a 12-unit core of comparative courses, 9-10 units of Core Electives, and 2 units of Service Learning Courses. Students also complete 15-20 units of an Interdisciplinary Concentration in one of three topic areas: Multicultural Arts, Literature and Language; Multicultural Histories; or Society and Justice. There are 38-44 total units in the major.

Core Courses (required for all majors)

Lower Division (6 units)

ES 105/NAS 105 Introduction to US Ethnic Studies
ES 108/WS 108 Power/Privilege: Gender & Race, Sex, Class

Upper Division (6 units)

ES 308 Multicultural Perspectives in American Society
ES 390 Theory & Methods in Ethnic Studies

Core Electives (required)

One course from each of the following three areas:

History and Culture
ES 110 Introduction to African-American Studies
ES 314 Chicano Culture & Society in America
ES 326 Minorities & the Media
ES 336/ENGL 336 American Ethnic Literature
ES 353 Asian American Studies
ES 420 Community research

Social Justice Movements
ES 325 From Civil Rights to Black Power
ES 330/WS 330 Ethnic Women in America
ES 360/WS 360 Race, Gender and U.S. Law

Transnational Issues in Ethnic Studies
ES 304/GEOG 304 Migrations & Mosaics.
ES 310 US & Mexico Border
ES 480/ANTH 306 Asian Diaspora & Globalization

Service Learning Requirement

In consultation with an advisor, complete two units of service learning or internship courses in any department. Ethnic Studies course that satisfies this requirement:

ES 420 Community Research

Interdisciplinary Concentration

Five courses (15-20 units) in a coherent sequence or theme approved by the major advisor. Four courses (12-16 units) should be taken in one of the following focus areas, and one course (3-4 units) should be taken in a different concentration area. These five courses should be taken in at least three different departments. Courses not listed may be applied with advisor approval. Courses taken to satisfy the Core Elective requirement cannot also be counted toward the concentration.

Concentration Areas

Multicultural Arts, Literature & Language
ART 301 The Artist: Mexican Muralists in Mexico & the US, or
ART 316 Topics in Early 20th Century Art: Mexican Muralists in Mexico & the US
ES 336/ENGL 336 American Ethnic Literature
ES 480 Poetry for Social Change
ES 480 Hip Hop and the Black Experience
ENGL 465 Multicultural Issues in Literature/Languages (Prerequisite: ENGL 320)
FREN 300 African Storytelling
MUS 302 Music in World Culture

MUS 305 Jazz: An American Art Form
PE 193 Mexican Folklorico Dance
TFD 307 Theatre of the Oppressed

Multicultural Histories
ES 110 Introduction to African American Studies
ES 310 US & Mexico Border
ES 314 Chicano Culture & Society in America
ES 320 African American History
ES 327 Afro-American Religion
ES 328 African Religion & Philosophy
ES 340 Chinese & Japanese Americans
ES 343 Japanese Americans & the Concentration Camps
ES 420 Community Research
HIST 305 The American West, 1763-1900
HIST 383 California History

Society and Justice
ES 313/EDUC 313/WS 313 Education for Action
ES 322 African American Family
ES 323 Patterns of Pan-Africanism
ES 325 From Civil Rights to Black Power
ES 341 The Asian American Family & Intermarriage
ES 352 Dynamics of Black Culture
ES 353 Asian American Studies
ES 354 Minorities, American Institutions, & Social Services
ES 360/WS 360 Race, Gender and U.S. Law
ES 480/PSCI 340 Ethnicity & Nationalism
ES 482 Topical Research in Majority/Minority Relations
PSCI 359 California Government
PSYC 302 Psychology of Prejudice
SOC 303 Race and Inequality
SOC 305 Modern World Systems
SOC 308 Sociology of Altruism & Compassion
SOC 363 Environmental Crime
SOC 420 Social Change
WS 311 Feminist Theory and Practice
WS 319 Ecology of Family Violence
WS 370 Queer Women's Lives

Senior Portfolio

Interdisciplinary Studies majors in Ethnic Studies submit a final portfolio comprised of representative essays from major courses, including:

- One essay written in one of the Core courses of the major
- One essay from a Core Elective Course
- One research paper which engages theory and methodology in Ethnic Studies
- One short essay that assesses the student's internship or community service.
- The student's own reflective 3-4 page essay which examines the submissions to the portfolio, addressing the student's growth and development as she/he completed the major.

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 in Family Studies

Department Chair
Claire G. Knox, Ph.D.

Department of Child Development
Harry Griffith Hall 229
707-826-3471
www.humboldt.edu/~chld

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

CD 251 Children, Families & Their Communities

Growth and Development Foundation

CD 350 Perspectives: Life-Span Development

Contemporary Family Dynamics

Minimum of one course from:
CD 352 Parent/Child Relationships
PSYC 303 Family Relations in Contemporary Society
SOC 306 The Changing Family

Cultural Variations

Minimum of one course from:
CD 467 Working with Culturally Diverse Families
COMM 322 Intercultural Communication
AIE 335 Social Cultural Considerations

Interacting with Families

Minimum of one course from:
CD 366 Exceptional Children & Their Families*
AIE 435 AIE: Counseling Issues
SW 440 Family Social Work
AIE 335 Social Cultural Considerations

Special Family Topics

Minimum of three units from:
CD 362 Children & Stress
CD 366 Exceptional Children & Their Families*
SW 431 Juvenile Delinquency
SW 480 Special Topics (Must be related to the family – Prior permission to count toward minor must be approved)

Advocacy & Public Policy

CD 479 Policy Analysis & Advocacy
[completion of other courses in minor required]

* CD 366 may be used for Interacting with Families or Special Family topics section, but not both.

Film

Minor in Film

Also see: Theatre Arts

Film Minor Advisors
Ann Alter
707-826-5495; aea2@humboldt.edu

David Scheerer
707-826-4602; ds65@humboldt.edu

Department of Theatre, Film, & Dance
Theatre Arts Building, room 20
707-826-3566
www.humboldt.edu/theatrefilmanddance

The Program

Steeped within the tradition of independent film, The film program at Humboldt State University gives students an opportunity to learn the fundamentals of filmmaking through an interdisciplinary program that parallels traditional motion picture production with creative avenues made available by evolving technologies. Our curriculum integrates hands-on production and film studies within a liberal arts education to foster storytellers who can artfully express well-developed and substantive ideas. All aspects of the program stress professionalism with an emphasis on quality shared between collaborative and creative processes.

The film program utilizes a combination of traditional 16mm film and digital technologies. We have re-photography facilities, a sound studio, on-site 16mm and Super-8 telecine capabilities, and digital post-production studios with film matchback capabilities. Basic pre-production, production and post-production skills are taught with emphasis on documentary, narrative and experimental forms.

Students finance their own films but there are production funds available for certain class projects. During the fall and spring semesters students can apply for answer print funds used to bring 16mm films to completion for festivals and distribution.

A major offering of the Department is the Annual Humboldt Film Festival, produced and organized by students. The festival is the oldest student-run film festival in the world. Started in 1967, this annual Spring showcase brings to the University and Humboldt County a week of exciting activities. There are workshops with professional filmmakers, screenings of international filmmakers' recent works, and opportunities for individual sessions with visiting artists. The festival is a juried competition attracting films from around the world. There are many opportunities for student involvement in the festival, including several paid positions for festival student co-directors.

REQUIREMENTS FOR THE MINOR

F=offered fall only; S=spring only; A=offered alternate years as funding permits

Total unit requirement: 20 units

TFD 312	Filmmaking I [FS]
TFD 372	Filmmaking II [F]
TFD 394	Film Studies (for one-unit minimum)

One of the following:

TFD 305	Art of Film: Beginning to 1950s [F] (satisfies upper division GE), **or**
TFD 306	Art of Film: 1950s to the Present [S] Must take concurrently with TFD 318. (satisfies upper division GE]

One of the following:

TFD 313	Film Theory & Criticism [F], **or**
TFD 465	Film Seminar [S]

One related approved elective not limited to the following options:

TFD 348	Writing for Film [A]
TFD 373	Filmmaking III [S]
TFD 476	Film Directing [S]
TFD 477	Film Production Workshop [FS]

Documentary Production
Science & Film Seminar
Grant Writing

Fire Ecology

Minor in Fire Ecology

Department Chair
K. O. Fulgham, Ph.D.

Department of Forestry & Wildland Resources
Forestry Building 205
707-826-3935

The Program

Required courses:

FOR 230	Dendrology, **or** an approved course in Plant Taxonomy
FOR 231	Forest Ecology, **or** an approved course in Ecology
FOR 321	Fire Ecology
FOR 323	Wildland Fire Behavior & Use
FOR 423	Wildland Fuels Management

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 information on the Master of Science degree.

Department Chair
David Hankin, Ph.D.

Department of Fisheries Biology
Fisheries & Wildlife Building 220
707-826-3953
www.humboldt.edu/~fish

The Program

Students completing this program will have demonstrated:

- understanding of physical and ecological elements and processes sustaining commercial, recreational and nongame fish species, and recognize the implications of altering those components; application of conservation principles in developing conservation approaches for fishes; and incorporation of social (e.g. laws and regulations) and economic information in developing fish conservation plans
- a suite of field, laboratory, and computer-based techniques for studying and managing fishes and appropriate use and application of these techniques
- the ability to convey scientific concepts in written, oral, and visual communication formats, including following basic guidelines for format and structure of scientific reports, papers, or presentations
- the ability to transform fisheries problems into mathematical/numeric/statistical representations (e.g. generate hypotheses); production of tabular and graphic summaries of quantitative data; performance of simple tests of statistical hypotheses
- the ability to independently learn through extracurricular activities and independent study opportunities
- development of scientifically defensible conclusions of their own work and evaluation of the work of others for scientifically valid conclusions.

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, an artificial stream, and modern laboratories for study of fish genetics, pathology, taxonomy, ecology, and age and growth. Also on campus is the California Cooperative Fishery 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 specialist, 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

Shared Requirements for Freshwater Fisheries and Marine Fisheries Options

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
CHEM 107	Fundamentals of Chemistry
CHEM 328	Brief Organic Chemistry
FISH 110	Introduction to Fisheries
MATH 105	Calculus for the Biological Sciences & Natural Resources
ZOOL 110	Introductory Zoology
PHYX 106	College Physics: Mechanics & Heat **or**
GEOL 109	General Geology

Upper Division

FISH 310	Ichthyology
FISH 311	Fish Physiology
FISH 380	Techniques in Fishery Biology
FISH 460	Principles of Fishery Management
FISH 495	Senior Fisheries Seminar
FISH 314	Fishery Science Communication

One genetics course from:

BIOL 340	Genetics
BIOL 345	Genetics with Population Emphasis
FISH 474	Genetic Applications in Fish Management

One quantitative course from:

BIOM 333	Intermediate Statistics
BIOM 406	Introduction to Sampling Theory
BIOM 408	Experimental Design & ANOVA
BIOM 508	Multivariate Biometry
FISH 450	Introductory Fish Population Dynamics **or** an approved upper division quantitative course

Additional Upper Division Requirements

Freshwater Fisheries Option

FISH 320	Limnology
FISH 370	Aquaculture
FISH 430	Ecology of Freshwater Fishes
FISH 443	Problems in Water Pollution Biology
FISH 485	Ecology of Running Waters
ZOOL 316	Freshwater Aquatic Invertebrates

Approved Electives (9 units required; General Education classes may not be used as approved electives):

At least one from the following:

FISH 335	US & World Fisheries
FISH 375	Mariculture
FISH 440	Early Life History of Fishes
FISH 471	Fish Health Management
FISH 510	Advanced Ichthyology
FISH 571	Advanced Fish Diseases

Remaining Electives to be selected from the following list of suggested Courses[1]:

BIOL 430	Intertidal Ecology
BIOM 406/506	Sampling Theory
BIOM 408	Experimental Design & ANOVA
BIOM 508	Multivariate Biometry
BIOM 510	Model Selection & Inference
ECON 423	Environmental & Resource Economics
FISH 335	US & World Fisheries
FISH 375	Mariculture
FISH 450	Introductory Fish Population Dynamics
FISH 473	Wastewater Aquaculture
FISH 510	Advanced Ichthyology
FISH 471	Fish Health Management
FISH 440	Early Life History of Fishes
FISH 571	Advanced Fish Diseases
GEOL 350	General Geomorphology
GEOL 550	Fluvial Processes
MATH 205	Multivariate Calculus for the Biological Sciences
MATH 241	Elements of Linear Algebra
MATH 361	Intro to Math Modeling
MATH 313	Ordinary Differential Equations
NAS 364	Federal Indian Law I
NAS 366	Tribal Water Rights
NRPI 377	Introduction to GIS Concepts
NRPI 470	Intermediate GIS
OCN 310	Biological Oceanography
OCN 320	Physical Oceanography
OCN 330	Chemical Oceanography
OCN 340	Geological Oceanography
OCN 410	Zooplankton Ecology
WILD 460	Conservation Biology
WILD 475	Wildlife Ethology
WSHD 310	Hydrology & Watershed Management
WSHD 424	Watershed Hydrology
ZOOL 556	Marine Mammology

Additional Upper Division Requirements:

Marine Fisheries Option

FISH 335	US & World Fisheries
FISH 375	Mariculture
FISH 435	Ecology of Marine Fishes
FISH 440	Early Life History of Fishes
OCN 109	General Oceanography
ZOOL 314	Invertebrate Zoology

Approved Electives (9 units required, General Education classes may not be used as approved electives):

At least one from the following:

FISH 370	Aquaculture
FISH 443	Problems in Water Pollution Biology
FISH 471	Fish Health Management
FISH 510	Advanced Ichthyology
FISH 571	Advanced Fish Diseases

Remaining Electives to be selected from the following list of suggested Courses[1]:

BIOL 430	Intertidal Ecology
BIOM 406/506	Sampling Theory
BIOM 408	Experimental Design & ANOVA
BIOM 508	Multivariate Biometry
BIOM 510	Model Selection & Inference
ECON 423	Environmental & Resource Economics
FISH 370	Aquaculture
FISH 443	Problems in Water Pollution Biology
FISH 471	Fish Health Management
FISH 473	Wastewater Aquaculture
FISH 510	Advanced Ichthyology
FISH 571	Advanced Fish Diseases,
FISH 450	Introductory Fish Population Dynamics
GEOL 350	General Geomorphology
GEOL 550	Fluvial Processes
MATH 205	Multivariate Calculus for the Biological Sciences
MATH 241	Elements of Linear Algebra
MATH 361	Intro to Math Modeling
MATH 313	Ordinary Differential Equations
NAS 364	Federal Indian Law I
NAS 366	Tribal Water Rights
NRPI 377	Introduction to GIS Concepts
NRPI 470	Intermediate GIS
OCN 310	Biological Oceanography
OCN 320	Physical Oceanography
OCN 330	Chemical Oceanography
OCN 340	Geological Oceanography
OCN 410	Zooplankton Ecology
WILD 460	Conservation Biology
WILD 475	Wildlife Ethology
WSHD 310	Hydrology & Watershed Management
WSHD 424	Watershed Hydrology
ZOOL 556	Marine Mammology

REQUIREMENTS FOR THE MINOR

15 units:

FISH 310	Ichthyology
FISH 460	Principles of Fishery Management

Plus one of the following pathways:

- FISH 320/320L Limnology/Practicum
  FISH 430/430L Ecology of Freshwater Fishes/Lab

  or
- OCN 109 General Oceanography
  FISH 435 Ecology of Marine Fishes

[1] *Alternative approved electives courses may be considered, but are subject to approval by a student's advisor and the Fisheries Biology Department Chair.*

FORESTRY

Bachelor of Science degree with a major in Forestry—options available in forest hydrology, forest production management, forest resource 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 program.

Department Chair
K. O. Fulgham, Ph.D.

Department of Forestry and Wildland Resources
Forestry Building 205
707-826-3935

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 Web page 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

Lower Division Core

- At least one course in a basic biological science that meets general education requirements and is comparable to BOT 105 or BIOL 105;
- At least one course in a basic physical science that meets general education requirements and is comparable to CHEM 107;
- One course in calculus which includes integration, meets general education requirements, and is comparable to MATH 105;
- One course in statistics or biometrics that includes regression and is comparable to BIOM 109;

- Plus the following:

FOR 116	The Forest Environment
FOR 210	Forest Measurements
FOR 216	Forest Remote Sensing & Geographic Information Systems
FOR 222	Forest Health & Protection
FOR 223	Intro to Wildland Fire
FOR 230	Dendrology
FOR 231	Forest Ecology
FOR 250	Intro to Forest Operations
FOR 285	Department Seminar
SOIL 260	Introduction to Soil Science

Take all lower division courses before beginning upper division work.

Upper Division Core

FOR 311	Forest Mensuration & Growth
FOR 331	Silvics—Foundation of Silviculture
FOR 432	Silviculture
FOR 470	Professional Forestry Ethics
FOR 471	Forest Administration
NRPI/ENVS 309	Environmental Conflict Resolution
WSHD 310	Hydrology & Watershed Management

Plus one of the following:

FISH 300	Intro to Fishery Biology
RRS 306	Rangeland Resource Principles
WLDF 300	Wildlife Ecology & Mgmt

Option 1

Forest Hydrology

Lower Division

GEOL 109	General Geology
MATH 205	Multivariate Calculus for the Biological Sciences & Natural Resources
PHYX 106	College Physics: Mechanics & Heat, **or**
PHYX 109	General Physics I: Mechanics

Upper Division

GEOL 350	General Geomorphology
SOIL 467	Soil Physics
WSHD 424	Watershed Hydrology
WSHD 425	Forest Hydrology Capstone

This program meets the qualifications for "Forester" and for "Hydrologist" in federal employment.

Option 2

Forest Production Management

FOR 350	Forest Harvesting Systems
FOR 353	Forest Road Location & Design
FOR 365	Forest Financial Administration
FOR 450	Harvesting Systems Design & Cost Analysis
FOR 475	Forest Management Decision Making
FOR 478	Forest Production Management Capstone

Plus three units of forest-based natural resource technical electives or courses in allied fields. These technical electives must be approved by the student's advisor and the department chair.

This program meets the qualifications for "Forester" in federal employment.

Option 3

Forest Resource Conservation

FOR 321	Fire Ecology
FOR 374	Wilderness Area Mgmt, **or**
FOR 431	Forest Restoration
FOR 430	Forest Ecosystems
FOR 433	Forest Resource Conservation Capstone
FOR 365	Forest Financial Administration
WHSD 458	Climate Change & Land Use

Plus four units of forest-based natural resource technical electives or courses in allied fields. These technical electives must be approved by the student's advisor and the department chair.

This program meets the qualifications for "Forester" in federal employment.

Option 4

Forest Soils

GEOL 109	General Geology
SOIL 360	Origin & Classification of Soils
SOIL 363	Wetland Soils
SOIL 460	Forest & Range Soils Mgmt
SOIL 461	Forest Soils Capstone
SOIL 462	Soil Fertility, **or**
SOIL 465	Soil Microbiology, **or**
SOIL 467	Soil Physics

Plus four units of forest-based natural resource technical electives or courses in allied fields. These technical electives must be approved by the student's advisor and the department chair.

This program meets the qualifications for "Forester," "Soil Scientist," and "Soil Conservationist" in federal employment.

Option 5

Wildland Fire Management

FOR 321	Fire Ecology
FOR 323	Wildland Fire Behavior & Use
FOR 423	Wildland Fuels Management
FOR 425	Wildland Fire Mgmt Capstone
FOR 431	Forest Restoration
RRS 370	Rangeland Ecology Principles

Plus four units of forest-based natural resource technical electives or courses in allied fields. The student's advisor and the department chair must approve these technical electives.

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 210	Forest Measurements
FOR 230	Dendrology
FOR 231	Forest Ecology
FOR 315	Forest Management

Plus one of the following four courses:

FOR 321	Fire Ecology
FOR 374	Wilderness Area Management
FOR 302	Forest Ecosystems & People
FOR 431	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
Valérie Budig-Markin, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

Students completing this program will have demonstrated:

- the ability to analyze complex historical and social events, and the cultural expressions of individuals and communities, from a multiple perspective of race, gender, ethnicity, nationality, class, and religion
- application of discipline-specific knowledge to workplace and/or post-baccalaureate environments
- understanding of complex interactions of ethnic groups in their social contexts in the United States and the world achieved in the study of language, diverse cultural expressions, and social struggles
- use of all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts
- the capacity to critically reflect, adapt, and network in a non-academic space or organization in a collaborative and professional manner
- the ability to gather information and use necessary analytical skills to evaluate the impact of private and public policies on regional, national, and international environments and cultures.

The French 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.

Core courses prepare 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. Several of these courses focus on different themes each year, allowing students to gain an in-depth understanding of those issues particularly relevant to their academic goals and future careers.

Study abroad in a Francophone country is required of all majors. Three Study Abroad programs designed by our French and Francophone Studies faculty offer a wide range of Francophone language immersion and cultural experience. Students may study in Montpellier, France in the **Summer in France Program**. Over winter break, they may choose to participate in the **Morocco Study Program** and study Arabic and Moroccan culture while living with a Moroccan family. Our department also developed the year-long **Bilateral Student Exchange Program at the Université Paul Valéry** in Montpellier, France, for more advanced students.

In many Francophone regions of the world, the French language and French governmental and educational systems give local communities access to global opportunities. In fact, the common language of the continent of Africa is considered by many cultures to be French. 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.

Other complementary major courses offer comparative world views from both within and outside the Francophone world, as well as peer tutoring and translation projects.

Career possibilities for majors include Peace Corps volunteer, 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.

Preparation

Students should have a good background in English grammar and syntax. Three years of high school studies in French (equivalent to three semesters of university French) allow students to get a head start on the major, but students may also take these courses (FREN 105, 106, and 107) once they begin their studies at HSU.

REQUIREMENTS FOR THE MAJOR

Note: All courses are taught in the target language except as noted.

Minimum of 42 units, including the Core Courses, Study Abroad, and other Additional Coursework. Courses designated R may be repeated for the major.

Lower Division Core

FREN 207	French IV & Intro to Francophone Studies
FREN 280	French Conversation & Retreat - R

Upper Division Core

FREN 300	African Storytelling
FREN 311	French V & Stories from the Francophone World
FREN 312	French VI and (R)evolution in Modern French Literature - R
FREN 314	Cultural History Topics in Early French Masterpieces - R
FREN 340	Topics in Francophone Culture - R
FREN 341	Current Event Topics in the Francophone World - R
FREN 390	Topics in Cinema of the Francophone World - R

Required Study Abroad

Language, culture, history, and/or internship approved by advisor. Options include:

Summer in France Program in Montpellier, France (4 weeks in France)

FREN 321 Intensive French Language in France
FREN 322 Cultural Journal in France
FREN 323 Culture & Civilization in France

Morocco Study Program in Rabat, Morocco (4 weeks in Morocco)

FREN 324 Introduction to Arabic Language in Morocco
FREN 325 French Cultural Journal in Morocco
FREN 326 Culture & Civilization in Morocco

Language & Cultural Study in a Francophone region (French or a second language, such as Arabic in Morocco, Wolof or Pulaar in Senegal) (Minimum 4 weeks with advisor approval.)

FREN 324 Intro to Language OR Intensive French Language: Regional Studies
FREN 325 French Cultural Journal: Regional Studies
FREN 326 Culture & Civilization: Regional Studies

Francophone Internship Abroad

FREN 430 Francophone Internship Abroad

Students work with advisor to plan an internship project in a Francophone country such as Senegal or Morocco. Must be combined with other Study Abroad units to total 8 minimum to 12 maximum units earned abroad.

Students may also study abroad for one semester or one academic year with such programs as the HSU Bilateral Exchange Program at the Université Paul Valéry Montpellier, France; CSU International Programs (IP) study abroad in Aix-en-Provence or Paris; National Student Exchange (NSE) in Quebec; or the CIEE Program in Senegal. Study Abroad languages may be French, Arabic, Wolof, Pulaar, or another Francophone African or Caribbean language. For students who qualify, scholarships and financial aid are available for Study Abroad programs.

Other Major Courses for the completion of the minimum 42-unit major:

FREN 306*/GERM, SPAN, WS 306* Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories
FREN 310 Nouvelles en français
FREN 370 French Weekend Retreat
FREN 410 Bilingual African Newsletter
FREN 420 French Peer Tutoring
FREN 480 Special Topics
FREN 492 Senior Honors Thesis or Project
FREN 499 Directed Study

* Course taught in English for the wider university audience.

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 French Level III
FREN 207 French IV & Intro to Francophone Studies
FREN 311 French V & Stories from the Francophone World
FREN 312 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.

GEOGRAPHY

Bachelor of Arts degree with a major in Geography

Minor in Geography

Department Chair
Paul Blank, Ph.D.

Department of Geography
Founders Hall 109
707-826-3946

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 geo-graphics
- 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 context
- 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 and cartography. The department upholds a strong tradition of field study, such as annual expeditions to the Tibet Plateau, the Grand Canyon, the Sierra Nevada, and other Western venues as well as linkages to overseas programs in China, Europe, and Latin America. Geography also sponsors an annual delegation to the West Coast Model Arab League.

Research and teaching facilities include a 15-station laboratory dedicated to mapping and design. Cartographic and visualization skills are incorporated throughout the geography curriculum.

The department is a center for geographic education in California. It is the headquarters of the California Geographic Alliance, which specializes in geography outreach for teachers, students, and the general public. The department also houses the California Geographic Bee.

Opportunities abound for students to participate in geographic education outreach efforts through internships and other activities. Geography has a strong record of placing students in prestigious internships with organizations such as the National Geographic Society, the National Park Service, the California Coastal Commission, and local planning agencies.

Our graduates find employment in a number of fields, including teaching, environmental and city planning, international development, foreign affairs, and cartography. Many go on to pursue graduate degrees in geography or related fields.

Preparation

In high school take history, government, mathematics, science, and a foreign language.

REQUIREMENTS FOR THE MAJOR

Students must earn a minimum grade of C- in all required courses for the major.

Students must take a minimum of four upper division depth experience courses (designated as "M").

Lower Division

GEOG 105 Cultural Geography
GEOG 106 Physical Geography
GEOG 106M Physical Geography Depth Experience
GEOG 216 Mapping Science

Upper Division

Foundation course:
GEOG 311 Geographic Research & Writing;

Two **human/cultural** courses from:
GEOG 300 Global Awareness
GEOG 304 Migrations & Mosaics
GEOG 360 Geography of the World Economy
GEOG 363 Political Geography
GEOG 365/PSCI 365 Political Ecology
GEOG 470 Topics in Geography for Teachers
GEOG 471 Topics in Systematic Geography

Two **physical/environmental** courses from:
GEOG 301/ENVS 301 Int'l Environmental Issues & Globalization
GEOG 352 Regional Climatology
GEOG 353 Mountain Geography
GEOG 473 Topics in Advanced Physical Geography

One **techniques** course from:
GEOG 316 Cartography
GEOG 416 Advanced Cartography Design Seminar
NRPI 377 Introduction to GIS Concepts
NRPI 470 Intermediate GIS

One **regional** course from:
GEOG 309i Silk Road
GEOG 322 California
GEOG 332 Geography of the Mediterranean
GEOG 335 Geography of the Middle East
GEOG 344 South America
GEOG 472 Topics in Regional Geography

Four **depth experience (D. E.)** courses (taken as corequisites for above courses):

GEOG 300M Global Awareness D. E.
GEOG 304M Migrations & Mosaics D. E.
GEOG 311M Geographic Research & Writing D. E.
GEOG 322M California D. E.
GEOG 332M Geography of the Mediterranean D. E.
GEOG 335M Geog. of the Middle East D. E.
GEOG 344M South America D. E.
GEOG 352M Regional Climatology D. E.
GEOG 353M Mountain Geography D. E.
GEOG 360M Geography of the World Economy D. E.
GEOG 361M Settlement Geography D. E.
GEOG 471M Topics in Systematic Geography D. E.
GEOG 472M Topics in Regional Geog. D. E.
GEOG 473M Topics in Physical Geog. D. E.

Senior capstone course:
GEOG 411 Senior Field Research

Completion of a related minor: determined in consultation with an advisor

REQUIREMENTS FOR THE MINOR

Students must earn a minimum grade of C- in all required courses for the minor.

GEOG 105 Cultural Geography
GEOG 106 Physical Geography

Plus three upper division electives via written contract with the department chair

GEOLOGY

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 (Geoscience Education option)
see Science Education

Minor in Geology

For the master of science degree program, see Environmental Systems.

Department Chair
Andre Lehre, Ph.D.

Department of Geology
Founders Hall 7
707-826-3931

The Program

Students completing this program will have demonstrated:

- an understanding of the scientific method and the consequences of human activities on the environment and earth resources
- an understanding of geologic time and evolution; the ability to describe geologic features and processes in a field setting
- an understanding of geologic classification systems; competence in the construction and interpretation of geologic maps; and techniques for measuring earth geologic processes
- effective communication of scientific ideas and results verbally and orally, and competence in the manipulation of data
- the ability to gain employment and/or admission to graduate studies in the earth sciences.

The BS degree in geology emphasizes independent research at the senior level and is recommended for students who plan to enter graduate school.

The BA degree in geology is for students seeking:

- preparation to qualify them for employment in private industry or government agencies
- a liberal arts degree in geology
- broad understanding of the earth sciences

Humboldt's natural setting offers many field opportunities for instruction and research. Students work on projects directly with faculty, who encourage their involvement.

At Humboldt State you will also be able to use extensive research tools including petrographic microscopes, an x-ray diffractometer, a high-pressure and temperature experimental petrology lab, geophysical exploration equipment and a real-time kinematic GPS unit.

Career opportunities: field geologist, geostatistician, hydrogeologist, reservoir engineer, map editor, petroleum geologist, geophysicist, park naturalist, teacher, mining geologist, engineering geologist, marine geologist, paleontologic curator, research geologist, lab researcher, remote sensing analyst, hydrologist.

Preparation

In high school take courses in mathematics, statistics, computer programming, biology, chemistry, and physics. Prepare to write effectively and speak precisely. Competence in a language other than English is desirable.

REQUIREMENTS FOR THE MAJOR

Lower Division

GEOL 109	General Geology
CHEM 109	General Chemistry
CHEM 110	General Chemistry
MATH 109	Calculus I
MATH 110	Calculus II

One of the following two series:

- PHYX 106 College Physics: Mechanics & Heat
  PHYX 107 College Physics: Electromagnetism & Modern Physics

OR

- PHYX 109 General Physics I: Mechanics
  PHYX 110 General Physics II: Electricity, Heat

One of the following:

BIOM 109	Introductory Biometrics
MATH 210	Calculus III
STAT 108	Elementary Statistics

Upper Division

GEOL 310	Mineralogy & Optical Crystallography
GEOL 311	Petrography
GEOL 320	Invertebrate Paleontology
GEOL 322	Stratigraphy & Sedimentation
GEOL 330	Structural Geology
GEOL 350	General Geomorphology
GEOL 470	Field Methods
GEOL 471	Field Mapping Techniques
GEOL 472	Extended Field Mapping
GEOL 473	Geologic Report Writing
GEOL 485	Seminar
GEOL 490, 491, 492	Senior Thesis [BS degree only]

Five units of approved upper division geology areas of specialization, including at least one of the following:

GEOL 414	Igneous & Metamorphic Petrology
GEOL 415	Sedimentary Petrology
GEOL 422	Paleoecology
GEOL 425	Crustal Evolution & Tectonics
GEOL 430	Advanced Structural Geology
GEOL 445	Geochemistry
GEOL 457	Engineering Geology
GEOL 460	Solid Earth Geophysics
GEOL 482	Advanced Instrumental Methods in Geology (minimum of 2 units)
GEOL 550	Fluvial Processes
GEOL 551	Hillslope Processes
GEOL 553	Quaternary Stratigraphy
GEOL 555	Quaternary Tectonics
GEOL 556	Hydrogeology
GEOL 558	Geomorphology of Soils
GEOL 561	Applied Geophysics

REQUIREMENTS FOR THE MINOR

GEOL 109	General Geology, **or**
GEOL 108	The Dynamic Earth

14 additional units of approved geology courses, of which 11 units must be upper division

German Studies

Minor in German Studies

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Program Director
Kay LaBahn Clark, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-3227
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 coming in at a high level of language ability can dive into the advanced courses. Faculty assists students wishing to apply the language to other fields, such as art, music, business, social studies, or the natural sciences. Visits by literary critics, artists, consular officials, and guests from various parts of the German-speaking world often complement classes. Taped interviews, videos, DVDs, films, and computer software are also available.

Opportunities for enhancing classroom knowledge are offered, which may include weekend workshops, conversation groups, the German Club, film seminars, and immersion retreats. Retreats take place in a youth hostel, away from the university in a coastal setting. Students have the opportunity to study abroad with the CSU International Programs in the state of Baden Württemberg. Students may also consider other opportunities to travel and study in German-speaking countries, including the very affordable, faculty-led summer travel/study program to Halle, Germany (including excursions to Leipzig, Weimar, Dresden, and Berlin) and the bilateral semester or year-long exchange program with Martin Luther University in Halle for which students may apply for a scholarship.

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	German Level III
GERM 207	German Level IV
GERM 311	German Level V [repeatable]
GERM 312	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	The Artist: German Expressionism [or equivalent course on German art]
ART 315	Topics in 19th Century Art [when appropriate]
ART 316	Topics in Early 20th Century Art [when appropriate]
ART 317	Topics in Late Modern & Contemporary Art [when appropriate]
BA 410	International Business [for business majors]
BA 415	International Business Essentials [for non-business majors]
ECON 306	Economics of the Developing World
ENGL 240	World Literature [when appropriate]
GEOG 360	Geography of the World Economy [when appropriate]
GEOG 472	Topics in Regional Geography [when appropriate]
GERM 305	Marx, Nietzsche, Freud & German Literature
GERM 306	Sex, Class, and Culture: Gender & Ethnic Issues in International Short Stories
GERM 480	Special Topics
GERM 499	Directed Study
HIST 300	The Era of World War I
HIST 301	The Era of World War II
HIST 344	19th Century Europe
HIST 348	Modern Germany
PHIL 302	Environmental Ethics
PHIL 384	History of Philosophy: 19th Century
PSCI 330	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.

History

Bachelor of Arts degree with a major in History

Minor in History

Department Chair
Thomas Mays, Ph.D.

Department of History
Founders Hall 180
707-826-3641

The Program

Students completing this program will have demonstrated:

- critical thinking skills to analyze sources, to form a thesis/argument, and to evaluate historical events/phenomena
- research skills in using primary and secondary sources, to locate information and documents, and to cite sources
- writing competence in using writing mechanics to cite for argumentation, and to form a thesis and argument
- oral presentation skills and competence to form a thesis and argument
- competence in historiography and historical methodology to understand changes over time in the discipline of history, debates between historians, different historical methods and applicability, and different schools of analysis.

This program is excellent preparation for graduate school leading to careers in law, business, and teaching. History graduates also do well as: archivists, diplomats, editors, historians, law clerks, library reference workers, publicists, writers.

Preparation

In high school take history, English, geography, government, and languages other than English.

REQUIREMENTS FOR THE MAJOR

History majors must receive a C- or better in their major courses to pass.

Lower Division

HIST 110	United States History to 1877
HIST 111	United States History from 1877
HIST 210	Historical Methods

Two from the following:

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

Upper Division Pathways

- Take at least 4-units from each of the three pathways below.
- Must have a minimum of 20 units in pathways.
- Special topics courses (HIST 391, 392, 393) may be used in the appropriate pathways.
- See an advisor concerning HIST 311 and 312.

European History Pathway

HIST 300	Era of WWI (take for 4 units)
HIST 301	Era of WWII (take for 4 units)
HIST 314	Ancient Greek Civilization & History
HIST 315	History & Civilization of Rome
HIST 322	The Age of Knights & Monks
HIST 342	Musketeers, Witches, and Kings
HIST 344	19th Century Europe
HIST 348	Modern Germany
HIST 350	History of the Soviet Union
HIST 352	Tudor Stuart England: 1485-1714
HIST 353	History of England: 19th & 20th Centuries
HIST 392	Special Topics in European History

US History Pathway

HIST 305	The American West, 1763-1900 (take for 4 units)
HIST 368	Colonial & Revolutionary America
HIST 369	The Age of Jefferson & Jackson
HIST 371	Civil War & Reconstruction
HIST 372	Rise of Modern America, 1877-1929
HIST 374	Contemporary America, 1929 to the Present
HIST 375A	US Foreign Relations, 1789-1943
HIST 375B	US Foreign Relations, 1943-Present
HIST 383	California History
HIST 384	20th Century American West
HIST 389	Women in United States History
HIST 391	Special Topics & Interdisciplinary Studies in History

World Regions History Pathway

HIST 313	Ancient Egyptian Civilization & History
HIST 326	History of Mexico
HIST 332	History of Southern Africa
HIST 338	Modern Chinese History
HIST 339	Modern Japanese History
HIST 377	Vietnam Wars
HIST 393	Special Topics in Non-Western History

Capstone Courses

HIST 490	Senior Seminar [4 units]
HIST 493	Portfolio Assessment for History Majors

REQUIREMENTS FOR THE MINOR

History minors must receive a C- or better in their minor courses to pass.

HIST 110	United States History to 1877
HIST 111	United States History from 1877
HIST 210	Historical Methods

Two courses from the following:

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

Plus eight units of upper division history electives.

History/SSSE Major Track

The Program

The History/SSSE major prepares students to enter the fifth credential year for Single Subject Secondary Education (SSSE) programs. This major offers students a single-subject major in History while simultaneously preparing them with essential coursework in Economics, Geography, Politics, and Sociology that they need for teaching in Social Science in California. This coursework will prepare them for the California Subject Examination for Teachers (CSET).

Requirements for the History/ SSSE Major Track

Majors must receive a C- or better in their major courses to pass.

Core Courses

HIST 108 East Asian Civilization from 1644, **or**
HIST 109B Modern Latin America

HIST 110 U.S. History to 1877
HIST 111 U.S. History from 1877
HIST 211 Introduction to History for Teachers

Upper Division History Courses

U.S. Pathway:
HIST 383 California History (Fall only)

U.S. History Elective, **or**
ECON 323 Economic History of the U.S.

European Pathway:
European History Elective

World Pathway:
HIST 311 World History to 1750
HIST 312 World History from 1750

Special Topics:
HIST 391 History Day Judging

Social Science Courses

ECON 320 Development of Economic Principles
GEOG 105 Cultural Geography
GEOG 322 California Geography

PSCI 220 Introduction to Political Theory, **or**
PSCI 410 American Constitutional Law

PSCI 230 Introduction to Comparative Politics
SOC 303 Race and Inequality

Capstone Courses

HIST 420 Interpreting History for Teachers
HIST 423 Portfolio for Teaching Majors
GEOG 470 Topics in Geography for Teachers

Indian Natural Resource, Science, & Engineering (non-major support program)

Indian Natural Resource, Science, & Engineering (INRSEP) is a support program for American Indian/Alaskan Native/Native Hawaiian students pursuing degrees in the sciences and natural resource disciplines:

- Biological Sciences
- Chemistry
- Computer Information System
- Computer Science
- Environmental Engineering
- Fisheries
- Forestry/Watershed Management
- Geology
- Kinesiology
- Mathematics
- Natural Resources Planning & Interpretation
- Nursing
- Oceanography
- Physics
- Psychology
- Rangeland Resource Science
- Wildlife Management

Director
Jacquelyn Bolman, EdD
Walter Warren House 38
707-826-4994

The Program

With the advice of an academic advisor, students may develop a major within the Individual Design option of the NRPI major.

Personal counseling, career counseling, and lower division academic advising are key elements in the support program. In addition INRSEP encourages students to enroll in specialized courses offered by Native American Studies:

Courses

NAS 331 Introduction to Native American Perspectives on Natural Resource Management
NAS 362 Tribal Governance & Leadership
NAS 364 Federal Indian Law I
NAS 366 Tribal Water Rights

Student Groups

INRSEP sponsors several student organizations:

- HSU Student Drum
- HSU Pow Wow Committee
- INRSEP Club
- American Indian Science and Engineering Society (AISES)

Indian Teacher & Educational Personnel Program (non-major support program)

ITEPP Director
Phil Zastrow, MS
Brero House 93
707-826-3672
pmz7001@humboldt.edu

Student Services Coordinator
Phil Zastrow, MS
Brero House 93
707-826-3672
pmz7001@humboldt.edu

Curriculum Resource Center Coordinator /Advisor
Marlette Grant-Jackson, BA
Brero House 93
707-826-5199
mmj5@humboldt.edu

Administrative Support
Judy Risling, ASC
Brero House 93
707-826-3672, fax 826-3675
jap73@humboldt.edu

www.humboldt.edu/~hsuitepp/

The Program

Established in 1969, the Indian Teacher & Educational Personnel Program—known as "ITEPP" (eye-tep)—has grown to include Indian students in numerous academic disciplines, including the arts, humanities and social sciences, business and economics, child development and elementary education, communication and journalism, kinesiology and recreation administration, Native American studies and political science, social work and all majors preparatory to teaching.

ITEPP promotes Indian Self-Determination by developing learning communities that validate Tribal cultural values, facilitate academic success and foster a sense of self-efficacy among American Indian students, educators and other professionals.

ITEPP has three components:

Academic Options

ITEPP students are encouraged to complete the American Indian Education minor, the Native American Studies minor, or a 15-unit pre-approved course of study encompassing relevant Native American issues.

Student Support Services

ITEPP participants receive specialized academic and career advising, professional and peer mentoring, computer access and support, and tutoring services in a culturally appropriate homelike environment.

Curriculum Resource Center

The Curriculum Resource Center offers books, journals, videos, and other curricular materials to support the study of tribal peoples. ITEPP staff assist students, teachers, and community members in developing curricula that promote cultural awareness and inclusion.

Industrial Technology

Bachelor of Science degree
with a major in Industrial Technology
options in construction management, industrial design, manufacturing & operations management, and technology management

Minor in Industrial Technology

Department Chair
Saeed Mortazavi, Ph.D.
School of Business

Department of Applied Technology
Siemens Hall 111
707-826-3224

The Program

The program is designed for students interested in business and industry. Students have full use of modern and well equipped laboratories at Humboldt.

Graduates pursue careers in: industrial training, material scheduling, production supervision, technical writing, product development, industrial design, technical field representation, contracting, production planning, operations analysis, project control, construction management, inspection and testing, development engineering, manufacturing engineering, and industrial sales.

REQUIREMENTS FOR THE MAJOR

Core Requirements

Regardless of the option chosen, all students must complete these core requirements:

IT 104	Beginning Wood*
IT 140	Technical Drawing & Computer-Aided Design
IT 151	Electricity & Electronics
IT 230	Basic Machine Tool
IT 232/JMC 232	Technical Writing
IT 250	Industrial Health & Safety
IT 308	Socio-Technological Thinking Processes*
IT 311	Industrial Materials & Processes
IT 371	Power & Energy
IT 389	Industry Practicum
IT 475	Project Mgmt Fundamentals
IT 490	Senior Thesis **or**
IT 492	Senior Project
IT 493	Statistical Process Control & Quality Systems

Required Support Courses

CIS 100	Critical Thinking with Computers*
MATH 115	Algebra & Elementary Functions or equivalent
PHYX 106	College Physics: Mechanics & Heat*
STAT 108	Elementary Statistics*
CHEM 107	Fundamentals of Chemistry*

Electives

Each student will take 9 - 16 units of electives, depending on the option selected.

Construction Management Option

IT 225	Construction Systems
IT 265	Construction Mgmt Methods
IT 335	Construction Law
IT 340	Architectural Design
IT 420	Adv Construction Materials
IT 425	Estimating & Scheduling

Industrial Design Option

ART 105C	Color & Design*
ART 108	Beginning Graphic Arts*
IT 345	Advanced Computer-Aided Design
IT 349	Principles of Industrial Design
IT 391	Design Ergonomics
IT 431	Design Prototyping & CAD/CAM

Manufacturing & Operations Management Option

IT 251	Industrial Control Electronics
IT 290	Mechatronics & Robotics
IT 374	Operations Management
IT 430	Computer Numerical Control
IT 494	Production Operations Management

Appropriate Technology Minor

ENGR 114	Whole Earth Engineering
ENGR 305	Appropriate Technology
ENGR 308	Technology & the Environment
PSCI 373	Politics of Sustainable Society
PSCI 464	Technology & Development
SOC 320	Social Ecology

Completing all courses constitutes eligibility for a minor in Appropriate Technology.

Business Administration Minor

BA 210	Legal Environment of Business
BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials **or**
BA 378	Small Business Management
ECON 104	Contemporary Topics in Economics* **or**
ECON 210	Principles of Economics (for MBA prerequisite)

Completing all courses constitutes eligibility for a minor in Business Administration. Refer to the Business Administration section for more details about receiving a minor in Business.

REQUIREMENTS FOR THE INDUSTRIAL TECHNOLOGY MINOR

A minimum of 18 IT units, at least nine of which must be upper division. A maximum of two units of independent study may apply to the minor.

* Course also meets general education requirements.

Industrial Technology Education

Bachelor of Science degree with a major in Industrial Technology—education option leading to a single subject teaching credential

Department Chair
Saeed Mortazavi, Ph.D.
School of Business

Department of Applied Technology
Siemens Hall 111
707-826-3224

The Program

The single subject prepares graduates for secondary (grades 7-12) and community college teaching. (For information on preliminary and professional clear teaching credentials, see Education.)

Other potential careers: developer of instructional materials, industry in-service trainer, vocational teacher, industrial education consultant.

Humboldt offers well equipped laboratories for students in the industrial technology program.

REQUIREMENTS FOR THE MAJOR

Take the same core requirements and support courses as for the industrial technology major along with the courses listed here.

Please note: Degree requirements listed here do not include the field work courses required for the credential.

Students earning this degree are well prepared to take 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. ED 285 or its equivalent is a prerequisite for the credential program.

SED 711	Nonviolent Crisis Intervention
SED 712	Teaching & Learning in Secondary Schools
SED 713	Classroom Management
SED 714	Educational Psychology
SED 715	Multicultural Education
SED 730	Bilingual ELD Theory & Methods
SED 736	Secondary Curriculum Instruction (Industrial Tech)
SED 743	Content Area Literacy
SED 762	Supervised Fieldwork in Student Teaching

Interdisciplinary Studies

Bachelor of Arts degree with an Interdisciplinary Studies major

Bachelor of Science degree with an Interdisciplinary Studies major

For more formally defined options within the interdisciplinary studies major, see Dance Studies, Ethnic Studies, International Studies and Women's Studies.

Program Coordinator
Kathleen Doty, Ph.D.
English Department
Founders Hall 212
707-826-5917
kld1@humboldt.edu
www.humboldt.edu/~advise/IS.htm

The Program

The student-designed interdisciplinary studies major provides structure for the formal study of an interdisciplinary theme encompassing three academic disciplines. This is intended to be an exceptional major with a high degree of academic rigor.

Participants create their own interdisciplinary majors in consultation with several advisors. Programs should explore intellectual or conceptual relationships between traditional areas of study.

REQUIREMENTS FOR THE MAJOR

The interdisciplinary major consists of approved coursework in three academic disciplines, planned according to the following instructions:

- Prior to acceptance into this major, students must be in good academic standing and must write a proposal justifying and explaining the major. Once a student has a draft of the proposal, she/he should meet with the interdisciplinary studies major coordinator.
- Both the program coordinator and the advisors of the disciplines chosen must approve a minimum of 49 units.
- Distribute 45 of these 49 units over three distinct areas or disciplines. (Include at least 33 upper division units within the 49.)
- Each of the three areas requires a minimum of 12 units, including at least six upper division units.
- After the major contract is signed by the coordinator and the advisors, at least 30 semester units must be completed within the major.
- No more than nine of the previously completed units may come from any one area.
- Students may not double count general education and major requirements.
- Complete all classes in the major with a grade of C or better except those that are mandatory credit/no credit.
- Senior Project: Complete a project, thesis, or culminating experience demonstrating the integration of the disciplines in the major. Students will enroll in three units of Directed Study (one unit from each area advisor). At the same time, students will enroll in SP 402 Senior Seminar (taught by the IS Coordinator). Evaluation and grading of the project will be done by the student's area advisors, and the IS Coordinator evaluates and grades the Senior Seminar.

International Relations

Minor in International Relations

Department of Politics
Founders Hall 180
707-826-4494

The Program

The international relations minor from the Department of Politics at HSU offers students an opportunity to expand the horizons of their knowledge to include the international community and its relationships.

An international relations minor can augment almost any field of study. Politics, economics, history, teaching, law and others all have international scope and concerns. Career opportunities include the foreign service, the non-profit sector, business and development.

The minor is structured to introduce students to the discipline through a lower division survey course and provide breadth through approved general education courses in related disciplines. The concentration portion of the minor allows student to focus on a specific region or subfield within international relations.

Introduction (3 units)

PSCI 240	International Relations

Breadth (6 units)

ECON 306	Economics of the Developing World
GEOG 300	Global Awareness
INTL 310	Global Economics and Politics
PSCI 303	Third World Politics

Concentration (9 units)

Upper-division courses in various disciplines, selected in consultation with advisor

International Studies [Interdisciplinary]

Bachelor of Arts degree with an Interdisciplinary Studies major—option in International Studies

See Interdisciplinary Studies for self-designed BA and BS degree programs.

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Program Director
Michael Eldridge, Ph.D.
707-826-5906

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226; fax 707-826-3227
www.humboldt.edu/~intlst/

Academic Advisors

Chinese Studies
Wurlig Bao, Mary Scoggin, Ray Wang

Cultural Studies
Michael Eldridge

European Studies
Rosamel S. Benavides-Garb, Paul Blank, Valérie Budig-Markin, Kay LaBahn Clark

Globalization Studies
Erick Eschker, Beth Wilson, Noah Zerbe

International Business Studies
Saeed Mortazavi

Islamic Culture Studies
Paul Blank, Bill Herbrechtsmeier, Saeed Mortazavi

Latin American Studies
Rosamel S. Benavides-Garb, Lilianet Brintrup, Joseph Leeper

Pacific Basin Studies
Paul Blank, Ray Wang

Postcolonial African Studies
Valérie Budig-Markin, Michael Eldridge, Noah Zerbe

The Program

Students completing this program will have demonstrated:

- the ability to analyze complex historical and social events, and the cultural expressions of individuals and communities, from a multiple perspective of race, gender, ethnicity, nationality, class, and religion
- application of discipline-specific knowledge to workplace and/or post-baccalaureate environments
- understanding of complex interactions of ethnic groups in their social contexts in the United States and the world achieved in the study of language, diverse cultural expressions, and social struggles
- use of all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts
- the capacity to critically reflect, adapt, and network in a non-academic space or organization in a collaborative and professional manner
- the ability to gather information and use necessary analytical skills to evaluate the impact of private and public policies on regional, national, and international environments and cultures.

This is a unique, faculty-designed program with four distinct components: core curriculum, area concentration, language proficiency, and residency abroad. The program 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

Core Courses

Both of the following:

GEOG 300	Global Awareness**
INTL 310	Global Economics and Politics

One methodology area course:

ANTH 318	Ethnography
COMM 322	Intercultural Communication**

One course on modern world issues:

ECON 306	Economics of the Developing World**
HIST 312	World History from 1750
PSCI 303	Third World Politics**
SOC 303	Race and Inequality**
SOC 305	Modern World Systems**

Concentration Area

Choose one of the following concentration areas (described in detail in the next section). Each concentration area requires six courses.

- Chinese Studies
- Cultural Studies
- European Studies
- Globalization Studies
- International Business Studies
- Islamic Culture Studies
- Latin American Studies
- Pacific Basin Studies
- Postcolonial African Studies

Second Language

All students in the option must demonstrate a basic proficiency in the target language pertinent to the concentration area. Proficiency is generally equivalent to a fifth semester or higher of college-level language. Some concentration areas have more specific language requirements. Check below.

Residency Abroad

All students in the option must complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project or assignment approved by the concentration area advisor(s). Some concentration areas have more specific residency requirements. Check the following.

* 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.

*** Course taught in non-English language (Spanish, French, German).

CONCENTRATION AREAS

Chinese Studies

This concentration provides a breadth of knowledge and direct experience of Chinese culture and society. It is appropriate for those whose work will require considerable cultural competency.

Language & Culture

Three courses from the following:

ANTH 328	Social Anthropology Lab: Culture Contact
ANTH 340	Language & Culture
GEOG 472	China's Cultural Realms*
HIST 107	East Asian Civilization to 1644**
HIST 108	East Asian Civilization Since 1644**
WLC 120	Chinese Language (any level)

Breadth Courses

Three courses from three different departments.

ANTH 306	World Regions Cultural Studies: China**
ANTH 359	Chinese Archaeology
ANTH 390	World Regions Cultural Seminar: China
ANTH 492	China Field Project
GEOG 411	Senior Field Research in China
HIST 338	Modern Chinese History
PHIL 385	History of Philosophy: China
RS 340	Zen, Dharma, & Tao**

Students may include special topics courses in Chinese culture offered by any department. Consult with an advisor first.

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester abroad (12 units minimum). Participate in an international study or research experience in China (or in a predominantly Chinese community outside the US) arranged with the appropriate academic advisors.

Cultural Studies

This concentration focuses on the diverse transnational cultural phenomena (musical, literary, filmic, artistic) that characterize the modern era. Of particular interest is the role of cultural production in the exercise and aftermath of empire: the relationship between culture and imperialism, the forging of new national cultures in the Third World, emergence of border and diaspora cultures, and evolution of other sorts of cultures that now cross-pollinate and circulate across global routes.

Visual & Performing Arts

Two from the following:

ART 104K	Introduction to Tribal Art**
MUS 302	Music in World Culture**
TFD 303	World Dance Expressions**

Cultures In Migration

Two from the following:

ANTH 306	World Regions Cultural Studies* **
ANTH 340	Language & Culture
ES/GEOG 304	Migrations & Mosaics**

Language & Literature

Two courses from the following:

ENGL 240	World Literature*
ENGL 305	Postcolonial Perspectives: Literature of the Developing World**
ENGL 465	Multicultural Issues in Language*/**
WS/FREN/GERM/SPAN 306	Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories**

Various other special topics may be appropriate to this concentration. These will be approved on a case-by-case basis by the concentration area advisors.

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project or assignment approved by the concentration area advisor(s).

European Studies (France, Germany, Spain)

This concentration (with an emphasis in either France, Germany, Spain, or a combination) provides language and cultural skills necessary to work in European history, politics, culture, and economy. Emphases on language acquisition and time spent abroad give students direct experience with the societies of Europe. Courses allow ample opportunity to explore and select an appropriate focus. In consultation with faculty advisors, students may develop an emphasis within European Studies other than those mentioned above.

Continental Background

Five from the following:

ART 315	Topics in 19th Century Art*
ART 316	Topics in Early 20th Century Art*
ART 317	Topics in Late Modern & Contemporary Art*
BA 415	International Business Essentials
ECON 306	Economics of the Developing World**
ENGL 240	World Literature*
GEOG 332	Geography of the Mediterranean
GEOG 360	Geography of the World Economy*
GEOG 472	Topics in Regional Geography*
HIST 300	Era of World War I**
HIST 301	Era of World War II**
HIST 344	19th Century Europe
PHIL 302	Environmental Ethics**
PHIL 384	History of Philosophy: 19th Century
PSCI 330	Political Regimes & Political Change*

Language/Regional Emphasis

One course from one emphasis area:

Emphasis in France

FREN 306	Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories**
FREN 320	Francophone Culture & Civilization***
FREN 480	Seminar: Albert Camus

Emphasis in Germany

ART 301	The Artist: German Expressionism** [or equivalent course on German art]
GERM 305	Marx, Nietzsche, Freud & German Literature
GERM 306	Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories
HIST 348	Modern Germany

Emphasis in Spain

SPAN 343	The Golden Age***
SPAN 344	Modern Hispanic Theater Workshop*/***
SPAN 345	Hispanic Cinema*/***
SPAN 348	Contemporary Hispanic Poetry*/***
SPAN 349	Contemporary Spanish Novel***
SPAN 401	Hispanic Civilization: Spain***

Special topics courses in European culture/society offered by any department may fulfill this requirement. Prior approval by the concentration area advisor is mandatory.

Language Requirement

Demonstrate basic language proficiency in the target language pertinent to the region of emphasis: French, German, or Spanish. The required proficiency is equivalent to 1+ on the current US government scale. Meet this requirement by examination or by completing two semesters of language courses beyond the second year.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

Globalization Studies

Globalization is the process of increasing integration among world economies. Examine the profound economic, political, cultural, and environmental dimensions of this process and its impact on various regions of the world.

Economic Dimension

Two courses from the following:

ANTH 316	Anthropology & Development
ECON 305	International Economics & Globalization**
ECON 306	Economics of the Developing World**
ECON 315	Political Economy of Islam
GEOG 360	Geography of the World Economy
PSCI 303	Third World Politics**
PSCI 360	Political Economy

Political Dimension

One course from the following:

HIST 375B	US Foreign Relations, 1943 to present
PSCI 341	International Law
PSCI 347	US Foreign Policy
PSCI 440	International Organizations
SOC 305	Modern World Systems**
SOC 420	Social Change
WS 303	Third World Women's Movements

Environmental Dimension

One course from the following:

ECON 309	Economics of a Sustainable Society**
ECON 423	Environmental & Natural Resources Economics
GEOG 301/ENVS 301	Int'l Environmental Issues & Globalization**
PSCI 373	Politics of a Sustainable Society
PSCI 464	Technology & Development
SOC 302	Forests & Culture
SOC 320	Social Ecology

Cultural Dimension

One course from the following:

ANTH 315	Sex, Gender, & Globalization
ANTH 317	Women & Development
ANTH 340	Language & Culture
ENGL 305	Postcolonial Perspectives**
GEOG/ES 304	Migration & Mosaics**
PSCI 340	Ethnicity & Nationalism
SOC 303	Race and Inequality**

Regional Dimension

One course from the following:

ANTH 306	World Regions Cultural Studies**
GEOG 332	Geography of the Mediterranean
GEOG 335	Geography of the Middle East
GEOG 344	South America**
HIST 350	History of the Soviet Union
PSCI 330	Political Regimes & Political Change
SPAN 309	Revolution, Reform, Response**

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

International Business Studies

This concentration is designed for those seeking employment in the international field. It provides a basic understanding of business functions and their applications to cultural, political, and economic environments of international firms.

Prerequisite

STAT 108	Elementary Statistics (GE Area B) **or** equivalent

Business Dimension

Six required courses:

BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials
BA 415	Int'l Business Essentials
BA 444	International Marketing

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

Islamic Culture Studies

This concentration has three focuses: first, the study of diverse Islamic cultures, from Africa, the Middle East, and Asia to the increasing Muslim population in the US; second, the fostering of good will among the 1/5 of humankind belonging to this religion; third, the acquisition of language experience in Arabic or some language indigenous to the region visited. Students are encouraged to travel to some Islamic culture for study or fieldwork.

Islamic Background

Two from the following:

RS 332	Introduction to Islam
GEOG 335	Geography of the Middle East
ECON 315	Political Economy of Islam

Sub-areas

Four from the following:

ANTH 306	World Regions Cultural Studies**
ANTH 390	World Regions Cultural Seminar
BA 410	International Business
BA 415	International Business Essentials
ENGL 240	World Literature*
ENGL 465	Multicultural Issues in Language**
ES 328	African Religion & Philosophy
GEOG 332	Geography of the Mediterranean
GEOG 360	Geography of the World Economy
GEOG 363	Political Geography
GEOG 472	Topics: Cultural Realms*
GEOL 303	Earth Resources & Global Environmental Change**
HIST 311	World History to 1750
HIST 312	World History from 1750
PSCI 330	Political Regimes & Political Change*
SOC 303	Race and Inequality**

Language Requirement

Demonstrate a basic language proficiency in the target language (generally equivalent to a fifth semester or higher of college-level language). The target language must be Arabic or a language indigenous to the region visited. Given the complex nature of some of these languages, two of the appropriate academic advisors are to evaluate the student's language proficiency.

Residency Abroad

Compete a full academic semester of residency abroad (12 units minimum) in some Islamic community. Study and/or work on a meaningful project or assignment approved by the concentration area advisors.

Latin American Studies

Develop the professional skills and gain the knowledge necessary to establish a lasting and successful relationship with a public or private sector organization in Latin America and/or the US. Explore diverse areas of study related to the region, including anthropology, archaeology, art, dance, economics, film, geography, history, language, literature, muralism, music, politics, and popular cultures.

This concentration welcomes students with specific goals in the international field as well as those who would complement this degree with a second major or minor, especially in technical areas: appropriate technology, computers, natural resources, environmental studies, etc. Finally, this concentration provides the basic foundations for graduate work in Latin American studies.

Social Sciences

Three courses from the following:

ANTH 306	World Regions Cultural Studies*/ **
ANTH 390	World Regions Cultural Seminar
ANTH 395	Mesoamerican Archaeology
ES 310	US & Mexico Border
ES 314	Chicano Culture & Society in America**
GEOG 344	South America**
PSCI 330	Political Regimes & Political Change*
SPAN 402	Hispanic Civilization: Latin America***

Arts & Literatures

Three from the following:

ART 104M	Latin American Art** **or**
ES 480	Latin American Art
ART 301	The Artist: Mexican Muralists in Mexico & the US** **or**
ART 316	Topics in Early 20th Century Art: Mexican Muralists in Mexico & the US
MUS 485	Seminar: Art & Dance of Latin America
ENGL 240	World Literature*
ENGL 305	Postcolonial Perspectives: Literature of the Developing World**
ENGL 465	Multicultural Issues in Language**
SPAN 345	Hispanic Cinema***
SPAN 346	Borges & the Contemporary Spanish American Short Story***
SPAN 347	The "Boom" of the Latin American Novel***
SPAN 348	Contemporary Hispanic Poetry***
SPAN 450	Threads of Communication
SPAN 480	Undergraduate Seminar* [taught in English or Spanish]

Language Requirement

Demonstrate a basic Spanish language proficiency of 1+ on the current US government scale. Meet this requirement by standardized test or by completing two semesters of language courses beyond Spanish second year. Four units of one of the following courses satisfy this requirement:

SPAN 250	Intermediate Spanish Conversation
SPAN 311	Spanish Level V, Advanced Grammar & Composition

Residency Abroad

Complete a full academic semester of residency (12 units minimum), or its equivalent, in a Latin American country.

- Conduct field research or enroll in a professional internship in a topic or area agreed upon with the concentration area advisors.
- If full-time status is needed to obtain financial aid, enroll in a Special Topics Field Research/Internship equivalent to full-time status at Humboldt.
- Present a written report of the field research or professional internship experience (minimum 20 pages, maximum 50 pages).
- Conduct a public presentation or class presentation on the topic of the field research or professional internship experience.

A combination of the language acquisition program and field research (or professional internship) is possible. Residency in a Latin American country should take place only after extensive consultation with the appropriate academic advisors and after receipt of their written approval.

Pacific Basin Studies

Explore the emerging realm of the Pacific Basin from a variety of disciplinary perspectives, focusing on both the American and Australasian sides of the ocean. The Pacific Basin has emerged as a critical world region. Its destiny will determine the shape of the 21st century. The person familiar with Pacific Basin issues will be better prepared to face the challenges of the "Pacific Century."

Courses

Follow the instructions for the minor in Pacific Basin studies. Take six courses total—the first one of the required core courses being GEOL 308. Then, from the regional focus areas, take two courses from one area, three from the other.

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

Postcolonial African Studies

This concentration gives the necessary cultural, historical, and linguistic background to understand major events that have shaped present-day Africa. The concentration places special importance on African nationalism, emerging definitions of democracy, the role of women, and the influence of Islam.

Literature

Two courses from the following:

ENGL 240	World Literature*
ENGL 360	Special Topics in Literature*
FREN 317	Modern Francophone Literature*
FREN 318	French Poetry*
FREN 319	Francophone Theatre/ Cinema*
FREN 410	Bilingual African Newsletter
FREN 480	Seminar*

Religion, Philosophy, & Culture

Two courses from the following:

ANTH 306	World Regions Cultural Studies*/ **
ANTH 390	World Regions Cultural Seminar*
ES 323	Patterns of Pan-Africanism
ES 328	African Religion & Philosophy
RS 332	Introduction to Islam

History & Politics

Two courses from the following:

HIST 391	Special Topics & Interdisciplinary Studies in History*
PSCI 330	Political Regimes & Political Change*
PSCI 340	Ethnicity & Nationalism*
WS 391	Special Topics in Women's Studies*

The following may substitute for any of the above, depending on the appropriateness of the topics:

GEOG 472	Topics in Regional Geography*
WS 480	Selected Topics in Women's Studies*

Language Requirement

Demonstrate a "high intermediate" proficiency in an African national language, such as Arabic, French, Portuguese, or Swahili. This level of proficiency is equivalent to 1+ on the current US government scale (ILR) of second-language acquisition, or the equivalent ability of a student who successfully completes five semesters of second-language study at Humboldt. Students can meet this requirement at Humboldt by completing FREN 311.

Residency Abroad

Complete a full academic semester of residency abroad (equivalent to 12 units minimum) in a course of study in Africa or an alternative site. Study abroad may include, but is not limited to, special topic field research, language study, or an internship. An extended stay in Africa or another site should take place only after extensive consultation with the appropriate academic advisors and after receipt of their written approval.

■ ■ ■

* 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.

*** Course taught in non-English language (Spanish, French, German).

JOURNALISM

Bachelor of Arts degree
with a major in Journalism—
concentrations available in news-editorial, public relations, broadcast news, or media studies

See also minors in broadcast news, broadcasting, media studies, news-editorial, or public relations.

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication
Bret Harte House 52
707-826-4775

The Program

Students completing this program will have demonstrated:

- effective news writing skills
- competence in visual reporting, and/or layout and design, and/or audio/video editing and production
- critical thinking related to roles and effects of mass media
- appreciation and understanding of an expanded world perspective.

The journalism major has a strong liberal arts orientation. Students learn not only why and how to communicate but also what to communicate. The major focuses on the role and effects of the media and asks students to become more critical consumers of mass media, especially the news.

Humboldt's Journalism and Mass Communication Department has close ties with local and statewide news media and public relations offices, which is helpful for arranging internships and job placement.

Student writers can work with the award-winning student newspaper, *The Lumberjack*; the award-winning student magazine, *Osprey*; video news productions; and the department campus radio station, KRFH. Word processing and desktop publishing labs are readily available. The department offers scholarships to incoming and continuing students.

Potential careers include: newscaster, editor, magazine writer, copy editor, photographer, newswriter/reporter, broadcast news director/producer, public relations practitioner, advertising director, technical writer, sports information director, sports writer, attorney, news anchor, page designer, on-line editor, and webmaster for a news organization.

Preparation

In high school take English and government and work on school publications.

REQUIREMENTS FOR THE MAJOR

All journalism majors must complete an approved academic minor or a department-approved special area of study or document proficiency in a second language (the equivalent of four semesters of university-level language instruction).

Journalism majors may count toward graduation a maximum of 15 semester units in practicum and internship journalism courses, including transfer courses.

Broadcast News Concentration

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 154	Radio Production
JMC 234	Broadcast News Writing
JMC 318	Empirical Research in Communication
JMC 328	Law of Mass Communication
JMC 332	Responsibility in Mass Communication
JMC 340	Mass Communication History

Four units from the following:

JMC 333	Radio News Workshop
JMC 338	Mass Media Internship

Nine units from the following:

JMC 155	KRFH Workshop
JMC 320	Public Affairs Reporting
JMC 336	Public Affairs Video Production
JMC 355	Advanced KRFH Workshop
JMC 434	Broadcast News Documentaries
JMC 436	Advanced Public Affairs Video Production

Media Studies Concentration

Core

Nine units from the following:

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 316	Mass Media & Contemporary Society
JMC 332	Responsibility in Mass Communication

Media Analysis & Criticism

Six units from the following:

JMC 318	Empirical Research in Communication
JMC 352	Media Programming & Critical Analysis
TFD 313	Film Theory & Criticism

Media History

JMC 340	Mass Communication History

One of the following:

TFD 305	Art of Film: Beginning to 1950s
TFD 306	Art of Film: 1950s to the Present

Media Aesthetics & Culture

Six units from the following:

JMC 302	Mass Media & Popular Arts
JMC 312	Women & Mass Media
JMC 330	International Mass Communication
TFD 300	Image & Imagination

Electives

Electives from any remaining courses from above or from the list below to total 39 units for the emphasis.

JMC 155	KRFH Workshop
JMC 234	Broadcast News Writing
JMC 323	Public Relations
JMC 324	Magazine Writing
JMC 325	Magazine Production Workshop
JMC 327	Newspaper Lab
JMC 333	Radio News Workshop
JMC 336	Public Affairs Video Production
JMC 355	Advanced KRFH Workshop
TFD 312	Filmmaking I

News-Editorial Concentration

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 134	Photojournalism & Photoshop
JMC 318	Empirical Research in Communication
JMC 320	Public Affairs Reporting
JMC 322	Editing
JMC 326	Interpreting Contemporary Affairs
JMC 328	Law of Mass Communication
JMC 330	International Mass Communication
JMC 332	Responsibility in Mass Communication

JMC 340 Mass Communication History

Six units from at least two of the following:
JMC 325 Magazine Production Workshop
JMC 327 Newspaper Lab
JMC 333 Radio News Workshop
JMC 338 Mass Media Internship

Public Relations Concentration

JMC 116 Introduction to Mass Communication
JMC 120 Beginning Reporting
JMC 134 Photojournalism & Photoshop
JMC 318 Empirical Research in Communication
JMC 322 Editing
JMC 323 Public Relations
JMC 324 Magazine Writing
JMC 328 Law of Mass Communication
JMC 429 Advanced Public Relations
JMC 430 Advertising Copy Writing & Design

Six units from at least two of the following:
JMC 325 Magazine Production Workshop
JMC 327 Newspaper Lab
JMC 333 Radio News Workshop
JMC 338 Mass Media Internship

Three units from the following:
JMC 150 Desktop Publishing
JMC 332 Responsibility in Mass Communication
JMC 336 Public Affairs Video Production
ART 108 Beginning Graphic Design
COMM 311 Business & Professional Speaking
COMM 404 Theories of Communication Influence
COMM 411 Organizational Communication
PSCI 354 Media and Public Opinion

KINESIOLOGY

Bachelor of Science degree with a major in Kinesiology— options available in Exercise Science/ Health Promotion, Physical Education Teaching, or Pre-Physical Therapy

Minors available in Kinesiology & Health Education (see department chair)

Master of Science degree with a major in Kinesiology options available in Exercise Science or Teaching/Coaching

Single Subject Credential (see Physical Education for the education option leading to a single subject credential)

College Faculty Preparation Program: Kinesiology

Department Chair
Kathy D. Munoz, Ed.D.

Department of Kinesiology & Recreation Administration
KA 305
707-826-4538

The BS Program

Students completing this program will have demonstrated:

- the ability to integrate multidisciplinary knowledge bases of kinesiology in an applied program solving contest
- preparation to engage in professionally supervised field setting and/or occupational setting
- preparation to engage in informed dialogue with diverse professional and lay communities regarding kinesiological and health principles and practices
- knowledge and skills of professional standards and ethics
- knowledge and skills of technological instruments/programs that facilitate assessment and scientific inquiry
- the ability to organize, analyze, interpret, and present professional literature and assessment data
- the ability to select and administer appropriate assessment technologies/techniques
- application of test construction to design and implement qualitative and quantitative assessment tools
- understanding of how motor skills and healthy living practices are acquired and refined; how health and fitness is achieved and maintained across the life span and within diverse populations
- understanding of the relationship among movement skills, conditioning and training, health and well-being, and nutrition across the life span and under a variety of environmental and personally unique experiences
- application of concepts/constructs from the theoretical literature
- understanding of biological and physical, social and behavioral, historical, and philosophical concepts of health and human movement
- knowledge of and skill in health and performance-related motor skills and fitness activities
- knowledge and application of safety principles and appropriate practices (e.g. risk management) in health and fitness
- knowledge of legal and financial aspects of their professional practice
- challenges related to serving the needs of individuals and groups differing in physical ability, cognitive ability, and from diverse socio-economic and cultural backgrounds
- the ability to develop and implement programs for diverse groups and individuals.

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

General Requirements

- Prerequisite to core (8 units)
- Core requirements
  Lower division (4 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, REC, or HED prefix (or their equivalent, in the case of courses transferred from another institution).

Prerequisites To Core

ZOOL 113	Human Physiology
ZOOL 374	Introduction to Human Anatomy

Core Classes (for all options)

Lower Division

HED 120	Responding to Emergencies-CPRFPR
KINS 165	Foundations of Kinesiology

Upper Division

KINS 379	Exercise Physiology
KINS 380	Structural Kinesiology
KINS 474	Psychology of Sport & Exercise
KINS 483	Evaluation Techniques in Kinesiology
KINS 484	Motor Development/ Motor Learning
KINS 492	Senior Seminar in Kinesiology

Physical Education Teaching Option

See Physical Education [Education].

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 (24 units) + option (41 units) = 65 units

Activity Requirements

Four units of activity courses selected in consultation with advisor.

Lower Division Requirements

HED 231	Basic Human Nutrition

Upper Division Requirements

KINS 425	Strength & Conditioning
KINS 450	Exercise Testing
KINS 455	Exercise Prescription/ Leadership
KINS 482	Internship in Kinesiology
KINS 495	Directed Field Experience or
KINS 499	Directed Study [3 units]

Concentration

Students will, upon consultation with and approval of their advisor, select 14-15 concentration units. Suggested coursework includes, but is not limited to:

HED 342	Nutrition for Athletic Performance
HED 344	Weight Control
HED 388	Health-Related Behavior Change
HED 390	Design & Implementation of Health Promotion Programs
HED 392	Community & Population Health
HED 444	Worksite Health Promotion
HED 446	Optimal Bone & Muscle Development
HED 500	Cardiac Rehabilitation
KINS 276	Techniques in Athletic Training
KINS 447	Pharmacology & Ergogenic Aids
REC 210	Recreation Leadership
REC 220	Leisure Programming
REC 320	Organization, Administration, & Facility Planning
REC 420	Legal & Financial Aspects of Recreation

Pre-Physical Therapy Option

Prepare to enter a master's degree program in physical therapy. The following courses are all prerequisites for most professional programs in physical therapy.

Lower Division

BIOL 105	Principles of Biology
CHEM 109	General Chemistry
CHEM 110	General Chemistry
PHYX 106	College Physics: Mechanics & Heat
PHYX 107	College Physics: Electromagnetism & Modern Physic
PSYC 104	Introduction to Psychology
SOC 104	Introduction to Sociology
STAT 106	Introduction to Statistics for the Health Sciences

Upper Division

CHEM 328	Brief Organic Chemistry
PSYC 438	Dynamics of Abnormal Behavior

REQUIREMENTS FOR THE MINORS

Please consult the department chair for current requirements.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Major in Kinesiology, with areas of specialization in:

Exercise Science

Teaching/Coaching

The MS Program

Students completing this program will have demonstrated:

- understanding of the theoretical basis of kinesiology through oral and written communication
- the ability to read and make critical analysis of original research in kinesiology appropriate to their specialization
- understanding and appreciation of a variety of research methods including both qualitative and quantitative techniques employed in the various specialization in kinesiology
- the ability to design, implement, and defend a thesis based on their specialization.

Prerequisites

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 from an accredited institution, or equivalent, and completion of courses in anatomy, physiology, exercise physiology, biomechanics, motor learning, and sport psychology.
- 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): minimum scores of 425 on verbal, 425 on quantitative, and 3.5 on the GRE writing component, must be submitted as part of the application process prior to admission.
- international students must achieve a minimum score of 600 on the written TOEFL (or 250 on the computerized TOEFL). The TOEFL standard must be

completed prior to the admission to the graduate program.

A student may be conditionally admitted to the program if:

- The undergraduate degree lacks one or more of the following courses: anatomy, physiology, exercise physiology, biomechanics, motor learning, and sport psychology. These courses must be satisfactorily completed before enrollment in graduate-level courses.
- The GRE scores or GPA are below the required minimum.

Applicants must also submit the names of three references, including contact information, and a statement of intent with their application.

Course Of Study

Core: 15 units
Elective courses: 9 units
Culminating experience: 6 units
Total units: 30

Required Core

All students must complete the following core courses:

KINS 610	Statistics for Kinesiology
KINS 635	Research Methods in Kinesiology
KINS 640	Psychology of Sport & Exercise
KINS 650	Exercise Physiology
KINS 655	Biomechanics

Elective Courses

9 units. Elective courses should support the student's area of emphasis:

Exercise Science/Wellness Mgmt.

Teaching / Coaching

Courses must be approved by the student's advisor/committee. These courses should be 500-600 level, with allowance for 300-400 level courses on a case-by-case basis.

Graduate assistants who will be teaching during their second year are required to take KINS 615 (College Teaching in Kinesiology). Those not designated as graduate assistants may count this course as an elective.

Capstone Course

KINS 690 Thesis Writing Seminar

This is required for all graduate options. Successful completion of the degree requires a thesis, a project, or written comprehensive exams. The thesis and project include an oral defense.

College Faculty Preparation Program

A Graduate Certificate in College Teaching: Kinesiology

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the kinesiology master's program.

The certificate consists of five components (at least 12 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in kinesiology instruction. Students work with instructors of core courses in kinesiology. At least three units, taken first or second semester of the MS program:

KINS 615	College Teaching in Kinesiology, and
KINS 695	Directed Field Experience [1-3 units]

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MS program:

EDUC 583 Teaching in Higher Education

NOTE: **Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).**

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- Community College Track

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

(*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

or

• Pre-doctoral College Track:
Three units of a mentored teaching experience at HSU.

See the Kinesiology Graduate Coordinator for advice on what course number to use.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Latin American and Latino Studies

Minor in Latin American and Latino Studies

Program Director
Barbara B. Curiel, Ph.D.

Academic Advisors

Art
Don Antón
707-826-5812

Ethnic Studies
Barbara B. Curiel
707-826-3474

History
707-826-3641

Latin American Studies
Rosamel S. Benavides
707-826-3159

Spanish
Lillianet Brintrup
707-826-3123

The Program

This minor focuses on the diverse transnational phenomena that characterize Pan American history and culture. It integrates the study of Chicano/Latino communities in the United States with the study of the history, political and social structures, and the arts and cultures of Latin America. Through this interdisciplinary study, students will learn about the forces that shape "greater Latin America," a region that includes both the northern and southern hemispheres of the Americas. Of particular interest is the relationship between culture and political and economic expansion, the forging of new national cultures in Latin America and in the United States, the emergence of border and diaspora cultures, and the evolution of cultures that cross-pollinate and circulate across global routes.

This minor welcomes students who would complement this course of study with a major or second minor in technical areas: appropriate technology, computers, natural resources, environmental studies or in social work, education, or health care fields. It also welcomes majors in the arts and humanities.

The program prepares students to enter the public or private sector, in for-profit or non-profit organizations in the US or abroad. It is a helpful preparation for students planning to work in Latino communities in the US. This program also provides a basic foundation for further graduate work and scholarship in related fields.

REQUIREMENTS FOR THE MINOR

15-19 Units. These are minimum requirements. Students are encouraged to take Special Topics, General Education and other courses related to the minor.

Core Courses

9-11 units from the following:
ES 105 Introduction to U.S. Ethnic Studies**
Choose one course:
ES 310 US & Mexico Border
ES 314 Chicano Culture and Society in America**
Choose one course:
GEOG/ES 304 Migrations and Mosaics
GEOG 344 South America**
HIST 326 History of Mexico
HIST 384 20th Century American West**
SPAN 402 Hispanic Civilization: Latin America***

Culture and the Arts

Two courses from the following:
ART 104M Latin American Art** **or**
ART 301 The Artist: Mexican Muralists in Mexico and the US** **or**
ART 316 Topics in early 20th Century Art: Mexican Muralits in Mexico & the US
ENGL 240 World Literature*
ENGL 305 Postcolonial Perspectives: Literature of the Developing World* **
ENGL 465 Multicultural Issues in Literature of the Developing World* **
ES/ENGL 336 American Ethnic Literature* **
MUS 485 Seminar: Art and Dance of Latin America
SPAN 345 Hispanic Cinema* **
SPAN/WS 450 Threads of Communication: Women Arts of the Americas
SPAN 480 Undergraduate Seminar* (taught in English or Spanish)
WS/FREN/SPAN 306 Sex, Class, and Culture: Gender & Ethnic Issues in International Short Stories**

Various other special topics may be appropriate to this minor. Such courses will be approved on a case-by-case basis by the minor advisors.

The Spanish program is currently under review. It is likely that course titles and numbers will change as they are reorganized. If this is the case, courses dealing with Latin America will be accepted.

Language Requirement

Demonstrate a basic Spanish language proficiency of 1+ on the current US government scale. Meet this requirement by standardized test or by completing one 4-unit language course beyond Spanish second year. The following courses will satisfy this requirement:

SPAN 311 Spanish Level V, Advanced Grammar and Composition

or

Any Spanish 300-400 level course.

Residency Abroad / Internship

Students are encouraged to complete study abroad and/or an internship experience in a Latino community setting in the U. S. in conjunction with their major course of study.

A combination of the language acquisition program and field research (or professional internship) is possible. Residency in a Latin American country should take place only after extensive consultation with the appropriate academic advisors.

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*Course only meets requirements if specific topic is appropriate to the minor. Consult with an advisor

**Courses also meet GE and/or DCG requirements

***Course taught in non-English language (Spanish, French, German)

LIBERAL STUDIES [nonteaching]

Bachelor of Arts degree with a major in Liberal Studies

Note: This is a more generic liberal studies program, distinct from Humboldt's other liberal studies degree options:

Child Development
Child Development/Elementary Education
Liberal Studies/Elementary Education
Recreation Administration

Academic Advisor
Pam Dougherty
SBS 295 - Advising Center
pjd16@humboldt.edu
707-826-5111

The Program

The major in liberal studies gives students the means to foster intellectual understanding, human compassion, and progressive action.

Students complete lower and upper division general education courses with somewhat narrower options for lower division.

The core of the liberal studies major consists of six upper division courses which examine, contextualize and contest fundamental concepts in liberal thought. Students choose either an approved HSU minor or a concentration which consists of five courses devoted to more intensive study and critique of liberal thought as it relates more particularly to the theory and practice of such notions as human rights, scientific progress, and creative expression.

Students must complete a minimum of 120 semester units, 40 of which must be at the upper division level.

CATEGORY I:

LOWER DIVISION GENERAL EDUCATION

Completion of all lower and upper division General Education requirements plus the addition of the requirements listed below. For a listing of all GE requirements see the section of this catalog titled "Planning your Bachelor's Degree."

Language Study

Choose one of the following:

FREN 107	French Level III
FREN 250	French Conversation for Travelers
GERM 107	German Level III
GERM 250	German Intermediate Conversation
SPAN 107	Intermediate Spanish Level III
SPAN 108	Level III for Spanish Speakers
SPAN 250	Spanish Intermediate Conversation, **or** three years of language study in high school

Arts and Humanities

Nine to twelve units from at least three different disciplines. Choose at least one course from the arts (Art, Music, Theatre) and at least one from humanities (Communication, English, Modern Languages & Cultures, Philosophy, Religious Studies, Women's Studies).

CATEGORY II:

UPPER DIVISION CORE REQUIREMENTS

Choose six courses, two from each area. If approved upper division general education courses are chosen from Areas B, C, and D, (see general catalog) completion of this category will also satisfy the general education upper division component.

Alternative Traditions of Thought

ANTH 315	Sex, Gender & Globalization
ENGL 305	Postcolonial Perspectives: Literature of the Developing World
ENGL 420	Advanced Topics in Critical Theory
ES 323	Patterns of Pan-Africanism
NAS 320	Native American Psychology
PHIL 385	History of Philosophy: China
PHIL 386	History of Philosophy: India
PHIL475/WS375	Postmodern Philosophies
RS 363	Mysticism & Madness
RS 391	Mystics of Islam
WS 311	Feminist Theory & Practice
WS 315	Sex, Gender, & Globalization

Foundations of Liberal Thought

COMM 414	Rhetorical Theory
ECON 306	Economics of the Developing World
ECON 308	History of Economic Thought
GERM 305	Marx, Nietzsche, Freud & German Literature
PHIL 303	Theories of Ethics
PHIL 304	Philosophy of Sex & Love
PHIL 380	History of Philosophy: Pre-Socratics through Aristotle
PHIL 382	History of Philosophy: Renaissance through the Rationalist
PHIL 383	History of Philosophy: Empiricists & Kant

Western Traditions in a Global Context

GEOG 300	Global Awareness
GEOG/ES 304	Migrations & Mosaics
MATH 301	Mathematics & Culture: Historical Perspective
MUS 302	Music in World Culture
PHYX 304	The Cosmos

CATEGORY III:

CONCENTRATION AREAS

1. Art, Aesthetics and the Creative Process

Five courses required, at least one from each of the following three areas.

Alternative Aesthetics

ENGL 305	Postcolonial Perspectives: Literature of the Developing World
ENGL 306	The Modern Tradition
FREN 317	Modern Francophone Literature
MUS 301	Rock: An American Music
MUS 302	Music in World Culture
MUS 305	Jazz: An American Art Form
NAS 310	Native American Literature
NAS 392	Native American Film
RS 362	Wisdom and Craft
SPAN 346	Borges & the Contemporary Spanish American Short Story
SPAN 347	The "Boom" of the Latin American Novel
TFD 303	World Dance Expressions
WS/FREN/GERM/SPAN 306	Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories

Theory

ART 301	The Artist
ENGL 320	Practical Criticism
PHIL 301	Reflections on Art
PSYC 301	Psychology of Creativity
SPAN 340	Intro to the Analysis of Hispanic Literature
TFD 313	Film Theory & Criticism

Western Masterpieces

ART 300	Major Monuments of Art
ART 310	Topics in Aegean, Greek & Roman Art
ART 311	Topics in Early Christian, Byzantine & Medieval Art

ART 312	Topics in Italian Renaissance Art
ART 313	Topics in Northern Renaissance Art
ART 314	Topics in Baroque & Rococo Art
ART 315	Topics in 19th Century Art
ART 316	Topics in Early 20th Century Art
ART 317	Topics in Late Modern & Contemporary Art
ART 318	Topics in the History of Photography
ENGL 306	The Modern Tradition
ENGL 330	American Literature
ENGL 340	Approaches to Shakespeare
ENGL 342	Special Topics in Shakespeare
ENGL 350	British Literature
FREN 315	Masterpieces: Middle Ages to Voltaire
FREN 316	Masterpieces: French Revolution to Camus
FREN 318	French Poetry
SPAN 343	The Golden Age
SPAN 344	Modern Hispanic Theatre Workshop
SPAN 345	Hispanic Cinema
SPAN 349	Contemporary Spanish Novel
TFD 305	Art of Film: Beginning to 1950s
TFD 306	Art of Film: Beginning to Present

Note that additional coursework, e.g. Institutions, is required for graduation. Consult with the Liberal Studies advisor.

2. Human Rights and Social Justice

Five courses required, no more than two in any one discipline.

COMM 315	Communication & Social Advocacy
ES 325	From Civil Rights to Black Power
ES 343	Japanese American and the Concentration Camps
ES 354	Minorities, American Institutions & Social Service
SPAN 309	Revolution, Reform, Response **and**
WS 309	Revolution, Reform, Response [counts as 2 courses]
NAS 336	Nature & Issues of Genocide
NAS 364	Federal Indian Law I
PSCI 327	Radical Political Thought
PSCI 410	American Constitutional Law: Freedom & Power
PSCI 464	Technology & Development
SOC 303	Race and Inequality
SOC 308	Sociology of Altruism & Compassion
WS 303	Third World Women's Movements

3. Science and Technology

Five courses required, no more than three in any one area.

Science & Society

ANTH 316	Anthropology and Development
CHEM 305	Environmental Chemistry
CIS 309	Computers & Social Change
ENGR 308	Technology & the Environment
OCN 306	Global Environmental Issues
PHIL/WLDF 302	Environmental Ethics
SOC 320	Social Ecology

Traditions of Scientific Thought

AHSS 309	Darwin & Darwinism
BIOL 301	History of Biology
PHIL 425	Philosophy of Science
PHYX 300	Frontiers of Modern Physical Science

CATEGORY IV: ELECTIVES

Total units for graduation is 120, at least 40 of which must be upper division.

Liberal Studies / Elementary Education

Bachelor of Arts degree
with a major in Liberal Studies—
Elementary Education

Program Director
Tom Cook, Ph.D.
707-826-5218
tc46@humboldt.edu

Liberal Studies Advisor
Arianna Thobaben
707-826-3752
amt7002@humboldt.edu

Education Office
Harry Griffith Hall 202-C
707-826-3729
www.humboldt.edu/~lsee

The Program

Please note: This program is distinct from Humboldt's more generic Liberal Studies degree program, previous page.

Students completing this program will have demonstrated:

- commitment to social and economic justice and the ability to work respectfully with children and families from a range of backgrounds
- knowledge of academic content, as well as the state content standards and frameworks which are necessary to be successful teachers
- acquaintance with the varieties of well-respected theories of how humans learn and how they are most effectively taught to function in a democratic society
- understanding of the importance of authentic assessment and evaluation for both K-8 students and teachers as a vital part of learning and accountability
- the ability to teach content-specific lessons in a local elementary school and/or work with local elementary children in after school tutoring or recreation programs
- preparation to negotiate the extensive demands of technology so they are able to be better researchers, more well-informed professionals, and so that they may teach their K-8 students these skills.

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-8) 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 of elementary school age.

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.

Humboldt State provides opportunities to enroll in American Indian Education coursework and complete field experiences in Native American communities and to receive a minor in teaching English as a second language.

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

Students must earn a minimum grade of C in all major requirements.

This is an approved subject-matter program for those preparing for an elementary education teaching credential.

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.

Lower Division

Complete lower division general education and the following:

EDUC 110 Introduction to Education

PSYC 213 The School-Age Child, **or**
CD 256 Middle Childhood Development

Upper Division

ART 358 Art Structure

COMM 422 Children's Communication Development, **or**
CD 355 Language Development

ECON 320 Development of Economic Concepts

EED 310 Exploring Teaching as a Career

ENGL 323 Children's Literature

ENGL 326 Language Studies for Teachers

ENGL 424 Communication in Writing I

GEOG 470 Topics in Geography for Teachers

HED 400 Sound Mind/Body

HIST 311 World History to 1750

KINS 475 Elementary School Physical Education

MATH 308B/C Mathematics for Elementary Education

MUS 312/313 Musicianship

SCI 331 Fundamental Science Concepts for Elementary Education

SCI 431 Nature & Practice of Science - Elementary Education

SOC 303 Race and Inequality, **or**
ES/GEOG 304 Migrations & Mosaics, **or**
AIE 330, 335, 340, **or** COMM 322

TFD 322 Creative Drama, **or**
TFD 484 Creative Dance for the Classroom

Fieldwork Courses

EED 210 Direct Experience with Children

LSEE 311 Mathematics Fieldwork Observation & Seminar

LSEE 312 Social Studies & Science Fieldwork Observation & Seminar

LSEE 411 Language Arts Fieldwork & Seminar

Capstone Course

LSEE 412 Senior Capstone

Depth Of Study

Complete a 9- to10-unit depth of study program from: American Indian education, biology, child development, creative dramatics, English as a second language, history, mathematics, music, physical education, psychology, social science, Spanish, studio art, and the physical world. The LSEE advisor has a list of specific courses in each area.

LINGUISTICS

Minor in Linguistics
Administered by the Dean of the College of Arts, Humanities and Social Sciences.

Program Leader
Armeda C. Reitzel, Ph.D.

Communication Department
House 54, room 110
707-826-3779

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.

Preparation

In high school take courses in social studies, English, and a language other than English.

REQUIREMENTS FOR THE MINOR

Introductory Phase

ENGL 326 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:**
  ANTH 340 Language & Culture
- **Option 2:**
  COMM 422 Children's Communication Development, **or**
  ENGL/COMM 417 Second Language Acquisition, **or**
  ENGL 328 Structure of American English
- **Option 3:**
  FREN 311 French V & Stories from the Francophone World, **or**
  GERM 311 German Level V, **or**
  SPAN 311 Spanish Level V
- **Option 4:**
  PHIL 100 Logic, **or**
  PHIL 485 Issues & Thinkers of Philosophical Interest [when topic is Philosophy of Language]

Culminating Phase

LING 495 Practicum in Language Studies

See also the Teaching of English as a Second Language minor program.

MATHEMATICS

Bachelor of Arts degree with a major in Mathematics—
option available in applied mathematics

Minor in Mathematics

Minor in Applied Mathematics

For a minor in biometrics, see Biometrics.

For a master of science degree with an option in mathematical modeling, see Environmental Systems.

Department Chair
Mark Rizzardi, 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 proof; 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. SASS); 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, method-

ologically 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, statistics 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

A minimum grade of C- is required for all courses in the major (all options).

Lower Division

CS 131 Intro to Computer Science
or CIS 130 Intro to Programming, **and**
CIS 230 C++ Programming
or an approved course in computer programming

MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III
MATH 240 Introduction to Mathematical Thought
MATH 241 Elements of Linear Algebra

Upper Division

MATH 313 Ordinary Differential Equations
MATH 343 Introduction to Algebraic Structures
MATH 415 Introduction to Real Analysis

Plus one of the following:
MATH 344 Linear Algebra
MATH 413 Advanced Ordinary Differential Equations
MATH 416 Introduction to Real Analysis
MATH 443 Advanced Algebraic Structures

Plus one of the following:
MATH 351 Introduction to Numerical Analysis
MATH 361 Introduction to Mathematical Modeling
STAT 323 Probability & Mathematical Statistics I

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 Ordinary Differential Equations
MATH 351 Introduction to Numerical Analysis
MATH 361 Introduction to Mathematical Modeling
STAT 323 Probability & Mathematical Statistics I
MATH 315 Advanced Calculus or
MATH 415 Introduction to Real Analysis

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26. Note that the combined package of upper division courses must include at least one 400-level course.

REQUIREMENTS FOR THE MINORS

Mathematics Minor

Lower Division

CS 131 Intro to Computer Science
or CIS 130 Intro to Programming, **and**
CIS 230 C++ Programming
or an approved course in computer programming

MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III
MATH 240 Introduction to Mathematical Thought
MATH 241 Elements of Linear Algebra

Upper Division

MATH 343 Introduction to Algebraic Structures **or**
MATH 340 Number Theory
Plus approved courses to bring the total to 10 upper division units.

Applied Mathematics Minor

Lower Division

CS 131 Intro to Computer Science
or CIS 130 Intro to Programming **and**
CIS 230 C++ Programming
or an approved course in computer programming

- STAT 108 Elementary Statistics **or**
- BIOM 109 Introductory Biometrics

Plus either of the following groups:

- MATH 109 Calculus I
  MATH 110 Calculus II
  MATH 210 Calculus III
  MATH 241 Elements of Linear Algebra

OR

- MATH 105 Calculus for the Biological Sciences & Natural Resources (NR)
  MATH 205 Multivariate Calculus for the Biological Sciences & NR
  MATH 241 Elements of Linear Algebra

Upper Division

MATH 313 Ordinary Differential Equations **or**
MATH 361 Introduction to Mathematical Modeling

Plus approved courses to bring the total to 10 upper division units.

Mathematics Education

Bachelor of Arts degree with a major in Mathematics— education option leading to a single subject teaching credential

Department Chair
Mark Rizzardi, Ph.D.

Department of Mathematics
Behavioral & Social Sciences 320
707-826-3143

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

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 210/410.

CS 131 Intro to Computer Science
or CIS 130 Intro to Programming, **and**
CIS 230 C++ Programming
or an approved course in computer programming

MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III
MATH 240 Introduction to Mathematical Thought
MATH 241 Elements of Linear Algebra
MATH 340 Number Theory
MATH 343 Introduction to Algebraic Structures
MATH 370 School Mathematics from Advanced Viewpoint I
MATH 371 Geometry
MATH 470 School Mathematics from an Advanced Viewpoint II
STAT 323 Probability & Mathematical Statistics I

MATH 301 Mathematics & Culture: Historical Perspective **or**
MATH 401 History of Mathematics I

Students also should take:

- sufficient units in approved upper division mathematics courses to bring the total to 26—recommended:

  MATH 415 Introduction to Real Analysis
  MATH 474 Graph Theory
  MATH 481 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 Logic
  JMC 232 Technical Writing
  ART 105B Beginning Drawing

Media Studies

Minor in Media Studies

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication
Bret Harte House 52
707-826-4775
www.humboldt.edu/~jnhsu

The Program

Study the role and effects of mass media in contemporary society.

REQUIREMENTS FOR THE MINOR

18 units, including the following:

Core

Nine units from the following:
JMC 116 Introduction to Mass Communication
JMC 316 Mass Media & Contemporary Society
JMC 332 Responsibility in Mass Communication

Media Analysis And Criticism

Three units from the following:
JMC 318 Empirical Research in Communication
TFD 313 Film Theory & Criticism

Media History

Three units from the following:
JMC 340 Mass Communication History
TFD 109B Introduction to Radio, Television, & Film
TFD 305 Art of Film: Beginning to 1950s
TFD 306 Art of Film: 1950s to Present

Media And Culture

Three units from the following:
JMC 302 Mass Media & the Popular Arts
JMC 312 Women & Mass Media
JMC 330 International Mass Communication

Multicultural Queer Studies

Minor in Multicultural Queer Studies

Program Leader
Kim Berry, Ph.D.

Women's Studies Program
Lower Library 55
707-826-4329

The Program

The minor in Multicultural Queer Studies provides a rich mixture of interdisciplinary courses and service-learning opportunities. Students draw on classes from 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, multiracial, and multidisciplinary context. Through Political Science 486/Psychology 437, students study scholarship and current political issues around gender identity and sexuality, particularly concerning the social categories lesbian, gay, bisexual, transgender and transsexual. All minors gain an understanding of the intersections of race, gender, sexuality and class through Ethnic Studies/Women's Studies 108. Minors take another seven units in approved Multicultural Queer Studies elective classes. Various "Special Topics" courses may apply, depending on the topic, and subject to advisor approval. Finally, the minor has a 2- to 3-unit service learning 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, HSU's Queer Student Union, the Queer Coffee Shop, Planned Parenthood, Humboldt Women for Shelter, United Through Diversity, 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

PSCI 486/PSYC 437 Sexual Diversity
WS 108/ES 108 Power/Privilege: Race, Class, Gender & Sexuality

Elective Courses

Multicultural Queer Studies Courses

Seven approved elective units in Multicultural Queer Studies. Options include:

EDUC 318/WS 318 Gay & Lesbian Issues in Schools
PSYC 436/WS 436 Human Sexuality
WS 480 Queer Women's Lives
SOC 316/WS 316 Gender and Society
PSYC 236 Choices and Changes in Sexuality
ANTH 430/WS 430 "Queer" Across Cultures
TFD 465/565 Queer Movies
WS 480 Transgender Lives and Experiences

Consult with the advisor for approval for special topics courses not on this list.

Service Learning and Internship Courses

Options include:

WS 410 Internship Course
EDUC 313/ES 313/WS 313 Education for Action: Skills-building for Community Organizers

Consult with the advisor for approval for service learning courses not on this list.

Music

Bachelor of Arts degree
with a major in Music — with the following options:

Composition
Performance
General Music Studies
Teaching Credential

Minor in Music

Department Chair
Dr. Armeda Reitzel

Department of Music
Music Complex 143
707-826-3531

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 performing areas appropriate to their needs, interest, and degree path.

For the student wishing to pursue music as a career, the department is committed to helping him/her:

- 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; and
- 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 201-seat recital hall, a smart 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 THE MAJOR & MINOR

All students seeking to enter either the major or minor degree program are required to have placement evaluation in theory, aural skills, and history/literature. Faculty evaluate student skills and knowledge and assign courses based on the results of this evaluation regardless of courses completed at other institutions. A music fundamentals course is available for students who need preparatory study with music notation and structure.

Music majors must participate in a performance ensemble each semester. In addition, majors are expected to attend six complete performances each semester in residence. Performances meeting 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 29-unit core (providing foundation courses in music theory, music history, and music performance) and four separate major options.

All entering majors begin in the general music studies option, a liberal arts orientation taking a broad view. It involves guided electives, requiring 13 additional units beyond the core, for a total of 42 for the major.

The performance option requires selection of a performing emphasis area (voice, piano, orchestral instrument, guitar) and a successful audition. A senior recital is also required. The track consists of 18 units beyond the core, for a total of 47 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, for a total of 47 units for the major. A senior recital is also required.

The credential option prepares undergraduates to enter the professional preparation program leading to a music teaching credential. Music education course requirements are on the following page.

Students considering going to graduate school should take the performance, composition, or credential options.

Core Curriculum

MUS 106-107 Ensembles [two required in core]
MUS 130 Piano III [based on placement evaluation, majors not ready for MUS 130 must take MUS 112 or MUS 113; with advisor's consent, pianists may substitute a voice or instrument class]
MUS 214-215 Theory I & II [based on placement evaluation, majors not ready for MUS 214 must enroll in MUS 110]
MUS 216-217 Ear Training I & II
MUS 302 Music in World Culture
MUS 314-315 Theory III & IV
MUS 316-317 Ear Training III & IV
MUS 330 Piano IV Improvisation [with advisor's consent, pianists may substitute a voice or instrument class]
MUS 348 Music History: Antiquity to 1750
MUS 349 Music History: 1750 to Present

General Music Studies Option

Five semesters of group or individual applied instruction chosen from MUS 220 - MUS 237 (MUS 420 - MUS 457 by advisement). Students may substitute MUS 108, MUS 109, MUS 355, MUS 357 by advisement depending upon availability of studio space and student's previous level of experience.

Two semesters of ensemble participation: MUS 106 / MUS 406, MUS 107 / MUS 407. (Pianists may take MUS 353 Accompanying for one semester.)

Six upper division elective units from the following:

MUS 301 Rock: An American Music
MUS 305 Jazz: An American Art Form
MUS 318 Jazz Improvisation
MUS 319 Development of Musical Concepts
MUS 320 Composition: Film Scoring
MUS 320B Composition: Jazz & Pop Arranging
MUS 320C Composition: Electronic Music
MUS 324 Contemporary Composition
MUS 326 Counterpoint
MUS 334 Fundamentals of Conducting
MUS 338 Vocal & Instrumental Scoring
MUS 356 Lyric Diction
MUS 360 Music Technology: Midi & Finale
MUS 361 Music Technology: Recording & Playback
MUS 384 Choral Literature
MUS 386 Teaching of Applied Music [386L not acceptable for credit]
MUS 387 Instrumental Literature

Performance Option

Starred (*) courses require at least one unit per semester:

Vocal Emphasis

MUS 221 Studio Voice, Intermediate*
MUS 334 Fundamentals of Conducting
MUS 356 Lyric Diction
MUS 385V Performance Seminar*
MUS 386 Teaching of Applied Voice
MUS 386L Teaching of Applied Voice Lab
MUS 406-407 Performance Ensemble*
MUS 421 Studio Voice, Advanced*

Senior recital required.

Instrumental Emphasis

MUS 222-237 Studio Instruction, Intermediate*
MUS 334 Fundamentals of Conducting
MUS 406-407 Performance Ensemble*
MUS 422-437 Studio Instruction, Advanced*

Approved electives [proposal by student & approval by advisor & department chair before entry to upper division].

Senior recital required.

Piano Emphasis

MUS 220 Studio Piano, Intermediate*
MUS 334 Fundamentals of Conducting
MUS 353 Accompanying*
MUS 385P Performance Seminar*
MUS 386 Teaching of Applied Piano
MUS 406-407 Performance Ensemble*
MUS 420 Studio Piano, Advanced*

Junior and senior recitals required

Composition Option

MUS 220-237 Studio Instrument or Voice Instruction [2 units]
MUS 324 Contemporary Composition Techniques
MUS 326 Counterpoint
MUS 338 Vocal & Instrumental Scoring
MUS 360 Music Technology: Midi & Finale
MUS 438 Composition Instruction [4 units]

One of the following:

MUS 320 Composition: Film Scoring
MUS 320B Composition: Jazz & Pop Arranging
MUS 320C Composition: Electronic Music

Additional recommended electives:

Courses in the MUS 320 series (above) not taken
MUS 180 Introduction to Music Business & Technology
MUS 220/420 Piano Instruction
MUS 318 Jazz Improvisation
MUS 334 Fundamentals of Conducting
MUS 355 Voice, Intermediate
MUS 370/373 Instrumental Techniques

Senior recital required.

Credential Option

See Music Education.

REQUIREMENTS FOR THE MINOR

MUS 104 Introduction to Music
MUS 110 Fundamentals of 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

Plus six units of approved upper division music electives, to bring total units in the minor to 18.

Music Education

Bachelor of Arts degree
with a major in Music—education option leading to a K-12 music teaching credential

Department Chair
Dr. Armeda Reitzel

Department of Music
Music Complex 143
707-826-3531

The Program

This program prepares students to teach music in elementary and high school. (For information on preliminary and professional clear teaching credentials, see Education)

The department is vitally concerned with providing quality experiences to prepare the future music educators. A broad spectrum of course offerings provides opportunity to participate in all aspects of the musical experience.

Students receive instruction in all instrumental areas, keyboard, and voice. They may perform with a variety of performance organizations—symphonic band, choir, symphony, madrigals, chamber ensembles, band, opera workshop, jazz band, chorale, vocal jazz ensemble, and combos. The quality of these organizations allows students to perform the finest of musical literature while observing rehearsal techniques, philosophies, and performance styles vital for success as a teacher.

For additional information about the department, its facilities, and accreditation, see the section titled The Program.

Preparation

Entering students benefit by having a music background that includes private study and experience in musical performance organizations.

REQUIREMENTS

Anyone seeking to enter the music education program must have a placement evaluation in performance, theory, aural skills, and music history/literature. Our faculty evaluate student skills and knowledge and assign courses based on the results of this evaluation regardless of courses completed at other institutions. A music fundamentals course is available for those needing preparatory study with music notation and structure.

Music education students also must demonstrate proficiency in guitar. The Department of Music has specific competency requirements.

Music majors must participate in a performance ensemble each semester. In addition, music majors are expected to attend six complete performances each semester in residence.

Please note: Requirements listed here do not include professional education courses required for the credential. Those 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. In addition, they must take EDUC 285 or equivalent.

Core Curriculum

MUS 106-107 Ensembles [two required in core]
MUS 130 Piano III [based on placement evaluation, majors not ready for MUS 130 must take MUS 108K or MUS 109K; with advisor's consent, pianists may substitute a voice or instrument class]
MUS 214-215 Theory I & II [based on placement evaluation, majors not ready for MUS 214 must enroll in MUS 110]
MUS 216-217 Ear Training I & II
MUS 302 Music in World Culture
MUS 314-315 Theory III & IV
MUS 316-317 Ear Training III & IV
MUS 330 Piano IV [with advisor's consent, pianists may substitute a voice or instrument class]
MUS 348 Music History: Antiquity to 1750
MUS 349 Music History: 1750 to Present

Credential Option

(beyond the core)

Upper Division

MUS 318 Jazz Improvisation
MUS 319 Development of Musical Concepts
MUS 334 Fundamentals of Conducting
MUS 338 Vocal & Instrumental Scoring
MUS 355 Intermediate Voice*
MUS 360 Music Technology: Midi & Finale
MUS 370-373 Instrumental Techniques
MUS 381 Selection, Care, & Repair of Musical Instruments
MUS 384 Choral Literature
MUS 387 Instrumental Literature
MUS 406-407 Performance Ensemble [at least one in jazz and one in a second area—for example, an instrumental ensemble for voice credential students or a vocal ensemble for instrumental credential students]
MUS 420-437 Studio Instruction, Advanced
MUS 455 Foundations of Music Education
Competency assessment in guitar.

* Vocal emphasis students take MUS 356, Lyric Diction.

Native American Studies

Bachelor of Arts degree
with a major in Native American Studies—with specialization options in Language & Literature, Law & Government, Natural Resources & the Environment, Society & Culture

Minor in Native American Studies

Department Chair
Kristine Brenneman, Ph.D.

Department of Native American Studies
Library 55
707-826-4329

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
- knowledge of research and application to research issues affecting life in Indian country by using academic support services, library materials and personnel, computing services, media services, and ancillary services (e.g. museum and health related facilities)
- the ability to recognize and utilize the academically-obtained resources and capabilities to respond to and assist local, regional, and national tribal efforts at meeting tribal needs in dealing with the community and interacting with all levels of government, as well as society as a whole
- knowledge of basic native environmental relationships and issues through their awareness of diverse Native American cultural imperatives and scientifically-derived perspectives, as well as an ability and desire to become respectful caretakers of the environment through cultivating and sustaining environmentally safe livelihoods, thus ensuring ecological unit, responsible use of land, policies free from discrimination, and protection of sacred and historical sites
- the ability to recognize the scope of tribal sovereignty as it relates to tribal, federal, and international laws (legislative and judicial), including the structure of federal/tribal relationship, 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 coordinates an interdisciplinary program drawing on faculty in many areas of the arts, humanities, social sciences, natural resources, sciences, and professional studies. The department works closely with the Indian Teacher and Educational Personnel Program (ITEPP); the Indian Natural Resource, Science, and Engineering Program (INRSEP); and the Center for Indian Community Development (CICD).

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 (particularly anthropology and history), 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

Core

NAS 104	Introduction to Native American Studies
NAS 200	The Indian in American History
NAS 364	Federal Indian Law I

In addition to the core courses, majors must take an additional 24 upper division units in Native American Studies or in Native American topics in related disciplines (with the approval of the major advisors). Twelve of these units must come from one of the four specialization options or the general option.

Specialization Options

Language & Literature:

NAS 310	Native American Literature
NAS 311	Oral Literature & Oral Tradition
NAS 340	Language & Communication in Native American Communities
NAS 345	Native Languages of North America
NAS 401	International Indigenous Issues [literature & language]
NAS 482	Special Topics in Native American Language & Literature

Law & Government

NAS 360	Tribal Justice System
NAS 361	Tribal Sovereignty, Tribal Citizens
NAS 362	Tribal Governance & Leadership
NAS 365	Federal Indian Law II
NAS 366	Tribal Water Rights
NAS 401	International Indigenous Issues [law & government]
NAS 460	Tribal Rights: Federal Role
NAS 481	Special Topics in Native American Law & Government

Natural Resources & the Environment:

NAS 331	Introduction to Native American Perspectives on Natural Resources Management
NAS 332	Environmental Justice
NAS 366	Tribal Water Rights
NAS 401	International Indigenous Issues [natural resource/environmental]
NAS 484	Special Topics in Native American Natural Resources & Environment

Society & Culture:

NAS 306	Native Peoples of North America
NAS 320	Native American Psychology
NAS 325	Native Tribes of California
NAS 327	Native Tribes of North American Regions
NAS 336	Nature & Issues of Genocide
NAS 352	Archaeology of Northwestern California
NAS 374	Native American Health
NAS 401	International Indigenous Issues [society & culture]

NAS 483 Special Topics in Native American Society & Culture

General Option (12 units)

Required:

NAS 331 Introduction to Native American Perspectives on Natural Resources Management

One from:

NAS 310 Native American Literature **or**
NAS 311 Oral Literature & Oral Tradition **or**
NAS 340 Language & Communication in Native American Communities

One from:

NAS 306 Native Peoples of North America **or**
NAS 325 Native Tribes of California **or**
NAS 327 Native Tribes of North American Regions

Electives

In addition to an option, majors must take an additional 12 upper division units in Native American studies. Students with a specialization option must take six of these units outside their option. With approval of the major advisor, majors may substitute one or more courses in Native American topics in related disciplines.

Students are encouraged, but not required, to make at least three of their elective units a directed research project (NAS 499).

REQUIREMENTS FOR THE MINOR

Select 15 units from among the Native American Studies courses (6 units must be upper division courses). ITEPP courses don't count toward the minor requirement.

Natural Resources

Master of Science in Natural Resources

Minor in Natural Resources

For information on more specialized natural resources disciplines, see:

Certificates of Study
Fisheries Biology
Forestry
Natural Resources Planning & Interpretation
Oceanography
Rangeland Resource Science
Wildland Soil Science
Wildlife

Department Chair
Steven R. Martin, Ph.D.

Environmental & Natural Resource Sciences Department
Natural Resources Building 200
707-826-4147

MINOR IN NATURAL RESOURCES

BIOL 105	Principles of Biology
NRPI 105	Natural Resource Conservation
SOIL 260	Introduction to Soil Science

At least three courses from the following (at least six units must be 300 or above):

FISH 300	Introduction to Fishery Biology
FOR 315	Forest Management
FOR 374	Wilderness Area Mgmt.
OCN 301	Marine Ecosystems—Human Impact
OCN 304	Resources of the Sea
RRS 306	Rangeland Resource Principles
NRPI 210	Public Land Use Policies & Management
NRPI 215	Natural Resources & Recreation
NRPI 310	Introduction to Natural Resource Planning
WLDF 300	Wildlife Ecology & Mgmt. **or**
WLDF 301	Principles of Wildlife Management

MASTER OF SCIENCE

Master of Science degree with a major in Natural Resources—options in:

Fisheries
Forestry
Natural Resources Planning & Interpretation
Rangeland Resources & Wildland Soils
Wastewater Utilization
Watershed Management
Wildlife

Natural Resources Graduate Program
Forestry Building 101
707-826-3256

Gary Hendrickson, Program Coordinator
707-826-4233

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

Submit the following supporting materials to the Graduate Secretary, College of Natural Resources and Sciences;

- Statement of objectives including reasons for desiring a master's degree, area of interest within the option applied for, and type of research project(s) you might wish to undertake. Since admission depends on approval by the faculty, identification of a specific area of interest or research project is important.
- Official transcripts from all accredited colleges or universities you have attended.
- At least three letters or recommendation from individuals who can assess your potential as a graduate student.
- Results from the verbal and quantitative portions of the GRE should be sent to the University by the testing service. The University will forward them to the Graduate Secretary.
- A résumé.

REQUIREMENTS FOR THE MASTER'S DEGREE

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, 450, 460, 685, 690, 695 or equivalents.
- Approved upper division and graduate electives to bring total units to no fewer than 30 and no more than 60 units. Fifteen 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.

Forestry

Graduate students in Forestry focus on a wide variety of topics including forest ecology, fire ecology and management, tree physiology, remote sensing and geographic information systems, silviculture, forest engineering, forest growth, and administration of forest land for ecosystem management.

- Approved upper division and graduate electives to bring total units to no fewer than 30 units. Fifteen of these units must be courses organized and conducted at the graduate level.
- A thesis or comprehensive exam is required. Those electing a thesis may apply up to three units each of FOR 690 and 695 toward the degree. Comprehensive exam students must take three units of FOR 699 and take both written and oral exams. A public oral presentation and a closed formal defense are required for all thesis research.

Natural Resources Planning & Interpretation

NRPI graduate studies are oriented toward environmental analysis and land use planning, recreational uses of natural resources, interpretation of natural resources, and application of GIS technology.

- Required courses: NRPI 690 and 695
- Enrollment in NRPI 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. Fifteen of these units must be courses organized and conducted at the graduate level.
- Students must enroll in three units of NRPI 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 NRPI 693 (Extended Education) their final semester.
- A thesis, a public oral presentation, and a closed formal defense are required.

Rangeland Resources & Wildland Soils

The fundamental aim of Rangeland Resources is to maintain rangeland health for sustainable production of forage for livestock and wildlife, watershed function, outdoor recreation, and aesthetic values. Wildland Soils deals with the maintenance of the quality of the soil for those same values and sustainable timber production.

- Approved upper division and graduate electives to bring total units to no fewer than 30 units. Fifteen of these units must be courses organized and conducted at the graduate level.
- Enrollment in RRS/SOIL 685 is required during each semester of residence. A maximum of two units is applicable to the 30-unit requirement.
- Students must be enrolled in a minimum of three units of RRS/SOIL 690 during the semester in which they graduate.
- A thesis, a public oral presentation, and a closed formal defense are required.

Wastewater Utilization

Wastewater Utilization explores the re-use of water from wastewater treatment plants, agricultural drainage ditches, and other sources traditionally considered unusable. This option provides training in design and evaluation of advanced biological wastewater treatment systems and in the design of systems that reuse wastewater in natural resource ecosystems.

- Required courses: FISH 435; four courses in water quality; two courses each in ecology and physiology, elements or planning and design, and non-technical problems in wastewater reuse/water quality issues.
- During the first two semesters at HSU, all graduate students shall enroll in one unit each of FISH 690 and FISH 695. In all subsequent semesters in residence, students shall enroll in at least three units each of FISH 690 and FISH 695.
- A thesis, a public oral presentation, and a closed formal defense are required.

Watershed Management

Graduate studies focus on watershed processes and interactions between geophysical, biological, and socioeconomic factors as expressed in bounded geographic regions or drainages at a variety of scales. The interplay between watershed processes and the management of other natural resources is integral to the program.

Prerequisites

A bachelor's degree in a related field built on a strong science foundation. One year each (at least six semester units) of calculus, physics, and biological science is required. One year of chemistry is recommended and may be required for some individual programs. Additional undergraduate preparation is expected in soils, geology, statistics, wildland resource management, and economics.

Course Requirements

- A graduate committee approves a specific graduate curriculum for each student. The approved upper division and graduate curriculum contains a minimum of 30 units beyond satisfactory undergraduate preparation. Fifteen of these units, including statistics, must be courses primarily organized and conducted at the graduate level. No more than four units each of WSHD 690 and WSHD 695/699 may apply toward the degree.
- Required prerequisite courses include: WSHD 310 and WSHD 424 or equivalents.
- Each graduate program shall contain WSHD 530 (Water Rights and Water Law), and one semester of WSHD 685 (Forest Hydrology Seminar).

Also required is one of the following:

WSHD 333 (Wildland Water Quality); WSHD 520 (Watershed Analysis) **or** WSHD 540 (Watershed Modeling in GIS)

- All watershed students are expected to enroll in one unit of WSHD 690 (Thesis) and one unit of WSHD 695 (Research Problems) during every semester in which they are a graduate student in residence at HSU.

Culminating Experience

- A thesis is required. Students must select a thesis topic before the graduate committee can be finalized and before the graduate curriculum can receive final approval.

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, 690, 695
- Approved upper division and graduate electives to bring total units to no fewer than 30 units. Fifteen 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.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Natural Resources

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the natural resources master's program.

The certificate consists of five components (12 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation

Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in natural resources instruction. Three units, taken first or second semester of the MS program:

FISH 597	Mentoring & Teaching Associate Training **or**
FOR 597	Mentoring & Teaching Associate Training **or**
NRPI 597	Mentoring & Teaching Associate Training **or**
WLDF 597	Mentoring & Teaching Associate Training

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MS program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows:

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- Community College Track:

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

(*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

OR

- Pre-doctoral College Track:

Three units of a mentored teaching experience at HSU.

See Natural Resource Graduate Coordinator for advice on what course number to use.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Natural Resources Planning & Interpretation

Bachelor of Science degree with a major in Natural Resources Planning & Interpretation—
options in:
- Environmental and Natural Resources Interpretation
- Environmental and Natural Resources Planning
- Environmental and Natural Resources Recreation
- Geographic Information Systems and Remote Sensing
- Individually Designed

Minor in Geographic Information Technology

Minor in Natural Resources (see Natural Resources)

Minor in Natural Resources Interpretation

Minor in Natural Resources Planning

Minor in Natural Resources Recreation

Certificates of Study in
- Geographic Information Systems & Remote Sensing
- Natural Resources Interpretation
- Natural Resources Planning
- Natural Resources Policy & Administration

Master of Science in Natural Resources—Natural Resources Planning & Interpretation option

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Environmental and Natural Resource Sciences Department
Natural Resources Building 200
707-826-4147, fax 707-826-4145
www.humboldt.edu/~enrs/

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.

NRPI studies center on relationships between human society and natural ecosystems. Potential careers: environmental education leader, environmental impact analyst, environmental journalist, GIS or remote sensing analyst, hydrologist, information specialist, natural resource specialist, natural resources planner, naturalist, park ranger, recreation specialist, rural county planner, soil conservationist.

Environmental and Natural Resources Interpretation Option

The philosophy of interpretation is captured by four elements: communication, inspiration, revelation, and experience. Interpretation as a science focuses on how to communicate artfully various histories, cultures, and environments to society. A primary goal is to inspire visitors' understanding and appreciation, a necessary condition for promoting protection of a resource. Thematic interpretation reveals a whole picture painted on a canvas that includes the person. Finally, interpretation promotes the experience of history, culture, and nature through seeing, feeling, doing, or understanding. Interpreters help link the individual to a place, a time, or a thing.

Learning through hands-on experience, we lead guided walks, write brochures, and design displays. Our program is designed for the student to learn in the field, in the classroom, and in the lab. Students prepare for positions with natural resource agencies, conservation groups, and private and nonprofit natural resource organizations.

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.

GIS & Remote Sensing Option

One of the fastest growing fields today is the use of geographic information systems (GIS) and remote sensing technologies to analyze the complex interrelationships between our natural resources and the human systems that depend on those resources. These computer-based technologies allow managers to evaluate large amounts of data over various sized geographic domains in order to be more effective in decision making.

Public and private natural resource and land-use management agencies are rapidly incorporating these technologies, but they lack the understanding to use the systems correctly and fully. Students in this option will provide this important expertise. The strong natural resource background separates our program from similar programs in other universities. Students use the latest GIS and remote sensing software and hardware in the Spatial Analysis Lab and in other labs on campus. Internships and work experience are integral components.

Already one of the highest demand employment areas, the market is projected to expand over the next decade. Graduates find careers with federal, state, and local public agencies; consulting firms; and natural resource-oriented private companies.

Individually Designed Option

A student with a good academic record and a clear concept of personal goals may use 30 units of electives to design his/her own program, building a strong background in such diverse areas as water quality, resource-oriented business, or environmental politics.

Programs as specialized as Marine Parks Interpretation and as unusual as Environmental Theology and Philosophy have been approved. The program must concern the relationships of people with the natural environment, must not parallel any existing program, and must constitute a scholarly study of the discipline at the baccalaureate level.

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

Core Courses (all options)

Complete all courses in the major with a C- or better.

BOT 105	General Botany
SOIL 260	Into to Soil Science
CHEM 107	Fundamentals of Chemistry
NRPI 105	Natural Resource Conservation
NRPI 210	Public Land Use Policies & Management
NRPI 309	Environmental Conflict Resolution
NRPI 309B	Environmental Communication
NRPI 325	Environmental Law & Regulation
NRPI 377	Intro to GIS Concepts, **or**
NRPI 376/SOC 376	GIS for the Social Sciences
NRPI 420	Ecosystem Analysis, **or**
NRPI 430	Natural Resource Mgmt in Protected Areas
NRPI 435	Grant Proposal Writing
NRPI 482	Internship

Environmental and Natural Resources Interpretation Option

Complete all courses in the major with a C- or better.

Core courses plus:

GEOL 109	Introduction to Geology
GEOG 106	Physical Geography
NRPI 215	Natural Resources & Recreation
NRPI 253	Interpretive Computer Graphics
NRPI 350	Introduction to Natural Resource Interpretation
NRPI 351	Natural Resource Interpretation Field Trip
NRPI 353	Interpretive Graphics
NRPI 450	Advanced Natural Resource Interpretation
NRPI 453	Interpretation Practicum - Graphic, **or**
NRPI 454	Interpretation Practicum - Oral
STAT 108	Elementary Statistics
ZOOL 110	Introductory Zoology
ANTH 104	Cultural Anthropology, **or**
GEOG 105	Cultural Geography

Take six units each from two of the areas listed below:

Botanical

BOT 300	Plants & Civilization
BOT 330/330L	Plant Ecology
BOT 350	Plant Taxonomy
BOT 354	Agrostology
BOT 450	Advanced Plant Taxonomy
FOR 230	Dendrology
FOR 231	Forest Ecology

Cultural

ANTH 394	Archaeology of North America
HIST 368	Colonial & Revolutionary America
HIST 371	Civil War & Reconstruction
HIST 383	California History
NAS 306	Native Peoples of No. America

Earth Resources

ENGR 448	River Hydraulics
GEOG 352	Regional Climatology
GEOL 350	General Geomorphology
SOIL 360	Origin & Classification of Soils
GEOL 300/300L	Geology of California, **or**
GEOL 303	Earth Resources & Global Environmental Change, **or**
GEOL 305	Fossils, Life, & Evolution

Environmental Education

PSYC 213	The School-age Child
PSYC 414	Psychology of Adolescence and Young Adulthood
REC 210	Recreation Leadership
REC 330	Outdoor Education
REC 340	Camp Organization and Counseling
TFD 322	Creative Drama
TFD 324	Puppetry
ENGL 323	Children's Literature
COMM 422	Children's Communication Development
CD 255	Early Childhood Development
CD 257	Supervised Work with Children
CD 356	Curriculum Development for Early Childhood
CD 358	Supervised Work with Children
CD 446	Structure and Content of Children's Thinking
CD 463	Administration of Early Childhood Programs

Graphics

ART 105B	Beginning Drawing, **or**
ART 105C	Color & Design
ART 108	Beginning Graphic Design
ART 112	Scientific Drawing I
ART 250	Beginning Photography
ART 340	Intermediate Graphic Design I
ART 343	Advanced Graphic Design
ART 356	Museum & Gallery Practices
JMC 156	Video Production
JMC 134	Photojournalism and Photoshop
JMC 334	Advanced Photojournalism and Photoshop

Marine / Aquatic

BIOL 430	Intertidal Ecology
FISH 320	Limnology
OCN 310	Biological Oceanography
OCN 109	General Oceanography, **or**
FISH 300	Introduction to Fishery Biology

Natural Resource Management

FISH 300	Intro to Fishery Biology
FOR 315	Forest Management
FOR 374	Wilderness Area Mgmt.
RRS 306	Rangeland Resource Principles
SOIL 460	Forest & Range Soils Mgmt.
WLDF 301	Principles of Wildlife Mgmt.
NRPI 440	Managing Recreation Visitors Lecture

Zoological

WLDF 365	Ornithology I
ZOOL 314	Invertebrate Zoology
ZOOL 316	Freshwater Aquatic Invertebrates
ZOOL 352	Natural History of the Vertebrates
ZOOL 354	Herpetology
ZOOL 356	Mammalogy
ZOOL 358	General Entomology

Environmental and Natural Resources Planning Option

Complete all courses in the major with a C- or better.

Core courses plus:

NRPI 277	Introduction to Remote Sensing
NRPI 310	Introduction to Natural Resource Planning
NRPI 360	Natural Resource Planning Methods
BIOM 109	Intro Biometrics
BIOL 330	Principles of Ecology
FOR 230	Dendrology
ECON 423	Natural Resource Economics
NRPI 425	Environmental Impact Assessment
NRPI 460	Natural Resource Agency Planning
NRPI 465	Rural Community Planning
NRPI 475	Senior Planning Practicum
GEOG 106	Physical Geography

Two of the following:

FISH 320/320L	Limnology/Practicum
FISH 460	Princ. of Fishery Mgmt
FOR 315	Forest Management
FOR 321	Fire Ecology
FOR 374	Wilderness Area Mgmt
FOR 423	Wildland Fuels Mgmt
GEOL 303	Earth Resources & Global Environmental Change
GEOL 308	Natural Disasters
GEOL 350	General Geomorphology
NRPI 430	NR Mgmt in Protected Areas
NRPI 440	Managing Recreation Visitors
RRS 306	Rangeland Resource Principles
SOIL 360	Origin & Classification of Soils
SOIL 460	Forest & Range Soils Management
SOIL 468	Introduction to Agroforestry
WLDF 301	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	Wilderness Area Management
NRPI 215	Natural Resources & Recreation
NRPI 253	Interpretive Computer Graphics
NRPI 350	Introduction to Natural Resource Interpretation
NRPI 351	Natural Resources Interpretation Field Trip
NRPI 415	Recreation Planning Workshop (alternate years)
NRPI 425	Environmental Impact Assessment
NRPI 440	Managing Recreation Visitors Lecture (alternate yrs.)
STAT 108	Elementary Statistics
FOR 231	Forest Ecology, **or**
RRS 370	Range Ecology Principles, **or**
BIOL 330	Principles of Ecology

Choose one additional NRPI-prefix course.

One of the following:

REC 310	Recreation for Special Groups
REC 320	Organization, Administration, & Facility Planning
REC 330	Outdoor Education
REC 335	Tourism Planning & Development
REC 340	Camp Organization & Counseling

One of the following:

COMM 311	Business & Professional Communication
COMM 312	Group Communication
COMM 322	Intercultural Communication
COMM 411	Organizational Communication
PSYC 457	Group Dynamics & Procedures

One of the following:

BA 210	Legal Environment of Business
BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 375	Management Essentials

Two of the following:

FISH 300	Introduction to Fishery Biology
FOR 315	Forest Management
RRS 306	Rangeland Resource Principles
SOIL 460	Forest & Range Soils Mgmt
WLDF 301	Principles of Wildlife Mgmt

Geographic Information Systems & Remote Sensing Option

Complete all courses in the major with a C- or better.

Core courses plus:

BIOM 109	Introductory Biometrics
CIS 130	Introduction to Programming
CIS/CS 315	Database Design & Implementation
CIS 318	Programming Database Applications
MATH 105	Calculus for the Biological Sciences & Natural Resources
NRPI 270	Global Positioning System Techniques
NRPI 425	Environmental Impact Assessment
NRPI 470	Intermediate Geographic Information Systems
NRPI 570	Vector GIS Modeling Techniques Seminar, **or**
NRPI 540	Raster GIS Modeling Techniques
BIOL 330	Principles of Ecology
BIOM 333	Intermediate Statistics
CIS 230	C++ Programming, **or**
CIS/CS 240	Visual Basic Programming
GEOG 316	Cartography
NRPI 277	Introduction to Remote Sensing, **or**
FOR 216	Forest Remote Sensing & GIS
FOR 506	Advanced Principles of Remote Sensing & GIS

Individually Designed Option

Complete all courses in the major with a C- or better.

Students must prepare a coherent statement of objectives for pursuing this option. Then, in consultation with an NRPI faculty advisor, the student must name and describe the academic discipline to be studied and the courses to be taken. The objectives and content of the curriculum must concern the relationships of society to the natural environment and must not approximate any other degree program already offered by the university.

Requirements:

- NRPI Core Courses
- One of the following courses:

FOR 231	Forest Ecology, **or**
RRS 370	Range Ecology Principles, **or**
BIOL 330	Principles of Ecology, **or**
WLDF 301	Principles of Wildlife Mgmt

- STAT 108 **or** BIOM 109 (Must be approved in conjunction with the courses below.)
- 30 units of additional courses that meet the stated objectives of the curriculum.

While the content of the curriculum is developed in consultation with an NRPI advisor based on the stated objective, the program must be approved by the department faculty as a whole. The criteria for approval will include:

- demonstration of a baccalaureate level of scholarship in the discipline, and
- judgement that there is a rigorous and coherent pattern of course work serving the objective.

REQUIREMENTS FOR THE MINORS

Geographic Information Technology Minor

BIOM 109	Introductory Biometrics, **or**
STAT 108	Elementary Statistics
GEOG 316	Cartography
NRPI 377	Intro to GIS Concepts, **or**
NRPI 376/SOC 376	GIS for the Social Sciences
NRPI 470	Intermediate Geographic Information Systems
NRPI 270	Global Positioning System Techniques **or**
GEOG 216	Introduction to Mapping Sciences
NRPI 277	Introduction to Remote Sensing, **or**
FOR 216	Forest Remote Sensing & Geographic Information Systems

Natural Resources Minor (see Natural Resources)

Natural Resources Interpretation Minor

NRPI 215	Natural Resources & Recreation
NRPI 253	Interpretive Computer Graphics [or equivalent]
NRPI 350/351	Introduction to Natural Resource Interpretation/ Field Trip
NRPI 353	Interpretive Graphics
NRPI 430	Natural Resource Mgmt in Protected Areas
NRPI 450	Advanced Natural Resource Interpretation

Natural Resources Planning Minor

GEOG 106	Physical Geography
NRPI 105	Natural Resource Conservation
NRPI 210	Public Land Use Policies & Management
NRPI 310	Introduction to Natural Resource Planning

Plus two of the following:

NRPI 325	Environmental Law & Regulation
NRPI 360	Natural Resource Planning Methods
NRPI 425	Environmental Impact Assessment

Natural Resources Recreation Minor

FOR 374	Wilderness Area Mgmt
NRPI 210	Public Land Use Policies & Management
NRPI 215	Natural Resources & Recreation
NRPI 309	Environmental Conflict Resolution, **or**
NRPI 309B	Environmental Communication
NRPI 415	Recreation Planning Workshop **or**
NRPI 440	Managing Recreation Visitors
NRPI 430	Natural Resource Mgmt in Protected Areas

NEWS-EDITORIAL

Minor in News-Editorial

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication
Bret Harte House 52
707-826-4775

The Program

Students completing this minor can become reporters, editors, copy editors, technical writers, sports writers, and magazine writers.

REQUIREMENTS FOR THE MINOR

JMC 116	Intro. to Mass Communication
JMC 120	Beginning Reporting

One of the following courses:

JMC 320	Public Affairs Reporting
JMC 324	Magazine Writing

Plus seven units of approved upper division courses from those required for the journalism major's news-editorial concentration (see Journalism major).

NURSING

Bachelor of Science degree
with a major in Nursing
(fall or spring semester admission)

Department of Nursing
Gist Hall 122
707-826-3215, fax 826-5141
www.humboldt.edu/~nurs

Program Vision

The Department of Nursing is an active member of the Humboldt State University community. As such, we will be a premier center of nursing excellence and will aspire to enhance and develop a well-rounded healthcare professional with the capability to promote change in environments beyond oneself.

Program Mission

As an integral component of Humboldt State University, the Department of Nursing is committed to serving our communities, ranging from regional to global. Our primary role is to foster and facilitate the development of holistic, *exemplary* nursing professionals who are committed to acting in good conscience to improve the human condition in a diverse and continually evolving healthcare environment.

Program Goal

The goal of the baccalaureate nursing program is to prepare prospective graduates for holistic practice and collaboration with other interdisciplinary professionals in order to partner with diverse individuals, families, groups, and communities to facilitate their maximum level of well being. As a lifelong learner, the graduate is prepared to assume a leadership role in a range of health care settings and to pursue further specialization and/or education.

Students completing this program will have demonstrated:

- the ability to synthesize knowledge, nursing theory and practice with biophysical, psychological, and socio-cultural sciences and the humanities to gain an understanding of individuals of all ages, families, groups, and communities
- the ability to utilize modeling and role-modeling with the nursing process to facilitate and nurture growth, development, and adaptation in the promotion, maintenance, and/or restoration of the health of clients
- use of appropriate communication skills with clients of all ages and their families within the nursing process, and with other health care personnel in appropriate verbal, nonverbal, and written forms
- the ability to adapt nursing care based on knowledge of similarities and differences in people considering values, ethnicity, and socio-cultural practices of clients and self
- accountability for the provision and evaluation of nursing care which conforms to professional standards of quality care and considers the legal parameters and ethical responsibilities of the nurse, as well as rights of clients
- the ability to analyze policies and practices for healthcare delivery and identify appropriate actions for nurses reflective of legal, political, geographic, economic, ethical, and social influences
- utilization of teaching and learning principles in both formal and incidental teaching situations for health promotion and health maintenance with peers, individuals, and groups of clients
- utilization of leadership behaviors with underlying theories of management, communication, and planned change to identify and attain health-directed, client-centered goals
- the ability to interpret and apply research findings to nursing practice and relate the research process to theory development in nursing
- the ability to establish professional relationships and collaborate with other health care professionals with an awareness of present and developing roles in nursing and health care
- competent, independent problem-solving skills, autonomy, and self-directed learning
- commitment to nursing as a profession.

The Program

Our program prepares graduates for entry-level positions in a variety of practice settings. It also prepares graduates for pursuing a master's degree in nursing.

Nursing students receive clinical experience at local hospitals, clinics, health departments, and community agencies such as day health care agencies, schools, and physicians' offices. In these settings, students are encouraged to develop leadership and management skills in addition to learning/applying patient advocacy skills.

Humboldt nursing students find the program emphasizes independence, problem solving, and critical thinking, which help them develop flexibility in their careers. The curriculum is based on views of client, health, environment, and nursing influenced by the Modeling and Role-modeling theory of Erickson, Tomlin, and Swain.

Our program is endorsed by the American Holistic Nurses Association; graduates are eligible to sit for the exam for Holistic Nurse Certification.

Research is an important component. Attention focuses on understanding the process of research and being a consumer of research that impacts nursing care.

The program is approved by the California Board of Registered Nursing (BRN) and accredited by the Commission for Collegiate Nursing Education (CCNE). Students are eligible to sit for the BRN licensing exam after graduation. Completion of the BS degree makes one eligible for the public health nursing certificate (PHN) or to enter a variety of graduate programs in nursing.

Note: When applying for licensure in California, applicants are required to report any misdemeanor or felony convictions to the Board of Registered Nursing. Certain convictions may result in denial of licensure. Cases are considered individually.

Because of the tightly structured curriculum and rigorous coursework, nursing students choose either not to work or to limit the hours of employment. Reliable transportation is necessary, as clinical labs are held at several off-campus sites and often begin before public transportation is available.

For current registered nurses (RNs), there are special courses for a BS degree (see Special Programs below).

ADMISSION REQUIREMENTS FOR NURSING COURSES

Apply to the university under published guidelines.

Incoming freshmen should have taken high school chemistry with lab, one other lab science course, elementary algebra, and a higher mathematics course.

Transfer students should pay careful attention to the CSU transfer student policies.

Admission to the major occurs fall and spring semesters. Obtain a separate application to the major directly from the Department of Nursing. **February 1 is the deadline for ap-**

plying to the major for the fall semester class; October 1 is the deadline for the spring semester.

All students must meet the following minimum admission standards to be considered for space in the nursing class:

- California residency
- Ability to meet core performance standards with or without reasonable accommodations, as defined in the policy "Essential Performance Standards" (available from the department and our Web site.)
- A minimum grade of C in the following prerequisite courses: CHEM 107 & 117, G.E. English requirement (A1), G.E. speech requirement (A2), G.E. critical thinking requirement (A3), ZOOL 214, BIOL 210, G.E. mathematics requirement (STAT 106 preferred), ZOOL 270.
- Overall GPA > 2.5

SUPPLEMENTARY CRITERIA

Due to the impacted status of the nursing major and limited clinical facilities, the department screens and selects majors based on supplementary criteria. These criteria are applied to those who have already met minimum standards described above. Criteria may be modified slightly from year to year, so contact the department directly to verify current criteria.

An applicant competing for a place within the major may score as many as 105 points in the following categories:

- **Prerequisite GPA** (55 points possible)

Weighted GPA in the following required prerequisite classes or their equivalency: BIOL 210 Medical Microbiology; CHEM 107 Fundamentals of Chemistry; CHEM 117 Nursing Chemistry; COMM 100 Speech; ENGL 100 or ENGL 100A Reading & Composition; STAT 106 Statistics for Health Sciences; ZOOL 214 Elementary Physiology; ZOOL 270 Human Anatomy; Critical Thinking G. E. Area A3.

No more than two science and two non-science prerequisite courses may be in progress at the time of application to the major.

NOTE: If there is any question regarding the equivalency/substitution of a course, please contact the Department of Nursing as soon as possible.

3.70 GPA or higher			=	55 points
3.30	to	3.69	=	45 points
3.00	to	3.29	=	35 points
2.70	to	2.99	=	25 points
2.50	to	2.69	=	15 points

A	= 4.0	C+	= 2.3
A-	= 3.7	C	= 2.0
B+	= 3.3	C-	= 1.7
B	= 3.0	D+	= 1.3
B-	= 2.7	D	= 1.0

- **Overall GPA** (15 points possible)
  Based on work completed prior to Nov. 30.

3.70 GPA or higher			=	15 points
3.30	to	3.69	=	12 points
3.00	to	3.29	=	9 points
2.70	to	2.99	=	6 points
2.50	to	2.69	=	3 points

- **TEAS Percentile Scores** (Individual Percentile Rank Program, 20 points possible)

75 or higher			=	20 points
55	to	74	=	15 points
40	to	54	=	10 points
39	to	16	=	5 points
15 or less			=	0 points

- **Health Related Experience.** Paid employment or volunteer experience in a health care setting providing *direct patient interaction*. Fill out the Health Care Experience form (available on our Web site) and attach documentation on letterhead by employer or volunteer coordinator describing the activities performed.

  1-2 points: 30-60 hours of work experience with no certification or special training or volunteer experience.

  3-4 points: Training or certification of 150 hours or less (e.g. CNA, EMT, HHA, Phlebotomist) and no work experience; or 60-150 hours of work experience with no certification or special training or volunteer experience.

  5 points: Training or certification of greater than 150 hours (e.g. LVN, Psych Tech, Paramedic) or greater than 150 hours of work experience with no certification or special training or volunteer experience.

- **Second Language Proficiency** (5 points possible)
- Language proficiency in English and one other language (including ASL). Proficiency in second language may be documented by 3 years of high school, 2 years of college, or on letterhead from a professional who is fluent in the language.
- **Local Applicant Additional Points** (5 points possible) Local service area residency documented by mailing address in Humboldt, Trinity, or Del Norte County.

BEFORE FIRST NURSING COURSES

Students receiving official department notification of acceptance for the first nursing courses (NURS 260, 262, 268) must:

- Obtain a physical examination using the form supplied by the department (which includes health history, validation of certain lab work, and required immunizations).
- Complete a cardiopulmonary resuscitation course (or within the past six months) at the level of Health Care Provider (American Heart Association) or Professional Rescuer CPR (American Red Cross).

REQUIREMENTS FOR THE MAJOR

Non-Nursing Courses Required for the Nursing Major

Note: Students must earn grades of C or higher in all required courses for the major.

Students are strongly encouraged to review course descriptions for prerequisites and corequisites to make certain they are eligible to enroll.

Prerequisites:

BIOL 210	Medical Microbiology
CHEM 107	Fundamentals of Chemistry
CHEM 117	Nursing Chemistry
ZOOL 214	Elementary Physiology
ZOOL 270	Human Anatomy

Plus:

- G. E. — Oral Communication
- G. E. — Written Communication
- G. E. — Critical Thinking
- Statistics/Biometrics — STAT 106 preferred

Concurrent With Major Courses

SOC 104 ANTH 104	Introductory Sociology, **or** Cultural Anthropology
HED 231	Basic Human Nutrition
PSYC 104	Introduction to Psychology
PSYC 311 CD 350	Human Development, **or** Perspectives: Life-Span Development

Nursing Courses Required for the B. S. Degree

Students need reliable transportation for the clinical laboratory experience.

NURS 260	Holistic Health Assessment
NURS 262	Foundations of Prof. Nursing
NURS 268	Clinical Nursing I: Foundations in Adult Health & Illness
NURS 306	Pathophysiology & Pharmacotherapeutics in Health Care
NURS 368	Clinical Nursing II: Critical Thinking in Adult Health & Illness
NURS 372	Psychiatric-Mental Health Nursing
NURS 374	Maternal/Child/Family Nurs.
NURS 462	Community as Client & Public Health Nursing
NURS 468	Clinical Nursing III: Analysis of Adults with Complex Needs
NURS 472	Senior Clinical Capstone
NURS 495	Introduction of Research & Scholarship for Professional Nursing Practice

For Licensed Vocational Nurses

The licensed vocational nurse who seeks a BS degree is also recognized as having strengths and experience. She/he too may challenge courses within the major, primarily at the sophomore level.

Humboldt State University offers a 29-unit **non-degree option** enabling LVNs to sit for the registered nurse licensing exam. The requirements for this pathway are available directly from the Department of Nursing.

OCEANOGRAPHY

Bachelor of Science degree with a major in Oceanography

Minor in Oceanography

Department Chair
Greg Crawford, Ph.D.

Department of Oceanography
Natural Resources Building 200
707-826-3540, fax 826-4145
www.humboldt.edu/~ocn/

The Program

Students completing this program will have demonstrated:

- utilization of scientific concepts from biology, chemistry, geology, 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

Lower Division

BIOL 105	Principles of Biology
CHEM 109	General Chemistry
CHEM 110	General Chemistry
GEOL 109	General Geology
MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
OCN 109	General Oceanography
OCN 260	Sampling Techniques & Field Studies
PHYX 109	General Physics I
PHYX 110	General Physics II
STAT 108	Elementary Statistics **or**
BIOM 109	Introductory Biometrics

Upper Division

OCN 310	Biological Oceanography
OCN 320	Physical Oceanography
OCN 330	Chemical Oceanography
OCN 340	Geological Oceanography
OCN 370	Library Research & Report Writing
OCN 485	Undergraduate Seminar
OCN 495	Field Cruise
OCN 499	Directed Study

Plus a 12-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 OCEANOGRAPHY MINOR

OCN 109	General Oceanography
OCN 260	Sampling Techniques & Field Studies

Two of the following:

OCN 310	Biological Oceanography
OCN 320	Physical Oceanography
OCN 330	Chemical Oceanography
OCN 340	Geological Oceanography

Three units from the following:

OCN 410	Zooplankton Ecology
OCN 430	Marine Pollution
OCN 510	Estuarine Ecology
OCN 511	Marine Primary Production
OCN 535	Marine Microbial Ecology
OCN 544	Beach & Nearshore Processes
GEOL 415	Sedimentary Petrology
GEOL 460	Solid Earth Geophysics
GEOL 561	Applied Geophysics
PHYX 380	Micrometeorology
ZOOL 530	Benthic Ecology

PACIFIC BASIN STUDIES

Minor in Pacific Basin Studies

Advisor
Paul W. Blank
707-826-4115
pwb1@humboldt.edu

Department of Geography
Founders Hall 109
707-826-3946

The Program

The Pacific Basin has emerged as the fastest growing economic region on the planet. As it has grown and become integrated, its cultural, demographic, economic, physical, political, and social patterns have undergone profound transformations. The destiny of this region will shape the 21st century. A person who understands these changes will be better prepared to face the Pacific Century.

Students planning any career based in California or in the Pacific Basin will find this minor helpful.

REQUIREMENTS FOR THE MINOR

Take a minimum of 18 units: a 3-unit core course and 15 units divided between Asian-Pacific and American-Pacific focuses. Take at least six units from each area. Within either section, no two courses can come from the same department. At least three elective units must be upper division (numbered 300 or above).

Other relevant courses may be substituted after consultation with an advisor.

Core Course

GEOL 308	Natural Disasters

Asian-Pacific Focus

At least six units from:

ANTH 306	World Regions Cultural Studies: China
ANTH 390	World Regions Cultural Seminar: Oceania
GEOG 472	Geography of China
HIST 107	East Asian Civilization to 1644
HIST 108	East Asian Civilization, 900-1850
HIST 338	Modern Chinese History
HIST 339	Modern Japanese History
PE 112	Aikido
PE 140	Tai Chi Chuan, Beginning
PHIL 104	Asian Philosophy
PHIL 385	History of Philosophy: China
RS 340	Zen, Dharma, & Tao
SOC 480	Social Change: Rise of Asia

American-Pacific Focus

At least six units from:

ANTH 306	World Regions Cultural Studies: North American Indians
BIOL 306	California Natural History
ENGL/ES 336	American Ethnic Literature
ES/NAS 105	Introduction to US Ethnic Studies
ES 310	US & Mexico Border
ES 314	Chicano Culture & Society in America
GEOG 322	California
GEOG 344	South America
GEOL 300	Geology of California
HIST 383	California History
HIST 384	20th Century American West
NAS 325	Native Tribes of California
PE 193	Mexican Folklorico Dance
PSCI 359	California Government
SPAN 346	Borges & the Contemporary Spanish American Short Story
SPAN 347	"Boom" of the Latin American Novel

PHILOSOPHY

Bachelor of Arts degree with a major in Philosophy

Minor in Ethics and Values

Minor in Philosophy

Department Chair
Michael F. Goodman, Ph.D.

Department of Philosophy
Behavioral & Social Sciences 506
707-826-4124, fax 826-4122
phil@humboldt.edu
www.humboldt.edu/~phil

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 and to critically assess philosophical argument
- 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, if not necessary, preparations both for an academic career, as well as for many other professions, such as law, medicine, government, and education.

REQUIREMENTS FOR THE MAJOR

Philosophy majors must earn a minimum grade of "C" in all courses taken to fulfill the major requirements.

PHIL 100 Logic

Upper Division

PHIL 303 Theories of Ethics
PHIL 371 Contemporary Social & Political Philosophy
PHIL 380 History of Philosophy: Pre-Socratics through Aristotle
PHIL 382 History of Philosophy: Renaissance through the Rationalists
PHIL 383 History of Philosophy: Empiricists & Kant
PHIL 384 History of Philosophy: 19th Century
PHIL 385 History of Philosophy: China
PHIL 386 History of Philosophy: India
PHIL 420 Contemporary Epistemology & Metaphysics
PHIL 425 Philosophy of Science

Two seminars selected from offerings of PHIL 485

Two of the following: PHIL 301, 302, 304, 306, 309, 309B, 351, 355, 391, 415, 475, 485. (PHIL 391 must be approved by department for credit.)

REQUIREMENTS FOR THE MINOR

Philosophy minors must earn a minimum grade of "C" in all courses taken to fulfill the minor requirements.

Under the four options listed below, take the indicated courses and confer with members of the philosophy faculty for assistance in selecting suitable electives.

Asian Aspects of Philosophy

PHIL 385 History of Philosophy: China
PHIL 386 History of Philosophy: India
Plus two 3-unit electives in philosophy, one of which must be upper division.

Ethics and Values

PHIL 106 Moral Controversies
PHIL 303 Theories of Ethics

Plus six units from the following:
PHIL 301 Reflection on the Arts
PHIL 302 Environmental Ethics
PHIL 304 Philosophy of Sex & Love
PHIL 306 Race, Racism & Philosophy
PHIL 371 Contemporary Social & Political Philosophy

Fundamental Aspects of Philosophy
(recommended minor for pre-law)

PHIL 100 Logic
PHIL 303 Theories of Ethics
PHIL 420 Contemporary Epistemology & Metaphysics

Plus one upper division, 3-unit philosophy elective. *(If pre-law, PHIL 415: Symbolic Logic, is recommended.)*

History of Western Philosophy

Three courses from:
PHIL 380 History of Philosophy: Pre-Socratics through Aristotle
PHIL 382 History of Philosophy: Renaissance through the Rationalist
PHIL 383 History of Philosophy: Empiricists & Kant
PHIL 384 History of Philosophy: 19th Century

Plus one lower or upper division 3-unit elective in philosophy

Physical Education [Education]

Bachelor of Science degree with a major in Kinesiology—education option leading to a single subject teaching credential

Department Chair
Kathy D. Munoz, Ed.D.

Department of Kinesiology & Recreation Administration
KA 305
707-826-4538

The Program

Prepare to teach physical education in junior high and high school. (For information on preliminary and professional clear teaching credentials, 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 gymnasia, an indoor pool, an all-weather track, cross-country trails, a field house, weight room, and stadium.

Preparation

In high school take the college preparatory track plus courses in computers, anatomy, and physiology. Also participate in interscholastic sports.

REQUIREMENTS

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 210/410 and complete EDUC 285 or equivalent.

Prerequisites to the core (8 units)**:**
ZOOL 113 Human Physiology
ZOOL 374 Intro to Human Anatomy

Lower Division Core (4 units)
HED 120 Responding to Emergencies-CPRFPR
KINS 165 Foundations of Kinesiology

Upper Division Core (20 units)
KINS 379 Exercise Physiology
KINS 380 Structural Kinesiology
KINS 474 Psychology of Sport & Exercise
KINS 483 Evaluation Techniques in Kinesiology
KINS 484 Motor Development/ Motor Learning
KINS 492 Senior Seminar in Kinesiology

Concepts of Teaching (14 units)
KINS 311 Concepts of Teaching Aquatics
KINS 313 Concepts of Teaching Dance
KINS 315 Concepts of Teaching Dynamic Movement
KINS 317 Concepts of Teaching Fitness
KINS 319 Concepts of Teaching Individual Activities
KINS 321 Concepts of Teaching Recreational Activities
KINS 323 Concepts of Teaching Team Activities

Additional Requirements (12 units)
KINS 276 Techniques in Athletic Training
KINS 378 Sport & Society
REC 320 Organization, Administration, Facility Planning

Take one course from the following to complete upper division requirements:
HED 231 Basic Human Nutrition
HED 342 Nutrition for Athletic Performance
HED 344 Weight Control
HED 388 Health-related Behavior Change
HED 390 Design and Implementation of HP Program
HED 392 Community & Population Health
HED 444 Worksite Health Promotion
KINS 425 Strength & Conditioning
KINS 447 Pharmacology & Ergogenic Aids
KINS 450 Exercise Testing
KINS 455 Exercise Prescription/ Leadership
KINS 535 Assessment Techniques
KINS 577 Adapted Physical Education Program
REC 310 Recreation for Special Groups

EMPHASIS AREA

Select either a teaching emphasis or a coaching emphasis.

Teaching Emphasis (12 units)*
KINS 384 Curriculum & Instructional Strategies in Physical Educ.
KINS 385 Adapted Physical Education
KINS 475 Elementary School Physical Education
HED 405 School Health Programs

*To enter any state-approved credential program, a student must take:

EDUC 285 Technology For Educators
SED 210 Early Field Experience
SED 410 Observation & Participation Seminar

Coaching Emphasis (11 units)
KINS 425 Strength & Conditioning
KINS 447 Pharmacology & Ergogenic Aids
KINS 486 Theory of Coaching
KINS 490 Practica

Core (24 units) + Option (37-38) = 61-62 total units

NOTE: Students should consult with their academic advisor each semester for recent curricular modifications.

Physical Science

Bachelor of Science degree with a major in Physical Science

Minor in Physical Science

Department Chair
Robert W. Zoellner, Ph.D.

Department of Physics and Astronomy
Science Complex A 470
707-826-3277 or 826-3244

The Program

Students completing this program will have demonstrated:

- understanding of how physical science attempts to describe processes in nature
- competency in abstract reasoning and problem-solving skills
- understanding and use of physical and mathematical models
- knowledge of physical science concepts applicable to a range of disciplines
- understanding of how physical science 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.

The BS in physical science is a liberal arts program with emphasis in the sciences. Five departments offer introductory material. For upper division (junior and senior) requirements there is considerable flexibility, allowing pursuit of topics of interest within the sciences.

Those who complete the BS will have a broad science background applicable in many industrial and business occupations. This program also may be helpful in preparing for state examinations for entry into the secondary education science credential program.

Preparation

In high school take English, mathematics, chemistry, and physics.

REQUIREMENTS FOR THE MAJOR

A minimum grade of C- is required for all courses with the "PHYX" prefix for the B.S. physical science major degree.

Lower Division

BIOL 105 Principles of Biology
CHEM 109 General Chemistry
CHEM 110 General Chemistry
GEOL 109 General Geology

MATH 105 Calculus for the Biological Sciences & Natural Resources
or MATH 109 Calculus I (recommended)

MATH 110 Calculus II
PHYX 111 General Physics III: Optics, Modern Physics

Plus one of these physics series:
PHYX 106 College Physics: Mechanics & Heat, **and**
PHYX 107 College Physics: Electromagnetism & Modern Physics, **and**
PHYX 399 Supplemental Work in Physics

OR

PHYX 109 General Physics I: Mechanics (recommended) **and**
PHYX 110 General Physics II: Electricity, Heat

Upper Division

PHYX 304 Cosmos (recommended early in your program)
PHYX 320 Modern Physics
PHYX 340 Symbolic Computation in the Sciences **or** approved alternative

Plus one of these physics courses:
PHYX 300 Frontiers of Modern Physical Science
PHYX 302 Light & Color
PHYX 310 Space, Time & Relativity
PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 340 Symbolic Computation in the Sciences
PHYX 360 Physics of Stars & Planets
PHYX 380 Micrometeorology

Plus nine units from the following courses:
CHEM 305 Environmental Chemistry
CHEM 328 Brief Organic Chemistry
CHEM 364 Introductory Physical Chemistry
CHEM 367 Introductory Physical Chemistry Lab
GEOL 300 Geology of California
GEOL 300L Geology of California Field Trip
GEOL 303 Earth Resources & Global Environmental Change
GEOL 310 Mineralogy & Optical Crystallography
GEOL 350 General Geomorphology
PHYX 300 Frontiers of Modern Physical Science
PHYX 302 Light & Color
PHYX 310 Space-Time & Relativity
PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 316 Electronic Instrumentation & Control Systems
PHYX 340 Symbolic Computation in the Sciences
PHYX 360 Physics of Stars & Planets
PHYX 380 Micrometeorology

REQUIREMENTS FOR THE MINOR

A minimum grade of C- is required for all courses with the "PHYX" prefix for the physical science minor degree.

Choose Path 1 or Path 2.

Path 1

Lower Division

PHYX 109 General Physics I: Mechanics
PHYX 110 General Physics II: Electricity, Heat
PHYX 111 General Physics III: Optics, Modern Physics

Upper Division

Six approved upper division units in physics, chemistry, oceanography, or geology.

Path 2

Lower Division

MATH 105 Calculus for the Biological Sciences & Natural Resources
or MATH 109 Calculus I

PHYX 104 Descriptive Astronomy

Plus one of these physics series:
PHYX 106 College Physics: Mechanics & Heat **and**
PHYX 107 College Physics: Electromagnetism & Modern Physics **or**

PHYX 106 College Physics: Mechanics & Heat, **and**
PHYX 118 College Physics: Biological Applications **or**

PHYX 109 General Physics I: Mechanics
and
PHYX 110 General Physics II: Electricity, Heat

Upper Division

One of these physics courses:

PHYX 111 General Physics III: Optics, Modern Physics
PHYX 300 Frontiers of Modern Physical Science
PHYX 302 Light & Color

Plus:
PHYX 304 The Cosmos (recommended early in your program)

Plus one approved upper division course in physics, chemistry, oceanography, or geology.

■ ■ ■

PHYSICS

Bachelor of Science degree with a major in Physics — A traditional physics major or options in applied physics or astronomy.

Bachelor of Arts degree with a major in Physics

Minor in Astronomy

Minor in Physics

Department Chair
Robert W. Zoellner, Ph.D.

Department of Physics and Astronomy
Science Complex A 470
707-826-3277 or 826-3244

The Program

Students completing this program will have demonstrated:

- understanding of how physical science attempts to describe processes in nature
- competency in abstract reasoning and problem-solving skills
- understanding and use of physical and mathematical models
- knowledge of physical science concepts applicable to a range of disciplines
- understanding of how physical science 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 8-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

A minimum grade of C- is required for all courses with the "PHYX" prefix for the B.S. physics major degree.

Lower Division Core

Core courses required for all majors:
CHEM 109 General Chemistry
CHEM 110 General Chemistry
MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III
MATH 241 Elements of Linear Algebra
PHYX 109 General Physics I: Mechanics
PHYX 110 General Physics II: Electricity, Heat
PHYX 111 General Physics III: Optics, Modern Physics

Upper Division Core

Core courses required for all majors:
MATH 311 Vector Calculus
MATH 313 Ordinary Differential Equations
MATH 314 Partial Differential Equations
PHYX 320 Modern Physics
PHYX 324 Analytical Mechanics
PHYX 325 Thermal Physics
PHYX 340 Symbolic Computation in the Sciences
PHYX 441 Electricity & Magnetism I
PHYX 450 Quantum Physics I
PHYX 485 Physics Seminar

Applied Physics Option

PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 316 Electronic Instrumentation & Control Systems
PHYX 420 Optical Systems Design
PHYX 462 Senior Lab

Plus six additional units from the following courses:
ENGR 330 Mechanics and Science of Materials
IT 230 Basic Machine Tool
PHYX 430 Computerized Instrumentation
or other acceptable upper division applied courses approved by your advisor.

Astronomy Option

GEOL 460 Solid Earth Geophysics
PHYX 310 Space-Time and Relativity
PHYX 360 Physics of Stars and Planets
PHYX 361 Galaxies and Cosmology
PHYX 442 Electricity and Magnetism II
PHYX 443 Electricity and Magnetism III

Physics Option

PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 316 Electronic Instrumentation & Control Systems
PHYX 420 Optical Systems Design
PHYX 442 Electricity & Magnetism II
PHYX 443 Electricity & Magnetism III
PHYX 462 Senior Lab

Those students intending to enter graduate school in physics should take more courses in physics and mathematics. For example:

MATH 240 Introduction to Mathematical Thought
MATH 343 Intro to Algebraic Structures
MATH 344 Linear Algebra
MATH 351 Introduction to Numerical Analysis
MATH 418 Intro to Complex Analysis
PHYX 495 Selected Topics in Physics for Seniors—Undergraduate Research

REQUIREMENTS FOR THE MAJOR: BACHELOR OF ARTS IN PHYSICS

A minimum grade of C- is required for all courses with the "PHYX" prefix for the B.A. physics major degree.

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry
MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III
MATH 241 Elements of Linear Algebra
PHYX 111 General Physics III: Optics, Modern Physics

Plus one of these physics series:

- PHYX 106 College Physics: Mechanics & Heat, **and**
  PHYX 107 College Physics: Electromagnetism & Modern Physics, **and**
  PHYX 399 Supplemental Work in Physics

OR

- PHYX 109 General Physics I: Mechanics, **and**
  PHYX 110 General Physics II: Electricity, Heat

Upper Division

MATH 313 Ordinary Differential Equations
PHYX 304 The Cosmos (recommended early in your program)
PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 320 Modern Physics
PHYX 324 Analytical Mechanics
PHYX 340 Symbolic Computation in the Sciences
PHYX 441 Electricity & Magnetism I
PHYX 442 Electricity & Magnetism II

Plus one of these physics courses:
PHYX 300 Frontiers of Modern Physical Science
PHYX 302 Light & Color

Plus 12 units from the following physics courses:

PHYX 310 Space-Time & Relativity
PHYX 316 Electronic Instrumentation & Control Systems
PHYX 325 Thermal Physics
PHYX 360 Physics of Stars & Planets
PHYX 380 Micrometeorology
PHYX 420 Optical Systems Design
PHYX 430 Computerized Instrumentation
PHYX 443 Electricity & Magnetism III
PHYX 450 Quantum Physics I
PHYX 451 Quantum Physics II
PHYX 462 Senior Lab

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 General Physics I: Mechanics, **and**
  PHYX 110 General Physics II: Electricity, Heat

OR

- PHYX 106 College Physics: Mechanics and Heat, **and**
  PHYX 107 College Physics: Electromagnetism & Modern Physics, **and**
  PHYX 399 Supplemental Work in Physics

Upper Division

One of these two physics courses:
PHYX 310 Space-Time and Relativity
PHYX 320 Modern Physics

One of these two physics courses:
PHYX 324 Analytical Mechanics
PHYX 420 Optical Systems Design

Plus:
PHYX 360 Physics of Stars and Planets
PHYX 361 Galaxies and Cosmology

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 Calculus for the Biological Sciences & Natural Resources, **and**
  MATH 205 Multivariate Calculus for the Biological Sciences & Natural Resources

OR

- MATH 109 Calculus I (recommended), **and**
  MATH 110 Calculus II

Plus one of these physics series:

- PHYX 106 College Physics: Mechanics & Heat, **and**
  PHYX 107 College Physics: Electromagnetism & Modern Physics, **and**
  PHYX 399 Supplemental Work in Physics

OR

- PHYX 109 General Physics I: Mechanics (recommended), **and**
  PHYX 110 General Physics II: Electricity, Heat, **and**
  PHYX 111 General Physics III: Optics, Modern Physics

Upper Division

Core courses required for all minors:
PHYX 304 The Cosmos (recommended early in your program)
PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 320 Modern Physics

Plus one of these physics courses:
PHYX 310 Space-Time & Relativity
PHYX 316 Electronic Instrumentation & Control Systems
PHYX 324 Analytical Mechanics
PHYX 325 Thermal Physics
PHYX 340 Symbolic Computation in the Sciences
PHYX 360 Physics of Stars & Planets
PHYX 380 Micrometeorology
PHYX 420 Optical Systems Design
PHYX 441 Electricity & Magnetism I
PHYX 450 Quantum Physics I

Political Science

Bachelor of Arts degree
with a major in Political Science

Minor in Political Science

Department Chair
John Meyer, Ph.D.

Department of Politics
Founders Hall 180
707-826-4494
www.humboldt.edu/politics/

The Program

Students completing this program will have demonstrated:

- the ability to effectively develop and support a *normative* argument that addresses social or environmental challenges facing contemporary polities
- research and development of *empirical* analysis of political phenomena utilizing appropriate methodologies
- utilization of practical *experience* to reflect upon political relations of power, social responsibility, sustainability, and the obligations of citizenship in a globalized world
- critical assessment of the quality, bias, and sources of scholarly and popular studies of political phenomena and evaluation of characteristics of (political science) disciplinary research and knowledge.

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

All courses required for the major must be completed with a minimum grade of C-.

40 units required for the major:

Core Program

PSCI 210	Intro to U. S. Politics
PSCI 220	Intro to Political Theory
PSCI 230	Intro to Comparative Politics
PSCI 240	Intro to International Relations

Skills

PSCI 200	Political Research & Analysis
PSCI 280	Core Discussion Seminar

Experience

Select at least one of the following for a minimum of three units:

PSCI 358	Political Advocacy
PSCI 376	Model United Nations
PSCI 470	Internships

Seminar

PSCI 485	Senior Seminar in Political Science

Electives

A minimum of 17 units is required. Students are restricted to taking courses at the 300 level and above for elective credit. Students can choose courses from any emphasis.

Advocacy and Institutions

PSCI 313	Politics of Criminal Justice
PSCI 316	Public Administration
PSCI 317	Topics in Public Policy
PSCI 323	Topics in Political Theory
PSCI 327	Radical Political Thought
PSCI 350	The President & Congress
PSCI 354	Media and Public Opinion
PSCI 359	California Government
PSCI 410	American Constitutional Law

Environment and Sustainability

PSCI 306	Environmental Politics
PSCI 323	Topics in Political Theory:
PSCI 352	Water Politics
PSCI 371	Vital Issues in Contemporary Politics (when topic relevant)
PSCI 373	Politics of Sustainable Society
PSCI 412	Legal Research
PSCI 464	Technology & Development

Globalization

PSCI 303	Third World Politics
PSCI 330	Political Regimes & Political Change
PSCI 340	Ethnicity & Nationalism
PSCI 341	International Law
PSCI 347	US Foreign Policy
PSCI 360	Political Economy
PSCI 371	Vital Issues in Contemporary Politics (when topic relevant)
PSCI 440	International Organizations

REQUIREMENTS FOR THE MINOR

Core Program

Two of the following:

PSCI 210	Intro to U. S. Politics
PSCI 220	Intro to Political Theory
PSCI 230	Intro to Comparative Politics
PSCI 240	Intro to International Relations

Seminar

PSCI 485	Senior Seminar in Political Science

Electives

12 units required. Students are restricted to taking courses at the 300 level and above for elective credit.

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 Web site at: www.humboldt.edu/~prelaw.

PRE-PROFESSIONAL HEALTH PROGRAMS (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
(see Kinesiology major)

Pre-Veterinary
Advisors:
Sharyn Marks, sbm1@humboldt.edu
Bruce O'Gara, bao3@humboldt.edu

College of Natural Resources & Sciences
James Howard, Ph.D., Dean

Biological Sciences
Science Complex B 221
707-826-3245

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 preprofessional advisors.

- **General education** courses and other requirements for the major. (To demonstrate a well rounded background, the HIST 104-105 sequence is recommended.)
- **Biology**: BIOL 105, BIOL340; ZOOL 110, ZOOL 310.
- **Chemistry**: CHEM 109, 110; 321-322. Some schools may require CHEM 438 or the 431-432 series. Start the CHEM 109-110 sequence as soon as possible.
- **Mathematics**: MATH 109, 110 (or MATH 105, 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. Preveterinary students should take BIOM 109.
- **Physics**: PHYX 106-107 sequence or PHYX 109, 110, 111.
- **Zoology**: ZOOL 270 is strongly recommended for pre-medical students.
- Other courses may be required to prepare adequately for appropriate aptitude examinations.

Preprofessional students should remain in close contact with their preprofessional advisors.

PSYCHOLOGY

Bachelor of Arts degree
with a major in Psychology

Minor in Psychology

Master of Arts degree
with a major in Psychology–
Academic Research, Counseling (MFT), and School Psychology

Department Chair
Brent Duncan, Ph.D., NCSP

Department of Psychology
Behavioral & Social Sciences Bldg. 410
707-826-3755
www.humboldt.edu/~psych

The BA Program

Students completing this program 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
- 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
- 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.

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 a 5th year MA program with content options in Biological Psychology, Social and Environmental Psychology, Developmental Psychopathology, and Behavior Analysis.

Students have access to physiological laboratories, videotaping facilities, a library of 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. A number 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 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 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 a college admissions or employment counselor, media buyer, management trainee, mental health aide, opinion survey researcher, or customer relations, 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.

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.

Preparation

High school algebra is required and courses in biology are recommended.

REQUIREMENTS FOR THE B.A.

45 units required for the psychology major: 34 units must be upper division courses; all students must take at least one laboratory "L" course.

Lower Division

Essentials in Psychology (11 units)

PSYC 104	Introduction to Psychology
PSYC 241	Introduction to Psychological Statistics
PSYC 242	Intro to Psych Research Design & Methodology

Upper Division

Laboratory Skills (1 unit)

Must complete at least one laboratory "L" course from core or breadth lab courses listed below:

PSYC 311L	Human Development with Lab
PSYC 324L	Cognitive Psychology with Lab
PSYC 335L	Social Psychology with Lab
PSYC 345L	Psychological Testing and Measurement

Core Content Areas in Psychology (18 units)

Choose from the following:

PSYC 311	Human Development
PSYC 321	Intro Behavioral Neuroscience
PSYC 322	Learning & Motivation
PSYC 323	Sensation & Perception
PSYC 324	Cognitive Psychology
PSYC 335	Social Psychology

PSYC 337 Personality Theory & Research
PSYC 438 Dynamics of Abnormal Behavior

Breadth Requirements (12 units)

Choose from the following:
PSYC 300 Psychology of Women
PSYC 301 Psychology of Creativity
PSYC 302 Psychology of Prejudice
PSYC 303 Family Relations in Contemporary Society
PSYC 309 Thinking Consumer in Materialistic Society
PSYC 336 Social Influence & Persuasion
PSYC 341 Intermediate Statistics
PSYC 400 Health Psychology
PSYC 403 Social/Organizational Skills
PSYC 404 Industrial/Organizational Psychology
PSYC 405 Environmental Psychology
PSYC 406 Forensic Psychology
PSYC 412 Psychology of Infancy and Early Childhood
PSYC 414 Psychology of Adolescence and Young Adulthood
PSYC 415 Adult Development and Aging
PSYC 418 Developmental Psychopathology
PSYC 433 Stress and Wellness
PSYC 435 Applied Social Psychology
PSYC 436 Human Sexuality
PSYC 437 Sexual Diversity
PSYC 454 Interviewing and Counseling Techniques
PSYC 457 Group Dynamics & Procedures
PSYC 473 Substance Use & Abuse
PSYC 474 Community Psychology Experience

Note: Only 3 units from this section may be applied to Breadth requirement:

PSYC 480 Selected Topics in Psychology
PSYC 482 Field Study
PSYC 495 Research in Psychology
PSYC 496 Psychology Research Seminar
PSYC 497 Mentoring
PSYC 499 Independent Study

Capstone Experience (3 units)

Choose from the following:
PSYC 480 Selected Topics in Psychology
PSYC 485 Senior Seminar
PSYC 486 History and Systems of Psychology
PSYC 487 Evolutionary Psychology
PSYC 495/499 Taken as *Senior Honors Thesis* (3 units count toward capstone)
PSYC 541 Advanced Statistical Techniques
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 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 5th year MA Program in Academic Research typically begins in a student's senior year and can be completed in a single year after completion of the BA degree. This program offers a master's degree with a focus of study in one of four Options: 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
William Reynolds, Ph.D.
707-826-3162

The Program

- **Biological Psychology Option**

Biological psychology is the study of the physiological bases of behavior, particularly how the brain affects behavior. The Biological Psychology Option 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.

Additional course prerequisites to be completed prior to the 5th year:

BIOL 105; CHEM 107 or equivalent; PSYC 321; PSYC 325

- **Social and Environmental Psychology Option**

Social and Environmental Psychology is concerned both with psychological effects of the physical environment, both natural and man-made, and with effects of human action on the environment. The Social and Environmental Psychology Option provides students with the academic background in psychology necessary to both understand and positively affect others on issues related to the environment. Coursework exposes students to a variety of perspectives and views on the environment and methodological skills necessary to conduct research in this area. On completion students will be prepared to seek employment in organizations concerned with the environment, or to pursue Ph.D. study.

Additional course prerequisites to be completed prior to the 5th year:

PSYC 302, PSYC 335

- **Developmental Psychopathology Option**

Developmental Psychopathology is the study of psychological problems in the context of human development. The Developmental Psychopathology Option 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.

Additional course prerequisites to be completed prior to the 5th year:

PSYC 311, PSYC 438, and CD 464 or PSYC 418

- **Behavior Analysis Option**

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 Option develops students' skills in conducting behavioral research and providing applied behavioral intervention services for children and adults in areas including education, developmental disabilities, and behavioral consulting. This program is designed to provide the coursework that constitutes part of the requirements for becoming a Board Certified Behavior Analyst.

Additional course prerequisites to be completed prior to the 5th year:

PSYC 320, PSYC 322

Prerequisites and Requirements for Admission

- HSU students should have completed at least 24 units of undergraduate coursework in psychology
- PSYC 104 or equivalent, PSYC 241 or equivalent, and PSYC 242 or equivalent
- GPA of 3.25 or higher in psychology coursework
- Three letters of recommendation (at least two from psychology department faculty members)
- Statement of purpose
- Selection of a specialization area of interest (see Options)
- Prerequisite Verification Form

- 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

- HSU students should apply to the program in their junior year as long as they meet the admissions requirements. Seniors may also apply if they have completed sufficient coursework in Psychology for the undergraduate major and can demonstrate that they can complete the Academic Research MA in two years after their BA. Admission is provisional contingent on the successful completion of requirements for the BA degree.

- Students with BA degrees from other institutions may also enroll in the Academic Research MA Program. However, it should be recognized that students who pursue the Academic Research Master's degree with a BA from another institution are likely to require more than one year for completion.

- For students with a BA degree (or near completion) from another institution should have their degree in psychology or closely related field with substantial psychology coursework, with admission conditional on their successful completion of prerequisites and the undergraduate coursework for the MA degree with a GPA of 3.25 or better and satisfactory completion of the B.A.

Requirements for the Degree

(all options)

- Senior Year: Completion of PSYC 641 (Research Methods I) and PSYC 642 (Research Methods II) to facilitate timely completion of the culminating experience (thesis or project). These courses do not count toward the required units.

- 5th Year (1st year post BA): at least 30 upper division or graduate units in Psychology or supporting courses as defined by the Options described below or approved by the graduate committee. A minimum of 15 of these units must be at the graduate level.

- Completion of the following:

PSYC 341 Intermediate Statistics
PSYC 680 Selected Topics in Psychology 5th Year Proseminar

Two semesters of PSYC 690 **or** 692 (four units each semester during the 5th year—only six combined units count toward the required units for the degree)

- Elective courses selected in consultation with the Option graduate committee to complete unit requirements.

- Completion of either a Thesis or Project as a culminating experience.

- Students who do not complete their thesis in the fifth year must maintain continuous enrollment in four units per semester of PSYC 690 or PSYC 692.

- Completion of courses as outlined in one of the following Options.

Students pursuing the College Faculty Preparation Program may count one course (PSYC 684) from that program as an elective. Students who choose to enroll in the College Faculty Preparation Program will require coursework beyond the 5th year.

Students who complete courses required for their M.A. (e.g., PSYC 341) as undergraduates may substitute approved electives from their emphasis area. Completion of these courses as an undergraduate allows for greater flexibility in the graduate program.

For students interested in pursuing doctoral study, we recommend completion of the thesis option and PSYC 541 (Advanced Statistical Techniques).

Courses

Biological Psychology Option

PSYC 672 Advanced Psychopharmacology
PSYC 433 Stress and Wellness

Three elective courses, at least two of which are graduate level, selected from:

PSYC 541 Advanced Statistics
PSYC 625 Advanced Psychobiology
PSYC 684 Graduate Teaching Internship
PSYC 680 or other courses relevant to the concentration as approved by graduate committee

Courses in Biology, Zoology or Chemistry that are relevant to the concentration as approved by the AR graduate committee.

Social and Environmental Psychology Option

PSYC 405 Environmental Psychology

At least two upper division undergraduate and two graduate level elective courses from the departments of Economics, Engineering, Environmental Sciences, Forestry, Political Science, Oceanography, or Sociology that are relevant to the concentration as approved by graduate committee. In addition, any of the courses below may be used as graduate electives.

PSYC 541 Advanced Statistics
PSYC 635 Advanced Social Psychology
PSYC 684 Graduate Teaching Internship

PSYC 680 or other courses relevant to the concentration as approved by AR graduate committee

Developmental Psychopathology Option

PSYC 518 Developmental Psychopathology
PSYC 638 Advanced Psychopathology: Diagnosis of Mental Disorder
PSYC 668 Assessment and Treatment of Child Abuse and Neglect

At least one of the following:

PSYC 412 Psychology of Infancy and Early Childhood **or**
PSYC 414 Psychology of Adolescence and Young Adulthood

Two electives, at least one of which is a graduate course, selected from:

PSYC 541 Advanced Statistics
PSYC 632 Advanced Developmental Psychology
PSYC 684 Graduate Teaching Internship
PSYC 680 or other courses relevant to the concentration as approved by graduate committee.

Courses in Child Development, Sociology, or Social Work that are relevant to the concentration as approved by the AR graduate committee.

Behavior Analysis Option

PSYC 622 Advanced Learning and Behavior
PSYC 655 Social-Behavioral Evaluation
PSYC 680 Professional Ethics in Behavior Analysis

PSYC 682	Behavioral Field Work [two semesters]
PSYC 683	Teaching Assistantship (for PSYC 320)
EDUC 680	Single-Subject Research Methods
SPED 654	Advanced Behavioral, Emotional, and Environmental Supports

For this option, we recommend completion of PSYC 341 and EDUC 680 in the Senior year.

■ 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) license. 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
James L Dupree, Ph.D.
707-826-3679

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. A master's thesis is also required to round out the scientist-practitioner model of our training. The program is administered by a faculty committee member who 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
- Physiological Psychology

Requirements

- A bachelor's degree with substantial preparation in psychology with a GPA of minimum of 3.0
- Some experience in human services and research
- Goals that match the program's objectives
- The potential for becoming an effective and ethical psychotherapist
- CSU application for admission
- Autobiographical questions
- Resume of both paid and volunteer work
- Three letters of reference
- Transcripts of all college work
- Prerequisite Verification Form
- Demonstrated excellence in oral and written communication

Courses

First Semester

PSYC 545	Psychological Testing
PSYC 636	Sexuality Counseling (even-numbered years)
PSYC 641	Research Methods: Philosophy & Design
PSYC 654	Interviewing and Counseling Techniques
PSYC 658	Theories of Individual Counseling and Psychotherapy
PSYC 662	Practicum Preparation
PSYC 680	Substance Abuse & Dependency (odd-numbered years)

Second Semester

PSYC 518	Developmental Psychopathology
PSYC 642	Research Methods: Evaluation
PSYC 656	Couples Therapy (includes spousal abuse treatment requirement)
PSYC 657	Group Counseling & Group Psychotherapy (even-numbered years)
PSYC 660	Law & Ethics in Psychology (odd-numbered years.)
PSYC 680	Assessment & Treatment of Child Abuse & Neglect
PSYC 682	Fieldwork Practicum (to include individual supervision)
PSYC 690	Thesis

Third Semester

PSYC 636	Sexuality Counseling (even-numbered years)
PSYC 638	Advanced Psychopathology: Diagnosis of Mental Disorder
PSYC 653	Psychotherapy with Children & Families
PSYC 663	Licensed Supervision
PSYC 676	Crosscultural Counseling
PSYC 680	Substance Abuse & Dependency (odd-numbered years)
PSYC 682	Fieldwork/Practicum
PSYC 690	Thesis

Fourth Semester

PSYC 640	Aging & Long-Term Care
PSYC 646	Personality Assessment: Adult
PSYC 657	Group Counseling & Group Psychotherapy (even-numbered years)
PSYC 660	Law & Ethics in Psychology (odd-numbered years)
PSYC 663	Licensed Supervision
PSYC 672	Advanced Psychopharmacology
PSYC 682	Fieldwork/Practicum
PSYC 690	Thesis

Note: some one-unit courses may be offered as a weekend course or on a Friday.

■ 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 accredited 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 Coordinator
Brent Duncan, Ph.D.
707-826-5261/email: bbd1@humboldt.edu

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 M.A. 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 M.A. degree.

Prerequisites for Admission

Courses in:

- General Psychology
- Research Methods
- Developmental Psychology
- Introductory Statistics
- Personality Theory or Abnormal Psychology

Requirements

- Prior to Entrance:
- GRE (general exam only)
- CBEST – required, all sections passed
- California State University application form or application for change of graduate status, if appropriate
- Transcripts of all college work
- Statement of intent
- Three letters of recommendation
- Prerequisite Verification Form

First Semester

PSYC 605	Psychological Foundations/ School Psychology
PSYC 606	Educational Foundations/ School Psychology
PSYC 616	Cognitive Assessment I – Cognitive /Biological Bases of Behavior
PSYC 641	Research Methods Philosophy & Design
PSYC 654	Interviewing & Counseling Techniques

Second Semester

PSYC 607	Consultation/Collaboration
PSYC 617	Cognitive Assessment II – Cognitive/Biological Bases of Behavior
PSYC 642	Research Methods: Evaluation
PSYC 651	Diagnosis & Treatment of Children for the School Psychologist I – Cognitive & Academic Difficulties
PSYC 690	Thesis (optional)
PSYC 692	School Psych Portfolio Project
PSYC 783	School Psychology Practicum

Third Semester

PSYC 608	Advanced Assessment/ Case Presentation
PSYC 655	Social-Behavioral Evaluation
PSYC 676	Crosscultural Counseling
PSYC 690	Thesis (optional)
PSYC 783	School Psychology Practicum

Fourth Semester

PSYC 659	Mental Health in K-12 Schools
PSYC 669	Legal & Ethical Foundations in School Psychology
PSYC 690	Thesis (optional)
PSYC 692	School Psych Portfolio Project
PSYC 783	School Psychology Practicum

Internship (Third Year)

PSYC 692	School Psych Portfolio Project
PSYC 784	School Psychology Internship

Admission Procedures

For all three graduate programs the following are necessary to submit to the Office of Research and Graduate Studies, Humboldt State University, Arcata, CA 95521, 707-826-3947. Postmark deadline February 15:

- A California State University application form.
- Two official transcripts of all college- level work. Current HSU students need not request transcripts.

For all three graduate programs the following are necessary to submit to the Department of Psychology, Humboldt State University, Arcata, CA 95521, 707-826-5264. Postmark deadline February 15.

- Three letters of recommendation addressing your academic potential. We do not use a standard form for reference letters. They may be submitted on university letterhead.

Each emphasis maintains different admission requirements, prerequisites, and deadlines. 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.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Psychology

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the psychology master's program.

The certificate consists of five components (13 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program (CCFP) coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Provides a graduate-level review of psychological theory and practice as well as an introduction to undergraduate teaching through a practical presentation of the processes and issues involved in teaching psychology. Four units, taken first semester of the MA program:

PSYC 681	Advanced Psychology: Review & Teaching

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583	Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684	Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- **Community College Track**

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

(*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

or

- **Pre-doctoral College Track**

Three units of mentored teaching experience at HSU.

PSYC 684 Graduate Teaching Internship

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

PUBLIC RELATIONS

Minor in Public Relations

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication
Bret Harte House 52
707-826-4775

The Program

Prepare for a career as a public affairs director, account executive, information specialist, newsletter editor, press secretary, publicity director, or public relations consultant.

REQUIREMENTS FOR THE MINOR

JMC 116 Introduction to Mass Communication
JMC 120 Beginning Reporting
JMC 323 Public Relations

Plus seven units of approved upper division courses from those required for the journalism major's public relations concentration. *(See Journalism major.)*

Rangeland Resource Science

Bachelor of Science degree with a major in Rangeland Resource Science

Minor in Rangeland Resource Science

For an option in Wildland Soil Science, see Wildland Soil Science

For information on the master's degree, see Natural Resources.

Department Chair
K. O. Fulgham, Ph.D.

Department of Forestry & Wildland Resources
Forestry Building 205
707-826-3935, fax 826-5634

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.

Preparation

In high school take courses in biology, chemistry, and mathematics.

REQUIREMENTS FOR THE MAJOR

Complete all courses in the major with a C- or better.

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 107 Fundamentals of Chemistry
GEOL 109 General Geology
NRPI 105 Natural Resource Conservation

These first courses help meet lower division science GE requirements.

NRPI 215 Natural Resources & Recreation
SOIL 260 Introduction to Soil Science

Upper Division

BOT 310 General Plant Physiology
BOT 350 Plant Taxonomy
SOIL 360 Origin & Classification of Soils
SOIL 460 Forest & Range Soils Management
WLDF 301 Principles of Wildlife Management

Option

RRS 306 Rangeland Resource Principles
RRS 360 Rangeland Plant Communities
RRS 370 Rangeland Ecology Principles
RRS 380 Techniques in Rangeland Resources
RRS 390 Rangeland Analysis
RRS 430 Rangeland Development & Improvements
RRS 460 Rangeland & Ranch Planning
RRS 485 Rangeland Resources Seminar
RRS 492 Senior Project
RRS 410 Introduction to Animal Nutrition or
RRS 420 Introduction to Animal Science

Electives

Additional courses to bring total units to 128. Select from the following to satisfy university requirements and to attain the highest entry level in the civil service range conservationist rating procedure. Advisors may approve other courses.

BOT 330/330L Plant Ecology/Lab
ECON 423 Natural Resource Economics
FISH 300 Introduction to Fishery Biology
FOR 116 The Forest Environment
FOR 230 Dendrology
FOR 231 Forest Ecology
FOR 315 Forest Management
FOR 374 Wilderness Area Management
FOR 422 Wildland Fire Use
GEOL 350 General Geomorphology
NRPI 210 Public Land Use Policies & Management
NRPI 277 Introduction to Remote Sensing
NRPI 425 Environmental Impact Assessment
RRS 465 Forestland Grazing
RRS 470 Grazing Influences
SOIL 462 Soil Fertility
SOIL 465 Soil Microbiology
SOIL 467 Soil Physics
SOIL 468 Introduction to Agroforestry
WLDF 311 Wildlife Techniques
WLDF 423 Wildlife Management (Nongame Wildlife)
WLDF 431 Ecology & Management of Upland Habitats for Wildlife
WSHD 310 Hydrology & Watershed Management
WSHD 424 Watershed Hydrology

REQUIREMENTS FOR THE MINOR

NRPI 105 Natural Resource Conservation
SOIL 260 Introduction to Soil Science
RRS 306 Rangeland Resource Principles
RRS 360 Rangeland Plant Communities
RRS 370 Rangeland Ecology Principles
RRS 380 Techniques in Rangeland Resources

Recreation Administration [Liberal Studies]

Bachelor of Arts degree
with a major in Liberal Studies—
Recreation Administration

Note: This program is distinct from Humboldt's more generic Liberal Studies [nonteaching] degree program.

Minor in Recreation Administration

Program Leader
Paul Marsh, Ph.D.

Department of Kinesiology &
Recreation Administration
KA 338
707-826-4538

The Program

Students completing this program will have demonstrated:

- knowledge of the different fields and opportunities in the recreation, tourism, and leisure services industries
- articulation and explanation of the social, cultural, economic, and environmental benefits and impacts of recreation, tourism, and leisure services
- definition of theories of recreation, leisure, and play in a professional context
- identification of future trends and the impacts of trends on recreation, tourism, and/or leisure services on professionals and participants
- knowledge and application of the leadership theories, models, and approaches that reflect their personal leadership philosophy and style
- knowledge of programming theories, styles, and approaches, and their applications in field settings
- knowledge and application of the management and administrative practices of risk management and legal procedures; fiscal management and budget development and implementation; personnel policies and procedures; and facility planning and operations
- conceptual knowledge of the challenges, needs, and opportunities of individual and groups of differing physical ability, cognitive ability, and from diverse socio-economic and cultural backgrounds
- the ability to develop and implement programs for diverse groups and individuals, applying therapeutic programming models
- successful application of their knowledge and skills in a variety of service-learning and experiential education assignments throughout the recreation administration program
- successful application of their knowledge in a professional setting.

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.

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

Students must earn a C- or better in all required courses for the major that have a KINS, REC, or HED prefix (or their equivalent, in the case of courses transferred from another institution).

Definition

REC 200	Foundations of Recreation Studies
REC 210	Recreation Leadership

Developmental Stage

REC 220	Leisure Programming
REC 310	Recreation for Special Groups
REC 320	Organization, Administration, & Facility Planning
REC 420	Legal & Financial Aspects of Recreation

Culminatory Stage

REC 482	Internship in Recreation
REC 485	Senior Seminar

OPTIONS

Outdoor Adventure Recreation

REC 330	Outdoor Education
REC 370	Outdoor Adventure Skills
REC 435	Geotourism
REC 340	Camp Organization & Counseling **or**
REC 345	Environmental Education
REC 350	Intermediate Kayaking **or**
REC 355	Equine Wilderness Packing

Tourism Management

REC 335	Tourism Planning & Development
REC 365	Travel Industry Management
REC 435	Geotourism
REC 370	Outdoor Adventure Skills **or**
BA 415	Int'l Business Essentials
REC 330	Outdoor Education **or**
REC 345	Environmental Education

Community and Youth Recreation

REC 330	Outdoor Education
REC 335	Tourism Planning & Dev.
REC 340	Camp Organization and Counseling
HED 388	Health-Related Behavior Change
PSCI 316	Public Administration

Self-Designed Option
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.

REQUIREMENTS FOR THE MINOR IN BUSINESS & BUSINESS MINOR FIELD OF STUDY

Complete either 18 units (business minor) or 12 units (business minor field of study) from the following. At least nine units must be upper division.

BA 110	Introduction to Business
BA 210	Legal Environment of Business
BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials
CIS 100	Computers & Critical Thinking **or**
CIS 110	Introduction to Computers
ECON 104	Contemporary Topics in Economics
ECON 210	Principles of Economics

REQUIREMENTS FOR THE MINOR IN RECREATION ADMINISTRATION

REC 200	Foundations of Recreation Studies
REC 210	Recreation Leadership
REC 220	Leisure Programming
REC 310	Recreation for Special Groups
REC 320	Organization, Administration, & Facility Planning
REC 420	Legal and Financial Aspects of Recreation

Religious Studies

Bachelor of Arts degree
with a major in Religious Studies

Minor in Religious Studies

Department Chair
Stephen Jenkins, Ph.D.

Religious Studies Department
Behavioral & Social Sciences 506
707-826-4126, fax 826-4122
www.humboldt.edu/~relig

The Program

Students completing this program will have demonstrated:

- authentic decision-making as they determine for themselves matters concerning belief, practice, values, meaning, and purpose in their lives
- understanding of religious traditions, sacred texts, comparative methodologies, and experiential awareness from within the phenomenological approach to the world's religions
- mastery of phenomenological approaches to the understanding of religious and cultural variation
- sound patterns and/or awareness of professional behavior in such matters as time management, comportment, grooming, courtesy, attendance, completion of work assignments, and the ability to follow directions.

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

Introduction

RS 105	World Religions
RS 120	Exploring Religion

Religion In Tradition

Five courses from the following:

RS 320	Sacred Texts: Hebrew Bible
RS 321	Sacred Texts: New Testament
RS 322	Sacred Texts: Buddhist Texts
RS 323	Sacred Texts: Hindu Texts
RS 331	Introduction to Christianity
RS 332	Introduction to Islam
RS 340	Zen, Dharma, & Tao
RS 341	Spiritual Traditions of India
RS 342	Buddhism in India and Tibet
RS 345	T'ai Chi Ch'üan (Taijiquan)
RS 350	Religions of the Goddesses
RS 351	Shamanism and Prophecy
RS 391	Religion in Tradition: Special Topics
RS 392	Sacred Literature: Special Topics

Religion In Myth, Culture, & Experience

Take nine units from the courses listed below, including at least one experiential workshop. No more than three units from experiential workshops.

RS 300	Living Myths
RS 360	Religion & Psychology
RS 361	Consumerism & (Eco)Spirituality
RS 362	Wisdom & Craft
RS 363	Mysticism & Madness
RS 364	Cinema & the Sacred
RS 393	Religion in Myth, Culture, & Experience: Special Topics
RS 393	Cinema and the Sacred
RS 394	Religious Studies Workshop
RS 394	Sufi Mysticism Weekend
RS 394	Jewish Spirituality Weekend
RS 394	Eastern Orthodox Christianity Weekend
RS 394	City of 10,000 Buddhas Weekend
RS 394	Evangelical Christianity Experiential Weekend
RS 394	Tibetan Buddhism Weekend
RS 394	Finding Meaning on an Endangered Planet
RS 400	Paths to the Center
NAS 311	Oral Literature & Oral Tradition

Senior Seminar

RS 395	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	World Religions
RS 120	Exploring Religion

Religion In Tradition

Three courses from Religion in Tradition courses, listed under the major requirements.

Religion In Myth, Culture, & Experience

Three units from Religion in Myth, Culture, & Experience courses, listed under the major requirements.

Science Education [Biology, Geoscience]

Bachelor of Science degree with a major in Biology— concentration in science education leading to a single subject teaching credential

Bachelor of Arts degree with a major in Geology—education option leading to a single subject teaching credential

Biology Information:
Credential Advisor
Jeffrey White, Ph.D.
707-826-5551

Department Chair
John Reiss, Ph.D.

Department of Biological Sciences
Science Complex B 221
707-826-3245

Geoscience Information:

Department Chair
Lori Dengler, Ph.D.

Department of Geology
Founders Hall 7
707-826-3931

The Programs

Prepare to teach science (biology or geoscience) 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.

Geoscience

Besides teacher preparation, this program is suitable for students with an interest in earth science who want a broader background than they would receive in the professional geologist career option.

Humboldt's natural setting offers many field opportunities for geologic instruction and research. Students work on projects directly with faculty, who encourage their involvement. Humboldt has extensive lab space, with modern equipment available for student use.

Preparation

Biology: In high school take biology, chemistry, and physics (with labs), plus algebra (beginning and intermediate), trigonometry, and geometry.

Geoscience: In high school take mathematics, biology, chemistry, and physics. Students should prepare to write effectively. Competence in a language other than English is desirable.

REQUIREMENTS

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. Students earning this degree may waive CSET assessments before entering the credential program.

Before applying to the secondary education credential program, meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Courses listed here are subject to change. Please see an advisor.

Biology Education

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
GEOL 109	General Geology
MATH 105	Calculus for the Biological Sciences & Natural Resources [or a full year of calculus—MATH 109 & 110]
PHYX 106	College Physics: Mechanics & Heat
PHYX 107	College Physics: Electromagnetism & Modern Physics
ZOOL 110	Introductory Zoology

Upper Division

BIOL 307	Evolution
BIOL 330	Principles of Ecology
BIOL 340	Genetics
BIOL 412	General Bacteriology
BIOL 440	Genetics Laboratory
CHEM 328	Brief Organic Chemistry
GEOL 375	Planet Earth
BOT 310	General Plant Physiology **or**
ZOOL 310	Animal Physiology
BOT 350	Plant Taxonomy **or**
ZOOL 352	Natural History of the Vertebrates

Geoscience Education

Lower Division

BIOL 105	Principles of Biology
CHEM 109/110	General Chemistry
GEOL 109	General Geology
MATH 105	Calculus for the Biological Sciences & Natural Resources
OCN 109	General Oceanography
PHYX 104	Descriptive Astronomy
PHYX 106	College Physics: Mechanics & Heat
PHYX 107	College Physics: Electromagnetism & Modern Physics
BOT 105	General Botany **or**
ZOOL 110	Introductory Zoology

Upper Division

GEOL 310	Mineralogy & Optical Crystallography
GEOL 311	Petrography
GEOL 320	Invertebrate Paleontology
GEOL 322	Stratigraphy & Sedimentation
GEOL 330	Structural Geology
GEOL 350	General Geomorphology
GEOL 470	Field Methods
PHYX 380	Micrometeorology

Scientific Diving

Minor in Scientific Diving

Advisor
Richard Alvarez

Department of Kinesiology & Recreation Administration
KA 310
707-826-4539

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).

As a research, educational, and vocational asset, the diving program is highly interdisciplinary. Diving has been used by students, faculty, and staff in the fields of marine biology, oceanography, fisheries, wildlife, geology, engineering, industrial technology, art, business administration, physical education, recreation administration, archeology, and natural resources. The minor facilitates undergraduate studies, advanced degrees, and careers in government or private sectors.

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 262	Beginning SCUBA
PE 282	DAN Oxygen Provider Certification [required every two years]
PE 362	Advanced SCUBA
PE 471	Scientific Diving
HED 120	Responding to Emergencies-CPRFPR [required every two years]

Social Advocacy

Minor in Social Advocacy

Advisor
Laura Hahn, Ph.D.
House 54, room 102
707-826-3948
www.humboldt.edu/~comm/hahn

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	Public Relations
COMM 315	Communication & Social Advocacy
COMM 416	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	Advanced Public Relations
PHIL 302	Environmental Ethics
PSCI 316	Public Administration
PSCI 358	Political Advocacy
COMM 214	Persuasive Speaking
COMM/WS 309B	Gender & Communication
COMM 404	Theories of Communication Influence
SOC 475	Community Organizing
TFD 307	Theatre of the Oppressed
WS 311	Feminist Theory & Practice
WS 480	Lobbying Women's Issues

Social Sciences

Bachelor of Arts degree
see History / SSSE major track

Master of Arts degree
with a major in Social Science

Certificate Program in College Teaching: Social Sciences

The Master of Arts

Graduate Coordinator
Mark Baker, Ph.D.
Founders Hall 140
707-826-3907
www.humboldt.edu/envcomm

Program Faculty
Susan Armstrong, Philosophy
Mark Baker, Politics
Michael Bruner, Communication
Manolo Callahan, Ethnic Studies
Yvonne Everett, ENRS
Steven Hackett, Economics
Richard Hansis, ENRS
Arne Jacobson, Env Res Engineering
Judith Little, Sociology
John Meyer, Politics
Marlon Sherman, Native American Studies
Llyn Smith, Anthropology
Michael Smith, ENRS
Sheila Steinberg, Sociology
Steve Steinberg, ENRS
Jessica Urban, Women's Studies
Betsy Watson, Sociology
Beth Wilson, Economics
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 two-year, full-time program prepares students to understand the complex relationships between communities and their environments, to critically analyze environment/community issues at local to global scales, and to act effectively in situations where values and interests conflict.

REQUIREMENTS FOR THE MASTER'S DEGREE

Candidate Admission

- 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
- Graduate coordinator approval after faculty committee review of application file

COURSE REQUIREMENTS

- One three-unit proseminar, PSCI 683 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
- 15 units of graduate seminars developed specifically for this program. Students take at least one seminar from each of the following three curriculum areas: 1) Ecological Dimensions, 2) Economic and Political Dimensions, 3) Socio-Cultural Dimensions: Race, Class, Gender and Place. Seminars are developed by the advisory committee comprised of program faculty and are listed within the home department of the instructor.

Ecological Dimensions

- Ecosystems and Society (NRPI 580)
- Energy, Environment, and Society (ENGR 532)

Economic and Political Dimensions

- Rights, Politics, and the Environment (PSCI 680)
- Globalism, Capitalism, and Environment (PSCI 680)
- Dispute Resolution (SOC 535)
- Environment & Community: Gender, Race, Class (WS 680)

Socio-Cultural Dimensions: Race, Class, Gender and Place

- Race & Community Formation in Global Contexts (ES/NAS 680)
- Environmental Justice (PSCI 680)
- Community and Place (NRPI 580)
- International Development (ANTH 680)

- One unit graduate colloquium for three semesters
- Two additional courses 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 (typically based on an internship)
- Three units of field research or independent study

Total units required: 39

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Social Sciences

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the social sciences master's program.

The certificate consists of five components (12 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces the teaching of environmental and community studies from a range of perspectives within social sciences. Students work with instructors of core courses. Three units, taken first or second semester of the MA program:

GEOG 491 Educational Assistance, **or**

HIST 491 Mentoring, **or**
PSCI 491 Mentoring

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- Community College Track:

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

(*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)
or

- Pre-doctoral College Track:

Three units of a mentored teaching experience at HSU.

See Social Science Graduate Coordinator for advice on what course number to use.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Social Work

Bachelor of Arts degree with a major in Social Work

Masters Degree in Social Work (MSW)

Stipend Program
California Social Work Education Center—Title IV-E Federal Funding Program provides students with financial support for students specializing in child welfare.

Department Chair
Pam Brown, M.S.W., Ed.D.
www.humboldt.edu/~swp

Bachelor of Social Work Office
Ronnie Swartz, M.S.W., Ph.D.
Undergraduate Director
Behavioral & Social Sciences 514
707-826-4448

Master of Social Work Office
Christian Itin, M.S.W., Ph.D.
Graduate Director
Behavioral & Social Sciences 510
707-826-4443

BA PROGRAM

Students completing this program will have demonstrated:

- critical thinking strategies that recognize the complexities involved in empowering social work practice
- the knowledge, skills, and values of generalist social work for assessing, planning, facilitating, and evaluating change across systems and contexts, including individuals, families, groups, organizations, communities, and policies
- application of strategies of advocacy and social change that advance social, environmental, and economic justice
- response to issues of power and privilege in their professional relationships as a basis for ensuring collaborative social work practice informed by the values of the profession and its ethical standards and principles
- honoring of diversity as a source of community enrichment and engagement in social work practice that challenges injustices related to dominant discourses around race, ethnicity, color, culture, age, class, income, spirituality, religion, ability, family structure, nationality, first language, sexual orientation, sexuality, gender identity, and legal unions
- use of theoretical frameworks supported by empirical evidence and alternate knowledge systems to understand lifelong human behavior and development as it relates to individual, family, group, organizational, community, political, and cultural contexts
- understanding of the history, structures, and technologies of power, oppression, and discrimination, including those related to the social work profession
- the ability to analyze, formulate, and influence social policies that promote justice, equality, and sustainability
- the ability to evaluate and critique research studies, apply research findings to practice, and assess the outcomes of their own practice interventions
- the ability to communicate effectively with people receiving services, colleagues, and community members
- the ability to work well within organizational structures and service delivery systems
- the ability to utilize supervision, consultation, and self-reflection effectively.

The BA program at Humboldt is a professional preparation program rooted in the liberal arts. Students receive the knowledge, values, and skill to work with people from diverse cultural, ethnic, and personal backgrounds. The program is fully accredited with the Council on Social Work Education.

The goals of the BA program are to:

- prepare students for beginning generalist social work practice.
- promote continued learning and critical thinking, which builds on the broad knowledge base provided by the liberal arts perspective.

Social work students have opportunities to work with local agencies through a highly individualized field experience program. Many students find this helpful in building skills and obtaining jobs following graduation. Emphasis is on utilizing community resources and providing service intervention in small town and rural areas.

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.

Admission to the BA Program

Lower division GE courses required for the major can be taken at a community college. 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 the 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 to the department a "Social Work Major Application Form" with a personal statement. **Applications to register for junior-level courses are reviewed the last Monday in February for continuing students and the last Friday in August for transfer students.**

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

(Course Sequencing)

Beyond GE courses, 47 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.

Prerequisite courses for acceptance to the Social Work BA Major:

NAS 104	Introduction to Native American Studies **or**
ES 105	Introduction to Ethnic Studies
PSYC 104	Introduction to Psychology
SOC 104	Introductory Sociology
STAT 106	Stats for Health Sciences, **or**
STAT 108	Elementary Statistics, **or**
PSYC 241*	Psychological Statistics, **or**
ANTH 280*	Statistical Reasoning
HIST 110	US History to 1877, **or**
HIST 111	US History from 1877
PSCI110	American Government
SW 104	Introduction to Social Work & Social Work Institutions

SW 255* Beginning Social Work Experience

** These courses do not satisfy GE requirements.*

Core Program

Juniors—Fall

SW 340 Social Work Methods I
SW 340L Social Work Methods I Lab
SW 350 Human Behavior & the Social Environment I
SW 382 Social Work Research

Juniors—Spring

SW 330 Social Work Policy
SW 341 Social Work Methods II
SW 341M Social Work Methods II Lab
SW 351 Human Behavior & the Social Environment II
SW 355 Social Agency Experience [may be offered in fall, as well]
SW 356 Social Work Field Preparation

Seniors—Fall

SW 455 Field Experience
SW 456 Field Experience Seminar

- Three units of social work breadth courses.

Seniors—Spring

SW 455 Field Experience
SW 456 Field Experience Seminar

- Three units of social work breadth courses.

Social Work Breadth Courses

Six units of social work breadth courses are to be taken in the senior year. Breadth courses include: SW 431, 440, 442, 480, and 499.

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

The MSW Program is designed to help meet the immediate need in northern coastal California and the growing need in public, private and tribal social service agencies in the United States for advanced generalist social work professionals. The MSW Program is committed to a graduate education that addresses the needs of indigenous communities, is multilevel in practice approaches, and presents a global perspective on local historical and contemporary social issues. This program is fully accredited with the Council on Social Work Education.

The goals of the MSW Program are to prepare students to:

1. Enhance social functioning, and strengthen individual, family, group, organization and community functioning in ways that maximize people's abilities, culture, lifestyle choices, and spiritual beliefs.

2. Develop professional working relationships based on partnership and mutual learning dedicated to social justice, equity, cultural competence, and peaceful resolution of conflicts.

3. Understand the relationship among national and global economic, political and social systems to the maintenance of poverty and oppression.

4. Take leadership roles in public, private and tribal social service agencies in such areas as mental health, anti-poverty work, rural community development, and child welfare.

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 course (with a grade of "C" or better):

  Elementary Statistics (Math, Psychology, or Sociology)

- Complete California State University (Humboldt Campus) Graduate Admissions application and submit to Graduate Studies
- Complete MSW Application Packet and submit to HSU Social Work Department, Master's Program.

Applications must be postmarked by February 1.

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 prerequisite with a "C" or better.

Program Schedule Options

The full-time master's program schedule consists of 57 units over two years of study. Students who have a bachelor's degree in social work from a CSWE accredited program within the past five years, can apply for the Advanced Standing Program, which consists of 36 units taken over one year of study. The MSW program also offers a part-time program designed to accommodate students with established careers.

Requirements for the MSW:

First Year

Foundation Requirements

SW 500 Values and Ethics: An Orientation to the Philosophy of Social Work
SW 530 Social Welfare Policy and Services
SW 540 Generalist Social Work Practice
SW 541 Social Work Practice in Native American Communities
SW 550 Human Development, Diversity & Relationships: Change through Life Course
SW 555 Foundation Internship
SW 570 Dynamics of Groups, Agencies, Organizations and Communities
SW 582 Methods of Social Work Research

Second Year

Advanced Requirements

SW 630 Legal and Political Social Work
SW 640 Adv Gen Practice in Child Welfare & Indian Child Welfare
SW 641 Adv Gen Practice in Mental Health
SW 642 Adv Gen Practice in Problem Substance Use
SW 643 Community Work
SW 644 Advanced Practice in Public, Private and Tribal Organizations
SW 655 Advanced Internship
SW 687 Capstone Seminar

Plus **one** of the following:

SW 680 Seminar in Social Work Topics
SW 699 Independent Study

Culminating Experience

Prior to graduation students must successfully complete a comprehensive exam.

SOCIOLOGY

Bachelor of Arts
with a major in Sociology

Minor in Sociology

Minor in Criminal Justice
(interdisciplinary: see Criminal Justice)

Master of Arts in Sociology
Teaching Sociology Track
Practicing Sociology Track

Certificate — College Faculty Preparation Program: Sociology

Department of Sociology
Behavioral & Social Sciences 518
707-826-3139
www.humboldt.edu/~soc

Affiliated Research Institutes
Altruistic Personality and Prosocial Behavior Institute

Center for Applied Social Analysis and Education (CASAE)

Humboldt Journal of Social Relations (HJSR)

Department Chair
Mary Virnoche, Ph.D.

Graduate/Practicing Sociology Coordinator
Sheila Steinberg, 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

Pre-Major Requirements

SOC 104	Introductory Sociology
SOC 282L	Sociological Statistics Lab
STAT 108	Elementary Statistics

Core Requirements

SOC 201	Social Problems**
SOC 310	Sociological Theory
SOC 382	Intro to Social Research
SOC 410	Contemporary Theory
SOC 303/SOC 303M	Race and Inequality* **or**
SOC 316	Gender and Society

Knowledge Based Requirements

Choose four courses with at least one from each category.

Inequality

SOC 305/SOC 305M	Modern World Systems*
SOC 350	Social Movements
SOC 420	Social Change
SOC 430	Criminology
SOC 431	Juvenile Delinquency
SOC 480	Special Topics

Environment

SOC 302/SOC 302M	Forests & Culture*
SOC 320	Social Ecology
SOC 363	Environmental Crime
SOC 370	Environmental Inequality & Globalization
SOC 480	Special Topics

Communities

SOC 306/SOC 306M	Changing Family*
SOC 308/SOC 308M	Sociology of Altruism & Compassion*
SOC 330	Social Deviance
SOC 345	Cybersociety: Race, Class, & Gender
SOC 376	GIS for the Social Sciences
SOC 411	Popular Culture
SOC 475	Community Organizing
SOC 480	Special Topics

Capstone

SOC 492	Senior Project

Undergraduate sociology students must earn a "C" or better in all courses taken to satisfy the requirements of the degree. Total major unit requirement: 40.

- No more than 6 units of SOC courses that have GE designations (*) can be counted toward your major. Each course must be taken for 4 units. 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 40-unit major requirement.

SOCIOLOGY MINOR REQUIREMENTS

SOC 201	Social Problems
SOC 382	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.

* General Education courses.

** Service Learning Component

The MA Program

Students completing this program will have demonstrated:

- a solid foundation in sociological theory
- a solid foundation in sociological methods and related methodological theory
- professional socialization, including an understanding of ethical issues
- hands-on experience in their appropriate field (teaching/practice).

REQUIREMENTS FOR THE MASTER'S DEGREE

The Master's Program in Sociology feeds the sociological imagination and effects change through education and community engagement. The program fosters a network of students, faculty, alumni and community members who are committed to social justice. Students develop a solid foundation in sociological theory, methods, professional socialization and hands-on field experience. Practical experience is accumulated in one of two program tracks: Teaching Sociology or Practicing Sociology. A total of 38 units are required to complete the degree.

General Core Requirements (Teaching and Practicing Sociology Tracks)

SOC 583 Quantitative Methods (4 units)
SOC 584 Qualitative Methods (4 units)
SOC 610 Contemporary Social Theory (4 units)
SOC 650 Race, Ethnicity & Gender (4 units) **or**
SOC 660 The Family (4 units)

Project/Thesis

After completing one semester or more of graduate work (preferably in the second semester of coursework), a student should consult with the Graduate Coordinator and solicit the participation of three graduate faculty members to serve on his or her thesis or project committee. The names of committee members must be submitted to the Department. At this time, students must also apply to the Graduate School for advancement to candidacy. Once a student has advanced to candidacy, he or she is required to enroll in at least one unit of Thesis or Project work every semester until work is complete and each committee member has provided written acceptance of the work. Students must register for a minimum of 6 units of SOC 690 Master's Degree Thesis or SOC 692 Master's Degree Project to complete a master's in Sociology. A maximum of 9 units of SOC 690 Thesis, SOC 692 Project, or SOC 699 Independent Study may be counted toward the 38-unit Master's in Sociology requirement.

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 a "A-" or better all or some of the following undergraduate courses:

STAT 108 Elementary Statistics (4 units), or an equivalent of
SOC 310 Sociological Theory (4 units)
SOC 382 Intro to Social Research (4 units)
SOC 410 Contemporary Social Theory (4 units)

Track I: Teaching Sociology

The teaching track prepares graduate students for college teaching through a practical presentation of the processes and issues involved in teaching sociology. In addition to the general core requirements above, teaching track students must take the following coursework:

SOC 560 Teaching Sociology (2 units)
SOC 595 Teaching Assistantship (2 units)

Fully admitted students are required to take SOC 560 during their first semester and strongly encouraged to participate in a Teaching Assistantship while enrolled in SOC 560.

Teaching Assistantship

Teaching Sociology students are required to complete at least one teaching assistantship. Participation in a teaching assistantship requires prior or concurrent enrollment in SOC 560. Teaching Assistants must enroll in SOC 595 Teaching Assistantship (2 units) each time they TA. Only one teaching assistantship (2 units) counts toward the 38-unit degree.

Area Seminar Electives

SOC 520 Social Inequality (4 units)
SOC 530 Individual and Society (4 units)
SOC 540 Social Change (4 units)
SOC 550 Social Structure (4 units)

Teaching track students must take two of the above area seminars (8 units).

Other Electives

Teaching track students must enroll in four additional units of Sociology coursework to complete their 38-unit requirement. These units must be based in substantive (non-methods) coursework. These units could include an additional area seminar from the above list, another substantive graduate seminar, or an upper division non-general education (GE) undergraduate sociology course. If a graduate student enrolls in the latter, additional "graduate student requirements" will be determined by that course instructor.

Teaching Internship (optional)

Select students will be invited to participate in SOC 682 Teaching Internship. In the teaching internship, a student will work with a faculty member to teach a section of Introductory Sociology. As with the SOC 595 Teaching Assistantship, the SOC 682 Teaching Internship units do not count toward the 38-unit degree requirements. However, this more independent teaching experience will enhance teaching credentials. Prerequisites for participating in the Teaching Internship include SOC 560 Teaching Sociology and SOC 595 Teaching Assistantship.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Sociology (optional)

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, the sociology master's program.

The certificate consists of five components (13 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in sociology instruction. Students work with instructors of core courses in sociology. Four units, taken first or second semester of the MA program:

SOC 560 Teaching Sociology, and
SOC 595 Teaching Assistantship

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- Community College Track

  Three units of a mentored teaching experience at College of the Redwoods.

- SP 683 College Faculty Preparation Internship

  (*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

  OR

- Pre-doctoral College Track

  Three units of mentored teaching experience at HSU.

  SOC 682 Teaching Internship

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Track II: Practicing Sociology

Practicing Sociology provides foundational graduate level training in theory and research methods, while assuring students have practical experience using their sociological skills and knowledge to meet needs of community groups outside the traditional college classroom. Sociology faculty members, along with the Practicing Sociology Advisory Board, cultivate a range of opportunities for students to practice sociology. Practicing Sociology students choose one of two specializations: program evaluation or community action.

Specialization in Program Evaluation
Program evaluation is the periodic, independent and objective review and assessment of a program to evaluate program objectives, design, and results. Drawing on sociological knowledge and skills, students work collaboratively with existing local, regional and state organizations to evaluate and inform existing programs.

Specialization in Community Action
Drawing on sociological knowledge and skills, students work collaboratively with existing local, regional and state organizations to inform, develop, and/or implement programs or workshops.

The specialization is largely shaped by field placements that include serving as research consultants to community groups, as well as working with community groups to meet their programmatic, training or education needs.

In addition to the general core requirements above, Practicing Sociology students must take the following coursework:

SOC 590 Practicing Sociology (1 unit taken 4 times)
SOC 584 Qualitative Methods (4 units)

Area Seminar Electives

SOC 520 Social Inequality (4 units)
SOC 530 Individual and Society (4 units)
SOC 540 Social Change (4 units)
SOC 550 Social Structure (4 units)

Practicing track students must take one (1) of the above area seminars (4 units).

Methods Electives

SOC 535 Dispute Resolution (4 units)
SOC 592 Community Program Evaluation (4 units)*
SOC 683 Advanced Research Training (4 units)

Practicing track students must take one (1) course (4 units) from the above list of methods electives.

* Practicing Sociology students specializing in Program Evaluation must take SOC 592 Community Program Evaluation.

Other Electives

Practicing track students must enroll in at least four (4) units of substantive (non-methods) Sociology coursework to complete their 38-unit requirement. These units could include an additional area seminar from the above list, another substantive graduate seminar, or an upper division non-general education (GE) undergraduate Sociology course. If a graduate student enrolls in the latter, additional "graduate student requirements" will be determined by that course instructor.

Field Site Placement Requirements

Practicing Sociology students are required to complete 240 hours of field placement related 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 of final products to graduate school requirements. Specialization requirements in "program evaluation" or "community action" are largely defined by placement work. Placement requirements are defined in the "placement contract."

Other Considerations

Teaching and Practicing Sociology 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 reasonable progress.

To help you plan your MA in Sociology, please request a "Graduate Program Manual" from the Department.

SPANISH

Bachelor of Arts degree with a major in Spanish

Minor in Spanish

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

Students completing this program will have demonstrated:

- the ability to analyze complex historical and social events, and the cultural expressions of individuals and communities, from a multiple perspective of race, gender, ethnicity, nationality, class, and religion
- application of discipline-specific knowledge to workplace and/or post-baccalaureate environments
- understanding of complex interactions of ethnic groups in their social contexts in the United States and the world achieved in the study of language, diverse cultural expressions, and social struggles
- use of all four language skills (oral, writing, reading, and comprehension) appropriately to function in authentic linguistic and cultural contexts
- the capacity to critically reflect, adapt, and network in a non-academic space or organization in a collaborative and professional manner
- the ability to gather information and use necessary analytical skills to evaluate the impact of private and public policies on regional, national, and international environments and cultures.

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.

Tertulias (social gatherings), weekend retreats, literary workshops, and discussions on social and political contemporary issues provide ample opportunity for faculty and students to interact.

Students are encouraged to study abroad through the international programs in Granada, Madrid, and Mexico City.

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 is desirable. Previous Spanish study is welcomed but not required.

REQUIREMENTS FOR THE MAJOR

44 upper division units, at least 12 to be completed at the Humboldt campus:

- Courses required from all majors:

SPAN 311	Spanish Level V, Advanced Grammar & Composition
SPAN 340	Introduction to the Analysis of Hispanic Literature
SPAN 435	Spanish Applied Linguistics
SPAN 492	Senior Project

- One course from each of the following pairs:

SPAN 342	Cervantes **or**
SPAN 343	The Golden Age
SPAN 344	Modern Hispanic Theater Workshop **or**
SPAN 345	Hispanic Cinema
SPAN 346	Borges & the Contemporary Spanish American Short Story **or**
SPAN 348	Contemporary Hispanic Poetry
SPAN 347	The "Boom" of the Latin American Novel **or**
SPAN 349	Contemporary Spanish Novel
SPAN 401	Hispanic Civilization: Spain **or**
SPAN 402	Hispanic Civilization: Latin America

- In addition, take a minimum of eight upper division elective units from the 300/400 series (which may include courses not taken in the pairs above).

REQUIREMENTS FOR THE MINOR

28 units, including:

SPAN 107	Level III, Intermediate Spanish **or**
SPAN 108	Level III for Spanish Speakers
SPAN 207	Level IV, Intermediate Spanish **or**
SPAN 208	Level IV for Spanish Speakers
SPAN 311	Spanish Level V, Advanced Grammar & Composition
SPAN 340	Introduction to the Analysis of Hispanic Literature

For the remaining 12 upper division units, consult with a faculty advisor to determine a course of study reflecting personal interests.

Spanish Education

Bachelor of Arts degree with a major in Spanish—education option leading to a single subject teaching credential

Department Chair
Rosamel S. Benavides-Garb, Ph.D.

Department of World Languages & Cultures
Behavioral & Social Sciences 206
707-826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

Prepare primarily to teach Spanish in junior high and high school. (For information on the preliminary and professional clear teaching credentials, see Education)

Learn to speak, read, write, and understand Spanish with relative fluency. Also learn current methods of teaching modern languages and the importance of language in the development of culture and civilization.

Courses are taught in Spanish, allowing rapid progress. Taped interviews, videocassettes, films, and computer software further assist students.

Participants in this program gain a new perspective on their native and second languages and their relation to a multicultural world.

Our faculty help students interested in teaching, business, and medical fields. The department also sponsors visits by literary critics, artists, consular officials, and other guests.

Students are encouraged to study abroad through World Languages and Cultures abroad programs.

Preparation

A solid background in English grammar and syntax is recommended. Any previous study of a language other than English is helpful but is not required.

REQUIREMENTS FOR THE MAJOR

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, meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Upper Division

48 upper division units, at least 12 to be completed at the Humboldt campus, including:

- Courses required from all majors:

SPAN 311	Spanish Level V, Advanced Grammar & Composition
SPAN 340	Introduction to the Analysis of Hispanic Literature
SPAN 401	Hispanic Civilization: Spain
SPAN 402	Hispanic Civilization: Latin America
SPAN 435	Spanish Applied Linguistics
SPAN 492	Senior Project

- A minimum of 24 units from the 300/400 series.

Teaching English as a Second Language

Minor in Teaching English as a Second Language

Advisors:

Armeda Reitzel, Ph.D., Communication
Telonicher House 54
707-826-3779

Terry Santos, Ph.D., English
Founders Hall 214
707-826-5988

The Program

This coursework develops and refines skills necessary in teaching English as a second language (in the US, foreign schools, and language institutes).

The requirements for the TESL minor are equivalent to the requirements for the CLAD certificate (Crosscultural Language and Academic Development) recognized by the California Commission on Teacher Credentialing. See Crosscultural Language and Academic Development for a full description of that program.

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.

REQUIREMENTS FOR THE MINOR

Six semester units of a language other than English taken at the university level or at an intensive language program

ENGL 326	Language Studies for Teachers **or**
ENGL 328	Structure of American English

All of the following:

COMM 322	Intercultural Communication
ENGL/COMM 417	Second Language Acquisition
ENGL 435	Issues in English as a Second/Foreign Language
ENGL 436	Integrating Language & Content in English Instruction

Note: ENGL 435 is a prerequisite for 436. Also, ENGL 326 or 328 or the equivalent is a prerequsite for ENGL/COMM 417.

Theatre, Film, and Dance

Bachelor of Arts degree
with a major in Theatre, Film, & Dance
with emphasis areas in:
Theatre, Film, Dance

Bachelor of Arts degree in
Interdisciplinary Dance Studies
See: Dance Studies (Interdisciplinary)

Minors in Theatre, Film, & Dance

Master of Arts degree in Theatre Arts
with emphasis areas in:
Theatre Production
Film Production

Master of Fine Arts degree in
Theatre Arts with an emphasis in
Scenography

Certificate of Study in College Faculty
Preparation Program: Theatre Arts

Department Chair
Bernadette Cheyne, MFA

Department of Theatre, Film, & Dance
Theatre Arts Building 20
707-826-3566
www.humboldt.edu/theatrefilmanddance

The BA Program

Students completing this program will have demonstrated:

- a foundation of knowledge, vocabulary, and skills in the arts of theatre, film, and dance through hands-on practice
- understanding and appreciation of the common ground among, as well as the boundaries between, the disciplines of theatre, film, and dance with a concentration in one of them
- valuing, understanding, and applying the interrelationship between social, cultural, and community forces and the arts of theatre, film, and dance
- respect for and practice of the skills of healthy collaboration in the creation of theatre, film, and dance.

The combination of Theatre, Film, and Dance in one department offers undergraduates an opportunity to study and participate in all three art forms while focusing more in depth in one area. The department's philosophy is: to provide a solid foundation of knowledge, skills, and hands-on practice in the arts of theatre, film, and dance; to integrate the curriculum of the three disciplines, finding the common ground among them, exploring boundaries between them and allowing concentration in one of them; and to foreground social consciousness, cultural celebration and community alliances as responsible artists and citizens of the world.

Our annual production season involves students at all levels and includes films, dance performances and a variety of plays by the masters, contemporary playwrights, and student originals. Steeped within the tradition of independent film, the film program at Humboldt State University gives students an opportunity to learn the fundamentals of filmmaking through an interdisciplinary program that parallels traditional motion picture production with creative avenues made available by evolving technologies. Every third year part of a season is dedicated to staging original plays featuring new works by American playwrights. Each writer takes up residence at Humboldt during the production and works with the performers, director and production staff. Dance performances include faculty and student choreography, with a majors' production every year. Physical theatre is featured through original work in different seasons. Musicals, in collaboration with the Music Department, provide an array of opportunities for students every other year. Film productions and screenings take place throughout the year with a special focus on the Humboldt Film Festival. Coordinated by students, this oldest student-run film festival in the US brings to the university a week of screenings, workshops with professional filmmakers and opportunities for students to share their work with visiting filmmakers.

Humboldt's production facilities include a 750-seat proscenium theatre, two smaller studio theatres, and an intimate thrust theatre. The filmmaking program utilizes a combination of traditional 16mm film and digital technologies.

Our graduates work in theatre, film, dance, education, and a variety of other professions where the creativity, commitment and collaborative skills they gained from their education serve them well.

The Department houses the Interdisciplinary Dance Studies Program and participates in the Kennedy Center American College Theatre Festival, the American College Dance Festival, and the United States Institute for Theatre Technology.

See also sections in the catalog on Dance, Dance Studies, and Film.

REQUIREMENTS FOR THE BA IN THEATRE, FILM, AND DANCE

A minimum grade of C- is required for all courses in the major.

Core Curriculum

TFD 104	Storytelling
TFD 137	Production Techniques
TFD 240	Traditions in Cinematic & Performing Arts
TFD 448	Critical Analysis of Theatre, Film, & Dance
TFD 494	Senior Seminar

Social/Community Focus (3-4 units). Classes that foreground social consciousness, cultural celebration and community alliance. These classes include, but are not limited to:

TFD 307	Theatre of the Oppressed
TFD 393/585	Writing from Community
TFD 394/585	Grant Writing
TFD 477	Film Production Workshop: Documentary Production

Theatre Emphasis

TFD 241	Theatre History/Theatre & Society
TFD 330	Intro to Performance Design
TFD 351	Directing/Performance Practicum

At least four units from two of the following, one of which must be either TFD 327 or TFD 328:

TFD (326-328, 408, 489)	Production Practicum

Approved Theatre Electives—6-8 units:

TFD 105	Acting
TFD 107	Dramatic Writing
TFD 108	Action: Theatre Movement & Mime
TFD 121	Makeup
TFD 129	Voice Development
TFD 315	Acting Styles
TFD 321	Maskmaking & 3-Dimension Makeup
TFD 324	Puppetry
TFD 331	Scenery Design
TFD 332	Millinery
TFD 333	Lighting Design
TFD 335	History of Costume
TFD 336	Theatre Costume Design
TFD 415	Advanced Studies in Acting
TFD 437	Technical Direction
TFD 449	Play Development Workshop
TFD 451	Advanced Directing

Film Emphasis

TFD 306 Art of Film: 1950s to the Present (Must take concurrently with TFD 318.)
TFD 312 Filmmaking I
TFD 372 Filmmaking II

One of the following:
TFD 373 Filmmaking III
TFD 476 Film Directing

One of the following:
TFD 313 Film Theory & Criticism
TFD 465 Film Seminar

Approved Film Electives:

TFD 305 Art of Film: Begin. to 1950s
TFD 348 Writing for Film
TFD 477 Film Production Workshop
Documentary Production
Science & Film Seminar

Dance Emphasis

TFD 303 World Dance Expressions
TFD 330 Intro to Performance Design
TFD 389 Choreography Workshop

At least four units from two of the following, one of which must be either TFD 327 or TFD 328:

TFD (326-328, 408, 489) Production Practicum

Approved Dance Electives—at least10 units:
TFD 103 Dance Techniques I
TFD 103B Dance Techniques II
TFD 103C Dance Techniques III
TFD 185 Ballet I
TFD 186 Ballet II
TFD 385 Jazz Dance Styles I
TFD 386 Jazz Dance Styles II

A total of 48 units comprises the major.

REQUIREMENTS FOR THE MINOR IN THEATRE

A minor requires a minimum of 15 units, 9 of which must be upper division. A minimum 2.0 (C) grade-point average is required. Courses used for a minor can be used for general education and a major. Areas of study include: theatre arts, theatre production, dramatic literature, dramatic writing and performance. Students choosing a minor in Theatre Arts, design individualized programs with the guidance/approval of an advisor. To pursue the Theatre Arts minor, first contact a departmental advisor.

REQUIREMENTS FOR THE MINOR IN FILM *(also see Film)*

This minor prepares persons for careers using the basic skills of cinematography, editing, directing, and post-production processes.

REQUIREMENTS FOR THE MINOR IN DANCE *(also see Dance)*

Minors develop an understanding of dance as an art form and as a unique cultural and social expression. Students also attain a cumulative knowledge of dance as a history of the world and its people. Students develop skills in physical techniques, creative process, collaboration and performance. Dance minors are encouraged to participate in informal and mainstage dance performances.

THE MASTER OF ARTS DEGREE

Options in Theatre Production and Film Production

The Program

Students completing this program will have demonstrated:

- breadth and depth in research as applied to creative projects and productions
- the ability to pose questions exploring the personal significance, social and cultural implications, and broader thematic relevance of a creative work
- preparedness for production meetings
- the ability to articulate effectively within a shared vision
- proficiency in a wide array of skills and techniques within their areas of focus
- effective instruction of and/or mentoring of undergraduates.

Seniors may take 500-level courses with faculty approval.

Theatre Production Emphasis:

This degree allows students to combine two or more areas for concentrated exploration and study. Areas of study may include: acting; directing; dramatic writing; technical direction; and the visual design areas of costumes, lighting, scenery, and make-up.

After the required primary focus area is chosen, then a secondary area is selected, which further augments the student's needs. This MA is preparation for further graduate studies or for career options including teaching.

Film Production Emphasis:

Steeped within the tradition of independent film, the film curriculum integrates hands-on production and film studies within a liberal arts education to foster storytellers who can artfully express well-developed and substantive ideas. All aspects of the program stress professionalism with an emphasis on quality shared between collaborative and creative processes.

The film program utilizes a combination of traditional 16mm film and digital technologies. We have re-photography facilities, a sound studio, on-site 16mm and Super-8 telecine capabilities, and digital post-production studios with film matchback capabilities. Basic pre-production, production and post-production skills are taught with emphasis on documentary, narrative and experimental forms.

Students finance their own films but there are production funds available for certain class projects. During the fall and spring semesters students can apply for answer print funds used to bring 16mm films to completion for festivals and distribution.

A major offering of the Department is the Annual Humboldt Film Festival, produced and organized by students. The festival is the oldest student-run film festival in the world. Started in 1967, this annual Spring showcase brings to the University and Humboldt County a week of exciting activities. There are workshops with professional filmmakers, screenings of international filmmakers' recent works, and opportunities for individual sessions with visiting artists. The festival is a juried competition attracting films from around the world. There are many opportunities for student involvement in the festival, including several paid positions for festival student co-directors.

REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

All courses required of the major must be completed with a grade of B- or better.

- Complete a minimum of 30 units, including TFD 548, Introduction to Graduate Studies, and acceptance of the thesis or thesis alternative. Other degree requirements vary with the area of emphasis.
- At least 15 units must be graduate-level courses (500- or 600-level), with a maximum of nine of these units for thesis or independent study (690/699).
- Receive recommendation by department, college, and graduate offices.

- MA students with an emphasis in film production will be limited to four years to complete their degrees.

Note: The graduate office publishes a *Handbook for Master's Students*, and the department publishes its own graduate handbook. Both sources provide more detailed information.

Admission to the Program

The Department of Theatre, Film, and Dance requires all graduate applicants to fulfill all the requirements for admission to Humboldt State University. The Department does not require that the Graduate Record Exam (GRE) be taken to enter its graduate programs.

To apply for the Master of Arts Degree in Theatre Arts, the candidate must submit directly to the Department of Theatre, Film, and Dance:

- a completed Department of Theatre, Film, and Dance Master of Arts Degree application form;
- at least four letters of recommendation;
- transcripts from all colleges/universities previously attended; unofficial is acceptable;
- a brief statement of your career objectives and reasons for choosing this program; and
- if available, any evidence demonstrating your previous experience or competence in the areas of your Master of Arts choices, such as portfolios, programs, critical reviews, etc. (You may submit this material along with the Department application form. This material will be returned to you following the admissions decision.) The Department of Theatre, Film, and Dance may request an interview in person or by telephone.

Send all MA degree application materials to:
Chair, Graduate Screening Committee
Department of Theatre, Film, and Dance
Humboldt State University
#1 Harpst Street
Arcata, CA 95521-8299

REQUIREMENTS FOR THE MASTER OF FINE ARTS DEGREE IN THEATRE ARTS WITH AN EMPHASIS IN SCENOGRAPHY

Those with a BA in theatre arts or a closely related discipline and with some background in design may pursue an MFA in Theatre Arts with an emphasis in Scenography. Students in this program must declare a primary and at least one secondary area of emphasis in scenery, lighting, costume design and/or technical direction. Course and project work include design/technical training and applications to theatre, film, and dance.

Requirements for the MFA Degree

All courses required of the major must be completed with a grade of B- or better.

Complete a minimum of 78 units including:

TFD 548	Intro. to Graduate Studies
TFD 630	Intro. to Scenography
TFD 634	Rendering Techniques
TFD 638	Architectural History and Period Styles
TFD 648	Critical Analysis of Theatre, Film, and Dance
TFD 649	Play Development Workshop
TFD 695	Supervised Teaching

And at least three of the following:

TFD 631	Graduate Seminar in Scenic Design
TFD 633	Graduate Seminar in Lighting Design
TFD 636	Graduate Seminar in Costume Design
TFD 637	Graduate Seminar in Technical Direction

MFA students also need to complete a minimum of 6 additional units of history/theory/literature/criticism courses, 15-20 units of primary and secondary emphasis courses, and 21 units of project work.

- Complete 60 graduate-level units within the total of 78. Not more than 16 of these shall be TFD 690 and/or 699.
- The approved program includes two assignments as assistant designer or technical director and a minimum of four projects, two in the primary emphasis area, one in the secondary area, and a culminating scenographic paper (portfolio) project that involves creating scenery, lighting, and costume designs for theatre, dance or film. Students provide an oral defense of their culminating project. All project assignments must be approved and evaluated by the student's graduate committee.
- Submit a professional portfolio (appropriate to the primary and secondary emphasis areas) to the department faculty for acceptance based upon the graduate committee's criteria.
- Submit a project report on the total experience in the program for acceptance as defined by the graduate committee.
- Receive recommendation by the department and graduate office on confirmation of the degree.

The department can accept up to 30 semester units transferred from other institutions.

Due to the academic and project work demands of the MFA program, it normally takes three years to complete all degree requirements.

Note: The graduate office publishes a *Handbook for Master's Students*, and the department publishes its own graduate handbook. Both sources provide more detailed information.

Admission to the Program

The same criteria apply for admission into the Master of Fine Arts program as those listed for the Master of Arts with the exception that applicants for the MFA must submit to the department a portfolio of their design and other related work.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Theatre Arts

This discipline-specific program is designed to better prepare the graduate student interested in a teaching career at the community college or university level. Participation requires completion of, or current enrollment in, one of the theatre arts master's programs.

The certificate consists of five components (12 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your official university transcript.

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in theatre arts instruction. Students work with instructors of core courses in theatre arts. Three units, taken first or second semester of the MA program:

TFD 695 Supervised Teaching

2) Higher Education Teaching Methods

Guidance in the skills and knowledge relevant to teaching in higher education. Three units, taken first or second semester of the MA program:

EDUC 583 Teaching in Higher Education

Certificate requirements #3 & #4 come *after* completion of #1 (Discipline-Specific Teaching Methods) and *after or concurrent with* #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit, concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- **Community College Track:**

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

(*Note:* Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

OR...

- **Pre-doctoral College Track:**

Three units of a mentored teaching experience at HSU. See Theatre Graduate Coordinator for advice on what course number to use.

5) Capstone Experience

Guidance in developing a professional teaching portfolio and job-search support materials. Two units, taken after all previous components have been completed.

SP 685 Instructional Resources for Higher Education

Water Resource Policy

Minor in Water Resource Policy

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 most helpful for careers with public and private agencies dealing with water-use issues.

REQUIREMENTS FOR THE MINOR

Core Program

GEOG 473 Global Water Resources

Three courses from the following:

NAS 366 Tribal Water Rights
PSCI 352 Water Politics
WSHD 310 Hydrology & Watershed Management
WSHD 530 Water Rights & Water Law

Electives

Three units. The following course or one remaining from the core program.

ENGR 448 River Hydraulics

Capstone Seminar

PSCI 486 Special Topics Seminar **or**
GEOG 471 Topics in Systematic Geography

A capstone seminar where students present findings of their research on a water resource policy question.

Watershed Management

Minor in Watershed Management

For information on a Master of Science degree with an option in watershed management, see the graduate section of the Natural Resources program.

Advisor
Andrew Stubblefield
Forestry Bldg 212
707-826-3258
Andrew.Stubblefield@humboldt.edu

Department of Forestry and Wildland Resources
Forestry Building 205
707-826-3935, fax 826-5634

The Program

Focus on watershed processes and interactions between geophysical, biological, and socioeconomic factors in bounded geographic drainage basins. The interplay between watershed processes and the management of other natural resources is integral to these studies.

Visit our Web page at www.humboldt.edu/~fwr.

REQUIREMENTS FOR THE MINOR

SOIL 260 Introduction to Soil Science
WSHD 310 Hydrology & Watershed Management

Plus one of the following two courses:

GEOL 350 General Geomorphology
SOIL 360 Origin & Classification of Soils

Plus one of the following two courses:

WSHD 424 Watershed Hydrology
WSHD 458 Climate Change & Land Use

Wildland Soil Science

Bachelor of Science degree with a major in Rangeland Resource Science—option in Wildland Soil Science

Minor in Wildland Soil Science

Certificate of Study

For information on the master's degree, see the graduate section of the Natural Resources program.

Department Chair
K. O. Fulgham, Ph.D.

Department of Forestry & Wildland Resources
Forestry Building 205
707-826-3935, fax 826-5634

The 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 outputs.

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.

Preparation

In high school take biology, chemistry, and mathematics.

REQUIREMENTS FOR THE OPTION

Lower Division

Complete all courses in the major with a C- or better.

BIOL 105	Principles of Biology*
BIOM 109	Introductory Biometrics
BOT 105	General Botany*
CHEM 107	Fundamentals of Chemistry*
GEOL 109	General Geology*
MATH 105	Calculus for the Biological Sciences & Natural Resources*
NRPI 105	Natural Resource Conservation*
NRPI 277	Introduction to Remote Sensing
PHYX 106	College Physics: Mechanics & Heat*
SOIL 260	Introduction to Soil Science

Upper Division

BIOL 330	Principles of Ecology
CHEM 328	Brief Organic Chemistry
FOR 315	Forest Management
GEOL 350	Geomorphology
RRS 306	Rangeland Resource Principles
WSHD 310	Hydrology & Watershed Management
NRPI 470	Intermediate GIS **or**
NRPI 377	Introduction to GIS Concepts

Option

SOIL 360	Origin & Classification of Soils
SOIL 460	Forest & Range Soils Management
SOIL 462	Soil Fertility
SOIL 465	Soil Microbiology
SOIL 467	Soil Physics

Restricted Electives

FOR 331	Silvics—Foundation of Silviculture **or**
BOT 310	General Plant Physiology
BOT 350	Plant Taxonomy **or**
BOT 354	Agrostology **or**
FOR 230	Dendrology

REQUIREMENTS FOR THE MINOR

SOIL 260	Introduction to Soil Science
SOIL 360	Origin & Classification of Soils
SOIL 460	Forest & Range Soils Management

At least three courses (including one or more with asterisks) from the following:

GEOL 350	General Geomorphology
SOIL 462	Soil Fertility*
SOIL 465	Soil Microbiology*
SOIL 467	Soil Physics*
SOIL 468	Introduction to Agroforestry
WSHD 310	Hydrology & Watershed Management **or**
WSHD 424	Watershed Hydrology

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*Course also meets lower division science GE requirements.

WILDLIFE

Bachelor of Science degree with a major in Wildlife

Option in Wildlife Management & Conservation

Option in Conservation Biology/ Applied Vertebrate Ecology

Minor in Wildlife

See Natural Resources for information on the Master of Science degree with an option in Wildlife.

Department Chair
Matt Johnson, Ph.D.

Department of Wildlife
Wildlife & Fisheries Bldg 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 socio-political 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

Option 1

Wildlife Management & Conservation

Lower Division

Life Sciences

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOOL 110 Introductory Zoology

Physical Sciences

CHEM 107 Fundamentals of Chemistry
or
CHEM 109 General Chemistry

One of the following:
CHEM 110 General Chemistry
CHEM 328 Brief Organic Chemistry
PHYX 106 College Physics: Mechanics & Heat
SOILS 260/260L Introduction to Soil Science/Lab

Mathematics

MATH 115 Algebra & Elementary Functions
BIOM 109 Introductory Biometrics

Conservation, Policy & Administration

WLDF 210 Intro to Wildlife Conservation & Administration
WLDF 244 Wildlife Policy & Animal Welfare

Upper Division

BOT 330 Plant Ecology (lecture only)
BOT 350 Plant Taxonomy
WLDF 301 Principles of Wildlife Mgmt.

WLDF/PHIL 302 Environmental Ethics **or**
WLDF/PHIL 309 Case Studies in Environmental Ethics **or**
NRPI 325 Environmental Law & Regulation

WLDF 311 Wildlife Techniques
WLDF 365 Ornithology I
ZOOL 356 Mammalogy

ZOOL 354 Herpetology **or**
FISH 310 Ichthyology **or**
ZOOL 314 Invertebrate Zoology **or**
ZOOL 358 General Entomology

Life Forms & Applied Science/Management

Two of the following courses:

WLDF 420 Wildlife Management (Waterfowl)
WLDF 421 Wildlife Management (Upland Game)
WLDF 422 Wildlife Management (Mammals)
WLDF 423 Wildlife Management (Nongame)

Habitat Ecology/Management

One of the following courses:

WLDF 430 Ecology & Management of Wetland Habitats
WLDF 431 Ecology & Management of Upland Habitats

Advanced Classes

Two of the following courses:

WLDF 450 Principles of Wildlife Diseases
WLDF 460 Conservation Biology
WLDF 470 Animal Energetics
WLDF 475 Wildlife Ethology
WLDF 478 Ecology of Wildlife Populations

Capstone Classes

WLDF 485 Senior Seminar

WLDF 490 Honors Thesis **or**
WLDF 495 Senior Project

Option 2

Conservation Biology/Applied Vertebrate Ecology

Lower Division

Life Sciences

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOOL 110 Introductory Zoology

Physical Sciences

CHEM 109 General Chemistry
CHEM 328 Brief Organic Chemistry

Mathematics

MATH 105 Calculus for the Biological Sciences & Natural Resources
BIOM 109 Introductory Biometrics

Conservation, Policy & Administration

WLDF 210 Introduction to Wildlife Conservation & Administration
WLDF 244 Wildlife Policy & Animal Welfare

Upper Division

BOT 330 Plant Ecology (Lecture/Lab)

BIOL 345 Genetics with Population Emphasis **or**
FISH 474 Genetic Applications In Fish Management

BOT 350 Plant Taxonomy
WLDF 301 Principles of Wildlife Management
WLDF 311 Wildlife Techniques
WLDF 365 Ornithology I
WLDF 460 Conservation Biology
ZOOL 356 Mammalogy

Life Forms & Applied Science/Mgmt.

One of the following courses:

WLDF 420 Wildlife Management (Waterfowl)
WLDF 421 Wildlife Management (Upland Game)
WLDF 422 Wildlife Management (Mammals)
WLDF 423 Wildlife Management (Nongame)

Habitat Ecology/Management

One of the following courses:

WLDF 430 Ecology & Management of Wetland Habitats
WLDF 431 Ecology & Management of Upland Habitats

Advanced Classes

Two of the following courses:

WLDF 450 Principles of Wildlife Diseases
WLDF 470 Animal Energetics
WLDF 475 Wildlife Ethology
WLDF 478 Ecology of Wildlife Populations

Capstone Classes

WLDF 485 Senior Seminar

WLDF 490 Honors Thesis **or**
WLDF 495 Senior Project

Elective Course

One of the following courses:

BIOM 333 Intermediate Statistics
BIOM 406 Sampling Theory
BIOM 408 Experimental Design & ANOVA
BIOM 508 Multivariate Biometry
FISH 310 Ichthyology
NRPI 377 Introduction to GIS Concepts
ZOOL 310 Animal Physiology
ZOOL 314 Invertebrate Zoology
ZOOL 354 Herpetology
ZOOL 358 General Entomology

REQUIREMENTS FOR THE MINOR

Required Courses

WLDF 301 Principles of Wildlife Management
WLDF 311 Wildlife Techniques

WLDF 365 Ornithology I **or**
ZOOL 354 Herpetology **or**
ZOOL 356 Mammalogy

Note: WLDF 301 and 365 have the following prerequisites: MATH 115, BIOL 105, ZOOL 110; BIOM 109 or STAT 108; or their equivalents.

Restricted Electives

One course from the following:
WLDF 430 Ecology & Management of Wetlands Habitats for Wildlife
WLDF 431 Ecology & Management of Upland Habitats for Wildlife
WLDF 460 Conservation Biology

One additional course from the following:
WLDF 420 Wildlife Management (Waterfowl)
WLDF 421 Wildlife Management (Upland Game)
WLDF 422 Wildlife Management (Mammals)
WLDF 423 Wildlife Management (Nongame Wildlife)
WLDF 430 Ecology & Management of Wetlands Habitats for Wildlife
WLDF 431 Ecology & Management of Upland Habitats for Wildlife
WLDF 450 Principles of Wildlife Diseases
WLDF 460 Conservation Biology
WLDF 470 Animal Energetics
WLDF 475 Wildlife Ethology
WLDF 478 Ecology of Wildlife Populations

Women's Studies

Bachelor of Arts degree with an Interdisciplinary Studies major—option in Women's Studies

Minor in Women's Studies

A certificate of study in Women's Studies is also available (see Certificates of Study).

Program Leader
Kim Berry, Ph.D.

Women's Studies Office
Lower Library 55
707-826-4329
www.humboldt.edu/~womensst

The Program

Students completing this program will have demonstrated:

- analysis of the strengths and weaknesses of prominent feminist theories for understanding a key feminist issue
- the ability to employ intersectional analysis to identify how a gendered stereotype operates at both institutional and personal levels
- analysis of an instance of the gendered dynamics of global relations of power and privilege, including accurate identification of relations of imperialism and neo-imperialism
- the ability to employ intersectional analysis to identify positionality and strategies of representation within the context of relations of power in a specific historical text
- the ability to locate appropriate sources by searching electronic and academic databases
- identification and analysis of the politics of positionality, knowledge production, and representation in the context of feminist research or an activist project.

Women's Studies is an interdisciplinary field of study that encourages inquiry into the full range of human experience by raising fundamental questions about gendered relations in human behavior, culture, and society.

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 major, minor, and certificate of study. Our program also works with the student-run Women's 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, speakers, and an annual women's retreat.

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 center director, women's health care specialist, writer.

REQUIREMENTS FOR THE MAJOR OPTION

The Interdisciplinary Studies major option in Women's Studies is comprised of 42 units, including 25 units in core courses and 17 units in one of four concentrations. Proficiency in a second language is either recommended or required, depending on the concentration selected.

Concentrations:

- Women & the Environment
- Women & Global/International Studies
- Women in Social & Community Service
- Women's Expression in Art & Language

Core Courses

(required for all four major concentrations)

Lower Division [9 units]

WS 106 Introduction to Women's Studies
WS 107 Women, Culture, History
WS 108/ES 108 Power/Privilege: Gender & Race, Sex, Class

Upper Division [16 units]

WS 311 Feminist Theory & Practice
WS 315 Sex, Gender, & Globalization
WS 330/ES 330 Ethnic Women in America
WS 485 Seminar in Feminist Studies

WS 410 Internship **or**
WS 420 Community Service [2 units]

Concentration: Women & the Environment

Required [9 units]

WS 340 Ecofeminism
WS 350 Women's Health & Body Politics
WS 365 Women Writing Nature

Proficiency in a second language is recommended.

Electives

Eight units from the courses below:

ANTH 317/WS 317 Women & Development
BOT 300 Plants & Civilization
ENGR 305 Appropriate Technology
ENGR 308 Technology & the Environment
ENGR 380 Community Agriculture
ENGR 480 Sustainable Agriculture
GEOG 304/ES 304 Migrations & Mosaics
PHIL 302/WLDF 302 Environmental Ethics
PSCI 373 Politics of a Sustainable Society
RS 391 Religions of the Goddesses
WS 303 Third World Women's Movements
WS 305 Feminist Science Fiction
WS 309/SPAN 309 Revolution, Reform, Response: Latin America in the 20th Century [3-6 units]
WS 480 Diversity Conference
Or other advisor-approved courses

Concentration: Women & Global/International Studies

Required [9 units]

WS 303 Third World Women's Movements **or**
WS 309 Revolution, Reform, Response: Latin America in the 20th Century

WS 340 Ecofeminism
ANTH/WS 317 Women & Development

Study abroad is desirable.

Proficiency in an appropriate second language is required.

Electives

Eight units from the courses below:

ANTH 430/WS 430 "Queer" Across Cultures
GEOG 304/ES 304 Migrations & Mosaics
MATH 301 Mathematics & Culture: Historical Perspective
WS 303 Third World Women's Movements
WS 306/FREN 306/GERM 306/SPAN 306 Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
WS 309/SPAN 309 Revolution, Reform, Response: Latin America in the 20th Century [3-6 units]
WS 350 Women's Health & Body Politics
WS 450 Threads of Communication
WS 480 Diversity Conference
Or other advisor-approved courses

Concentration: Women in Social & Community Service

Required [9 units]

SW 330 Social Work Policy **or**
ED 313/ES 313/WS 313 Education for Action

One of the following pairs:

PSYC 437 Sexual Diversity
WS 370 Queer Women's Lives

or

SOC 319/WS 319 Ecology of Family Violence
ES 360/WS 360 Race, Gender & US Law
Proficiency in a second language is recommended.

Electives

Eight units from the courses below:
EDUC 318/WS 318 Gay & Lesbian Issues in Schools
PSYC 436/WS 436 Human Sexuality
PSCI 316 Public Administration
SOC 306 The Changing Family
SOC 475 Community Organizing
SW 382 Social Work Research
WS 350 Women's Health & Body Politics
WS 389/HIST 389 Women in US History
WS 480 Diversity Conference
ANTH 430/WS 430 "Queer" Across Cultures

Or other advisor-approved courses

Concentration: Women's Expression in Art & Language

Required [10 units]

WS 365 Women Writing Nature
WS 305 Feminist Science Fiction

WS 450 Threads of Communication **or**
WS 301/ART 301 Women Artists

Proficiency in a second language is recommended.

Electives

Seven units from the following:
ES 360/WS 360 Race, Gender & US Law
ENGL 336/ES 336 American Ethnic Literature*
ENGL 308/WS 308 Women in Literature
RS 391 Religions of the Goddesses
WS 306/FREN 306/GERM 306/SPAN 306 Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
WS 340 Ecofeminism
WS 375/PHIL 475 Postmodernism/ Feminism
WS 400 Integration Femininity and Masculinity
WS 480 Matrix Production
WS 480 Diversity Conference

Any upper division creative writing course. Any upper division studio course in the creative and performing arts (art, music, theatre). Any course in the arts or humanities focusing on women.

Or other advisor-approved courses

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)

WS 106 Introduction to Women's Studies
WS 107 Women, Culture, History
WS 311 Feminist Theory & Methods

Electives (minimum 6 upper division units)

At least one course (3 units minimum) must have significant international content (these courses are marked with an asterisk).

WS 300/PSYC 300 Psychology of Women
WS 301/ART 301 The Artist [only when topic is "Women Artists"]
WS 302/RS 300 Living Myths
WS 303* Third World Women's Movements
WS 305* Feminist Science Fiction
WS 306/FREN 306/GERM 306/SPAN 306* Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
WS 308B/ENGL 308B Women in Literature
WS 308C/ENGL 308C* Women in Literature
WS 309/SPAN 309* Revolution, Reform, Response
WS 309B/COMM 309B Gender & Communication
WS 312 Women & Mass Media
WS 313/EDUC 313/ES 313 Education for Action
WS 315* Sex, Gender & Globalization
WS 316/SOC 316 Gender & Society
WS 317/ANTH 317* Women in Development
WS 318/EDUC 318 Gay & Lesbian Issues in Schools
WS 319 Ecology of Family Violence
WS 330/ES 330 Ethnic Women in America
WS 340* Ecofeminism
WS 350* Women's Health & Body Politics
ES 360/WS 360 Race, Gender & US Law
WS 365* Women Writing Nature
WS 370 Queer Women's Lives
WS 375 Postmodern Philosophies
WS 389/HIST 389 Women in US History
WS 400* Integration: Femininity & Masculinity
ANTH 430/WS 430 "Queer" Across Cultures
WS 436/PSYC 436 Human Sexuality
WS 450 Threads of Communication

And other advisor-approved courses

*When subject matter of the course focuses on women writers.

ZOOLOGY

Bachelor of Science degree with a major in Zoology

Minor in Zoology

See Biology for the Master of Arts degree.

Department Chair
John Reiss, Ph.D.

Department of Biological Sciences
Science Complex B 221
707-826-3245

The Program

Students completing this program will have demonstrated:

- understanding of the process of formulating alternate, testable hypotheses, to employ the methods of science to gather and interpret data in testing those hypotheses, and to distinguish scientific reasoning from other types of thought
- literacy in the language of science, which includes the use of mathematical equations, quantitative data, analytical procedures, and the representation of data in graphs, tables, diagrams, and in written expression
- understanding of the mechanisms that all life forms possess to extract, transform, and use energy from their environment in ways that allow for their maintenance, growth, and reproduction
- awareness of the interconnectedness of life on earth and that all biological processes occur with both a genealogical (evolutionary) and organizational (molecules, cells, organisms, populations, communities, ecosystems, and the biosphere) framework
- understanding that descent with modification has shaped all biological processes and that biological evolution offers the only logical scientific explanation for the simultaneous unity and diversity of life on earth.

Take advantage of Humboldt's vertebrate and invertebrate museums. Large populations of native animals offer a chance for real-life study. Humboldt State also houses animals in on-campus quarters. 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*.

Graduates can pursue careers as: zoologists, technical writers, laboratory technicians, museum curators, entomologists, health technicians, ornithologists, animal nutritionists, ichthyologists, anatomists, embryologists, pathology technicians, or science librarians.

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

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources [**or** a full year of calculus—MATH 109 & 110]
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 110	Introductory Zoology

Upper Division

BIOL 307	Evolution
BIOL 330	Principles of Ecology
BIOL 340	Genetics
BIOL 412	General Bacteriology
CHEM 328	Brief Organic Chemistry
ZOOL 310	Animal Physiology
ZOOL 314	Invertebrate Zoology
ZOOL 370	Comparative Anatomy of the Vertebrates **or**
ZOOL 476	Principles of Animal Development

One course from:

FISH 310	Ichthyology
WLDF 365	Ornithology I
ZOOL 352	Natural History of the Vertebrates
ZOOL 354	Herpetology
ZOOL 356	Mammalogy
ZOOL 358	General Entomology
ZOOL 430	Comparative Animal Behavior
ZOOL 452	Parasitology

One upper division course in botany with laboratory

REQUIREMENTS FOR THE MINOR

BIOL 105	Principles of Biology
ZOOL 110	Introductory Zoology

14 units of upper division zoology courses approved by the zoology minor advisor

Course Descriptions

Administrative Services

CREDENTIAL/LICENSURE

AS 642. Curriculum: Development & Governance (3). Structure and organization of curriculum. Historical, traditional, and contemporary influences. Problems related to governance, leadership, procedures, and implementation.

AS 645. Personnel Administration & Supervision (3). Issues related to school personnel procedures, from employment to retirement. Supervision of instruction, employee evaluation, collective bargaining.

AS 646. The Principal: Leader & Administrator (3). Role and responsibilities of principal. Leadership concepts, decision making techniques, school organization, community relations, school climate, curriculum administration, and categorically funded projects.

AS 647. Practicum: Diversity Issues & School Administration (2). Class assessment of contemporary issues most important for future school administrators.

AS 648. Legal & Fiscal Aspects of School Administration (3). California Education Code and significant court cases. State and federal funding of schools. California funding formulas; school and district budgeting procedures. Court decisions and case analyses.

AS 649. Ethics & School Administration (1). Review personal, institutional, and community values. Clarify their conflict and impact on school administration and leadership.

AS 660. Technology & School Management (2). School administrator's role/responsibility in providing leadership in computer technology and improved delivery and management of educational programs. Media technology for the instructional program.

AS 661. Professional Development—Induction (2). Collaborating with school district mentor, candidate develops individual professional development plan. [Prereq: administrative services level I credential and employed as school administrator.]

AS 662. Leadership, Management, & Policy Development in a Multicultural Setting (2). Assist in developing skills necessary to meet social, educational, and cultural needs of a diverse student population. [Prereq: administrative services level I credential and employed as school administrator.]

AS 663. Strategic Issues Management (2). Examines the issues of school reform and school improvement through a series of strategic planning processes. Differences between strategic and conventional planning will be studied and evaluated. [Prereq: administrative services level I credential and employed as school administrator.]

AS 664. School & Community Relations (3). Administrative and communications strategies to effect positive working relationships with the community in an effort to improve student learning and build public support for schools. [Prereq: administrative services level I credential and employed as school administrator.]

AS 665. Ethical & Reflective Leadership (3). Contemporary issues/problems and acceptable, ethical solutions. Emphases: identifying values that sustain a community organization; conflicts that arise daily in managing ethical choices. [Prereq: administrative services level I credential and employed as school administrator.]

AS 666. Information Systems & Human & Fiscal Resources (2). Review and use contemporary information systems and technology to understand and address emerging issues and problems in human and fiscal resources administration. [Prereq: administrative services level I credential and employed as school administrator.]

AS 667. Candidate Assessment & Evaluation (2). Final assessment and evaluation of each candidate's induction plan. Results provide basis for final recommendation for approval for level II professional administrative credential. [Prereq: administrative services level I credential and employed as school administrator.]

AS 680. Special Topics (1-5). [Rep.]

AS 694. Elementary School Administration Fieldwork (3). Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative service credential.

AS 695. Secondary School Administration Fieldwork (3). Supervised performance of administrative tasks in a secondary school to meet requirements for preliminary administrative services credential.

AS 696. Fieldwork & Final Evaluation Seminar (1). Procedures and expectations related to fieldwork experiences. Develop Individual Educational Plan (IEP) for fieldwork experience.

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 335. DCG-d.]

AIE 345. American Indians in Higher Education (3). History of American Indian higher education experiences in U.S. public, private, and tribal colleges. Literature review includes student- and campus-centered factors influencing academic persistence and non-persistence of American Indian students.

AIE 380. Special Topics (.5-3). 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 435. Counseling Issues (3). Dynamics and process of effective crosscultural interactions between American Indians and non-Indians. [Prereq: AIE 330 or 335. DCG-d.]

AIE 491. Fieldwork in American Indian Education (1-3). Directed and supervised observation of selected aspects of school educational programs, with appropriate written reports. Hours arranged.

AIE 492. Seminar: Professional Opportunities (1). ITEPP students assess interests and careers in education and tribal services. [Prereq: IA.]

AIE 499. Independent Study (.5-3). Directed study, reading, conference, research on selected problems in American Indian education.

GRADUATE

AIE 580. Special Topics (.5-3). Topics of current interest in education, American Indian health, and tribal professional issues. [CR/NC. Rep.]

Anthropology

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 many 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.]

DCG 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

ANTH 113. Anthropology Skills Development (2). 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. [Must be concurrently enrolled in the specified EOP section of ANTH 104.]

ANTH 280. Statistical Reasoning (4). Techniques of statistical description and inference. How techniques are used in social science research. [Prereq: high school algebra or IA. Weekly: 3 hrs lect, 2 hrs lab.]

UPPER DIVISION

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 (3). Evolutionary theory; genetic basis for evolution; human's place in nature; fossil evidence for human evolution; biological basis for human variation. [Science GE for nonmajors only.]

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.]

ANTH 310. History of Anthropology (4). Development of anthropology, its theoretical antecedents and ongoing debates. Focus: reading original ethnographic and theoretical works. [Prereq: 8 units of upper division anthropology or IA.]

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.

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 322. Psychological/Educational/Cognitive Anthropology (4). Personality development and diversity; processes of learning and education in non-Western cultural contexts. Personality and ideology conflicts in crosscultural contact.

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 (3). Evolutionary and systematic theory; functional morphology; primate's place in nature; biological and cultural evolution of human family through the Ice Age. [Prereq: ANTH 110 or 303 or BIOL 104 or IA.]

ANTH 333. Primatology (4). Primate adaptations and evolution; ecology and social behavior; reproductive strategies used by males and females; primate intelligence; conservation or primates and their habitats. [Prereq: ANTH 110 or 303 or BIOL 104 or IA.]

ANTH 338. Biological Anthropology Lab (1). Practical aspects. Take concurrently with ANTH 331. [Prereq: ANTH 110 or IA.]

ANTH 339. Special Topics in Biological Anthropology (1-4). Seminars on topics such as: human variation; forensic anthropology/human osteology; primate evolution; sex, sexuality, and power; medical anthropology; nutritional anthropology; history of physical anthropology. [Prereq: ANTH 110 or 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 348. Linguistics Lab (1-4). Linguistic work with speakers of non-Indo-European languages. Analyze linguistic data. Field/lab applications. [Rep.]

ANTH 350. Method & Theory in Archaeology (4). Roles of theory and scientific method in reconstructing past cultures, culture process, and change. [Take ANTH 358 concurrently.]

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, ethnohistory. [Check with faculty for content. Rep.]

ANTH 374. Cultural Resource Management (4). Vocationally-oriented introduction to applied archaeology. Ethical, legal, and technical aspects of conserving prehistoric and historic cultural resources of the US.

ANTH 375. Community Development (1-4). Theory. Problems encountered implementing specific programs in various community settings.

ANTH 379. Special Topics in Applied Anthropology (4). Advanced topics: forensic anthropology, visual anthropology, social impact assessment. Check with faculty for course content.

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 394. Archaeology of North America (4). Intensive survey of North American pre-Columbian cultures from Paleo-Indian period to European contact. Emphasis on eastern Adena, Hopewell, Mississippian cultures. Some attention to Southwest.

ANTH 395. Mesoamerican Archaeology (3). Intensive survey of pre-Hispanic cultures of Mexico and Central America. Origins, development, and characteristics of native civilizations: Olmec, Mayan, Teotihuacán, Monte Albán, Toltec, and Aztec.

ANTH 400. Self, Health, & Culture (3). Humans as integrated physiological, social, and psychological organisms. How humans respond to illness in a variety of cultural contexts. Use tools drawn from psychology and anthropology. [GE.]

ANTH 410. Anthropological Theory (4). Seminar on development of anthropological theory. Philosophical/scientific foundations of anthropological perspectives: from Plato, Radcliffe-Brown, Levi-Strauss, Sartre, Kuhn, and Searle to postmodernism/cultural critique.

ANTH 430 / WS 430. "Queer" Across Cultures (3-4). Explores diversity of categories and meanings of sexuality, sex, and gender across cultures. Analyzes transformation due to colonialism, nationalism, and economic and cultural globalization. Explores intersections with race, class, nation.

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 492. Field Projects in Anthropology (1-4). Supervised field research. Archaeology students take 357 instead of 492. [Prereq: IA. Rep.]

ANTH 494. Senior Colloquium (1-3). Informal, widely ranging discussions of ethics, methods, and philosophies of anthropologists. Contemporary issues the undergraduate experience can illuminate. [CR/NC. Prereq: senior standing. All senior anthropology majors must enroll in at least one section.]

ANTH 499. Independent Study (1-4). Selected topics for advanced students. [Prereq: IA. Rep.]

GRADUATE

ANTH 610. History of Anthropological Theory (4). Contemporary frameworks. Philosophical structure of anthropologists' constructs.

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

ANTH 621. Third World Economic Development (4). Economic development in primitive, peasant, and Third World societies. Problems of cultural survival brought about by drastic economic changes.

ANTH 680. Graduate Seminar (1-4). Intensive study; special topics. [Rep.]

ANTH 681. Advanced Research Training (1-4). Supervised work in ongoing faculty research project. Acquire familiarity with theory construction, research training, data collection and analysis. [Rep.]

ANTH 690. Thesis (1-4). [Rep.]

ANTH 691. Master's Comprehensive Exams (1-4). [Rep].

ANTH 695. Field Research (1-4). Supervised field research. [Rep.]

ANTH 699. Independent Study (1-4). Directed study of selected problems, issues, and theoretical/analytical concerns.]Rep.]

Art

LOWER DIVISION

ART 103. Introduction to Art History (3). Survey of Western art from prehistoric times to the modern period. [GE.]

ART 104B. Ancient Art (3). Prehistoric, Mesopotamian, Egyptian, Aegean, Greek, and Roman art. [GE.]

ART 104C. Medieval Art (3). Early Christian, Byzantine, early medieval, Romanesque, and Gothic art. [GE.]

ART 104F. Renaissance Art (3). Italian and Northern European artists during the Renaissance. [GE.]

ART 104G. Baroque Art (3). Rubens, Rembrandt, and other artists, 1600-1750. [GE.]

ART 104H. 19th Century Art (3). European art from the neoclassical to the post-impressionist periods. [GE.]

ART 104i. 20th Century Art (3). Survey of painting and sculpture in the 20th century. [GE.]

ART 104J. 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-d. GE.]

ART 104K. Introduction to Tribal Art (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 in Mexico, Central and South America, the Caribbean. Emphasis on modern, post-independence period. Consider social, political, and cultural contexts in which 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 105B. Beginning Drawing (3). Training in fundamentals of drawing: form, space, organization, composition. Various drawing materials and techniques. [GE.]

ART 105C. Color and 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 106. Beginning Painting (3). Tools in painting: color, composition, and fundamental technical issues. Develop visual principles through various subject matter. Strongly recommended: ART 105B completed before enrolling. [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), itaglio (drypoint, etching), lithography and monotype. [Strongly recommended: ART 105B or ART 105C completed before enrolling. GE.]

ART 108. Beginning Graphic Design (3). An introduction to graphic design covering design, color and form and their influence on multimedia design applications. The applications Photoshop, Illustrator, and InDesign will be introduced. [GE.]

ART 109. Beginning Sculpture (3). Introduction to sculpture and three-dimensional thinking and vocabulary. Students learn techniques such as, additive and reductive 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. [Rep once. Prereq: ART 105B or IA.]

ART 250. Beginning 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 280. Beginning Jewelry (3). Introduction to fabrication in silver and base metals through assigned projects. Techniques: sawing, soldering, etching, stone setting. Proper tool usage and safety. Problem solving and development of intuitive thinking. Slides, research, and critiques.

ART 290. Beginning Ceramics (3). Assigned projects to develop basic forming and glazing skills, an understanding of visual form, and creative problem solving.

UPPER DIVISION

ART 300. Major Monuments of Art (3). Monuments through the ages explored in social/historical context, from the Parthenon to Picasso's Guernica, from St. Peters in the Vatican to Monet's Waterlilies. [GE.]

ART 301. The Artist (3). Function and role of the artist from an historical perspective. Art studied through the artist in various historical periods. [Rep. GE.]

ART 310. Topics in Aegean, Greek & Roman Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 311. Topics in Early Christian, Byzantine & Medieval Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 312. Topics in Italian Renaissance Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 313. Topics in Northern Renaissance Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 314. Topics in Baroque & Rococo Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 315. Topics in 19th Century Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 316. Topics in Early 20th Century Art (4). One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 317. Topics in Late Modern & Contemporary Art (4). Art since mid-20th century. Variable emphasis. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 318. Topics in the History of Photography (4). Development of photography as an aesthetic medium. Major photographers and their ideas and contributions in the context of art history. Alternating courses cover 19th, 20th centuries. One of four units is individualized instruction on assigned topics. [Rep as topic changes.]

ART 319. Contemporary Art & Theory (4). This course explores global contemporary art and theory (post 1985). Emphasis is placed on understanding major trends as well as theoretical models so that students can generate their own informed analysis. [Prereq: ART 104i. DCG-d.]

ART 321. Intermediate Drawing (3). [Prereq: ART 105B or IA. Rep.]

ART 323. Scientific Drawing II (3). Further develops the ability to accurately draw and illustrate technical and scientific information. Adapted to needs of science students as well as art students. [Prereq: ART 112 or IA. Rep.]

ART 324. Advanced Drawing (3). Explore individual intuition and vision; expand fundamentals gained in Prereq: courses. [Prereq: ART 122 or 321 or 323, or IA. Rep.]

DCG 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

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 326. Intermediate Painting (3). Further develop foundation of painting: materials, techniques, form, space, organization, composition, color. Explore individual intuition and vision. Emphasis on visual form and principles rather than subject matter. [Prereq: ART 106 or IA. Rep.]

ART 329. Advanced Painting (3). Further develop individual intuition 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 printing 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 337. Intermediate Photography (3). Fine art photography as medium of personal expression. Mastery of camera controls and darkroom processes. View camera, studio lighting. May include toning, hand coloring, alternative processes, mural printing. Critique contemporary and historic photographic practice. [Rep once. Prereq: ART 250.]

ART 339. Advanced Photography (3). Fine art photography as medium of personal expression. View camera; color printing; developing thematic portfolio. Critique contemporary and historic practice. [Prereq: ART 337 or IA. Rep.]

ART 340. Intermediate Graphic Design (3). Emphasizing the print publication field, students work with InDesign, Quark, and the importance of digital images from Illustrator and Photoshop. Prepress preparation for advertisements, multi-page publications, posters, and large-format graphics. [Prereq: ART 108. Rep twice.]

ART 343. Advanced Graphic Design (3). Advanced course to prepare for the professional world including creation of a portfolio, both traditional and electronic, and new issues in graphic design. Students emphasize area of interest. [Prereq: ART 108, ART 340.]

ART 345. Intermediate Sculpture: 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 or IA. (C) ART 346. Rep with IA.]

ART 346. Intermediate Sculpture: Mixed Media (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 or IA. (C) ART 345. Rep with IA.]

ART 347. Advanced Sculpture (3). Studio application. Continuation and development of technical media skills gained in ART 345 and ART 346. Emphasis: on personal conceptual development and creation of cohesive body of work. [Prereq: ART 345, 346 or IA. Rep.]

ART 348. Intermediate Jewelry and Small Metals (3). Introduction to casting and fabrication techniques: forming, enameling, cold connections, and stone setting through assigned projects. Alternative materials and patination. Problem solving, intuitive thinking, and personal vocabulary. Slide study, research, and critiques. [Prereq: ART 280 or IA. Rep.]

ART 348B. Intermediate Jewelry and Small Metals (3). Fabrication techniques in metal and alternative materials through assigned projects. Mixed media. Emphasis on material choices, visual expression, problem solving, intuitive thinking and development of personal imagery. Slide study, research, and critiques. [Prereq: ART 280 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 348B, or IA. Rep.]

ART 350. Intermediate Ceramics: High Fire (3). Assigned projects emphasize visual expression and further develop forming and glazing skills associated with thrown forms and stoneware reduction glazes. [Prereq: ART 290. Rep. with IA.]

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 (1-9). 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 355. Native American Art of the North Coast (4). Traditional arts of the Hupa, Karuk, Tolowa, and Yurok. Tribal elders and recognized Native American artists and teachers host and teach. Three weekend classes.

ART 356. Museum & Gallery Practices (3). Overview of museum & gallery operations, including structural organization, collections management, conservation, installation, and exhibitions. Organize, design & install exhibitions in the Reese Bullen Gallery. [Prereq: ART 104i or 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 and examine the role of the teacher in society. This course involves service learning in the community. [*Art education majors only.* Beneficial to complete SED 210 before this class. Co-req: ART 498B.]

ART 357C. Curriculum & Development Through Art Education II (3). Involves service learning in the community. Students will plan a docent program for the public schools using the HSU galleries and the Morris Graves Museum and develop art lessons for participating schools. [*Art education majors only.* Beneficial to complete SED 210 before this class. Prereq: ART 357B. Co-req: ART 498C.]

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 semesters of upper division ceramics, one of which must be either ART 350 or the old ART 351 at HSU. [Rep.]

ART 372. Special Projects in Graphic Design (1-6). Assignments in design and production, including Portfolio construction, for students who have completed Advanced Graphic Design. [IA. Rep.]

ART 395. Topics in Studio Art (1-6). Experimental course in selected problems. [Prereq: one lower division art class or IA. Rep.]

ART 396. Art Workshop (1). Various media. [Rep.]

ART 410. Seminar in Art History (4). Topic seminar. [Rep.]

ART 456. Museum & Gallery Practices Internship (3). Culminating course for Art Museum and Gallery Practices Certificate. Intern at an arts institution chosen in consultation with the instructor. [Prereq: ART 104i, 356. 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 498B. Service Learning & Art Education I (3). This course integrates art education theory and practice with community service learning concepts with a 10-week field experience observing and participating in HSU's Studio School and local schools. [Prereq: SED 210/410 (C). Co-req: ART 357B].

ART 498C. Service Learning & Art Education II (3). This course integrates art education theory and practice with community service learning concepts with a 10-week field experience teaching in HSU's Studio School and local schools. [Prereq: SED 210/410 (C). Co-req: ART 357C].

GRADUATE

ART 595. Directed Studies (4). Program/hours arranged with staff. [Prereq: grad level or must have taken ART 495 with same instructor. Rep.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

Arts, Humanities & Social Science

AHSS 180. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

UPPER DIVISION

AHSS 309. Darwin & Darwinism (3). The Origin of Species studied in context of predecessors and successors. Evaluate Darwin's historical role as portrayed in current texts in the sciences, social sciences, and humanities. [GE. CWT.]

AHSS 390. Seminar in the Creative Arts & Humanities (1-3). Interdisciplinary topics which integrate subject areas within the college.

AHSS 399. Directed Studies (1-3). Individual study on select problem. [Prereq: IA.]

AHSS 480. Seminar in Selected Topics (1-3). Intensive study within an area of the social sciences. [Prereq: vary with topic. Rep.]

AHSS 481. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

GRADUATE

AHSS 695. Field Research (3-9). Independent field research in conjunction with master's thesis or master's project. [CR/NC. Rep.]

Biology

LOWER DIVISION

BIOL 104. General Biology (3). Principles of modern biology. Emphasis on aspects of biology rapidly reshaping our culture. Not intended for majors in science or natural resources. [Weekly: 2 hrs lect, either 3 hrs lab or 2 hrs activ/disc. GE.]

BIOL 105. Principles of Biology (4). Fundamental processes of life. Structure and function of cells, genetics, evolution, and ecology. [Prereq: CHEM 107 or 109. All with grade of C- or better. Weekly: 3 hrs lect, 3 hrs lab. GE.]

BIOL 109. General Microbiology (3). Biology of life forms. Emphasis: microscopic organisms, their relationships to humankind. Scientific inquiry; terminology; diversity in nature; relationship of organism to disease, pollution, and the environment. [No credit for science majors. Weekly: 3 hrs lect. GE.]

BIOL 109L. General Microbiology Lab (1). Scientific inquiry. Survey microscopic life forms. Interactions between life forms using microbial methods associated with food, water, pollution. [No credit for science majors. Weekly: 3 hrs lab. Prereq: BIOL 109 (C).]

BIOL 180 / 180A / 180L. Selected Topics in Biology (1-3). Topics of current interest supplemental to established lower division curricular offerings. [Prereq: IA. 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. Primarily for nursing majors. [Weekly: 3 hrs lect, 3 hrs lab. Prereq: BIOL 104 or BIOL 105 with grade of C- or higher.]

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 302. Human Biology (3). Form and function of the human organism. Development and aging; current health issues; modern genetics; reproductive technology; behavior. Lab activities investigate functions of human organ systems. [Weekly: 2 hrs lect, 3 hrs lab. Prereq: BIOL 104. DCG-n. 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. DCG-n. 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 307. Evolution (4). Properties and differentiation of populations. Population genetics; mechanisms of species formation; and macroevolution. [Prereq: BIOL 340. Weekly: 3 hrs lect, 1 hr disc.]

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 effects our environment. [Prereq: completed lower division science 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, BIOM 109, and BOT 105 or ZOOL 110. All with grade of C- or higher. Weekly: 3 hrs lect, 1 hr 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, BIOM 109 (or equivalent). All with grade of C- or higher. Weekly: 3 hrs lect, 2 hrs disc/quiz.]

BIOL 345. Genetics with Population Emphasis (4). Theory and basic processes of transmission, molecular, and population genetics. Causes and significance of genetic variation within and between populations; applications in conservation genetics. [Prereq: BIOL 105, BIOM 109. Weekly: 3 hrs lect, 1 hr 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 activ.]

BIOL 383. Introduction to Undergraduate Research (1). Exposure to research design. Data collection from field and lab. Statistical analysis. Oral and written presentation of research. Intended as preparation for BIOL 335, 490, or 499. [Prereq: BIOM 109. Weekly: 1 hr lect.]

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 410. Cell Biology (4). Biochemistry, molecular biology, physiology, quantitative analysis, and culture of eucaryotic cells. [Prereq: BIOL 340, CHEM 109, and PHYX 106 or 109. Weekly: 2 hrs lect, 6 hrs lab.]

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 415. Molecular Biology of Prokaryotes (3). Molecular biology, genetics, and physiology of selected prokaryotes. Emphasis: E. coli and its heritable elements. [Prereq: BIOL 412. Weekly: 2 hrs lect, 2 hrs activ/disc.]

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 431. Population Ecology (3). The study of the spatial distribution and changing abundance of populations. Topics include population viability modeling, metapopulation dynamics, mark-recapture techniques, population genetics, and conservation issues. [Prereq: BIOL 330 or WLDF 301 or WLDF 310 with C- or better. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 432. Community Ecology (3). Lectures examine the structure and organization of natural communities. Topics include species interactions, trophic dynamics, community stability, assembly rules, biodiversity, and macroecology. [Prereq: BIOL 330 or WLDF 301 or WLDF 310 with C- or better. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 433. Microbial Ecology (4). This course explores the biology, behavior, and function of microorganisms in natural environments with attention to their role in ecologically and environmentally significant processes. [Prereq: BIOL 412 or BIOL 340 and BIOL 330. Weekly: 2 hrs lect, 3 hrs lab, 1 hr discussion. One weekend fieldtrip.]

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 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 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 480/480L. Selected Topics in Biology (1-3). Topics in current advances as demand warrants. [Rep once with different topic and instructor. Prereq: IA.]

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 499. Directed Study (1-2). Individual work for senior students showing special aptitude. Conference, reading, research. [Rep once. Prereq: IA.]

GRADUATE

BIOL 532. Community Ecology (3). Lectures examine the structure and organization of natural communities. Topics include species interactions, trophic dynamics, community stability, assembly rules, biodiversity, and macroecology. [Prereq: BIOL 330 or WLDF 301.]

BIOL 533. Microbial Ecology (4). This course explores the biology, behavior, and function of microorganisms in natural environments with attention to their role in ecologically and environmentally significant processes. [Prereq: BIOL 412 or BIOL 340 and BIOL 330. Weekly: 2 hrs lect, 3 hrs lab, 1 hr discussion. One weekend fieldtrip.]

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 540. Advanced Genetics (2). Theory, structure, and function of genetic material. [Prereq: BIOL 340 and CHEM 328, or their equivalents.]

BIOL 542. Biotechnology (4). Theory and practice. Genetic engineering; manipulating DNA. [Prereq: BIOL 440. Weekly: 2 hrs lect, 6 hrs lab. Rep.]

BIOL 548. Biogeography (3). Past/present geographic distribution of animal and plant groups. Emphasis on vertebrate animals and vascular plants. [Prereq: BIOL 330. Weekly: 3 hrs seminar/recitation.]

BIOL 550. Systematics (3). Detect, describe, and explain biological diversity. Explore evolutionary, numerical, and cladistic approaches to classifying organisms and assessing their relationships. [Prereq: upper division survey courses in animals or plants (BIOL 307 also recommended) or IA.]

BIOL 554. Plant/Animal Interactions (3). Current research in pollination biology and plant/herbivore relations. Critique journal articles. [Prereq: BIOM 109 or equivalent. Rep.]

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 / 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 597. Methods of Laboratory Instruction (2). Methods/techniques of lab instruction in biological sciences. Required for those hired as teaching associates. [CR/NC. Credit does not apply toward grad degree. Prereq: grad standing in Department of Biological Sciences.]

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 685. Seminar in Biology (1). Review and report on current literature and problems. [Prereq: grad standing. Rep.]

BIOL 690. Thesis (1-4). Individual work on thesis required for master's degree. [Prereq: consent of major advisor. Rep.]

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.]

Biometry

Also see Statistics.

LOWER DIVISION

BIOM 109. Introductory Biometrics (4). Descriptive statistics, probability, random variables, discrete and continuous distributions, confidence intervals, contingency tests, regression and correlation, tests of hypothesis, analysis of variance. Emphasis: methods and applications used in the biological and natural resource sciences. [Prereq: MATH 115 (may be concurrent with IA) or math code 50 or IA. GE.]

BIOM 199. Supplemental Instruction in Applied Statistics (1). Intensive review of basic statistical methods used in the biosciences. [Prereq: A basic statistics or biometrics class.]

UPPER DIVISION

BIOM 333 / STAT 333. Intermediate Statistics (4). Topics from beginning statistics covered in more depth. More sophisticated concepts related to scientific applications, including probability distributions, methods of estimation, properties of estimators, sampling theory, linear regression, and analysis of variance. [Prereq: math code 50 or MATH 115; either BIOM 109 or STAT 108. Weekly: 3 hrs lect, 2 hrs lab.]

BIOM 406. Introduction to Sampling Theory (4) F. Introduction to and survey of applied sampling theory. Equal and unequal probability selection methods; simple and complex survey designs. [Prereq: BIOM 109 or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 408. Experimental Design & ANOVA (4). Analysis of variance and nonparametric alternatives. Designs: nested, randomized complete block, factorial, and fractional factorial. Covariance designs. [Prereq: BIOM 109 or STAT 108 or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 480. Special Topics in Biometrics (1-3). Detailed and/or timely exploration of topics on statistical methods in natural resources and sciences. [Prereq: BIOM 109 or equivalent; some topics require additional preparation and/or IA. Lect/lab as appropriate. Rep.]

BIOM 499. Directed Study (1-4). Individual study for upper division students. Directed readings, conferences, or research. [Prereq: BIOM 109 or equivalent. Rep.]

GRADUATE

BIOM 506. Introduction to Sampling Theory (4) F. Meets jointly with BIOM 406. Students in 506 expected to carry out additional independent sampling project and report findings in class. [Prereq: BIOM 109 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

BIOM 508. Multivariate Biometry (4). Explore and model multivariate systems. Matrix algebra, correlation matrices, principal components, common factors, canonical correlation. Use and interpret computer-assisted analyses. [Prereq: BIOM 109 or equivalent; matrix algebra highly recommended. Weekly: 3 hrs lect, 2 hrs activ.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

BIOM 510. Model Selection & Inference (4). New approaches. Emphasis: research, management application. Resource selection modeling; parsimonious model selection with Akaike's information criterion; Bayesian interpretation; goodness-of-fit, including bootstrapping; collaborative project. [Prereq: BIOM 109 (or equivalent) and 333 (C). Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 580. Special Topics in Biometrics (1-3). Grad-level. Detailed and/or timely exploration of topics on statistical methods in natural resources and sciences. [Prereq: BIOM 109 or equivalent; some topics require additional preparation and/or IA. Lect/lab as appropriate. Rep.]

BIOM 608. Experimental Design & ANOVA (5). Analysis of variance and nonparametric alternatives. Designs: nested, randomized complete block, factorial, and fractional factorial. Covariance designs. [Prereq: BIOM 109. Weekly: 3 hrs lect, 2 hrs activ.]

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: 2 hrs lect, 6 hrs lab. GE.]

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.]

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 PHYX 106, or their equivalents. All with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

BOT 321. Developmental Plant Anatomy (4). Structure and development of cells, tissues, and organs of higher plants. Techniques for anatomical investigations. [Prereq: BOT 105 or equivalent.]

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 231 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 353. Phycology (4). Biology and evolution of major freshwater and marine algal groups. Identification sampling, basic data analysis, writing. [Prereq: BOT 105 with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

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 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). Systematics, ecology, toxicity, biological interactions, and culturing of mushrooms, polypores, 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 372. Evolutionary Morphology of Plants (4). Compare diversity of form and structure of vascular plants. Consider historical origins and relationships of modern land plants and their ancestors. [Prereq: BOT 105 or equivalent.]

BOT 394. Forest Pathology (3). Biology of diseases affecting trees in the forest and forest nursery. Emphases: 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 450. Advanced Plant Taxonomy (3). Field-oriented. Firsthand experience with flora of Northern California. Recognize important genera, use identification keys, and prepare herbarium specimens. [Prereq: BOT 350 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

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 better, plus any taxonomy course. Weekly: 2 hrs lect, 3 hrs lab.]

GRADUATE

BOT 520. Plant Tissue Culture (4). Culture, somatic genetics, molecular biology, and genetic engineering of plant cells. Applications in plant biotechnology. Lab experience in callus and suspension cultures, haploid and diploid regeneration, protoplast fusion. [Prereq: BOT 310, BIOL 340. Weekly: 2 hrs lect, 6 hrs lab. Must enroll concurrently in 1 unit of independent study.]

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 230, 231, BOT 350, GEOL 322, 350, 423, or IA.]

BOT 531. Advanced Plant Ecology (4). Advanced concepts in plant ecology with emphasis on primary literature. Topics include population viability analysis, community ecology, invasive species, and disease ecology. [Northern California and southern Oregon field trips included. Prereq: BOT 330.]

BOT 535. Forest Canopy Ecology (3). Survey rapidly growing subdiscipline of ecology. Emphasis on research approaches in temperate and tropical forest canopies. Excursions to a variety of native forests. [Prereq: BOT 105 and 330, BIOL 330 (or their equivalents), and IA. Weekly: 2 hrs lect, 3 hrs lab. Frequent field trips, including weekends. Service fee.]

BOT 553. Marine Macrophyte Ecology (3). Ecology of marine algae and seagrasses. Lectures: from evolutionary ecology to diversity and ecosystem health. Labs: methods, student projects. [Prereq: BIOL 330, BOT 353.]

BOT 555. Lichenology (4). Lichen morphology, life histories, classification, and ecology. Field and lab work recognizing local species. Epiphyte ecology. [Prereq: BOT 355 or equivalent. Weekly: 2 hrs lect, 6 hrs lab. Frequent field trips.]

BOT 580/580L. Selected Topics in Botany (1-3). Topics on current advances as demand warrants. [Prereq: grad standing; IA. Rep.]

Business Administration

LOWER DIVISION

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 180. Topics in Business (1-4) Introductory level content. [CR/NC. Rep up to 4 units.]

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.

BA 220. Leadership in Theory & Practice (3) Provides exposure to the theory and practice of leadership. Components include personal assess-

DCG 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

ment and self assessment; covers topics from leadership research to motivation, empowerment, and designing organizations for change.

BA 250. Financial Accounting (4) **FS.** First course in accounting. Measurement and reporting principles used in US to prepare financial reports for investors/creditors. Computer applications demonstrate design of accounting information systems. [Prereq: math code 30 (ELMT 480). Weekly: 4 hrs contact via lect, activ, telecommunication.]

BA 252. Management Accounting (4) FS. Second accounting course. Analysis to support management decisions. Cost terminology; product/service cost accounting systems design; budgeting; planning; and control. Computer applications. [Prereq: BA 250. Weekly: 4 hrs contact via lect, activ, telecommunication.

BA 260. Personal Finance (3) To help students become financially responsible individuals who could make informed spending, saving, and investment decisions in a complex economic environment. Topics include financial planning; money, risk, and investment management; and life cycle plans.

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) **F.** 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: STAT 108.]

BA 340. Principles of Marketing (4) **FS.** Domestic and international institutions, concepts, and management processes in marketing. Marketing research. Simulations, cases, exercises. Computer applications. [Prereq: BA 250, ECON 210, STAT 108, or equivalent.]

BA 345. Marketing Essentials (3) **FS**. Familiarization with domestic marketing institutions and systems; parallels with foreign institutions and systems. Not open to business administration majors.

BA 355. Essentials of Financial & Management Accounting (3) **F.** Introductory accounting, focusing on key topics from BA 250, 252. Does not fulfill requirements for undergrad business majors. Credit cannot be earned for both BA 250 and 355. [Prereq: math code 30 (ELMT 480).]

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, STAT 108, or equivalent.]

BA 365. Finance Essentials (3) **S**. How companies are financed: concepts and tools of financial analysis, the nature of financial decisions, and alternative sources of financing. Not open to business administration majors. [Prereq: math code 40 (ELMT 550) and BA 355.]

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. [Prereq: ECON 210, STAT 108, or equivalent.]

BA 375. Management Essentials (3) **FS**. Combines elements of BA 370, 412, 470. Not open to business majors.

BA 378. Small Business Management (3) **S**. Planning, start up, sources of capital, location, form, budgeting, record keeping, marketing, management.

BA 380. Business Plan Development (3) **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 370 with C- or better.]

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 412. Social Environment of Business (4) **FS.** Problems arising from interface of business and government, business ethics, government regulation, and international business. Senior seminar. [Prereq: BA 340, 360, and 370, or equivalent.]

BA 414. Strategic Management (4) **FS.** Capstone course integrating all business core courses into design of strategic business plans. Domestic/international cases. Simulations and projects. Micro/mainframe computer applications. [Prereq: BA 340, 360, 370; business administration majors only; completion of all other business core courses. Weekly: 3 hrs lect, 1 hr activ.]

BA 415. International Business Essentials (3) **F**. Social, economic, and political environment of international firms. Emerging global economy; country differences; crossborder trade and investment; global money system; international business operation. *Not open to business administration majors.* [DCG-n.]

BA 417. Small Business Consulting (3). 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, 360, 370, or equivalent; (other majors) consent of SBI director.]

BA 419. Intercollegiate Simulation Competition (1) For students selected to represent HSU in intercollegiate simulation competition. [CR/NC. Prereq: IA.]

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, STAT 108, or equivalent.]

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 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 or equivalent.]

BA 451. Intermediate Financial Accounting II (4) **S.** Financial accounting theory, regulations, and practice for valuing and reporting 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.** Design cost accounting and cost management systems. Traditional costing, activity-based costing, cost of quality, environmental cost accounting. Extensive Web-based research. [Prereq: BA 252 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 252—lower division business core.]

BA 454. Financial Statement Auditing (4) **S**. 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 252—lower division business core.]

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 man-

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

agement, financial forecasting, capital expenditure, and capital structure policies. [Prereq: BA 360.]

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. [Prereq: 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. [Prereq: BA 360.]

BA 470. Management Theory (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). [Prereq: 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. [Prereq: BA 370, STAT 108, or equivalent.]

BA 474. Advanced Management Topics (4). National and international topics in various fields. Senior seminar. [Prereq: BA 370 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. [Prereq: 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) **FS.** Supervised experience in business, governmental, or service agencies. Match theory with practice. Weekly conferences and final report. [CR/NC. Prereq: senior business or economics major, IA. Weekly: 3 hrs per credit unit.]

BA 499. Directed Study (1-4) FS. Research work. Open to advanced students with DA.

GRADUATE

All MBA courses require a minimum GMAT score of 450.

MBA 600. International Economics (4) **F**. A survey of topics in international economics to help students understand the international economic environment. Students learn to analyze issues having international dimensions. [Prereq: ECON 104.]

MBA 610. Data Acquisition/Analysis/Presentation (4) **F**. Appropriate data gathering techniques; advanced statistical techniques for analysis; presenting statistical findings. [Prereq: STAT 108 or equivalent.]

MBA 620. Managerial Accounting (4) **F**. Use accounting information and analysis to support management decisions. External vs. internal reporting, profit planning, cost measurement and management, budgeting, performance evaluation. [Prereq: BA 355.]

MBA 630. Managerial Marketing (4) **S**. Strategy and planning applied to marketing problems. Case studies, individual research, reports, discussions. [Prereq: BA 345.]

MBA 640. Managerial Finance (4) **S**. Research and analyze several viewpoints on financial management. Contemporary theoretical and institutional developments in finance; their implications for decision making and policy formation. [Prereq: BA 365.]

MBA 650. Management Theory (4) **S**. Strategies for studying organizations. Behavioral research, theory, and business examples dealing with organization structure, goal formation, human and social factors, communication, and control. [Prereq: BA 375.]

MBA 675. Social Environment/Ethics (4) **Su**. Apply philosophical and ethical models/theories to interactions between business and society. [Prereq: MBA 600, 610, 620, 630, 640, 650, 670.]

MBA 679. Policy/Strategy (3) **Su**. Synthesize management, marketing, finance, production, and other functions into unified strategies for organizations (local, national, international). [Prereq: MBA 600, 610, 620, 630, 640, 650, 670. Coreq: MBA 692.]

MBA 680. Selected Topics in Business Administration (1-4). Open to grad students with IA.

MBA 692. Master's Degree Project (1-3) **Su**. Apply principles of business administration and economics to analysis, evaluation, and strategic management of organizations. Coreq: MBA 679

MBA 699. Independent Study (1-4). Research work. Open to grad students with consent of MBA director.

Chemistry

Chemistry majors and minors must earn a minimum grade of C- in all chemistry courses.

LOWER DIVISION

CHEM 104. Chemistry & Society (3). Investigate chemical basis of issues affecting our lives. Topics may include chemistry of everyday consumer items; environmental issues; industrial chemistry; solar and nuclear power. [GE.]

CHEM 107. Fundamentals of Chemistry (4). Terminal course. Fundamental concepts and applications of general and inorganic chemistry. [Letter grade only. Prereq: math code 30. Weekly: 3 hrs lect, 3 hrs lab. GE.]

CHEM 109 - 110. General Chemistry (5-5) FS. Fundamental concepts: stoichiometry, gases, atomic theory, solutions, bonding, acid/base theory, kinetics, equilibrium, thermochemistry, aqueous equilibria, thermodynamics, electrochemistry, descriptive inorganic chemistry, qualitative analysis. For students in science, engineering, and related majors. [Letter grade only. Prereq: math code 40. Prereq for CHEM 110: CHEM 109. CHEM 109: weekly: 3 hrs lect, 3 hrs lab, 1 hr disc. CHEM 110: weekly: 3 hrs lect, 6 hrs lab.]

CHEM 117. Nursing Chemistry (1) Brief survey of organic and biochemistry with emphasis on nursing topics. In conjunction with CHEM 107, meets nursing discipline requirements. [Prereq CHEM 107 (C) and Math Code 30.]

CHEM 199. Supplemental Instruction in Chemistry (1). Collaborative work for students enrolled in chemistry. [CR/NC.]

UPPER DIVISION

CHEM 305. Environmental Chemistry (3) Chemical issues of environmental concern. Background of chemical knowledge to make intelligent, critical decisions about science and technology. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 2 hrs activ.]

CHEM 308. Alchemy (3). Inquiry into materials, methods, and processes of alchemy from perspectives of alchemist, contemporary chemistry. [GE.]

CHEM 321 - 322. Organic Chemistry (5-5). One-year sequence. Chemical bonding, physical properties, stereochemistry, reaction mechanisms, synthesis. [Letter grade only. Prereq: CHEM 110 with C- or higher. Prereq for CHEM 322: CHEM 321 with a grade of C- or higher. Weekly each semester: 3 hrs lect, 6 hrs lab.]

CHEM 323. Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques (1). Operate NMR spectrometer; prepare samples. Individual projects. [Prereq: CHEM 321; concurrent enrollment in CHEM 322. CR/NC.]

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 or 109 with 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 322 (C). Weekly: 2 hrs lect, 3 hrs lab.]

CHEM 340 / PHYX 340. Symbolic Computation in the Sciences (2). Numerical, symbolic, graphical, programming, and simulation capabilities of the computer algebra system, Mathematica. Application to problems in the sciences. [Prereq: CHEM 110, MATH 241, PHYX 110.]

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 C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

CHEM 361 - 362. Physical Chemistry (3-3). Apply quantitative mathematical methods to fundamental chemical systems. For chemistry majors and others requiring rigorous mathematical treatment of chemical systems. [Prereq: PHYX 111, MATH 210, CHEM 340, 341 (CHEM 340 and/or 341 may be concurrent with 361), all with grades of C- or higher. Prereq: for 362: CHEM 361 with grade of C- or higher.]

CHEM 363. Physical Chemistry Lab (2). [Prereq: CHEM 362 (C). Weekly: 6 hrs lab.]

CHEM 364. Introductory Physical Chemistry (3). Mathematical treatment of chemical systems. Apply thermodynamics, kinetics, and quantum mechanics to practical systems. [Prereq: CHEM 341, MATH 110 (C) or MATH 205 (C), PHYX 107 or PHYX 110; CHEM 340 (C) or PHYX 340 (C).]

CHEM 367. Introductory Physical Chemistry Lab (1). [Coreq: CHEM 364.]

CHEM 370. Global Climate Change (3). A geochemical view of introductory knowledge in earth system science, global biogeochemical cycles, and natural processes and anthropogenic activities that affect global climate change. [Prereq: CHEM 107 or CHEM 109. 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 HSU. [Prereq: DA. Rep.]

CHEM 410. Inorganic Chemistry (5). Structure, bonding, coordination chemistry, reaction mechanisms, and solid-state chemistry of inorganic and organometallic systems. Emphasis on theoretical foundations. Lab syntheses of inorganic compounds. [Prereq: CHEM 322, 361 (C) or 364. Weekly: 4 hrs lect, 3 hrs lab. Offered alternate years.]

CHEM 421. Advanced Organic Chemistry (1-3). Introduces physical organic chemistry. [Prereq: CHEM 322 with C- or higher. Offered upon sufficient demand.]

CHEM 422. Advanced Organic Lab (1-2). Lab work synthesizing and purifying selected organic compounds. [Prereq: CHEM 322 with grade of C- or higher. Offered upon sufficient demand.]

CHEM 429. Organic Chemistry of Biologically Important Compounds (3). Chemistry of natural products. Emphasis/topics vary with instructor. [Prereq: CHEM 322 or 328 with grade of C- or higher. Offered upon sufficient demand.]

CHEM 431 - 432. Biochemistry (5-5). One-year lect/lab sequence. Biochemical energetics, introductory metabolism, nature and mechanism of action of enzymes. [Prereq for CHEM 431: CHEM 110, any calculus course and either CHEM 322 or 328 with C- or higher. Prereq for CHEM 432: CHEM 431 with a grade of C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

CHEM 433. Principles of Chromatography (3). Chromatographic methods. Prepare and analyze lab and environmental samples. Individual instruction in operating modern instrumentation, including GC, HPLC, and GC-MS. [Prereq: CHEM 321 or 328; CHEM 341; all with grades of C- or higher. Weekly: 1 hr lect, 6 hrs lab.]

CHEM 438. Introductory Biochemistry (4). Brief course. [Prereq: CHEM 322 or 328 with C- or higher.]

CHEM 438L. Introductory Biochemistry Lab (1). [Prereq: CHEM 322 or 328, 438 (C). Offered upon sufficient demand.]

CHEM 441. Instrumental Analysis (4). Principles and methods. For chemistry majors and others requiring training in instrumental techniques of analysis. [Prereq: or coreq: CHEM 341 and either CHEM 362-363. Weekly: 2 hrs lect, 6 hrs lab.]

CHEM 450. Chemical Concepts in Toxicant Behavior (2). Chemistry of environmental toxicants and pollutants, emphasizing their transformation and mode of movement through the environment. [Prereq: CHEM 110 and either 322 or 328.]

CHEM 451. Biochemical Toxicology (2). Mechanisms of biochemical/physiological toxicity due to environmental pollutants and toxicants. Biological and clinical manifestations. [Prereq: BIOL 105, CHEM 110, and either CHEM 322 or 328].

CHEM 470. Atmospheric Chemistry (3). Intro to atmospheric chemistry and the natural processes and anthropogenic activities that affect the composition of the atmosphere. [Letter grade only. Prereq: CHEM 110.]

CHEM 480. Selected Topics in Advanced Chemistry (0.5 - 3). [Prereq: 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. [Prereq: 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. [Prereq: IA. Rep.]

CHEM 499. Directed Study (1-4). [Prereq: IA. Rep.]

GRADUATE

CHEM 599. Independent Study (1-3). [Prereq: IA. Rep.]

CREDENTIAL/LICENSURE

CHEM 700. In-Service Professional Development in Chemistry (1-3). Directed studies for chemistry professionals desiring specialized or advanced instruction, especially that leading to credentialing and certification. [Prereq: DA. 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 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. [Prereq: 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 (1-3). 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 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 discussion of family of diversity impacts..

CD 253. Prenatal & Infant Development (3). Development through toddlerhood in a family context. Biological and environmental influences that determine normative and individual development. Interpret theories and research.

CD 255. Early Childhood Development (3). Development from toddlerhood through age 7 in a family and school context. Impact of diverse family experiences. Biological and environmental influences that determine normative and individual development. Interpret theories and research. Observations required.

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. [Prereq: CD 255 (C) or 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 nine 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 socio-cultural

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

context and child development practices. [Prereq: CD 251 and 253; CD 255 or 256. DCG-d]

CD 334. Maternal & Child Nutrition (3). Nutrient requirements and problems through pregnancy, lactation, infancy, adolescence. Feeding, allergies, weight gain, and cultural/psychological practices influencing food consumption.

CD 350. Perspectives: Life-Span Development (3) The study of biological and environmental influences on normative and individual development across the life-span. Impact of diverse experiences on child development. Interpretation of theories and research.

CD 352. Parent/Child Relationships (3). Dynamics, reciprocal nature of interactions. Historic and contemporary issues. Ethnic and social class variations. [Prereq: CD 253 or 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. [Prereq: general course in child growth/development (such as CD 253 or 256, PSYC 213 or 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. [Prereq: CD 253 or 255 or 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. [Prereq: CD 255 or 256.]

CD 357. Early Literacy (3). Review principles. Analyze theoretical approaches to facilitating literacy. Examine literary resources. [Prereq: CD 255 or 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. [Prereq: 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. [Prereq: CD 352 (C) and either CD 253, 255, or 256.]

CD 366. Exceptional Children & Their Families (3). Historical aspects, terminology, factors having an impact on family dynamics, legislation, and intervention models. [Prereq: CD 352 and either CD 253, 255, or 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. [Prereq: (C) CD 253 or 255 or 256 or CD 350; upper division status recommended. Rep up to 9 units. CR/NC.]

CD 443. Developmental Models & Learning Environments (3). Pedagogical models and their basic assumptions. Expectations for creating appropriate learning environments. [Prereq: CD 356. Weekly: 2 hrs seminar, 2 hrs lab.]

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. [Prereq: CD 354 (C) and CD 255 or 256. Weekly: 2 hrs seminar, 2 hrs lab.]

CD 461. Topics in Early Childhood Administration (1-3). Staff development, funding, board membership, policy development.

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 facilities and equipment. [Prereq: CD 257 or 358 (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. [Prereq: CD 352 or PSYC 303 or SOC 306. 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.]

CD 479. Policy Analysis & Advocacy (3). Analyze public/private policies affecting families. Methods of influencing family policy development. [Prereq: senior standing; completed core in child development or family studies minor.]

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.]

CD 499. Directed Study (1-4). Directed readings and assignments approved by instructor. Rep.

GRADUATE

CD 546. 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. [Prereq: CD 354 (C) and CD 255 or 256. Weekly: 2 hrs seminar, 2 hrs lab.]

CD 580. Special Topics in Child Development (1-3). Rep up to 9 units. [Prereq: grad standing, IA.]

Chinese Studies

LOWER DIVISION

CHIN 105. Chinese Level I (4). Introduction to Chinese language and culture. Students learn the pronunciation of Chinese, an introduction to Chinese characters, and the basics of conversation and grammar in the context of presentations on language and culture. [Coreq: CHIN 110. Rep.]

CHIN 109 / ES 109. Introduction to Chinese Studies (3). This course employs historical, philosophical, comparative, and interdisciplinary approaches to study Chinese cultures and societies in global and local contexts. [Rep. GE. DCG-n.]

CHIN 110. Chinese Language Laboratory (1). Must be taken with 1st and 2nd year languages courses. Students use computers and technology to expand upon coursework, carry out investigations, do research and practice oral and aural language skills. [Rep. three times. CR/NC. Taken with CHIN 105, 112, 113 or 207.]

CHIN 112. Chinese Level II (4). Continuation of CHIN 105. Language as a communicative medium and carrier of culture. Oral communication, character recognition, and listening experiences to include Chinese language lectures, films, radio, and oral reading. Outlines of Chinese history and relationships to language. [Prereq: CHIN 105 (C). Coreq: CHIN 110.]

CHIN 113. Chinese Level III (4). Grammar review; develop understanding, speaking, reading, writing, knowledge of Chinese culture. Readings, presentations. Language as a communicative medium and carrier of culture. [Prereq: CHIN 112 (C) or equiv. Coreq: CHIN 110.]

CHIN 207. Chinese Level IV (4). Review grammar, vocabulary development, conversation, character recognition and composition skills. Students work with a 4th semester Chinese text focused on advanced social skills and special academic topics. [Prereq: CHIN 113 (C) or equiv. Coreq: CHIN 110.]

CHIN 280. Special Topics (1-4). This lower division seminar intends to provide language and cultural background knowledge to students and to encourage interaction between students and instructor/invited guest speakers and among the students themselves. [Rep.]

UPPER DIVISION

CHIN 311. Advanced Reading & Composition (4). Contemporary grammatical analysis/terminology; contrasts within the Chinese language. Current idiomatic and formal usage in both oral and written Chinese. [Prereq: CHIN 207 (C).]

CHIN 390 / ANTH 390. Chinese Cultural Heritage Seminar (4). Culture, values, and social interaction in Chinese Regions. Analyze cultural integration, contact, change, and development in historical and contemporary contexts. [Interchangeable with ANTH 390 only when it is offered as Chinese Cultural Heritage Seminar.]

DCG 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

CHIN 480. Undergraduate Seminar (1-4). Special topics in Chinese language, literature, history, and culture. [Rep.]

CHIN 499. Directed Study (1-4). Directed readings and assignments approved by instructor. [Rep.]

Communication

These courses at one time had an SC prefix (Speech Communication).

LOWER DIVISION

COMM 100. Fundamentals of Speech Communication (3). Introductory course. Develop oral communication abilities for functioning effectively in various settings. Fundamental communication theory. [GE.]

COMM 101. Critical Thinking in Small Groups (3). Principles of reasoning, evidence, and critical evaluation. Case studies of small group problem solving. [GE.]

COMM 102. Introduction to Argumentation (3). Principles of reasoning, analysis, strategy, evidence, and delivery in presenting/evaluating arguments. [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/other communication.

COMM 214. Persuasive Speaking (3). Principles and practices of persuasion in various communication contexts. Prepare extemporaneous persuasive speeches.

UPPER DIVISION

COMM 300. American Public Discourse (3). Critique genres of discourse and their importance in American culture. [Majors must take 4 units; nonmajors may fulfill GE requirements with 3 units. 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. CWT. DCG-d.]

COMM 310. Advanced Intercollegiate Speech & Debate (1-3). Prepare for intramural/intercollegiate forensics. [Rep.]

COMM 311. Business & Professional Communication (4). Problems and possible solutions achieving effective communication in various types/sizes of organizations.

COMM 312. Group Communication (4). Principles, practices, and theories: formation, cohesion, change, problem solving, roles, leadership, norms, efficiency.

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 324. Nonverbal Communication (4). How human communication behaviors acquire meaning. Body language, voice, and use of our environment.

COMM 340. Oral Interpretation for Instructional Settings (1-2). Practice reading literature for primary/secondary classroom audiences.

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 417 / ENGL 417. Second Language Acquisition (3). Compare/contrast first and second language acquisition. Assess factors affecting learning of second language: interference of first language, structure of second, personality characteristics, age, cultural attitudes. [Prereq: ENGL 326 or 328 or equivalent (C).]

COMM 422. Children's 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 480. Seminar in Speech Communication (1-4). New dimensions in the field. [Rep.]

COMM 490. 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 (1-6). 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 Information Systems

Prerequisite courses must be passed with a minimum grade of C.

LOWER DIVISION

CIS 100. Critical Thinking with Computers (3). Apply critical thinking skills studying human and computer parallels, computer technology and methodology, and program development. [GE.]

CIS 110. Introduction to Computers (3). Role of computer systems in organizations: hardware, software, data, people, and procedures. Software productivity tools and computerized information systems as used by professionals in the business environment. [Weekly: 2 hrs lect, 2 hrs lab.]

CIS 130. Introduction to Programming (3). Problem decomposition, algorithm design, modularity, cohesion, coupling, control structures, simple data structures, testing, and error detection approaches and documentation. [Prereq: math code 40; CIS 110 or three units from 171, 172, 173, or 174. CIS 110 can also be taken concurrently. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 170. Essentials of Procedural Programming I (1). Data declaration, data manipulation, control structures. May use Pascal, C, or other appropriate language. Conceptual rather than pragmatic. [CR/NC. Recommended preparation: computer literacy course, such as CIS 110. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 171. Word Processing I (1). Enter text, edit, store, retrieve, format, footnote, print. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 172. Spreadsheets I (1). Enter and modify data, construct formulas, format, store/retrieve, print. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 173. Micro Databases I (1). Create, populate, modify, interrogate. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

CIS 174. Microbased Graphics I (1). Fundamental charting techniques, data management, presentation styles. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 176. Introduction to Internet (1). Use computers for global communication, exchanging information between distant locations. Email, telecommunications, and file transfer methods between mainframe, mini, and microcomputers. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 178. Creating Web Homepages (1). Using HTML, an Internet browser, and a text editor, create Web pages with links to various remote files. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 180. Selected Introductory Topics in Computer Literacy (.5-3). May include communications, operating systems, specialized applications software, or general overview topics at introductory levels. [Possible mandatory CR/NC. Meets as lecture (CIS 180B), lab (180L), or a combination (180, 180C). May be limited to five weeks (CIS 180B, 180C, 180L). Rep. with different topics.]

CIS 230. C++ Programming (3). C++ and its object-oriented techniques: encapsulation, modularization, data definition (including classes), inheritance, flow control, and other features to promote block-structured and object-oriented programming skills. [Prereq: CIS 130 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 235. Java Programming (3). Object orientation; event handling; abstract windowing toolkit applets; applications; Java database connectivity; applications programming interface and Java doc. [Prereq: CS 131 or CIS 230. Service fee.]

CIS/CS 240. Visual Basic Programming (3). Concepts in object-oriented, event-driven graphic user interface (GUI) programs to develop/implement computer applications for Windows environment. [Prereq: CS 131 or CIS 130 or 230 or 235 or 291 or IA.]

CIS 246. Multimedia I (3). Introduction in the techniques of multimedia systems and production. Treatment of the basic theoretical computer science principles related to multimedia systems and practical, hands-on experience with various software and media used in computer-based multimedia systems. [Weekly: 2 hrs lect, 2 hr lab.]

CIS 250. Introduction to Operating Systems (3). Operating system architectures for selected mainframes, minicomputers, and microcomputers. Compare system function, performance advantages and limitations, interoperability issues, and user interface. [Prereq: CIS 130 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 260. Systems Analysis (3). Information systems life cycle and its relationship to business organizations. Tools and techniques to analyze, design, develop, and implement a computer-based business information system. Computer-assisted software engineering (CASE) tools. [Prereq: CIS 130 or CS 131. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 271. Word Processing II (1). Search/replace, columns, fonts, merging, macros, thesaurus. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Prereq: credit in CIS 171 or IA. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 272. Spreadsheets II (1). Sorting, data managing, macros, graphing, data import and export. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Prereq: credit in CIS 172 or IA. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 291. Data Structures in C++ (3). Techniques for representing and manipulating data structures using C++. Static and dynamic properties of data structures. Represent structured information such as stacks, queues, trees, linked lists, graphs. Efficient algorithms for creating, finding, altering, and removing structured data. [Prereq: CIS 230 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

UPPER DIVISION

CIS 309. Computers & Social Change (3). How computers influence societal systems. Issues: privacy, employment, politics, social interaction, and risk. Group discussion and writing on selected issues. [GE. CWT.]

CIS 310. Database for Non-Majors (3). Concepts/applications for non-computing science majors.

CIS/CS 315. Database Design & Implementation (3). Design/implementation concepts for relational model. Enterprise and entity-relationship modeling. Schema development: normalization; SQL data definition and data manipulation language; user-defined types, rules, and triggers to support the schema. Features to support integrity, ease of use, and control: concurrency, locking, distribution, performance. [Prereq: CIS 230, 250, 260 or CS 233; MATH 253 recommended. Weekly: 2 hrs lect, 2 hrs lab.]

CIS /CS 318. Programming Database Applications (3). 4th generation language tools. Ad hoc interaction with database using SQL. Program SQL scripts; design applications using forms and menus; program an application using form and menu structures; program with a report generator; access the database from a procedural language. [Prereq: CIS/CS 315, MATH 253. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 350. Computer Architecture & Assembly Language (3). Computer system components and their relationships. Digital logic, microarchitecture, microprogramming. Number systems; two pass assembler; instruction sets; addressing modes; using assembly language. [Prereq: CIS 230 and 250. Desired: CIS/CS 291 (or IA for students from other disciplines). Weekly: 2 hrs lect, 2 hrs lab].

CIS/CS 372. Telecommunications (3). Data communications principles and applications; administering and managing communications systems. Protocols, networks, communication hardware, design, performance analysis. [Prereq: CIS 230 or CS 132, CIS 250 or CS 233 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 373. Network Design & Implementation (3). Comprehensively examine network design standards, communication protocols, configuration and management methods, security, and traffic analysis. Practical lab activities with tools and equipment. [Prereq: CIS 372 or CS 372.]

CIS 446. Multimedia II (3). Advanced instruction in the techniques of multimedia systems and production. Treatment of the more complex theoretical computer science principles related to multimedia systems and practical, hands-on experience with various software and media used in computer-based multimedia systems. [Prereq: CIS 246. Weekly: 2 hrs lect, 2 hr lab.]

CIS 450. Information Resources Management (3). Survey organizational information needs; develop an organizational information strategy; plan and control; staff for success; write/review requests for proposals and bids; analyze make vs. buy decisions; write/review contracts; make management presentations. [Prereq: CIS/CS 318 and 372.]

CIS 464. Electronic Commerce (e-commerce) (3). Conceptual overview of issues pertaining to e-commerce as well as hands-on development of electronic commerce Internet Web Sites. [Prereq: CIS 110 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 475. Geographic Information Systems: Spatial Analysis & Modeling (3). GIS applications. Vector- and raster-based systems. Layering techniques, representation methods, analytical operations, information management/integration. [Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 480. Selected Topics in Information Systems (1-4). May include object-oriented programming, artificial intelligence programming, computer graphics, or specialized application tools. [Possible mandatory CR/NC. Weekly: meets 1 hr per unit as lect (CIS/CS 480B); 2 hrs per unit lab (480L); or combination of 2 hrs lect, 2 hrs lab (480). Rep with different topics.]

CIS/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.]

CIS/CS 492. Systems Design & Implementation (3). Apply computer programming and implementation concepts to comprehensive group project. Use management planning and scheduling tools; practice assessing and reporting progress; develop, test, quality assure software; develop documentation. CIS majors only. [Prereq: CIS/CS 318, 350, 372 and 450. All prereqs must be completed with C or above. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 499. Directed Study (1-4). Individual study on selected topics. Open to advanced students with consent of faculty sponsor and DA.

DCG 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

Computer Science

Prerequisite courses must be passed with a minimum grade of C.

LOWER DIVISION

CS 131. Introduction to Computer Science (4). Concepts; historical background; computer systems; algorithmic processes; control structures; scalar data structures and arrays; structure programming in C++. [Prereq: MATH 115 or math code 50. Weekly: 3 hrs lect, 2 hrs lab.]

CS 132. Introduction to Computer Science II (3). An introduction to the domain of software design, including abstract data types, specifications, complexity analysis, file organization, sorting and searching, and database organization. [Prereq: CS 131 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CS 233. Computer Organization (3). Principles of computer architecture from a layered point of view, including data representation, machine language execution, addressing modes, and symbolic assembly language. Fundamental notions of operating systems, interfacing, and communication are also introduced. [Prereq: CIS 132 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CS 234. Computer Architecture (3). A study of the design of computers. Topics include the design of combinatorial and sequential circuits, design methodology of a basic computer, central processor organization, microprogramming, memory organization, input-output organization, and arithmetic processor design. [Prereq: CS 233.]

CS/CIS 235. Java Programming (3). Object orientation; event handling; abstract windowing toolkit applets; applications; Java database connectivity; applications programming interface and Java doc. [Prereq: CS 131 or CIS 230. Service fee.]

CS 236. Algorithms (3). Introduction to key algorithmic concepts and constructs. Algorithmic development, tracing, and analysis. Algorithm construction and analysis in both non-executable contexts and within programming environments. [Prereq: MATH 253, CS 132.]

CS/CIS 240. Visual Basic Programming (3). Concepts in object-oriented, event-driven graphic user interface (GUI) programs to develop/implement computer applications for Windows environment. [Prereq: CS 131 or CIS 130 or 230 or 235 or 291 or IA.]

UPPER DIVISION

CS/CIS 315. Database Design & Implementation (3). Design/implementation concepts for relational model. Enterprise and entity-relationship modeling. Schema development: normalization; SQL data definition and data manipulation language; user-defined types, rules, and triggers to support the schema. Features to support integrity, ease of use, and control: concurrency, locking, distribution, performance. [Prereq: CIS 230, 250, 260 or CS 233; MATH 253 recommended. Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 318. Programming Database Applications (3). 4th generation language tools. Ad hoc interaction with database using SQL. Program SQL scripts; design applications using forms and menus; program an application using form and menu structures; program with a report generator; access the database from a procedural language. [Prereq: CIS/CS 315, MATH 253. Weekly: 2 hrs lect, 2 hrs lab.]

CS 334. Operating Systems and Architecture (3). An in-depth treatment of computer architecture, technology choices, and the operating system interface with the hardware, the application, and the system user. [Prereq: CS 233 or IA. Weekly. Rep.]

CS 335. Programming Languages: Principles and Paradigms (3). An in-depth treatment of programming languages, including their history, data types, data control, sequence control, run-time storage, language translation, and semantics. Paradigms include procedural, functional logic, and object-oriented programming. [Prereq: CS 233 or IA. Rep.]

CS/CIS 372. Telecommunications (3). Data communications principles and applications; administering and managing communications systems. Protocols, networks, communication hardware, design, performance analysis. [Prereq: CIS 130 and 250 or CS 233, or IA for students from other disciplines. Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 373. Network Design & Implementation (3). Comprehensively examine network design standards, communication protocols, configuration and management methods, security, and traffic analysis. Practical lab activities with tools and equipment. [Prereq: CIS 110 or CS 131 (C). CIS/CS 372 recommended.]

CS 434. Systems Software (3). An in-depth study of systems software to include assembler, macroprocessor, linkage editor, text editor, interactive debugger. Also includes language translation and operating systems concepts including concurrent processes, synchronization, deadlock, processor management, memory management, I/O subsystem, and file management. [Prereq: CS 132 and CS 334 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

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. [Prereq: CS 334, CS 335.]

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. [Prereq: CS 236; CS 335 recommended.]

CS/CIS 475. Geographic Information Systems: Spatial Analysis & Modeling (3). GIS applications. Vector- and raster-based systems. Layering techniques, representation methods, analytical operations, information management/integration. [Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 480. Selected Topics in Computer Science (1-4). May include object-oriented programming, artificial intelligence programming, computer graphics, or specialized application tools. [Possible mandatory CR/NC. Weekly: meets 1 hr per unit as lect (CIS/CSB); 2 hrs per unit lab (480L); or combination of 2 hrs lect, 2 hrs lab (480). Rep with different topics.]

CS/CIS 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/CIS 492. Systems Design & Implementation (3). Apply computer programming and implementation concepts to comprehensive group project. Use management planning and scheduling tools; practice assessing and reporting progress; develop, test, quality assure software; develop documentation. CIS majors only. [Prereq: CIS/CS 318, 350, 372 and 450. All prereqs must be completed with C or above. Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 499. Directed Study (1-4). Individual study on selected topics. Open to advanced students with consent of faculty sponsor and DA.

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 210. Principles of Economics (4). Learn economic fundamentals. Microeconomic behavior of consumers and firms. Different market structures and government policies. Macroeconomic concepts including business cycles, unemployment, inflation, and growth. Effects of fiscal and monetary policy. [Prereq: Math Code 40 or higher.]

UPPER DIVISION

ECON 305. International Economics & Globalization (3). Economic theories of trade and finance. Evaluate effects of world trading system and globalization. Debate role of international institutions (WTO & IMF). Case studies on free trade areas, financial crises, protectionist policies, and labor/environmental issues. *Economics and business administration majors MUST co-enroll in ECON 305D.* [GE.]

ECON 305D. International Economics & Globalization - Add'l Depth (1). Additional depth of content for ECON 305. Students receive single grade for combined four units of ECON 305 and ECON 305D. [Prereq: ECON 210. Coreq: ECON 305.]

ECON 306. Economics of the Developing World (3). Explore economic theory underlying development policies. Evaluate World Bank & IMF policy. Case studies covering poverty, inequality, trade

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

& growth policy, debt issues, health, education, population, sustainable development, women in agriculture. *Economics and business administration majors MUST co-enroll in ECON 306D.* [DCG-n. GE.]

ECON 306D. Economics of the Developing World - Add'l Depth (1). Additional depth of content for ECON 306. Students receive single grade for combined four units of ECON 306 and ECON 306D. [Prereq: ECON 210; coreq: ECON 306.]

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 308D. International Economics & Globalization - Add'l Depth (1). Additional depth of content for ECON 308. Students receive single grade for combined four units of ECON 308 and ECON 308D. [Prereq: ECON 210. Coreq: ECON 308.]

ECON 309. Economics of a Sustainable Society (3). Interpret meaning of sustainable economy. Techniques for measuring economic performance using sustainability standard. Analyze domestic and international policies consistent with a sustainable economy. *Economics and business administration majors MUST co-enroll in ECON 309D.* [GE. CWT.]

ECON 309D. Economics of a Sustainable Society - Add'l Depth (1). Additional depth of content for ECON 309. Students receive single grade for combined four units of ECON 309 and ECON 309D. [Prereq: ECON 210. Coreq: ECON 309.]

ECON 310. Intermediate Microtheory & Strategy (4). Price determination in markets for goods, services, and resources. Utility and indifference analysis of demand. Isoquant analysis of production. Supply determination under competitive and noncompetitive conditions. [Prereq: Math Code 45 or equivalent; ECON 210.]

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: Math Code 45 or equivalent; ECON 210.]

ECON 315. Political Economy of Islam (3). Economic and political foundations of Islam. Islamic laws applied to economic/political institutions. Role of government. *Economics and business administration majors MUST co-enroll in ECON* 315D.

ECON 315D. Political Economy of Islam - Add'l Depth (1). Additional depth of content for ECON 315. Students receive single grade for combined four units of ECON 315 and ECON 315D. [Prereq: ECON 210. Coreq: ECON 315.]

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 legislature-mandated requirement in US history. Economics and business administration majors MUST co-enroll in ECON 323D.*

ECON 323D. Economic History of the US - Add'l Depth (1). Additional depth of content for ECON 323. Students receive single grade for combined four units of ECON 323 and ECON 323D. [Prereq: ECON 210. Coreq: ECON 323.]

ECON 423. Environmental & Natural Resources Economics (3). Apply economic principles to public policies and management of natural resources (water, air, fisheries, forestry). Benefit/cost and economic impact analyses. *Economics and business administration majors MUST co-enroll in ECON 423D.*

ECON 423D. Environmental & Natural Resources Economics - Add'l Depth (1). Additional depth of content for ECON 423. Students receive single grade for combined four units of ECON 423 and ECON 423D. [Prereq: ECON 210. Coreq: ECON 423.]

ECON 435. Principles of Money & Banking (4). Nature and function of financial institutions and Federal Reserve System in US economy. Monetary and fiscal policy and the international financial system. Implications of recent financial system deregulation legislation. [Prereq: ECON 210.]

ECON 450. Energy Economics & Climate Policy (4). Intro to energy market economics and institutions. Climate-change policies and impacts. Economic tools for reducing greenhouse-gas emissions. Excel-based economic analysis of energy efficiency and renewable energy projects. [Prereq: Math Code 50, ECON 104 or ECON 210.]

ECON 470/570. Sustainable Rural Economic Development (4). Service-learning course; analyze rural economic development strategies; case studies; local speakers; field trip; reflection on sustainable development in Humboldt County; economic theory coupled with practical community experience.

ECON 480. Special Topics in Economics (1-4). Topics of current issues. [Rep with different topics.]

ECON 490. Capstone Experience (2). Students produce a culminating project, normally in the form of a portfolio of the student's work, under the supervision of a faculty member in economics. [Rep.]

ECON 499. Directed Study (1-4). [For advanced students upon IA.]

GRADUATE

ECON 523. Topics in Environmental & Natural Resource Economics (3). Develop and analyze economic models in topical areas such as externalities, energy economics, dynamic natural resource markets, and common-pool resource dilemmas. Analysis and discussion of appropriate public policy. *Economics and business administration majors MUST co-enroll in ECON 523D.*

ECON 523D. Topics in Environmental & Natural Resource Economics - Add'l Depth (1). Additional depth of content for ECON 523. Students receive single grade for combined four units of ECON 523 and ECON 523D. [Prereq: ECON 210. Co-req: ECON 523.]

ECON 580. Special Topics in Economics (1-4). Use established methods of economic inquiry. When possible, explore interdisciplinary elements. [Prereq: IA for credit. Rep.]

ECON 699. Directed Study (1-4). [Open to grad students with IA.]

Education

See also Administrative Services, Elementary Education, Liberal Studies/Elementary Education, Secondary Education or Special Education.

LOWER DIVISION

EDUC 110. Introduction to Education (1). Contemporary issues and problems.

EDUC 180. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 210. Current Issues in Schools (3). Social and historical understanding of K-12 schooling in America through the lens of contemporary controversies in the field.

EDUC 280. Special Topics (.5-3). Topics of current interest. [Rep.]

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.]

EDUC 299. Directed Study (.5-4). Independent study. [Rep.]

UPPER DIVISION

EDUC 310. Education for a Livable World (3). Purposes of education in the world. Schooling and other formal and informal processes and sites where education occurs.

EDUC 311. How We Learn (3). Define, analyze, and assess case studies on classroom life and adult education; critique sites in which learning occurs; assess own philosophy of education.

EDUC 313 / ES 313 / WS 313. Education for Action (3). This course aims to strengthen organizational and activist skills, and to create an understanding of how social change occurs. [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 nonconforming 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.]

EDUC 450 / WS 450. Threads of Communication (3). Development and histories of quilting, embroidery, and weaving in North, Central, and South America. How women communicate personal/community concerns and sentiments through fibers. Lecture and practice.

EDUC 480. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 499. Directed Study (.5-3). Directed reading or independent conference. [Prereq: IA. Rep.]

GRADUATE

EDUC 580. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 583. Teaching in Higher Education (3). Guided experience in skills and knowledge relevant to teaching in higher education. Course and syllabus development, lecture/discussion organization, evaluation procedures, classroom management, and legal and ethical issues.

EDUC 604. Education in Society (2). Prepares educational leaders who understand the purposes of education in a democracy and the competing social, economic, and political values that affect education and schooling in the United States.

EDUC 624. Theories & Models of Reading & Writing (3). Current traditions of, and progress in, literacy research. Develop and apply criteria for evaluating types of literacy research.

EDUC 625. Development of Phonological and Orthographical Knowledge (3). Principles of print knowledge in relation to phonics, vocabulary, spelling. Acquisition, stages of development, word study activities, and methods of assessment.

EDUC 626. Literacy Assessment & Evaluation (3). Definitions, concepts, and challenges of authentic literacy assessment. Focus: classroom-based assessment within broader framework of authentic assessment.

EDUC 627. Diagnosis of Reading & Writing Difficulties (3). Pre- and in-service teachers (K-12) learn to diagnose students' literacy difficulties and identify/describe appropriate instruction.

EDUC 628. Remediation of Reading & Writing Difficulties (3). Effective literacy instruction (including standards, planning, instructing, and assessing) for struggling readers and writers in the regular classroom setting (K-12).

EDUC 629. Reading Certificate Field Experience (3). Designed to provide a planned sequence of fieldwork in which candidates are on multiple occasions observed by and receive oral and written feedback from a field supervisor. (K-12).

EDUC 629B. Reading Certificate Field Experience (3). Designed to provide a planned sequence of fieldwork in which candidates are on multiple occasions observed by and receive oral and written feedback from a field supervisor. (K-12).

EDUC 633. Pedagogy: Practice & Research (2). Interplay between educators' experience and thinking; educational theories; questions about methodologies, and actions educators take to investigate them as they foster their own professional development.

EDUC 634. Academic Writing in Education (2). This course, taken in conjunction with EDUC 698 which focuses on the fundamentals of doing academic research, assists students in learning to write about their research utilizing an academic voice. [Coreq: EDUC 698]

EDUC 650. Educational Psychology (2). Psychological and developmental theories used as lenses for assessing case studies (generated by students of their own pupils). Results in assessment, diagnosis, and prescription.

EDUC 660. Assessment (3). History and current practice of standardized testing (to clarify underlying values allowing student failure). Alternative methods of evaluating student outcomes. Relationship between effective teaching and learning.

EDUC 679. Qualitative Methods in Educational Research (3). Overview: modes of inquiry used in qualitative educational research.

EDUC 680. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 681. Quantitative Educational Methods (3). Increase knowledge and skills in identifying and using appropriate quantitative educational methods and in analyzing quantitative data in educational research literature, including results of standardized tests.

EDUC 690. Thesis (1-3). Restricted to students in education grad program. [Credit/no credit. Rep.]

EDUC 692. Master's Project (1-3).

EDUC 697. Research for Learning (3). Action research of teaching/learning; inherent interactive processes. Reflect on researcher's role.

EDUC 698. Educational Research (3). Research design. Ethical and practical problems related to conducting research in educational settings.

EDUC 699. Independent Study (.5-3). Selected problems. [Prereq: grad standing and IA. Rep.]

CREDENTIAL / LICENSURE

EDUC 719. Teacher Computer Competency (2). Technology and computer applications for teachers of elementary and secondary students. Meets level II computer competency requirements established by California Commission on Teacher Credentialing. [Prereq: EDUC 285 (C) or equivalent. CR/NC.]

Elementary Education

LOWER DIVISION

EED 210. Direct Experience with Children (1). Field experience with K-8 students. Prospective teachers assigned placements to observe/participate in public school classrooms and maintain log. Minimum 45 hours required. Meets prior fieldwork experience admission requirement for EED credential program. [CR/NC. Coreq: EED 310.]

UPPER DIVISION

EED 310. Exploring Teaching as a Career (1). Introduces teaching profession. Prospective teachers assess own interest and potential in elementary education based on participation in EED 210 field experience or approved alternative.

EED 499. Directed Study (1-3). Individual study; staff direction. [Rep.]

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 / 720B. The School & the Student (variable .5-3) **F/S**. Seminar in foundations of teaching. Credential candidate studies development characteristics of school-age child, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline.

EED 721 / 721B. Multicultural Foundations (variable .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 / 722B. English Language Skills & Reading (variable .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 / 723B. Integrating Math/Science in Elementary School (variable .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 / 724B. Fine Arts in the Integrated Elementary Curriculum (variable .5-1) **F/S**. Appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in elementary class-

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

rooms. Lesson planning, classroom management of activities/materials, creative expression, aesthetic perception, integrating fine arts with other content areas. [Prereq: admitted to EED.]

EED 726 / 726B. Professional Development Seminar (variable .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. [CR/NC. Prereq: admitted to EED program.]

EED 728. History/Social Science in the Integrated Elementary Curriculum (variable .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 729. Reading Curriculum & Methods (4). For teachers already holding a basic credential. Instructional strategies and assessment for literacy strategies among learners. [Rep.]

EED 733 / 733B. Teaching English Learners (1) **F/S**. Development of basic knowledge, skills, and strategies for teaching English learners. [Prereq for 733 and 733B: must be in EED Credential Program. Prereq for 733B: EED 733.]

EED 740 / 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 740 and 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. [Minimum 14 hrs per week in assigned school during weeks 2-8 of fall semester. CR/NC. Prereq: admitted to EED.]

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. [Full-time fieldwork in assigned classrooms during the first week and last 7 weeks of fall semester. CR/NC. Prereq: admitted to EED.]

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. [Minimum 14 hrs per week in assigned school during first 8 weeks of spring semester. CR/NC. Prereq: admitted to EED program.]

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. [CR/NC. Prereq: admitted to EED program.]

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. [CR/NC. Prereq: admitted to EED.]

EED 756. Extended Student Teaching in Elementary Schools (1-8). Practicum allowing additional fieldwork in elementary classrooms under guidance of practicing teachers. [45 hours fieldwork per credit unit. CR/NC. Prereq: admitted to EED program.]

EED 757. Advanced Student Teaching (1-10). Assignment in elementary or secondary school program. May be in a special subject; may entail experimentation with methods of teaching. [Prereq: prior credit in student teaching or teaching experience; IA.]

EED 776. Mainstreaming (2). Concept and practice, as provided in California Master Plan for Special Education. Referral, assessment, and appropriate modifications for special needs pupils. Fulfills special education requirement for a clear (Ryan) multiple or single subject credential. [Prereq: a teaching credential or acceptance into a teacher credential program and concurrently enrolled in student teaching fieldwork classes.]

EED 790. Supervised Field Experience (1-3). Directed observation of select aspects of school educational programs; appropriate written reports. Hours to be arranged. [Prereq: IA. Rep.]

EED 799. Directed Study (1-4). Independent study of problems, issues, and/or practical applications. [Prereq: IA. Rep.]

English

LOWER DIVISION

ENGL 30. Developmental Reading (2). Remedial reading skills needed for college-level work. For those ineligible for ENGL 100. [CR/NC. Units do not apply toward baccalaureate degree.]

ENGL 31. Developmental English (1-2). Individualized and small group instruction in language skills. For students ineligible for ENGL 100. [CR/NC. Units do not apply toward baccalaureate degree. Prereq: EPT score of 150 or below. Rep.]

ENGL 40. Writing Confidence/Intensive Learning (1-3). Build confidence and proficiency for college-level writing. Practice writing/reading strategies. Workshop, lecture, and individualized support with lab. Final assessment based on writing portfolio. [*Students who don't pass portfolio must repeat ENGL 40. Students who submit a passing portfolio are eligible for enrollment in ENGL 60/ENGL 100A. Units earned do not apply toward baccalaureate degree.* CR/NC. Prereq: EPT score of 138 or below.]

ENGL 50. College Writing (3). Writing skills needed for college-level work. Instruction in small groups and individualized lab sessions. For students ineligible for ENGL 100. [CR/NC. Units earned do not apply toward baccalaureate degree. Prereq: EPT score of 142-150.]

ENGL 51. College Writing (1). Continue developing skills begun in ENGL 50. Instruction in small, individualized lab sessions. For students who have taken ENGL 50 but are not yet ready for ENGL 100. [CR/NC. Units earned do not apply toward baccalaureate degree.]

ENGL 60. Intensive Reading & Composition—Activity (2). Instruction in small, individualized lab sessions for students enrolled in ENGL 100A who have an HSU English code of 20. *Units earned do not apply toward baccalaureate degree.* [CR/NC. Prereq: EPT score of 139-147 or successful completion of ENGL 40. Coreq: ENGL 100A.]

ENGL 100. First Year Reading & Composition (3). Reflective, analytical, expository essay writing and revision. Introduction to critical reading, information literacy. Small-group workshop and lecture. Final assessment based on writing portfolio. *Students who fulfill course requirements with a C- or better but don't pass portfolio must complete ENGL 200 to fulfill GE.* [Prereq: EPT score of 148 or higher. GE.]

ENGL 100A. First Year Reading & Composition (3). Reflective, analytical, expository essay writing and revision. Introduction to critical reading, information literacy. Small-group workshop and lecture. Final assessment based on writing portfolio. *Students who fulfill course requirements with a C- or better but don't pass portfolio must complete ENGL 200 to fulfill GE.* [Prereq: EPT score of 139-147 or successful completion of ENGL 40. Coreq: ENGL 60. GE.]

ENGL 101. Critical Writing (3). Critical reading of texts. Strategies for writing the reasoned argument. Rhetorical stance, voice, and purpose. Logic of persuasion. GE. Prereq: ENGL 100 or ENGL 100A.

ENGL 105. Introduction to Literature (3). Assigned readings in representative literary works. Lectures, discussions, assigned compositions. [GE.]

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 100 or 100A (C).]

ENGL 180. Macintosh Literacy for the 21st Century (3). Theoretical/practical introduction to the Macintosh as a communication tool in arts and humanities.

ENGL 200. Academic Writing & Revision Workshop (3). Revising ENGL 100/100A/100R portfolio and/or creating new essays. Critical reading of student texts. Workshop and lecture. Final assessment based on writing portfolio. *Students who failed ENGL 100/100A/100R portfolio must complete this course to fulfill GE. Students*

who don't pass portfolio must repeat ENGL 200. [Prereq: RP in ENGL 100/100A/100R or equivalent. CR/NC.]

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 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 100 or 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 100.]

ENGL 230 - 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.]

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. The Modern Tradition (3). Selected texts from 1880 to present; cultural contexts. [GE.]

ENGL 308B-C / WS 308B-C. 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); 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 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 100 or equivalent. 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 317. Plays in Performance (3). Ashland Oregon Shakespearean Festival plays and/or other current productions studied as texts and performances. Field trips. Service fee. [Rep.]

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. One of four units is individualized instruction on assigned topics. [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 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.

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 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 100.]

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 340. Approaches to Shakespeare (4). Study selected Shakespearean plays using various methods: literary analysis, readings, videotapes, Internet resources. One of four units is individualized instruction on assigned topics.

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 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 366. Introduction to Folklore (3). Myths, folktales, legends, ballads, folk songs, folk drama, superstitions. Folklorists' methods and tools to study these subjects.

ENGL 370/570. Literary Field Studies (4). Study regional writers and their social and environmental influences and effects. One of four units consists of field trips to sites corresponding with course texts. [Prereq: ENGL 100 or equivalent. Rep. once.]

ENGL 406. Theory of Composition (3). Current theories/methods of teaching writing. Take concurrently with ENGL 406L. [Prereq: ENGL 100.]

ENGL 406L. Technology in English (1). Technology useful for studying and teaching literature, composition, language, linguistics, and related fields. Take concurrently with ENGL 406. [Prereq: ENGL 100.]

ENGL 417 / COMM 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 328 or equivalent (C).]

ENGL 420. Advanced Topics in Critical Theory (4). Intensive study of specialized issues in literary and cultural theory. Ex: Black Feminist Thought, Postcolonialism and After, "Queering" Race and Gender, Politics and Poststructuralism, The Problem of Aesthetics. [Prereq: ENGL 320. Rep. once.]

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 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 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 100.]

ENGL 435. Issues in 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.

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

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.]

ENGL 450. Tutoring Developing Writers (2). Needs of culturally and ethnically diverse students and learning disabled. Intensive practical experience responding to writing with a variety of approaches. [CR/NC. Prereq: employed in English Writing Center. 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.]

ENGL 465B-C / ES 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. ENGL 465B (domestic); 465C (non-domestic).]

ENGL 470. Raymond Carver Short Story Contest (2). Screen submissions for annual Raymond Carver short story contest, one of America's major writing competitions. [CR/NC. Rep.]

ENGL 480. Special Topics (1-3). Topics not covered in regularly scheduled courses. [Rep.]

ENGL 481. Internship in Teaching Writing or Literature (2). Supervised practice teaching in a college setting. [Prereq: senior standing, IA, DA. Rep once.]

ENGL 485. English Colloquium (1). Intensively examine a select topic. May feature guest lecturers. Complete two units to fulfill colloquium requirement. [CR/NC. Prereq: ENGL 320. Rep.]

ENGL 490. Senior Project Seminar (2). Culmination of the major. [CR/NC. Prereq: senior standing.]

ENGL 499. Directed Study (1-4). For advanced students with IA. [Rep.]

GRADUATE

ENGL 500. Assessment of Subject-Matter Competency in English (1). Candidates for a single-subject teaching credential must demonstrate subject-matter competence. Course explains department's assessment procedures, administers required exams/interviews. Must be in last year of single-subject waiver program. [CR/NC.]

ENGL 536. Seminar in American Literature (4). Principal movements, major figures, or other significant topics, with pertinent scholarship. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 546. Seminar in British Literature (4). Principal movements, major figures, or other significant topics, with pertinent scholarship. [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 562. Advanced Studies in Shakespeare (4). Shakespearean canon and scholarship. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 570/370. Literary Field Studies (4). Study regional writers and their social and environmental influences and effects. One of four units consists of field trips to sites corresponding with course texts. [Prereq: ENGL 100 or equivalent. 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. [Rep.]

ENGL 600. Fundamentals of Research in Composition & Literature (3). Concepts, methods, and resources of research in composition, rhetoric, literary studies. Electronic as well as print resources. [Prereq: accepted to English MA program or IA.]

ENGL 611. Seminar in Teaching Writing (4). A general introduction to the field of composition studies. Theoretical foundations emphasized over practical applications. [Prereq: accepted to English MA program or IA.]

ENGL 612. Development of Writing Abilities (4). Developmental aspects of learning to write. Basic vocabulary of psycholinguistic and sociolinguistic theory. Design composition sequences for different academic levels. [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 Workshop (4). Intensive practical experience in writing. Various forms and techniques. Students read and comment on one another's work. [CR/NC. 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 635. Issues in 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 681. Internship in Teaching Literature (2). Supervised practice in college, high school, elementary school, or community setting. Does not satisfy internship requirement for prospective ENGL 100 instructors. [Rep once. Prereq: ENGL 600, a grad literature seminar, IA, and DA.]

ENGL 682. Internship in the Teaching of Writing (2). Supervised practice in college, community college, high school, elementary school, or community setting. [Prereq: see department. Rep.]

ENGL 683. Internship in Business & Professional Writing (2). Supervised practice in writing and helping others to write in a business or government setting. Prereq: see department. Does not satisfy internship requirement for prospective ENGL 100 instructors. [Rep.]

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 and ENGL 635. Rep.]

ENGL 685. English Colloquium (1). Intensively examine a select topic. May feature guest lecturers. [Prereq: grad status. CR/NC. Rep.]

ENGL 690. Master's Project (4). Culmination of MA degree: project demonstrating advanced achievement in language, literature, literary criticism, creative writing, or teaching of writing. [Prereq: accepted to 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.

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.

ENGL 699. Independent Study (1-4). Open to students accepted to English MA program with IA. [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 Science & Engineering (3). Case studies in water quality, water resources, energy resources, and geotechnical resources. [Prereq: MATH 115 (C) or Math Code 50. 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. Must be taken concurrently with ENGR 225. [Prereq: MATH 109 or Math Code 65. 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. Must be taken concurrently with ENGR 325. [Prereq: MATH 110, ENGR 210, ENGR 215. For engineering majors, this is prereq. to PHYX 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

DCG 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

MATH 109 (C) or Math Code 65. 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. Must be taken concurrently with ENGR 210. [Prereq: ENGR 115, MATH 109 or Math Code 65. 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 topic.]

UPPER DIVISION

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; ENGR 114 or PHYX 106 or PHYX 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 313. Systems Analysis (4). Microeconomics, systems analysis, and math modeling in environmental resources, allocation, linear and nonlinear optimization. Case studies in resource management. Engineering design applications. [Prereq: MATH 210, ENGR 115, ENGR 225.]

ENGR 322. Environmental Data Modeling & Analysis (4). Introduction to probability theory, probabilistic models, and stochastic processes. Parameter estimation and model evaluation for environmental systems models with applications in environmental engineering. [Prereq: MATH 210, ENGR 325 (C).] Weekly: 3 hrs lect, 3 hrs lab.]

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, MATH 110. Must be taken concurrently with ENGR 211. 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: MATH 210, ENGR 325 and either ENGR 331 (C) or ENGR 333 (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 330. Mechanics & Science of Materials (3). Physical properties of materials. Analyze stresses and deformations involving elastic behavior of materials. Tension, compression, torsion, and flexure. Combined stresses, static indeterminacy. Beams of two materials. Engineering design applications. [Prereq: MATH 210, CHEM 109, ENGR 210. 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 (C). 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 similitude. Engineering design applications. [Prereq: ENGR 325, ENGR 331 (C). Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 351. Water Quality & Environmental Health (4). Water quality analysis. Physical, chemical, and biological factors of water quality. Introduction to drinking water and wastewater treatment processes. Engineering aspects of communicable disease control and exposure to toxic materials. [Prereq: ENGR 115, CHEM 110, BIOL 105. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 356. Water Quality Analysis (3). Physical, chemical, and biological analysis of water and wastewater. Limitation of test methods, statistical analysis of data, and correlation of water quality parameters with environmental effects. [Prereq: ENGR 322 or ENGR 324, ENGR 351 or ENGR 350, ENGR 416 (C). Weekly: 1 hr lect, 6 hrs lab.]

ENGR 370. Energy, Technology, & Society (3). Interdisciplinary course introduces students to issues in energy, the environment, and society. Includes a focus on energy and climate change, emphasizing physical science, social science, and policy dimensions. [Prereq: CHEM 107 or CHEM 109, PHYX 107 (C) or PHYX 110 (C), ENVS 230; or instructor approval.]

ENGR 380. Community Agriculture (3). Small-scale sustainable agriculture practices: soil fertility, crop management, composting, farm planning, water use, integrated pest management, marketing. Ecological, economic, and social concerns in agriculture. [Prereq: BIOL 105 or BOT 105 or SOIL 260. Weekly: 2 hrs lect, 3 hrs lab.]

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.]

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. [Prereqs: 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 351 or ENGR 350, ENGR 326, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 418. Applied Hydraulics (3). Pipe networks; transient pipe flow; open channel flow; irrigation, drainage, and flood control; numerical methods for hydraulic analysis. Engineering design applications. [Prereq: ENGR 326, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 421. Advanced Numerical Methods for Engineers I (3). Finite difference and finite element methods for linear and nonlinear partial differential equations; simulation of flow, mass and energy transport in environmental systems; large scale parameter estimation methods. Engineering design applications. [Prereq: ENGR 313, ENGR 326. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 434. 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, ENGR 416. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 435. Solid Waste Management (3). Nature and scope of solid waste problem. Collection, disposal, and recycle technology. Management alternatives considering social, economic, and technical constraints, including resource recovery. Engineering design applications. [Prereq: CHEM 110, ENGR 313 (C), ENGR 330, ENGR 333. 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

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

351 or ENGR 350, ENGR 416. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 455. Constructed Wetlands for Water Quality Management (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, and ENGR 451or IA.]

ENGR 461. Environmental Geotechnology (3). Municipal solid waste, and hazardous waste landfills; soil and groundwater contamination and remediation. Engineering design applications. [Prereq: ENGR 330, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 466. Earthquake Engineering (3). Site-specific safety analysis; seismic risk; material response; earthquake loading on soils and structures. Engineering design applications. [Prereqs: ENGR 322 or ENGR 323, ENGR 325, ENGR 330. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 471. Thermodynamics & Energy Systems II (3). Continues ENGR 331. Applications of 2nd law of thermodynamics. Irreversibility, availability, power and refrigeration cycles, combustion, and phase equilibria. Engineering design applications. [Prereq: CHEM 110, PHYX 110, ENGR 322 or ENGR 324, ENGR 331, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 473. 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. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 475. Renewable Energy Power Systems (3). Principles of hydro, wind, and photovoltaic power production and systems. Engineering design applications. [Prereqs: ENGR 322 or ENGR 324, ENGR 331, ENGR 333, PHYX 315. Weekly: 2 hrs lect, 3 hrs lab.]

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 (1-3). Offered as demand warrants. Lect/lab as appropriate. [Prereq: vary with topic. Rep with different topic.]

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). [IA. Open to Senior and Grad level ERE students only.]

ENGR 496. FE (EIT) Review (2). Review topics for National Fundamentals of Engineering (FE or EIT) Exam. [Mandatory CR/NC. Not allowed for credit toward major in engineering. Prereq: PHYX 315 (C); ENGR 330, ENGR 333.]

ENGR 498. Directed Design Project (1-3). Directed (Independent) application of engineering design process to develop a system, process or management plan. [IA.]

ENGR 499. Directed Study (1-3). Directed (independent) undergraduate study or research. [IA.]

GRADUATE

ENGR 501. Environmental Systems Analysis I (4). Operations research and system analysis techniques to plan, manage, and design environmental systems. Nonlinear and integer programming methods; multiobjective analysis. Stochastic optimization modes for environmental systems analysis; decomposition principles for large-scale systems; dynamic programming. [Prereq: ENGR 313, ENGR 322 or ENGR 323, ENGR 326. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 518. Applied Hydraulics (3). Pipe networks; transient pipe flow; open flow; irrigation, drainage, and flood control; numerical methods for hydraulic analysis. Engineering design applications. [Prereq: ENGR 326, ENGR 333 (both with passing grade of "C"). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 521. Advanced Numerical Methods for Engineers I (3). Finite difference and finite element methods for linear and nonlinear partial differential equations; simulation of flow, mass and energy transport in environmental systems; large scale parameter estimation methods. Engineering design applications. [Prereq: ENGR 313, ENGR 326. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 532. Energy, Environment, & Society (4). This interdisciplinary graduate level course emphasizes technical, environmental, and socioeconomic 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, 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, 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: 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, ENGR 416 (both with passing grade of "C"). 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, ENGR 416 (both with passing grade of "C"). Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 555. Constructed Wetlands for Water Quality Management (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 571. Advanced Thermodynamics & Energy Systems (3). Continues ENGR 331. Application of 2nd law of thermodynamics; Irreversibility , availability, power and refrigeration cycles, combustion, and phase equilibria. Engineering design applications. [Prereq: CHEM 110, PHYX 110, ENGR 331, ENGR 333 (all with passing grade of "C"). Weekly: 2 hrs lect, 3 hrs lab.]

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 grade of "C"). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 575. Renewable Energy Power Systems (3). Principles of hydro, wind, and photovoltaic power production and systems. Engineering design applications. [Prereq: ENGR 322, ENGR 331, ENGR 333, PHYX 315 (all with passing grade of "C"). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 577. Solar Thermal Engineering (3). Analyze and design solar thermal systems. Availability

DCG 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

of solar radiation; collector operation; system performance; simulation models. Engineering design applications. [Prereq: ENGR 322, ENGR 331, ENGR 333 (all with passing grade of "C"). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 597. Mentoring & Teaching Associate Training (1-4). Training in course preparation and delivery. Advanced majors and grad students take this course prior to or concurrent with teaching-assistant or teaching-associate assignments. No credit toward graduate degree. [Rep.]

ENGR 680. Selected Topics in Environmental Systems (1-3). [Rep.]

ENGR 690. Thesis (1-6). Prepare written thesis as required for grad degree. [Prereq: SCI 501, SCI 530. Rep.]

ENGR 699. Independent Study in Environmental Systems (1-3). Conference, reading, and research. [Prereq: SCI 530. Rep.]

Environmental Science

LOWER DIVISION

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 four times. CR/NC only].

ENVS 220. Introduction to Environmental Policy (3). Environmental policy formulation, implementation, and analysis. Process of formulating and implementing environmental policy and the evolution of natural resource and environmental policy in the United States.

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, MATH 115 or Math Code 50. STAT 108 or BIOM 109 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

UPPER DIVISION

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 308. Ecotopia (3). Interdisciplinary study of redwood ecosystem biophysical and cultural characteristics. Guest presentations, disc/activ sessions. [Prereq: area B lower division GE completed. GE.]

ENVS 309 / NRPI 309. Environmental Conflict Resolution (3) FS. 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. [GE. CWT. Weekly: 2 hrs lect, 2 hrs activ.]

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.]

ENVS 400 / NRPI 400. Inscape & Landscape (3) FS. 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 412 / NRPI 412 / PSCI 412. Legal Research (4). Principles and research procedures in California/federal case law, statutory law, and codes. Computerized legal research; legal citation and writing.

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.]

ENVS 480. Selected Topics in Environmental Sciences (1-4). Student preparations typically required. [Rep.]

ENVS 482. Internship (2-3). Practical experience. Apply knowledge gained through coursework. [Prereq: ENVS 410 and IA. Rep up to six units.]

ENVS 485. Seminar in Environmental Sciences (1-3). [Prereq: upper division or grad standing. Rep.]

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.]

Ethnic Studies

LOWER DIVISION

ES 105 / NAS 105. Introduction to US Ethnic Studies (3). Comparative history of racialized groups in the US, with particular emphases on the manner in which race, ethnicity, class, and gender inform this history. [DCG-d. GE.]

ES 108 / WS 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.]

ES 109 / CHIN 109. Introduction to Chinese Studies (3). This course employs historical, philosophical, comparative, and interdisciplinary approaches to study Chinese cultures and societies in global and local contexts. [Rep. GE. DCG-n.]

ES 110. Introduction to African American Studies (3). African peoples' religion, politics, economics, psychology, history, art, and literature.

ES 245. Hip Hop & the Black Experience (3). Utilizes Hip Hop to explore 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. [Prereq: ES 105 or WS 108 or SOC 104, or IA. DCG-d.]

UPPER DIVISION

ES 304 / GEOG 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 lifeline in national perspective. [GE. DCG-d.]

ES 308. Multicultural Perspectives in American Society (3). Historical/sociocultural perspectives of American ethnic minorities. Impact of minority status. Theoretical/methodological approaches to educating ethnic minorities. [DCG-d. GE.]

ES 310. US & Mexico Border (3). Overview of Mexico: from its indigenous roots, through formation of Spanish colonial society, to an independent nation-state. Cultural conflict and social change. [DCG-n.]

ES 313 / EDUC 313 / WS 313. Education for Action (3). This course aims to strengthen organizational and activist skills, and to create an understanding of how social change occurs. [DCG-d.]

ES 314. Chicano Culture & Society in America (3). From establishment of 16th century Spanish frontier settlements. Formation of Mexican regional cultures; status of an American racial/cultural minority. [DCG-d.]

ES 320. African American History (3). Within context of American history, analyze African American heritage from its origins through the present.

ES 322. African American Family (3). Analyze theories, development, configurations, and values of the African American family. Develop and implement public policy.

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

ES 323. Patterns of Pan-Africanism (3). Analyze its origins, its leaders and their philosophies, and its changes of emphasis as it moved from protest and liberation to a search for unity.

ES 324. Ethnic American History (3). In historical context, describe, compare, and analyze major US ethnic, racial, and gender groups.

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. [Prereq: ES 320, its equivalent, or IA.]

ES 326. Minorities & the Media (3). Analyze media role in shaping perception of minorities and women in the US, and their reaction thereto.

ES 327. Afro-American Religion (3). Religious systems of people of African descent in the New World. Historical/cultural developments.

ES 328. African Religion & Philosophy (3). Seminar on forms of religious expression in Africa. Emphasis on works of African scholars writing about Africa.

ES 330 / WS 330. Ethnic Women in America (3). Seminar: roles of American ethnic women in context of family and political movements. Research; present oral reports on special topics. [DCG-d.]

ES 336 / ENGL 336. American 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 340. Chinese & Japanese Americans (3). History and culture from initial immigration to contemporary times.

ES 341. The Asian American Family & Intermarriage (3). Effects of racism, culture, and class from sociopsychological perspective. Evolution of Asian American family, from origin to future prospects.

ES 342. Immigrants & Refugees (3). Immigration process; adjustments in settlement.

ES 343. Japanese Americans & the Concentration Camps (3). Removal and internment of over 110,000 persons of Japanese ancestry in US during World War II.

ES 352. Dynamics of Black Culture (3). African American culture and social thought: past, present, and future. Sociological and psychological theories of African American family. Values, attitudes, and perceptions.

ES 353. Asian American Studies (3). Asian American social, political, economic, and educational structures. Recent trends, problems, alternatives.

ES 354. Minorities, American Institutions, & Social Services (3). Relationships between ethnic minority communities and major institutions such as law, education, health, housing, employment and economic organizations, social welfare, and mental health agencies.

ES 360 / PSCI 318 / WS 360. Race, Gender and 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.]

ES 390. Theory & Methods in Ethnic Studies (4). This course introduces the key theoretical and methodological advances of Ethnic Studies as a discipline and a political project, surveying strategies that seek to decolonize knowledge production. [Prereq: ES 105 (C) or ES 108 (C); ES 308 (C). DCG-n.]

ES 420. Community Research (4). Introduces locally grounded transdisciplinary grassroots approach to community research to establish Emergent Knowledge Communities that document the social and cultural history of specific locales throughout the Humboldt region. [Prereq: ES 105 (C) or ES 108 (C); ES 308 (C). DCG-n.]

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). Rep for different topics. [Prereq: two previous courses in ethnic studies or IA.]

ES 482. Topical Research in Majority/Minority Relations (2). Directed study using interdisciplinary perspective and crosscultural analysis. Issues and problems of economic, political, and social relationships between majority and minority cultures in the US.

ES 491. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA.]

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.]

GRADUATE

ES 590. Theory & Methods in Ethnic Studies (4). Introduces the key theoretical and methodological advances of Ethnic Studies as a discipline and a political project, surveying strategies that seek to decolonize knowledge production. [Prereq: ES 105 (C) or ES 108 (C); ES 308 (C).]

ES 620. Community Research (4). Introduces locally grounded transdisciplinary grassroots approach to community research to establish Emergent Knowledge Communities that document the social and cultural history of specific locales throughout the Humboldt region. [Prereq: ES 105 (C) or ES 108 (C); ES 308 (C).]

ES 654. Minorities, American Institutions & Social Services (3). Relationships between ethnic minority communities and major institutions such as law, education, health, housing, employment/economic organizations, social welfare, mental health agencies. [Rep twice.]

ES 680. Graduate Seminar (1-4). Intensive study of specialized topics. [Prereq: graduate standing. Rep.]

ES 683. Advanced Research Methods in Ethnic Studies (1-3). Techniques, methods, and approaches to ethnic studies. [Prereq: grad standing. Rep.]

ES 690. Thesis (1-3). [Prereq: advancement to candidacy. Rep.]

ES 691. Comprehensive Exam (1-3). For approved candidates for MA in social science who wish to pursue ethnic studies area. [Prereq: DA. Rep.]

ES 699. Independent Study (1-3). Individual study on selected problems. [Prereq: IA. Rep.]

Fisheries Biology

LOWER DIVISION

FISH 110. Introduction to Fisheries (1) **FS**. Fishery biology field: its breadth, career opportunities, and scientific principles on which it is founded. [CR/NC.]

FISH 165. Small Aquarium Management (2). Construction, operation, maintenance, and management of small aquaria for home, commercial, or public display of marine and freshwater fishes. [CR/NC]

UPPER DIVISION

FISH 300. Introduction to Fishery Biology (3) **FS**. Identification, life histories, and ecology of important freshwater and marine fishes. Principles of fisheries management and its relationships with management of other resources. [GE.]

FISH 310. Ichthyology (5) **FS**. Biology of fishes and fishlike vertebrates. Anatomy/concepts of systematics of fishes; classifying fishes, particularly commercial, game, and forage species. [Prereq: ZOOL 110. Weekly: 3 hrs lect. 3 hrs lab.]

FISH 311. Fish Physiology (3) **F**. Physiology of lower vertebrate organ systems. Efficient management and culture of the animal as a renewable resource. [Prereq: FISH 310, BIOM 109. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 314. Fishery Science Communication (3) **F**. Technical literature; library usage; reporting. Organize/communicate written and oral scientific information. [Prereq: BIOM 109 and FISH 310. FISH 310 may be taken concurrently. Weekly: 2 hrs lect, 2 hrs disc.]

FISH 320. Limnology (3) **F**. Lake formation and aging. Physical, chemical, and behavioral relationships between organisms and their environments. [Prereq: CHEM 107 or 109 or equivalent, and BIOM 109.]

FISH 320L. 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) **F**. Location of, and species taken in, commercial fisheries.

DCG 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

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) **S**. 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. Mariculture (3) **S**. 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) **F**. 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 BIOM 109 (C), or IA. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 430. Ecology of Freshwater Fishes (3) **S**. Environmental influences on life history, behavior, growth, and survival of freshwater and anadromous fishes. [Prereq: FISH 310 and BIOM 109, or IA.]

FISH 430L. Ecology of Freshwater Fishes Lab (1). Prereq: FISH 310 and BIOM 109. [Weekly: 3 hrs lab. Some weekend and after-hours field trips required.]

FISH 435. Ecology of Marine Fishes (4) **F**. Environmental influences on life history, behavior, growth, and survival of marine and anadromous fishes. [Prereq: FISH 310, OCN 109. Weekly: 3 hrs lect, 3 hrs lab. Some weekend and after-hours field trips.]

FISH 440. Early Life History of Fishes (4). Reproduction, embryology, and identification of fish eggs and larvae. Biotic and abiotic factors affecting early life survival. [Prereq: FISH 310 or IA. Weekly: 3 hrs lect, 3 hrs lab. Weekend field trips occasionally require one or more days absence during the week.]

FISH 443. Problems in Water Pollution Biology (3) **S**. 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 320/320L or 8 units of upper division biology; one year of chemistry. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 450. Introductory Fish Population Dynamics (4) **F**. 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, BIOM 109, and IA. Weekly: 3 hrs lect, 2 hrs computer lab.]

FISH 460. Principles of Fishery Management (3) **S**. An overview of the theoretical and practical constraints of fishery management. An historical perspective on maximum sustained yield, net economic yield, and optimum yield, with a focus on how laws and policy dictate and change the methods and objectives of management. [Prereq or Coreq: FISH 430 or 435 or IA.]

FISH 471. Fish Health Management (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 aquaculture systems. Functional similarity between wastewater treatment lagoons, fertilized fish ponds, and wastewater aquaculture systems. Polyculture in wastewater aquaculture; case studies. [Prereq: upper division standing and IA. Weekly: 2 hrs lect, 2 hrs activ.]

FISH 474. Genetic Applications in Fish Management (4) **S**. Introductory genetic principles using fish examples. Cytogenetic and quantitative genetic methods in fish culture. Population genetic methods in fishery management. [Prereq: BIOL 105 or equivalent. Weekly: 3 hrs lect, 3 hrs lab.]

FISH 480. Selected Topics in Fisheries (1-4). [CR/NC. Lect/lab as appropriate. Rep with different topic.]

FISH 485. 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 alternation. [Prereq: BIOL 105 or IA.]

FISH 490. Honors Thesis Research (1-4). [Prereq: FISH 314 or BIOL 369 or equivalent; GPA of 3.2 or better. Prior to enrollment, file a formal application, including a research proposal. Rep.]

FISH 495. Senior Fisheries Seminar (1) **FS**. Selected topics. [CR/NC. Rep.]

FISH 499. Directed Study (1-4). Independent study culminating in tangible evidence of academic accomplishment. [Prereq: upper division standing. Rep.]

GRADUATE

FISH 510. Advanced Ichthyology (3). Phylogenetic history of major groups of fishes. Survey world's extinct/living fishes. Geographic distribution; historical zoogeography. [Prereq: FISH 310 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

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 540. Early Life History of Fishes (4). Reproduction, embryology, and identification of fish eggs and larvae. Biotic and abiotic factors affecting early life survival. Meets jointly with FISH 440. Students in FISH 540 expected to carry out additional independent sampling project and report findings in class. [Prereq: FISH 310 or IA. Weekly: 3 hrs lect, 3 hrs lab. Weekend field trips occasionally require one or more days' absence during the week.]

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, 6 hrs lab.]

FISH 575. Fish Bioenergetics (3). Energy requirements of fish; physiology of fish relative to energetic processes and constraints imposed by environmental conditions. [Prereq: BIOM 109, FISH 310. Prior course in physiology recommended. Weekly: 2 hrs lect, 2 hrs lab.]

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 585. 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.]

FISH 597. Mentoring & Teaching Associate Training (1-4). Train in course preparation and delivery. [CR/NC. Advanced majors or grad students take prior to, or concurrent with, assignments as teaching assistants/associates.]

FISH 685. Graduate Fisheries Seminar (1). Discuss and review advanced topics. [Prereq: grad standing. CR/NC. Rep.]

FISH 690. Thesis (1-4). [Prereq: grad standing. Rep.]

FISH 695. Research Problems in Fisheries (1-4). Individual research on advanced lab or field problems. [Prereq: grad standing. Rep.]

FISH 699. Directed Study (1-4). Advanced independent studies terminating in tangible evidence of academic accomplishment. [Prereq: grad standing. Rep.]

Forestry

LOWER DIVISION

FOR 100. Critical Thinking and Social and Environmental Responsibility (3). How to think critically. Argument identification and evaluation. Formal and informal fallacies. The use of critical thinking methods with application to questions of environmental and social responsibility. Limited to undergraduate. [GE.]

FOR 116. The Forest Environment (3). The forest and its complexity. Identify trees, plant communities, and wildlife and understand their interdependence. Multicultural perspectives of historical and topical conservation issues. Role and ethical responsibilities of the forester. [Weekly: 2 hrs lect, 3 hrs lab.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

FOR 150. Logging Conference Field Trip (1). Field trip to regional logging conference to observe professional demonstrations of forest operations equipment and to hear presentations by experts in forest management operations. Does not count towards forestry major. [Rep. CR/NC.]

FOR 170. Conclave: Logging Sports Competition (1). Local or regional logging sports competition. Safe use of traditional and modern forest operations equipment. Does not count towards forestry major. [Rep. CR/NC.]

FOR 210. Forest Measurements (4). Surveying including angle and distance measurement, leveling and traverse. Public land survey. Topographic map reading and construction. Tree and forest measurements under field conditions. [Prereq: Math Code 40. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 216. Forest Remote Sensing & Geographic Information Systems (4). Use aerial photographs and satellite imagery to interpret, recognize, and delineate forest types, land management practice, wildlife habitat, and other significant environmental parameters. Map and spatially analyze these landscape features using computerized geographic information systems (GIS). [Weekly: 3 hrs lect, 3 hrs lab.]

FOR 222. Forest Health & Protection (3). Biotic and abiotic disturbance agents. Identification and ecology of important forest insects and diseases of North America. Predisposing factors that increase susceptibility of forests. Management strategies to reduce impacts. [Prereq: FOR 116 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

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. [Weekly: 1 hr lect, 3 hrs lab.]

FOR 230. Dendrology (3). US trees/shrubs. Ranges, botanical characteristics, commercial and noncommercial uses, growth rates, and relation of plants to their total environment. Identify under field conditions and using herbarium specimens. [Weekly: 2 hrs lect, 3 hrs lab.]

FOR 231. Forest Ecology (3). Ecological principles applied to forest management. Production ecology, biogeochemistry, disturbances, environmental factors, populations, community ecology, forest succession, and forest classification/description. [Weekly: 2 hrs 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 116. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 285. Department Seminar (1). Review of current topics in forestry, fire, watershed, or soils. Presentations by speakers from campus community, practicing professionals, or scientists from other institutions or agencies. [CR/NC. Rep.]

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 307. California's Forests & Woodlands (3). Factors affecting distribution, perpetuation, and health of California's forests and woodlands. Field identification of northern California trees and shrubs. [Prereq: completed area B lower division GE. Weekly: 2 hrs lect, weekend field trips in northern California. 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 210, FOR 230, BIOM 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 323. Wildland Fire Behavior & Use (4). Role of weather, topography, and fuels on fire behavior. Mechanism of ignition and spread of fires. Fire behavior and effects modeling. Objectives, planning, operations, smoke management and post-fire monitoring. [Prereq: FOR 223. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 331. Silvics—Foundation of Silviculture (4). Woody plant interaction with environmental stresses. Factors influencing vigor and growth. Changes to stand structure caused by humans (thinning, harvesting, fertilization), nature (wind, soil, climate) or time. Selection using genetic principles for improved growth. Seedling production methods in stock types in relation to their effect on morphology/survival. [Prereq: FOR 231, BIOM 109, SOIL 260. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 333. Forest Tree Improvement (3). Principles/practices of tree improvement. Obtaining genetically better trees for forest reproduction. Prereq: FOR 331, BIOM 109. Weekly: 2 hrs lect, 3 hrs lab.

FOR 350. Forest Harvesting Systems (4). Machine operations in ground-based systems, rigging requirements and payload analysis in skyline yarding, helicopter yarding, harvesting planning and unit layout, optimization in transportation planning. [Prereq: FOR 210, FOR 231, FOR 250. Weekly: 3 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 260. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 365. Forest Financial Administration (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 423. Wildland Fuels Management (3). Managing wildland fuels in forests and rangelands. Advanced understanding of fuel dynamics, management strategies, and challenges facing fuels managers in fire-prone landscapes. Quantitative analysis of the effects of fuels treatments. [Prereq: FOR 223 or IA. 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 to a maximum of 6 units.]

FOR 425. Wildland Fire Management Capstone (1). Research a wildland fire 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: FOR 423.]

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 data, scientific writing, and presentation. Extensive field trips in region. [Prereq: FOR 231 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.]

DCG 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

FOR 432. Silviculture (4). Theory and practice of controlling forest establishment, composition, and growth. Fundamentals of forest stand development and dynamics. Forest stewardship techniques to satisfy a range of possible objectives (biological, economic, and social). [Prereq: FOR 311 (C). Weekly: 3 hrs lect, 3 hrs lab.]

FOR 433. Forest Resource Conservation Capstone (1). Research a forest resource conservation 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: FOR 430.]

FOR 434. Regional Silviculture (2). Case studies of forest use procedures. North American/worldwide patterns of forest lands as determined by climate and topography. [Coreq: FOR 432 or IA.]

FOR 450. Harvesting Systems Design & Cost Analysis (3). Designing integrative harvesting and transportation systems. Computer applications in harvesting cost analysis, equipment purchase and replacement, break-even/sensitivity analysis, statistical analyses and operations research techniques applied to forest operations. [Prereq: FOR 250, FOR 350, FOR 353, FOR 365; MATH 105. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 458. Orientation to Overseas Study (1). Orientation to educational methods and cultural differences for students in the exchange program. Critical reflection on experience in written report under faculty guidance. Team taught using distance learning. [Prereq: IA. CR/NC.]

FOR 465 / RRS 465. Forestland Grazing (2). Role of livestock as a silvicultural tool to replace or supplement existing methods, such as mechanical and herbicidal, in managing tree plantations and second-growth forests. [Prereq: RRS 306 or FOR 116.]

FOR 470. Professional Forestry Ethics (1). Students will review and discuss literature and case studies focusing on the integration of the forestry profession and environmental ethics. [Weekly: 2 hrs seminar.]

FOR 471. Forest Administration (3). Policy making; administrative behavior; legislative, regulatory, legal, ethical, and personnel considerations as applied to forestry operations.

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. [Coreq: FOR 478. Prereq: FOR 311, 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 476L. Advanced Forest Management Lab (1).

FOR 478. Forest Production Management Capstone (1). Research a forest production management problem, complete a project, write a report, and give public presentation. Demonstrate breadth and depth of knowledge, ability to integrate knowledge, adaptability, and critical thinking. [Coreq: FOR 475.]

FOR 479. Forestry Capstone (4). 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 480L. Selected Topics in Forestry Lab (1-2).

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 210, FOR 231, or IA.]

FOR 486. Honors Seminar (1). Seminar at Schatz Tree Farm to evaluate topics of current interest. Consultation with faculty advisors required. [Prereq: admission to honors program.]

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.]

FOR 494. Honors Project (1-3). Students conduct a project related to a topic in forest resources in consultation with a faculty advisor. Preparation of a manuscript and deliverance of a public presentation required. [Prereq: IA and consent of department chair.]

FOR 499. Directed Study (1-4). Individual study at upper division level. Conference, directed reading, field research, or problems. [Prereq: IA. Rep.]

GRADUATE

FOR 506. Advanced Principles of Remote Sensing & GIS (3). Forest ecosystem measurements using remote sensing. Spectral signature analysis and computer classification of multispectral data from satellites. Raster data conversion to vector-based geographic information systems. [Prereq: NRPI 277 or FOR 216 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 523. Advanced Wildland Fuels Management (3). Meets jointly with FOR 423. Students enrolled in FOR 523 are expected to carry out additional independent analysis of fuels treatment effects and deliver a lecture on an independent topic. [Prereq: FOR 311 (C), FOR 323, or IA.]

FOR 530. Advanced Forest Ecosystems (3). Meets jointly with FOR 430. Students enrolled in FOR 530 are expected to carry out additional independent field research projects and deliver a lecture on an independent topic. [Prereq: FOR 231 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 532. Advanced Principles in Silviculture (3). Control establishment, composition, and growth of forest stands. Improve growth, habitat, aesthetics, or other management goal. [Prereq: FOR 432 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 550. Review for California Forester Licensing Exam (3). Review of past exams through presentation of model answers by experts in the various fields represented on the California Forester Licensing Exam. Designed for professional preparation for the licensing examination. Not intended for degree requirement credit. [Rep. CR/NC.]

FOR 561. Advanced Principles of Forest Economics (3). Macroeconomic concepts of the forest resource. Role in international, national, and regional economics. [Prereq: FOR 365 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 597. Mentoring & Teaching Associate Training (1-4). Advanced majors and grad students train in course preparation and delivery. Take prior to or concurrent with teaching-assistant or teaching-associate assignments.

FOR 680. Advanced Topics in Forestry (.5-4). Topics as demand warrants. [Rep with different topics.]

FOR 685. Forestry Graduate Seminar (1). Review important current literature. [Rep.]

FOR 690. Thesis (1-4). [Rep.]

FOR 695. Advanced Field Problems (1-4). Directed field experience in individual problems. [Rep.]

FOR 699. Independent Study (1-4). Directed reading, conference, field research, demonstration of writing proficiency, or problems. [Prereq: IA. Rep.]

French

LOWER DIVISION

FREN 105. French Level I (4). Introduction to French; develop basic language skills. [Does not meet lower division GE requirements. Coreq: FREN 110.]

FREN 106. French Level II (4). Cultural linguistic approach to the French world. Continue developing basic language skills while reading selected texts for cultural differences and similarities. [Coreq: FREN 110. GE.]

FREN 107. French Level III (4). Review grammar essentials. Improve conversational, reading, and writing skills. Sociocultural institutions in the French world. [Coreq: FREN 110. DCG-n. GE.]

FREN 110. French Language Laboratory (1). Must be taken with first and second year language courses. Students use computers and technology to expand coursework, carry out investigations, do research, and practice oral and aural language skills. [Rep three times per department. CR/NC. Coreq: FREN 105, 106, 107 OR 207.]

FREN 207. French IV & Intro to Francophone Studies (4). Continued review of essentials of grammar. Read modern literary texts in French. [Prereq: FREN 107, its equivalent, or IA. Coreq: FREN 110. DCG-n.]

FREN 250. French Conversation for Travelers (2-3). Intermediate French conversation related to travel in France and Francophone countries. Communication for hotels, restaurants, public

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

transportation, interaction with general public. Ideal preparation for travel and study abroad. [Prereq or Coreq: FREN 106 or IA. Rep twice.]

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 300. African Storytelling (3-4). Critical reading and retelling of oral myth, epic and tales. Examination of the role of the West African storyteller (the griot). Spoken art's influence on African cinema, short story and novel. Esthetic and cultural parallels between West African narratives and their European counterparts. [DCG-n. GE.]

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 by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG-n. GE.]

FREN 310. Nouvelles en français (2). Seminar discussion in French of Francophone cultural issues, literary criticism, short stories, and additional texts related to coursework taught in English in FREN 306 during the same semester. [Prereq: FREN 207 (C). Co-req: FREN 306.]

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, its 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. once.]

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 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 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 B- or above.]

FREN 324. Intro to Language OR Intensive French Language: Regional Studies (3). Study French or another language (such as Arabic, Wolof, Pulaar, Creole) in a French-speaking country or region for a minimum of 4 weeks in an advisor-approved program. 45 hours of student-instructor contact hours. Language, region vary. [Rep. three 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. three times.]

FREN 326. Culture & Civilization: Regional Studies (2). Study culture and civilization on-site in a French-speaking country or region for a minimum of 4 weeks in an advisor-approved program. Required instructional hours; assessment by essays. Language and region vary. [Rep. three times.]

FREN 327. English Cultural Journal: Regional Studies (2). Daily process-writing IN ENGLISH 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. 30 hours of student-instructor contact hours. Region variable. [Rep. three 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. four 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 English for the wider university public. [Rep. four times.]

FREN 370. French Weekend Retreat (1). Speak conversational French during a weekend language immersion retreat complete with Francophone cuisine and French-language activities. [Prereq: FREN 106 (C). Rep.]

FREN 390. Topics in Cinema of the Francophone World (1-2). Cinema from West and North Africa, France, Canada. Previous topics include "Cinema of Ousmane Sembène," "African Women Filmmakers," "French Colonialism: An Unfinished Business," "North African Cinema from Within and Without," "Murder in Paris." One credit per weekend of films, discussion and assessment by essay. Course taught in English for the wider university public. [Mandatory CR/NC. Rep.]

FREN 410. Bilingual African Newsletter (1-3). Under professor-eitor-in-chief supervision, student editorial team selects French language articles from African press, translates them to English, prepares layout, prints and distributes bilingual African newsletter to California high school French classes. (CSL course in service learning.) [Prereq or coreq: FREN 312 with a B- or above and IA.]

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. (CSL course in service learning.)

FREN 430. 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 106. Rep. three times.]

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 492. Senior Honors Thesis or Project (3). Independent research project required for graduation with honors in French. Details determined in conference with faculty member after submitting written proposal the semester preceding graduation. [Prereq: GPA of 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. Cultural Geography (3). Analyze selected landscapes, regions, and group characteristics resultant from interaction of human societies with various environments. [GE. DCG-n.]

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 106M.* [GE.]

GEOG 106M. Physical Geography Depth Experience (1). Explore course topics in greater depth through a combination of lab and field exercises, data collection and analysis, and synthesis of physical geographic concepts. [Coreq: GEOG 106. Rep once.]

DCG 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

GEOG 216. Introduction to Mapping Sciences (3). General overview: global positioning systems (GPS), traditional land surveying techniques, coordinate systems, scale, direction, projections, geographic information systems (GIS), cartography, geodesy, remote sensing. Lab fee.

UPPER DIVISION

GEOG 300. Global Awareness (3). Analyze current world conflicts and problem areas. Spatial, social, economic, political, and environmental realities. *Majors must also take GEOG 300M when offered.* [GE. DCG-n.]

GEOG 300M. Global Awareness Depth Experience (1). Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 300. Rep once.]

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) **F**. 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.* [GE. DCG-d.]

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 309i. Silk Road (3). A "virtual journey" along the medieval trade route (the Silk Road) that connected Europe with Central, South, and East Asia. Intercultural communication, social scientific analysis, and human integration. Includes field trips to San Francisco's Asian Art Museum, Chinatown, and other venues.

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 311M. Geographic Research & Writing Depth Experience (1). Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 311. Rep once.]

GEOG 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: GEOG 216 (C) or both NRPI 377 (C) and NRPI 270 (C). Weekly: 3 hrs lect, 3 hrs lab.]

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. *Majors must also take GEOG 332M when offered.*

GEOG 332M. Geography of the Mediterranean Depth Experience (1). Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 332. Rep once.]

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 344. South America (3). Physical and historical cultural processes that shaped landscapes of South America, excluding Guianas. Role of major cultural groups. *Majors must also take GEOG 344M when offered.* [DCG-n.]

GEOG 344M. South America Depth Experience (1). A film series shown either at nights or on weekends in coordination with other departments such as WLC, Politics, and History. [Coreq: GEOG 344. Rep once.]

GEOG 351. Physical Geography Lab (1). Analyze climatic, landform, or biogeographical relationships using maps, remote-sensing imagery, computer simulation, or other modeling techniques. Experiment with problem-solving alternatives. [Prereq: GEOG 106 (or equivalent) and IA. Rep.]

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 106 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 352. 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, IMF databases, source analysis, graphics, and peer editing. [Coreq: GEOG 353. Rep once.]

GEOG 360. Geography of the World Economy (3). Organization of economic space. Production levels, locational analysis, economic development, world trade. Focus: globalization of economic processes. *Majors must also take GEOG 360M if available.*

GEOG 360M. Geography of the World Economy Depth Experience (1). Explore course topics in greater depth through a combination of writing assignments, poster creation, film and field exercises. [Coreq: GEOG 360. Rep once.]

GEOG 361. Settlement Geography (3). Geographic patterns of migration and colonization and processes that have shaped them. Regional case studies drawn mainly from areas settled by Europeans and Americans. *Majors must also take GEOG 361M if available.* [Rep.]

GEOG 361M. Settlement Geography 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 361. Rep once.]

GEOG 363. Political Geography (3-4). World survey of spatial variation and interrelationships of political phenomena within a political region.

GEOG 365 / PSCI 365. Political Ecology (4). Combines elements of human ecology and political economy to examine environmental degradation, conflict and conservation. Examines social movements. [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: GEOG 216 (C), GEOG 311 (C), or IA. Rep twice.]

GEOG 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: GEOG 316. Rep.]

GEOG 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 mapping sciences. This course is intended for those pursuing advanced cartographic training. Permission of the instructor needed for registration. [Prereq: GEOG 316 and IA.]

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) **F**. Prospective teachers develop materials

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

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 471. Topics in Systematic Geography (1-4). Use established methods of geographic inquiry. [Prereq: IA. Rep.]

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 690. Thesis (1-3). Guided investigation of research problem culminates in thesis written in compliance with HSU standards. [Prereq: grad standing, IA. Rep.]

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, plus IA. Rep.]

Geology

LOWER DIVISION

GEOL 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.]

GEOL 108. The Dynamic Earth (3). Survey of general geology for non-science major. Continental drift, earthquakes, volcanism, mountain building, glaciation, landsliding, and other processes which have shaped earth's surface and affect humankind. 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.]

GEOL 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. [Weekly: 3 hrs lect, 3 hrs lab. GE.]

UPPER DIVISION

GEOL 300. Geology of California (3). Analyze major geological provinces, lithologic assemblages, economic resources. [Prereq: GEOL 108 or 109. Cannot count for geology majors as upper division geology area of specialization. GE.]

GEOL 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: GEOL 300 (C). Cannot count for geology majors as upper division geology area of specialization.]

GEOL 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: GEOL 108 or 109. GE. Cannot count for geology majors as upper division geology area of specialization.]

GEOL 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 paleontologic perspective. [GE. Cannot count for geology majors as upper division geology area of specialization. May require field trip.]

GEOL 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: upper division standing, GEOL 106 recommended. GE.]

GEOL 308L. Natural Disasters Laboratory (1). Two-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 GEOL 308. [Prereq: upper division standing, GEOL 308 (C). GE.]

GEOL 310. Mineralogy & Optical Crystallography (4). Crystal structure, chemistry, and optics of minerals. Minerals identified in hand specimens and under petrographic microscope. [Prereq: GEOL 109, CHEM 109 (C). Weekly: 3 hrs lect, 3 hrs lab.]

GEOL 311. Petrography (4). Optical properties of biaxial minerals. Characteristic textures and compositions of igneous, sedimentary, and metamorphic rocks. Methods for interpreting them. Compare major petrological theories. [Prereq: GEOL 310. Weekly: 2 hrs lect, 6 hrs lab/field trip; may require 3-day field trip.]

GEOL 320. Invertebrate Paleontology (4). Modes of preservation, skeletal anatomy, systematics and taxonomy, biostratigraphy, paleoecology, paleobiogeography, and evolutionary history of invertebrate groups of traditional importance to geologists. Recommended preparation: BIOL 105 or introductory invertebrate zoology course. [Weekly: 3 hrs lect, 3 hrs lab.]

GEOL 322. Stratigraphy & Sedimentation (4). Organization of sediments and sedimentary rocks in modern depositional environments and in the stratigraphic record. Processes of origin and features of sedimentary rocks; correlation and paleogeographic reconstruction methods; relationship of sedimentation and tectonics. [Prereq: GEOL 109. Weekly: 3 hrs lect, 3 hrs lab; may require two weekend field trips.]

GEOL 330. 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: GEOL 322, MATH 115, PHYX 106 or PHYX 109. Weekly: 3 hrs lect, 3 hrs lab; one or two all-day field trips.]

GEOL 340. Methods of Air Photo Interpretation (1). Air photo interpretation applied to geologic problems. Black-and-white, color, color infrared, side-looking radar, and satellite imagery. [Prereq: GEOL 109. Weekly: 1 hr lect, 3 hrs lab for half semester.]

GEOL 350. General Geomorphology (3). Origin and development of landforms, landform classification, geomorphic processes. Methods of geomorphological analysis, topographic map interpretation, and aerial photo interpretation. [Prereq: GEOL 109 (C). Weekly: 2 hrs lect, 3 hrs lab; may require two weekend field trips.]

GEOL 375. Planet Earth (3). Evolution of earth as habitable planet, from stellar nucleosynthesis to photosynthesis; from inner core magnetism to upper atmosphere ozone. [Prereq: GEOL 109, PHYX 106. Weekly: 2 hrs lect, 3 hrs lab.]

GEOL 399. 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 up to 5 times.]

GEOL 414. Igneous & Metamorphic Petrology (3). Origin and modes of formation of igneous and metamorphic rocks. Major petrologic theories in light of theoretical, petrographic, and field studies. Mineralogical and textural features of classic terrains. [Prereq: GEOL 311. May require two 2-3 day field trips. Weekly: 2 hrs lect, 3 hrs. Lab/field trip.]

GEOL 415. Sedimentary Petrology (3). Characteristics, classification, origin, and diagenesis of sediments and sedimentary rocks. [Prereq: GEOL 311, 322. Weekly: 2 hrs lect, 3 hrs lab/field trip.]

GEOL 422. Paleoecology (1.5). Organism/environment and organism/organism interaction interpreted from fossils. Paleocommunity analysis and temporal dynamics. Fossils in paleoenvironmental reconstructions. [Prereq: GEOL 320 and 322 with grades of C or better. Course in benthic community ecology strongly recommended. Half semester; may require at least one field trip associated with class research project.]

GEOL 425. Crustal Evolution & Tectonics (2). Geologic evolution of earth's crust. Emphasis on western North America and the relationship of plate tectonic theory to stratigraphy, structure, and petrogenesis of igneous and metamorphic rocks. [Prereq: GEOL 311, 330 (C). May require weekend field trip.]

GEOL 430. Advanced Structural Geology (3). Numerical approaches to analysis of deformed rocks. Strain analysis techniques to solve tectonic problems. Deformation and displacement in orogenic belts. [Prereq: GEOL 330, MATH 110. Weekly: 2 hrs lect, 3 hrs lab/field trip; may require weekend field trip.]

GEOL 445. Geochemistry (2). Chemistry of the earth. Processes that determine distribution of elements and isotopes. [Prereq: GEOL 310 and CHEM 109. Weekly: 3 hrs lect, 3 hrs lab for half a semester.]

GEOL 457. Engineering Geology (2). Apply geologic methods, principles, and information to engineering and related fields. Analyze earth materials, properties, and processes significant to modern engineering projects. [Prereq: GEOL 330 or IA. Weekly: 3 hrs lect, 3 hrs lab/field trip for half semester; may require 4-day field trip.]

GEOL 460. Solid Earth Geophysics (3). Principles of seismology, gravity, geodesy, terrestrial heat flow, geomagnetism, and paleomagnetism. Emphasis on earth as a whole: its internal constitution and evolution. [Prereq: MATH 110, PHYX 107 (or 110). GEOL 330 strongly recommended. Weekly: 2 hrs lect, 3 hr lab.]

GEOL 470. Field Methods (2). Principles and methods of field mapping: use of photo imagery; preparing notes, illustrations, and reports; using field instruments. [Prereq: GEOL 330 and 350. Weekend field exercises or one 4- to 7-day field exercise. Field trip fees possible.]

GEOL 471. Field Mapping Techniques (1). Principles/methods for geological mapping of specific areas in the western US. May include preparing maps, cross sections, stratigraphic columns, and reports summarizing results of short field projects. Review geological literature. Take in same academic year as GEOL 472. [Prereq: GEOL 311, 470, and GPA of 2.0 or better for all geology courses.]

GEOL 472. Extended Field Mapping (4). Six weeks' supervised field work in the western US. Living expenses and a portion of camp expenses borne by student. May be available only during summer. Take concurrently with GEOL 473. [Prereq: GEOL 311, 470, 471, and GPA of 2.0 or better for all geology courses.]

GEOL 473. Geologic Report Writing (1). Supervised report preparation. Based on field studies conducted in GEOL 471 and 472, which must be concurrent. [Prereq: GEOL 311, 470.]

GEOL 482. Advanced Instrumental Methods in Geology (1-3). Principles of scanning electron microscope analysis, x-ray fluorescence analysis, or x-ray diffractometry. Sample preparation, instrument operation, and data analysis. [Prereq: PHYX 106-107 or 109-110.]

GEOL 485. Seminar (1). Discuss selected topics; correlated reading and reports. [Rep 3 times. Prereq: senior standing or IA.]

GEOL 490 (1)**, 491** (1)**, 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 better 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 Geology (1-3). Topics may include hydrology, rock deformation, volcanology, regional stratigraphy, geophysics, trace element geochemistry, or experimental petrology. Field trip fees may be assessed. [Prereq: topic dependent, set by instructor. With consent, rep up to 4 times.]

GEOL 531L. Advanced Physical Geology Lab (.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. Mechanics of flow and sediment transport in open channels; adjustments of channel form and pattern; fluvial sediment budgets; techniques for field measurement. [Prereq: GEOL 350, MATH 110, PHYX 107 (or 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, sheet and rill erosion, slope development models, and techniques for field measurement of slope processes. [Prereq: GEOL 350, MATH 110, PHYX 107 (or 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 350. Weekly: 3 hrs lect, 3 hrs lab/field trip; may require extended weekend field trip(s).]

GEOL 554. Quaternary 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. Quaternary Tectonics (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 330, 350. Weekly: 2 hrs lect, 3 hrs lab or field trip; may require extended weekend field trip(s).]

GEOL 556. Hydrogeology (2.5). Geologic factors controlling nature, occurrence, and flow of groundwater. Physics of saturated and unsaturated groundwater flow. Geologic and environmental factors affecting groundwater quality and contaminant transport. Physical/geological insight into modeling and solution of groundwater problems. [Prereq: GEOL 350, MATH 110, PHYX 107 (or 110); MATH 210 recommended. Weekly: 2 hrs lect; 3-hr lab every other week; may require 1-day 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 350 and CHEM 110, or IA. May require weekend field trip(s).]

GEOL 561. Applied Geophysics (3). Apply geophysical methods to mineral exploration, geological engineering, crustal studies. Seismic reflection, refraction, electrical resistivity, magnetic and gravity surveying. [Prereq: MATH 110, PHYX 107 (or 110), upper division standing in a technical or scientific field. GEOL 330 strongly recommended. Weekly: 2 hrs lect, 3 hrs lab.]

GEOL 690. Thesis (1-6). Conduct research and prepare written thesis as required for grad degree. [Prereq: IA.]

GEOL 699. Independent Study (1-5). Possible modes: reading, conference, research. [Prereq: grad standing, DA. Rep 5 times.]

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.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

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 110.]

GERM 106. German Level II (4). Communication-based approach to the German-speaking world. Develop basic language skills while learning about cultural differences/similarities. [GE. Coreq: GERM 110.]

GERM 107. German Level III (4). Improve conversational, reading, and writing skills through review of language essentials. A cultural studies approach to learning German. [GE. Coreq: GERM 110.]

GERM 110. German Language Laboratory (1). Must be taken with first and second year language courses. Students use computers and technology to expand coursework, carry our investigations, do research and practice oral and aural language skills. [Rep. three times per dept. CR/NC. Coreq: GERM 105, 106, 107 or 207.]

GERM 207. German Level IV (4). Continued review of language essentials and culture. Read modern literary texts in German. [Prereq: GERM 107, its equivalent, or IA. Coreq: GERM 110.]

GERM 250. German Intermediate Conversation (3). Practice the spoken language, with practical vocabulary and discussion of topics of contemporary interest. [Prereq: GERM 106 or IA. Rep.]

GERM 280. 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. DCG-n. 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, its equivalent, or IA. Rep twice.]

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, its equivalent, or IA. Rep twice.]

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 115. First Aid/CPR (1). Conforms to American Red Cross standards. Lectures, demonstrations, and practical applications. Those passing written exams and skill tests are recommended for first aid and CPR certification. [CR/NC. Rep for renewal of certification.]

HED 120. Responding to Emergencies-CPRFPR (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 re-certification of these courses. [Rep. 4]

HED 231. Basic Human Nutrition (3). Nutrient requirements for healthy living. Analyze food sources, function of nutrients, chemical processing, and food absorption. [Prereq: CHEM 107 or IA.]

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 392. Community & Population Health (3). Introduction to public health, epidemiology, structure, and function of the health care system and environmental health. Methods for addressing health needs in different populations and 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 405. School Health Programs (3). Basic personal and school health issues: drug use and abuse, nutrition, sexually transmitted diseases, safety and liability, consumer education, common school-age illnesses, death and dying, human sexuality, and stress. CPR training and certification. Meets health education requirement for teaching credential.

HED 444. Worksite Health Promotion (2). Rationale for employee health promotion programs. Corporate needs; components of successful programs; evaluation.

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.]

HED 695. Directed Field Experience (3-6). Active, approved, practical field assignment. Performance analyzed by supervising staff. [Rep.]

CREDENTIAL/LICENSURE

HED 705. School Health Programs (3). Basic personal and school health issues: drug use and abuse, nutrition, sexually transmitted diseases, safety and liability, consumer education, common school-age illnesses, death/dying, human sexuality, and stress. CPR training and certification. Meets health education requirement for teaching credential.

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 110. United States History to 1877 (3) FS. Selected topics. Sources and conditioning factors of American social, political, and economic systems to 1877. Meets requirement in US history established by California legislature.

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 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.

HIST 211. Intro to History for Teachers (4). Research skills, citation, primary/secondary sources, critical thinking, historical methodologies, historiography, alignment with K-12 social science standards. Emphasis on writing and discussion. (Coreq: SED 210, SED 410.]

UPPER DIVISION

HIST 300. The Era of World War I (3). Social, economic, diplomatic, political, and military background before and developments during war. Emphasis on origins and outbreak of war; total war; trench warfare; Bolshevik Revolution; peace settlement; and war's aftermath. [GE.]

HIST 300M. The Era of World War I Depth Experience (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 300. Rep. once.]

HIST 301. The Era of World War II (3). Social, economic, diplomatic, political, and military background before 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 301M. The Era of World War II Depth Experience (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 305. The American West, 1763-1900 (3). Diverse American peoples and their frontier experiences between Appalachians and Pacific Coast. Four units to be taken by majors only. [GE.]

HIST 305M. The American West Depth Experience (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 305. 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 313. Ancient Egyptian Civilization & History (4). Culture and history to end of Pharaonic Age. Pyramids; governmental and social institutions; art and religious developments. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

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 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 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 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 210 as a prerequisite or have consent of the Department Chair. Rep.]

HIST 332. History of Southern Africa (4). Civilization and culture from Bantu migrations to present. Khoisan and Bantu developments, state building, white settlement in the Cape, British colonialism, Zulu expansionism, the Great Trek, the Boer Republics, growth of capitalism, African nationalism, apartheid policies, contemporary situation. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 338. Modern Chinese History (4). Political/social events from Opium Wars to the present. [History majors must take 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 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 210 as a prerequisite or have consent of the Department Chair.]

HIST 344. 19th Century Europe (4). Restoration, reaction, revolutions, and nationalism from French Revolution to World War I. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

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 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 210 as a prerequisite or have consent of the Department Chair.]

HIST 352. Tudor Stuart England, 1485-1714 (4). Crucible of modern England: landed classes vs monarchy; emergence of middle class; founding of colonial system; religious trauma resulting from birth of the Church of England. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 353. History of England: 19th & 20th Centuries (4). England at her zenith and after. Political and social revolution. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 368. Colonial & Revolutionary America (4). Growth of English mainland colonies in 17th and 18th centuries, culminating in war for American independence. [History majors must take 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, states' rights. [History majors must

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

take 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 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 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 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 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. [Rep once. History majors must take 210 as a prerequisite or have consent of the Department Chair.]

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 commonwealth of California. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 384. 20th Century American West (4). Experiences of men/women in America's most racially diverse region. Legacy of conquest in the American West; concurrent struggles for cultural dominance, profit, and property. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 389 / WS 389. Women in United States History (4). Women's roles in thought and society from colonial period to present. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

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. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Prereq: appropriate upper division work or IA. 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 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 210 as a prerequisite or have consent of the Department Chair. Rep.]

HIST 420. Interpreting History for Teachers (3). Capstone course in history for the Social Sciences Education major that is performance based, enabling students to demonstrate the ability to connect their studies to state education standards. [Prereq: HIST 110 or 111.]

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. [CR/NC. Prereq: IA. Rep.]

HIST 490. Senior Seminar (1-4). Directed, individual investigation. Prepare senior research paper. Apply techniques of historical research and criticism. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Prereq: completed lower division history requirements and senior standing.]

HIST 491. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

HIST 493. Portfolio Assessment for History Majors (1). Critically assess own progress and skills acquisitions in the history major. [CR/NC. Coreq: HIST 490.]

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.]

GRADUATE

HIST 680. Special Topics in History (1-3). Intensive study of a period, area, movement, idea, or historical figure (such as revolution, war, ideas of progress, writings of major personality). [Prereq: grad standing and completed HIST 490 or equivalent. Rep.]

HIST 699. Independent Study (1-4). Special assigned problem for intensive study. [Prereq: IA and department chair's. Rep.]

Industrial Technology

LOWER DIVISION

IT 104. Beginning Wood (3). Create, plan, design, and implement ideas with wood. Aesthetic/subjective appeal; incorporating wood in design; technical constraints; personal interests; cultural impact. [Weekly: 2 hrs lect, 3 hrs lab. GE.]

IT 110. Contemporary Trends in Technology (3). Contemporary technology contexts & competency skill sets. Basic concepts of industrial technology and primary areas of technological application. Careers and employability skills. Visits to local industry.

IT 111. Special Interest Topics (1-2). Technology-related topic of interest to general student population. [CR/NC. May not apply toward IT major. Lect/activ as appropriate. Rep with different topic.]

IT 140. Technical Drawing & Computer-Aided Design (3). Theoretical principles and methods for industrial graphics. Functional skill development in Computer-Aided Design (CAD). [Weekly: 2 hrs lect, 3 hrs lab.]

IT 151. Electricity & Electronics (3). Sources of electricity in DC and AC circuits with components, applications, and analysis. Emphasis on measurement and understanding residential, industrial, and maintenance. [Weekly: 2 hrs lect, 3 hrs lab.]

IT 220. Technical Woodworking (3). Technical aspects of industrial woodworking facilities, equipment, tools, and processes. Design standards, sizes, maintenance requirements, safe and efficient setup, operation, and care of tools and machines. [Prereq: IT 104 (C).]

IT 222. Technological Systems (3). Strategies for management of technology and innovation. Nature of technological systems and transformation models. Application of technology development to manufacturing, construction, operations, and supply chains.

IT 225. Construction Systems (3). An overview of construction trends, methods, materials, practices, and building codes. Integration of construction systems, selection criteria, energy efficiency, and seismic safety.

IT 230. Basic Machine Tool (3). Applied technical skills in metal shaping and chip removal using lathe and milling tool equipment. Tool set-ups, machine operations, sequencing, tool geometry, and precision measurement. [Weekly: 2 hrs lect, 3 hrs lab.]

IT 232/JMC 232. Technical Writing (3). Basic principles of technical writing using traditional and web-based approaches. Convey complex information using precise language and correct format for technical reporting, user manuals, instruction, memorandums, and scientific articles. [Prereq: ENGL 100.]

IT 250. Industrial Health & Safety (3). Providing safe/healthful working conditions; safe practices by employees; management leadership. Accident anticipation/prevention; industrial hygiene; compliance codes, regulations, and standards.

DCG 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

IT 251. Industrial Control Electronics (3). Signal conditioning electronics for controlling motors, servos, industrial processes and mobile applications. Introduction to feedback systems and data acquisition. [Prereq: IT 151 (may not be concurrent); and MATH 115 (C). Weekly: 2 hrs lect, 3 hrs lab.]

IT 265. Construction Management Methods (3). Methods, techniques, and equipment for all facets of a construction project or task, including preplanning techniques, management methods, and construction processes from excavation to final finishing. [Prereq: IT 225 (C).]

IT 290. Mechatronics & Robotics (3). Mechanical and electrical applications of industrial power, robotics, and production systems. Fabrication and test of electromechanical systems. [Prereq: IT 251 (C), PHYX 106.]

UPPER DIVISION

IT 308. Socio-Technological Thinking Processes (3). Critical assessment of technical problems in social and environmental contexts through practice of scientific analysis, visual description, and collaboration. Analyses, technical writing, and public presentations on current community issues. (Prereq: Completion of lower division GE Area B.)

IT 311. Industrial Materials & Processes (3). Physical, mechanical, and chemical properties of metals, woods, polymers, ceramics, synthetics, and composites. Contemporary methods of industrial materials processing. (Prereq: CHEM 107.)

IT 335. Construction Law (3). Legal aspects of construction contracts and specifications; contract formation, interpretation, rights and duties, and changes; legal liabilities and professional ethics of architects, engineers, and contractors. [Prereq: IT 225 (C).]

IT 340. Architectural Design (3). Architectural design and planning. Sustainable and green building design concepts. Design methodology, graphical representation, constraints, and problems associated with commercial and residential design. [Prereq: IT 140 (C) and IT 225. Weekly: 1.5 hrs lect, 4.5 hrs lab.]

IT 345. Advanced Computer-Aided Design (3). Principles and applications of interactive computer graphics using 2-dimensional and 3-dimensional modeling programs. [Prereq: IT 140. Weekly: 1 hr lect, 6 hrs lab.]

IT 349. Principles of Industrial Design (3). Application of product development design methods and principles to industrial products. Application of design analysis techniques, tools, design reviews, and problem-solving protocols. [Prereq: IT 140.]

IT 371. Power & Energy (3). Principles of power production and energy. A critical examination of historical and contemporary development of energy and power, operating fundamentals, and power devices. Weekly: 2 hrs lect, 3 hrs lab.]

IT 374. Operations Management (3). Fundamentals of operations management practice. Systematic design, and control of internal production and external supply chain processes. Methods and techniques for analysis, forecasting, inventory control, scheduling, and facilities planning.

IT 389. Industry Practicum (3). Application of technological and managerial techniques in field-based settings. Problem definition, problem-solving protocols, formulation of business solutions, and recommendations using technical professional formats. [Prereq: IT 311 (C), IT 250 (C), IT 232 (C) or JMC 232 (C).]

IT 391. Design Ergonomics (3). Introduction to basic human factors and biometrics for the design of practical tools, artifacts, and the workplace. Design considerations including aesthetics, ease of use, and injury prevention. [Prereq: IT 250 with passing grade of C-. (C).]

IT 399. Institute Seminar (1). Problems considered by Institute for Industrial Technology. Managerial and technical concepts. Strategies for solutions. [Prereq: IT 220, 230. Rep once.]

IT 420. Advanced Construction Materials (3). Mechanics of stress, strain, and deflection for structural elements in construction, including timber, steel, reinforced concrete, and alternative building materials. Rational for sizing major structural elements and design of connections. [Prereq: IT 311.]

IT 425. Estimating & Scheduling (3). Material and process estimating. Techniques for making reliable cost and schedule estimates of a construction task or project. Introduction to project scheduling software. [Prereq: IA.]

IT 430. Computer Numerical Control (3). Numerical control systems for machine tool guidance. Three-axis milling machine program development and data input. Absolute and incremental systems; MDI; G and M codes. [Prereq: IT 230 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

IT 431. Design Prototyping & CAD/CAM (3). Stereo lithography, rapid prototyping, and computer-aided manufacturing processes. Deposition modeling, rapid manufacturing, solid modeling formats, and layered construction techniques. Development of three-dimensional models and engineering prototypes. [Prereq: IT 345. Weekly: 2 hrs lect, 3 hrs lab.]

IT 470. Principles of Fluid Power (3). Fluid power conversion systems: pneumatics, hydraulics, fluidics. Both industrial and mobile types. [Prereq: IT 290. Weekly: 2 hrs lect, 3 hrs lab.]

IT 475. Project Management Fundamentals (3). Basic terminology, tools, and techniques of task-based project management. Organizational project structures and delivery systems, work breakdown structure, critical path scheduling, control systems, earned value analysis, and risk management.

IT 480. Selected Topics (.5-3). [Prereq: IA. Rep with different topic.]

IT 490. Senior Thesis (3). Supervised investigation of a specific technological problem. A culminating experience of practical, conceptual, or theoretical application with an emphasis on research. [Prereq: IT 399, IT 475 (C), and IT 493 (C).]

IT 492. Senior Project (3). Supervised investigation of specific technological problem. A culminating experience of practical, conceptual, or theoretical application. [Prereq: IT 399, IT 475 (C), and IT 493 (C).]

IT 493. Statistical Process Control & Quality Systems (3). Quality management theory, data management, statistical process control, and capability analysis. Data management reporting, gauge studies, designed experiments, and acceptance sampling methods. [Prereq: STAT 108.]

IT 494. Production Operations Management (3). Management of production systems; production tooling and equipment; lean, agile, and mass production techniques; organization of materials, processes, facilities; group analysis of production problems in manufacturing and logistics. [Weekly: 2 hrs lect, 3 hrs lab.]

IT 499. Directed Study (1-3). Individual study of selected topics. For advanced students. Maximum of 4 units may count toward major. [Prereq: IA.]

International Studies

UPPER DIVISION

INTL 310. Global Economics and Politics (3-4). Interdisciplinary analysis of international issues in political economy. Topics include development, trade, sovereignty, and globalization.

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, with a grade of C or better, or be eligible to take ENGL 100 by EPT score or other method.

LOWER DIVISION

JMC 116. Introduction to Mass Communication (3). Relationships between mass media and society. Mass media influence on culture; rights, responsibilities, functions, and characteristics of media; and nature of news.

JMC 120. Beginning Reporting (3).* Evaluate news gathering methods, sources, and writing used in news accounts. Exercises in organizing, writing news.

JMC 134. Photojournalism & Photoshop (3). Photography as tool in reporting and interpreting print media news. Camera techniques; composition; processing and printing black-and-white photographs; picture page design.

JMC 150. Desktop Publishing (3). Use desktop publishing software on Macintosh to produce documents, graphs, charts. Word processing and illustration software in news, public relations, and advertising.

JMC 154. Radio Production (3). Skills, techniques, and concepts in broadcast commu-

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

nication. Operation of equipment and programming. Prepare for on-air work with KRFH-AM. [Weekly: 2 hrs lect, 1 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). Methods and styles of producing/directing video for delivery to specialized audiences (broadcast and nonbroadcast outlets).

JMC 232/IT 232. Technical Writing (3). Nonmajors prepare reports in computer word-processing labs using data from their own fields. Do's and don'ts of writing. Emphasis on economical, readable writing. [Prereq: ENGL 100 or equivalent. Optional CR/NC.]

JMC 234. Broadcast News Writing (3). Radio/television news writing, techniques of interviewing, basics of newscasting. Learn broadcast news writing skills while producing public affairs radio programming.

UPPER DIVISION

JMC 302. Mass Media & Popular Arts (3). Popular arts presented through mass media. Analyze personal responses; cultivate understanding of how mass media process works of popular art; develop powers of discrimination. [GE.]

JMC 309. Analyzing Mass Media Messages (3). Analyze mass media materials prepared by practitioners in arts, humanities, social sciences, and science and technology. Oral and written discussion of materials and related topics. [GE. CWT.]

JMC 312. Women & Mass Media (3). History and present status of women's employment in mass media. Media coverage of women and women's issues.

JMC 316. Mass Media & Contemporary Society (3). Cultural, political, social, and economic determinants of the character/content of mass communications. Mass media as social institutions. Role/effects of mass media in society.

JMC 318. Empirical Research in Communication (3). Logic and tools used in communication studies. Aspects of survey and experimental research. Practical uses by mass media professionals. Become a more critical consumer of empirical research in the mass media and society.

JMC 320. Public Affairs Reporting (3).* Reporting public affairs and other specialized assignments. Covering courts, governmental agencies, legislative bodies. [Prereq: JMC 120 or IA.]

JMC 322. Editing (3).* Typography, newspaper layout and design, editing, news evaluation, reference materials, headline writing, making news meaningful, newspaper law, copy fitting, makeup, editorial problems. [Prereq: JMC 120 or IA.]

JMC 323. Public Relations (3). Methods of managing public relations as practiced by business, industrial, and social organizations. Planning effective programs. Research techniques. Sociological and psychological aspects of communications.

JMC 324. Magazine Writing (3).* Nonfiction article writing. Prepare articles aimed at national periodicals. Analyze markets through reading and parallel writing assignments. Magazine editing. [Prereq: JMC 120 or IA.]

JMC 325. Magazine Production Workshop (2).* Magazine planning: write and edit articles; do layout and paste-up; produce campus magazine. [CR/NC. Prereq: JMC 120 or IA. Rep 4 times.] See practicum unit cap in major requirements.

JMC 326. Interpreting Contemporary Affairs (3).* Write editorials and investigative articles on public affairs and issues. In-depth reporting using public records, interviews, other sources. [Prereq: JMC 120 or IA.]

JMC 327. Newspaper Lab (2).* Faculty supervised workshop for staff of *The Lumberjack* student newspaper. [CR/NC. Prereq: JMC 120 or IA. Rep 4 times] See major requirements for practicum unit cap.

JMC 328. Law of Mass Communication (3). Laws which guarantee and protect privileges and define duties and responsibilities of mass media. Constitutional law, privacy, libel, contempt of court, governmental regulations pertinent to mass media.

JMC 330. International Mass Communication (3). Comparative press systems and theories. Problems of international and crosscultural communications. International news reporting of foreign presses and other institutions. Survey publications and broadcast systems.

JMC 332. Responsibility in Mass Communication (3). Ethical problems in gathering/presenting news, advertising, and public relations.

JMC 333. Radio News Workshop (2).* Theory and practice of gathering, writing, and editing news for broadcast. News assignments for campus radio stations KHSU-FM and KRFH-AM. [CR/NC. Prereq: JMC 120 or 234. Rep 4 times.] See major requirements for practicum unit cap.

JMC 334. Advanced Photojournalism & Photoshop (3). Develop theories and assignments in photojournalism. Black-and-white, color, other techniques. Freelancing and reproduction processes. [Prereq: basic photography course or IA.]

JMC 336. Public Affairs Video Production (3). Video camera shooting, lighting, and sound techniques for electronic news gathering. Learn video editing skills while producing public affairs programming.

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. [CR/NC. Prereq: IA. Rep 4 times.] See major requirements for practicum unit cap.

JMC 340. Mass Communication History (3). History of US print and broadcast media. Review European roots, great names, and development of technology/practices.

JMC 352. Media Programming & Critical Analysis (3). Evaluation, selection, scheduling of media programs. Program decision making, audience analysis.

JMC 354. Media Advertising (3). Role of advertising in media industries. Use of media in retail advertisers' promotion. [Prereq: JMC 154, 155.]

JMC 355. Advanced KRFH Workshop (2). Work on staff of campus carrier-current station. [Prereq: JMC 155. Rep.]

JMC 416. Mass Communication Theory (3). Mass communication models; theory development; relation to media research.

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, 323, 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 434. Broadcast News Documentaries (3). History of radio and television news documentaries. Develop advanced production and reporting skills in student-produced public affairs radio programming. [Prereq: JMC 234 or IA.]

JMC 436. Advanced Public Affairs Video Production (3). Electronic news gathering: video camera, lighting, sound. Learn video editing-bench skills by producing public affairs programming. [Prereq: JMC 234, 336, or IA.]

JMC 450. Media Management (3). Personnel; audience and sales rating; programming and promotion; regulations. [Prereq: JMC 352, 354, or IA.]

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 165. Foundations of Kinesiology (3). Contemporary practices; current issues. Philosophies and cultural foundations of human movement. Develop writing skills.

KINS 210. Athletic Training Practicum I (3). Students will be assigned to the athletic training room. The focus will be on the development of evaluation clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 276, KINS 277.]

KINS 215. Athletic Training Practicum II (3). Students will continue their athletic training room assignment. The focus will be on fulfilling evaluation

DCG 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

clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 210.]

KINS 250. Anatomical Kinesiology (4). An introductory course in human anatomy with emphasis on skeletal, muscular, and neurological systems as related to kinesiological analysis of human movement.

KINS 275. Clinical Methods in Athletic Training (3). Introduction to the clinical experience in Athletic Training. Course involves an overview of procedures of clinical operation, terminology, safety procedures followed in the clinic, and observation of all clinical settings. [Prereq: HED 120.]

KINS 276. Techniques in Athletic Training (3). Care and prevention of athletic injuries: taping, emergency care, rehabilitation, injury prevention, use of therapeutic equipment. [Prereq: Human Anatomy or Human Physiology course.]

KINS 277. Sports Injury Taping Techniques (1). Anatomical basis for current taping and supportive techniques used with common athletic injuries. Student participation required. [Prereq: Human Anatomy or Human Physiology course.]

KINS 285. Evaluation of Athletic Injuries I (2). Acquisition and practice of common techniques utilized by athletic trainers in assessing athletic injuries to the lower extremities and spine. Lectures include extensive review of related anatomy. [Prereq: KINS 276, ZOOL 374 or KINS 250.]

KINS 286. Evaluation of Athletic Injuries II (2). Acquisition and practice of common techniques utilized by athletic trainers in assessing athletic injuries to the upper extremities, thorax, and abdomen. Lectures include extensive review of related anatomy. [Prereq: KINS 285.]

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, ZOOL 374 or KINS 250.]

KINS 290. Therapeutic Modalities for Sports Injury Care (2). Theoretical basis behind function and selection of therapeutic modalities for treatment of athletic injuries. [Prereq: KINS 276 and Human Anatomy course.]

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 315. Concepts of Teaching Dynamic Patterns of Movement (2). Analysis of teaching concepts and skills in dynamic patterns of movement; instructional approaches, planning, curriculum, and evaluation of combatives/self-defenses and gymnastics concepts and skills.

KINS 317. Concepts of Teaching Fitness (2). Analysis of basic principles, theories, and practice for development and maintenance of health and physical performance; instructional approaches, planning, curriculum, and evaluation of health-related fitness concepts.

KINS 319. Concepts of Teaching Individual Activities (2). Analysis of teaching concepts and skills in individual activities, (e.g., archery, badminton, bowling, golf, pickleball, and tennis). Evaluation of instructional approaches, planning, curriculum, and assessment strategies.

KINS 321. Concepts of Teaching Recreational Activities (2). Analysis of teaching concepts and skills in recreational games and outdoor education; instructional approaches, planning, curriculum, and evaluation of various outdoor settings, ice-breakers, mixers, initiatives, and educationally-based games.

KINS 323. Concepts of Teaching Team Activities (2). Analysis of teaching concepts and skills in team activities (e.g., basketball, flickerball, football, lacrosse, soccer, softball, volleyball, and ultimate frisbee). Instructional approaches, planning, curriculum, and assessment strategies.

KINS 340. Athletic Training Practicum III (3). Students will be assigned to a specific athletic team. The focus will be on development of rehabilitation clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 215.]

KINS 345. Athletic Training Practicum IV (3). Students will continue their athletic team assignment, and be required to complete all athletic training clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 340.]

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 310.]

KINS 380. Structural Kinesiology (4). Structural/mechanical analysis of human motor performance. Osteology, arthrology, myology, anatomical mechanics, motion ability factors, anthropometry, and specific structural movement problems, with emphasis on qualitative analysis. [Prereq: ZOOL 374.]

KINS 384. Curriculum & Instructional Strategies in Physical Education (3). Evaluate curriculum content of secondary physical education programs. Implement curricular theory by developing an instructional program. Employ effective management techniques in lab settings.

KINS 385. Adapted Physical Education (3). Principles, practices. Consider exceptional individuals found in public schools. Appropriate evaluation and programming techniques.

KINS 425. Strength & Conditioning (3). Scientific basis for and practical applications of resistance training. Design and implementation of conditioning programs. Lifting mechanics, techniques and instructional strategies for teaching weight lifting for sport/performance outcomes. [Prereq: KINS 379, KINS 380.]

KINS 447. Pharmacology & Ergogenic Aids (3). Medication effects on the physiological response to exercise/stress testing. Effects of ergogenic aids on performance/health.

KINS 450. Exercise Testing (3). Guidelines for and practice of health-related exercise testing, including protocol analysis, pre-test screening, test administration, and test interpretation. Use of different exercise modalities and testing equipment. [Prereq: KINS 379.]

KINS 455. Exercise Prescription/Leadership (3). Exercise prescription and training for low-risk individuals and those with controlled disease. Design and implementation of individual and group exercise programs to improve health-related fitness. [Prereq: KINS 450.]

KINS 474. Psychology of Sport & Exercise (3). Intro to theoretical and applied aspects of the psychology of sport and exercise. Topics include: anxiety/arousal, confidence, injury, motivation, multicultural issues, performance enhancement, and personality.

KINS 475. Elementary School Physical Education (3). Analyze motor skills. Appropriate movement patterns and progressions for children and early adolescents. Meets elementary education credential requirements.

KINS 479. Sports Psychology (3). Current theories/research on psychological aspects of movement. Analyze conditions/variables most important to these processes.

KINS 480. Special Topics (1-4). Topics of current interest. Lect/lab as appropriate. [Rep.]

KINS 482. Internship in Kinesiology (2-8). Maximum 400 hours of supervised, practical experience. Apply academic understanding to a functioning fitness management agency. [Prereq: completion of all kinesiology and area of emphasis courses and IA. Rep up to 8 units.]

KINS 483. Evaluation Techniques in Kinesiology (3). Testing, measurement, and statistical procedures. Theory and lab analysis of how measuring/statistical devices are constructed, administered, evaluated.

KINS 484. Motor Development/Motor Learning (3). Principles of perceptual organization. Functions of proprioceptors and other sensory modes in developing kinesthesia. Interrelationships necessary for cognition.

KINS 486. Theory of Coaching (2). Provides coach with general knowledge of fiscal management, contest management, public relations, marketing. Guest lecturers.

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.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

KINS 495. Directed Field Experience (1-6). Assigned field experience under supervision of HSU staff. [Prereq: junior standing or DA. Rep.]

KINS 499. Directed Study (1-6). Supervised independent study in areas not covered by scheduled courses. Open only to undergrads. [Rep.]

GRADUATE

KINS 535. Assessment Techniques (2). Psychomotor assessment for individuals with disabilities. Implement assessment programs in public schools.

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 610. Statistics for Kinesiology (3). Parametric and nonparametric univariate and multivariate statistical procedures. Analysis, interpretation, and presentation of data. [Prereq: KINS 483 or course in elementary statistics.]

KINS 615. College Teaching in Kinesiology (3). Seminar to prepare grad assistants for class instruction.

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: grad 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 655. Biomechanics (3). Principles of physics and physiology applied to the analysis of human movement. Quantitative analysis of kinematics and kinetics of human movement. Mechanical properties of muscles, tendons, ligaments and bones. [Prereq: KINS 380 or equivalent.]

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 M.A. program or IA.]

KINS 690. Thesis Writing Seminar (1-6). Written under direction of chairperson and/or committee. [Prereq: KINS 635. Rep.]

KINS 695. Directed Field Experience (3-6). 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: grad-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 or coreq: MATH 308B.]

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 or coreq: HIST 311 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

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, approval by linguistics committee.]

Mathematics

LOWER DIVISION

Prerequisites: All mathematics courses have prereqs. Thus, to be eligible to enroll in a mathematics course, a student must have received a grade of C or better in the HSU courses listed as prereqs. In some lower division courses, a student may also satisfy the prereqs 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 prereqs 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: HSU math code 10. May not be repeated upon receipt of a grade below C- or a grade of U, NC, or W.]

MATH 41. Intensive Elementary Algebra (4) **FS.*** Cover MATH 40 material. [Prereq: HSU math code 06. Weekly: 3 hrs lect, 2 hrs mandatory lab.]

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: HSU math code 20. May not be repeated upon receipt of a grade below C- or a grade of U, NC, or W.]

MATH 43. Skills for Quantitative Literacy (2) **FS.** Quantitive 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 41 or 42 or math code 30.]

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 41 or math code 30. May not be repeated upon receipt of a grade below C- or a grade of U, NC, or W.]

MATH 45. Intensive Intermediate Algebra (4) **FS.*** Cover MATH 44 material. [Prereq: HSU math code 08. Weekly: 3 hrs lect, 2 hrs mandatory lab.]

MATH 46. Workshop for ELM & MPT Review (.5).* Brief, intensive review of topics from ELM exam: intermediate algebra and elementary geometry skills. Recommended for students needing

only a brief review to pass the ELM. Enroll concurrently in supported class (see class schedule). [Prereq: math code 06 or above.]

MATH 99. Supplementary Instruction in Mathematics (2) **FS.*** For students needing help in mathematics courses. Enroll concurrently in supported class (see class schedule). [CR/NC.]

MATH 103. Contemporary Mathematics (3) **FS.** Nonmathematicians see some of the character of mathematics. Topics vary. [Prereq: MATH 42 or 44 or 45 or math code 40. 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 41 or 42 or math code 30. Coreq: MATH 43. GE.]

MATH 104. Finite Mathematics (3). Topics from logic, combinatorics, probability theory, and matrix algebra applied to problems from social and biological sciences. [Prereq: HSU MATH 42 or 44 or 45 or 103i or math code 40. 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 115 or math code 50 or ELMT 100. 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: HSU MATH 42 or 44 or 45 or math code 40. 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 42 or 44 or 45 or 103i or math code 40. GE.]

MATH 109. Calculus I (4) **FS.** Limits, continuity, derivatives, integrals, and their applications. [Prereq: MATH 115 or MATH 106 or math code 50 or ELMT 100. GE.]

MATH 110. Calculus II (4) **FS.** Logarithmic and exponential functions, inverse trigonometric functions, techniques of integration, infinite sequences and series, conic sections, polar coordinates. [Prereq: MATH 109 or math code 65.]

MATH 115. Algebra & Elementary Functions (4) **FS.** In-depth treatment of exponential, logarithmic, trigonometric, and polynomial functions. [Prereq: HSU MATH 42 or 44 or 45 or math code 40. Weekly: 3 hrs. lect. and 1 hr. discussion.]

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 math code 65 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 240. Introduction to Mathematical Thought (3). Mathematical reasoning, writing, and proofs; sets, functions, topics in discrete mathematics, problem formulation, problem solving. [Prereq: MATH 105 or 106 or 109 or math code 65.]

MATH 241. Elements of Linear Algebra (3) **FS.** Linear systems, matrices, determinants, linear independence, bases, eigenvalues, and eigenvectors. [Prereq: MATH 205 or 210 (C)]

MATH 253. Discrete Mathematics (3). Sets, functions, relations, algorithms, induction, recursion, combinatorics, graphs, trees, and propositional logic. [Prereq: MATH 115 or math code 50 or ELMT 100,plus a course in computer programming.]

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 115 or math code 50 or ELMT 100. DCG-n. GE.]

MATH 308B - 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. [Prior IA required for majors other than LSEE or CDEE. Prereq: lower division GE math course or math code 45 and MATH 308B (for 308C). GE.]

MATH 311. Vector Calculus (2) **F.** Vector fields; line and surface integrals; Green's theorem, divergence theorem, Stokes' theorem; applications. [Prereq: MATH 210, 241.]

MATH 313. Ordinary Differential Equations (4) **FS.** Systems and series solution methods; applications. Numerical and analytical techniques. [Prereq: MATH 210, 241.]

MATH 314. Partial Differential Equations (3) **S.** Fourier series; partial differential equations, boundary-value problems, applications. [Prereq: MATH 313. Recommended: MATH 311.]

MATH 315. Advanced Calculus (4) **F.** Theory and applications of differential and integral calculus for vectors and several variables. Taylor's theorem and implicit function theorem. Transformations and mappings; line and surface integrals; integral theorems. [Prereq: MATH 210, 241.]

MATH 340. Number Theory (3) **F.** Divisibility, congruencies, quadratic reciprocity, arithmetic functions, Diophantine equations, introduction to algebraic number theory, computer applications. [Prereq: MATH 240 and MATH 241, course in computer programming.]

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 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 210; MATH 241; CIS 131. Weekly: 3 hrs lect, 2 hrs lab.]

MATH 361. Introduction to Mathematical Modeling (4) **S.** Modeling techniques. Examples from biological, environmental, and physical sciences: continuous, discrete, stochastic, and computer simulation models. [Prereq: year of calculus and course in computer programming. Recommended: course in linear algebra. Weekly: 3 hrs lect, 2 hrs lab.]

MATH 370. School Mathematics from 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 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; 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 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 vector-matrix differential equations; oscillation and comparison theorems; nonlinear differential equations and stability. [Prereq: MATH 313 or equivalent. Offered alternate years.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

MATH 415 - 416. Introduction to Real Analysis (4-3) **FS.** Real numbers, metric spaces, topology of Euclidean space, sequences, series, continuity, implicit and inverse functions, differentiation, integration, series of functions, uniform convergence. [Prereq: MATH 210, 240 (343 strongly recommended); MATH 415 for 416.]

MATH 418. Introduction to Complex Analysis (3) **S.** Analytic and meromorphic functions, power series, singularities, and residues. [Prereq: MATH 210, 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 446. Mathematical Logic & Set Theory (3) **F.** Informal set theory; sentence and predicate logic. Topics from formal arithmetic, recursive function theory, proof theory, and/or model theory. [Prereq: MATH 343. Offered alternate years.]

MATH 451. Advanced Numerical Analysis (4) **S.** Approximation theory; numerical solutions to ordinary differential equations, partial differential equations, boundary value problems, nonlinear systems. [Prereq: MATH 313, 351. Weekly: 3 hrs lect, 2 hrs lab. 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.]

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 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, 344.]

MATH 564. Applied Optimization (4) **S.** Topics may include: linear and dynamic programming; Euler's equation; fixed and variable endpoint problems; principles and applications of the calculus of variations, concepts of control theory; optimal control, including the maximum principle; applications. [Prereq: MATH 561 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. [Prereq: concurrent enrollment in MATH 561 or 564 or IA. Rep.]

MATH 685. Seminar in Mathematics (1-2). Review and report on current literature and problems. [Rep.]

MATH 690. Thesis/Project (1-4). Guided investigation of a problem of mathematical significance, culminating in a formal report in compliance with HSU standards. [Prereq: IA. 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/LICENSURE

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-16 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

MUS 108-109. 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:

A	Afro-Cuban Percussion
B	Brass
G	Acoustic Guitar
K	Piano
P	Percussion
S	Strings
V	Voice
W	Woodwinds

Each course may be repeated once. Guitar students must provide their own instruments. [GE.]

MUS 112. Piano I (1). Beginning class piano studies for music majors.

MUS 113. Piano II (1). The second semester of class piano studies for music majors. [Prereq: MUS 112.]

MUS 130. Piano III (1). Class instruction for non-piano emphasis music majors and minors. [Prereq: MUS 112 and MUS 113 or IA. Coreq: MUS 215. Rep once.]

MUS 220-237. Studio Instruction, Intermediate (1-3). Individual instruction. Guitar students must provide own instrument. [Prereq: IA. Rep.]

220	Studio Piano, Intermediate
221	Studio Voice, Intermediate
222	Studio Flute, Intermediate
223	Studio Oboe, Intermediate
224	Studio Clarinet, Intermediate
225	Studio Bassoon, Intermediate
226	Studio Saxophone, Intermediate
227	Studio Trumpet, Intermediate
228	Studio Horn, Intermediate
229	Studio Trombone, Intermediate
230	Studio Euphonium, Intermediate
231	Studio Tuba, Intermediate
232	Studio Percussion, Intermediate
233	Studio Violin, Intermediate
234	Studio Viola, Intermediate
235	Studio Cello, Intermediate
236	Studio String Bass, Intermediate
237	Studio Guitar, Intermediate

MUS 355. Voice—Intermediate (1). Class instruction in voice. [Prereq: IA. Rep.]

MUS 357. Piano—Intermediate (1-3). Class instruction in piano. [Prereq: IA. Rep.]

MUS 420-438. Studio Instruction, Advanced (1-3). Individual instruction continuing comparable MUS 220-237 courses. Guitar students must provide own instrument. [Prereq: IA. Rep.]

420	Studio Piano, Advanced
421	Studio Voice, Advanced
422	Studio Flute, Advanced

DCG 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

423 Studio Oboe, Advanced
424 Studio Clarinet, Advanced
425 Studio Bassoon, Advanced
426 Studio Saxophone, Advanced
427 Studio Trumpet, Advanced
428 Studio Horn, Advanced
429 Studio Trombone, Advanced
430 Studio Euphonium, Advanced
431 Studio Tuba, Advanced
432 Studio Percussion, Advanced
433 Studio Violin, Advanced
434 Studio Viola, Advanced
435 Studio Cello, Advanced
436 Studio String Bass, Advanced
437 Studio Guitar, Advanced
438 Studio Composition, Advanced

MUSICAL ENSEMBLES

MUS 106B / 406B. University Singers (2). Study/perform choral literature of many styles and periods. Occasional off-campus concerts. [CR/NC. Prereq: IA based on auditions. Rep. GE 106B only.]

MUS 106E / 406E. Opera Workshop (1-3). Traditional and contemporary musical theatre repertoire: operetta, grand operas, chamber operas, and Broadway musicals. Prepare individual roles, ensembles, and scenes, culminating in public performance. [Prereq: IA based on auditions. Rep. GE 106E only.]

MUS 106F / 406F. Mad River Transit Singers (1-2). Study/perform jazz-idiom choral music. Stylistic interpretation; available literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. GE 106F only.]

MUS 106H / 406H. Symphonic Band (2). Study/perform symphonic band and wind ensemble literature. Occasional off-campus concerts. [CR/NC. Prereq: IA based on auditions. Rep. GE 106H only.]

MUS 106J / 406J. AM Jazz Big Band (1). Performance ensemble for novice jazz instrumentalists. Perform jazz literature; study jazz techniques. [Rep. GE 106J only.]

MUS 106K / 406K. Jazz Orchestra (1-2). Perform literature composed or arranged for large jazz ensemble. Stylistic interpretation; ensemble playing; study of literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. GE 106K only.]

MUS 106N / 406N. Humboldt Chorale (2). Study/perform choral music of all periods. Emphasis on larger works. No formal audition. Prereq: IA based on interview. Rep. GE 106N only.]

MUS 107B / 407B. Brass Chamber Music (1-2). Study/perform brass chamber music of all eras. [Prereq: IA. Rep. GE 107B only.]

MUS 107C / 407C. Calypso Band(1-2). Study/perform traditional and contemporary music for steelband. [Prereq: IA. Rep. GE 107C only.]

MUS 107G / 407G. Guitar Chamber Music (1-2). Study/perform guitar chamber music of all eras. [Prereq: IA. Rep. GE 107G only.]

MUS 107i / 407i. Intermediate Orchestra (1-2). Study/perform orchestral music for less experienced players. [GE 107i only.]

MUS 107J / 407J. Jazz Combos (1-2). Study/perform jazz combo music from all eras. [Prereq: IA. Rep. GE 107J only.]

MUS 107P / 407P. Percussion Ensemble (1-2). Study/perform traditional and contemporary music for percussion ensemble. [Prereq: IA. Rep. GE 107P only.]

MUS 107S / 407S. String Chamber Music (1-2). Study/perform string chamber music from all eras [Prereq: IA. Rep. GE 107S only.]

MUS 107V / 407V. Madrigal Singers (1-2). Study/perform small ensemble vocal music with emphasis on music of the Renaissance. [Prereq: IA based on auditions. Rep. GE 107V only.]

MUS 107W / 407W. Woodwind Chamber Music (1-2). Study/perform woodwind chamber music of all eras. [Prereq: IA. Rep. GE 107W only.]

MUS 150 / 450. Humboldt Symphony (2). Study/perform orchestral literature. Occasional off-campus concerts. [CR/NC. Prereq: IA based on auditions. Rep.]

LOWER DIVISION (lecture courses)

MUS 102. Jazz and America (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.]

MUS 103. Listening to the Movies (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.]

MUS 104. Introduction to Music (3). Non-music majors learn styles, techniques, and forms of various musical periods. Lectures, recordings, concerts. Acquire greater understanding and enjoyment of music. [GE.]

MUS 105. The American Musical (3). Historical survey of musical theatre in US, emphasizing Broadway productions. Song and dialog presented through recordings and videos. [GE.]

MUS 110. Fundamentals of Music (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. [Prereq: IA. Rep.]

MUS 180. Special Topics Seminar (1-3). Topics relevant to performance practices, periods, or genre of music history and literature. [Rep.]

MUS 214. Theory I (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. [Prereq: MUS 110 or passing score on placement test.]

MUS 215. Theory II (3). Continues MUS 114: pre-dominant 7th chords, sequences, secondary 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 217. Ear Training II (1). Continues MUS 216. [Coreq: MUS 215 or IA. Prereq: MUS 214, 216.]

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. [GE. DCG-n.]

MUS 305. Jazz: An American Art Form (3). Uniquely American art form of jazz. African-American jazz innovators. Perspectives of history, society, performance, gender, and current trends. Lecture, listening, discussion. [GE.]

MUS 312. Musicianship (2). Concepts/skills in music for use in self-contained classroom. Prereq: junior or senior or IA.]

MUS 313. Musicianship (2). Continues MUS 312. [Prereq: MUS 312.]

MUS 314. Theory III (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. [Coreq: MUS 314. Prereq: MUS 215 and 217 or IA.]

MUS 317. Ear Training IV (1). Continues MUS 316. Coreq: MUS 315. [Prereq: MUS 314 (C) and 316 (C) or IA.]

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 319. Development of Musical Concepts (2). Survey music teaching process used in self-contained classrooms. General music curriculum; material development; fieldwork; underlying aesthetic, philosophical, and psychological foundations of elementary school programs. [Prereq: MUS 314 or 313; admission to music credential track; IA.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

MUS 320. Composition: Film Scoring (3). Study and compose music for scenes of dramatic and narrative films. [Rep.]

MUS 320B. Composition: Jazz & Pop Arranging (3). Arranging techniques. Emphasis on big band. [Prereq: MUS 215. Rep.]

MUS 320C. Composition: Electronic Music (3). Use computer-driven devices to compose electronic and electro-acoustic music. [Prereq: MUS 215. Rep.]

MUS 324. Contemporary Composition Techniques (2). General survey of contemporary composition. Individual projects; concert presentation. [Coreq: MUS 215. Prereq: IA.]

MUS 326. Counterpoint (2). Overview of Renaissance, common practice, and modern counterpoint. Emphasis: baroque techniques. [Prereq: MUS 315 or IA.]

MUS 330. Piano IV (1). Piano accompaniments developed from chord symbols, notated melodies, or choral and instrumental music. Chord voicing, chord analysis, stylistic appropriateness. [Prereq: MUS 130. Coreq: MUS 314. IA. Rep.]

MUS 334. Fundamentals of Conducting (2). Beat patterns, expressive gestures, score reading, musical ranges, rehearsal planning, correction of errors. [Prereq: MUS 315 (C), 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 315.]

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, MUS 314.]

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, 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 360. Music Technology (2). Computer technology and music applications. Keyboard controllers and music printing programs. [Prereq: IA.]

MUS 361. Music Technology: Recording & Playback (2). Digital and analog recording techniques combined with digital sequencing, CD-ROM burning, use of digital synthesizers, and soft synthesizer design.

MUS 370S. String Techniques I (.5). Instruction in string instrumental techniques and pedagogy. [Rep once.]

MUS 370W. Woodwind Techniques I (.5). Instruction in woodwind instrumental techniques and pedagogy. [Rep once.]

MUS 371S. String Techniques II (.5). Instruction in string instrumental techniques and pedagogy. [Prereq: MUS 370S. Rep once.]

MUS 371W. Woodwind Techniques II (.5). Instruction in woodwind instrumental techniques and pedagogy. [Prereq: MUS 370W. Rep once.]

MUS 372B. Brass Techniques I (.5). Instruction in brass instrumental techniques and pedagogy. [Rep once.]

MUS 372P. Percussion Techniques I (.5). Instruction in percussion instrumental techniques and pedagogy. [Rep once.]

MUS 373B. Brass Techniques II (.5). Instruction in brass instrumental techniques and pedagogy. [Prereq: MUS 372B. Rep once.]

MUS 373P. Percussion Techniques II (.5). Instruction in percussion instrumental techniques and pedagogy. [Prereq: MUS 372P. Rep once.]

MUS 380. Reed Making (1). Making and adjusting single and double reeds. For intermediate and advanced woodwind students or prospective teachers of woodwind instruments. [CR/NC. Prereq: IA. Rep.]

MUS 381. Selection, Care & Repair of Musical Instruments (1). Criteria for selecting instruments; fundamentals of their care and repair. [CR/NC. Rep once. Prereq: IA.]

MUS 384. Choral Literature (1). Vocal techniques and principles involved in choral literature and practices. [Prereq: MUS 315.]

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. Instrumental Literature (1). Select, prepare, and teach/perform instrumental music in all combinations. [Prereq: IA.]

MUS 438. Composition Instruction (1-3). Individual instruction. Techniques for composition, notation, score preparation, instrumentation. [Prereq: IA. Rep.]

MUS 455. Foundations of Music Education (1). Teaching philosophy/method; learning objectives; evaluation; classroom techniques; professional organizations; role of music teacher. [Prereq: MUS 319, IA.]

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 105 / ES 105. Introduction to US Ethnic Studies (3). Comparative history of racialized groups in the US, with particular emphases on the manner in which race, ethnicity, class, and gender inform this history. [DCG-d. GE.]

NAS 200. The Indian in American History (3). Conflict in social, political, and economic systems between Native American and Anglo-Europeans as the main currents of American history swept across the continent. [DCG-d.]

UPPER DIVISION

NAS 306. Native Peoples of North America (3). Traditional cultures, historical development, and contemporary social and political situations. [DCG-d. GE.]

NAS 310. 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. [Rep for different topics.]

NAS 311. Oral Literature & Oral Tradition (3). Identify, interpret, and decipher native symbols depicted in tribal myths, legends, songs, art, oratory, poetry, prose.

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 327. Native Tribes of North American Regions (3). Historic and current perspectives on the indigenous people of North America. Overview of tribal life, including NA/White relations. Tribal lifestyle issues. Elements of Native American arts, literature, and music. Topics vary. [DCG-d.]

NAS 331. Introduction to Native American Perspectives on Natural Resources Management (3) **F.** 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, grassroot community organizations). [DCG-d.]

NAS 336. Nature & Issues of Genocide (3). Causes and consequences of exterminating racial, political, and cultural groups. Historical and contemporary context for social, theological,

DCG 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

economic, and pathological factors influencing genocide.

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 revive languages.

NAS 345. Native Languages of North America (3). Survey principal languages of northwestern California (Hupa, Karuk, Tolowa, Yurok). No special background required; college-level work in non-English language helpful.

NAS 346. Study of a Native American Language (3). Grammatical study; conversational practice. Language varies with student demand and instructor availability.

NAS 352. Archaeology of Northwestern California (3). Cultural sequences in prehistoric northern California/southern Oregon. Adaptations; technological and stylistic change. Apply anthropological, linguistic, and archaeological method/theory.

NAS 355. Archaeological Field Methods (1-3). Survey, excavation methods. Usually requires concurrent enrollment in activity or lab.

NAS 358. Cultural Resource Management (3). Care and conservation of material cultural items and natural resources of cultural significance.

NAS 360. Tribal Justice System (3). Relationships between legal systems and postcolonial Indian realities.

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 362. Tribal Governance & Leadership (3) **F.** Organization and structure. Political, economic, and social constraints.

NAS 364. Federal Indian Law I (4) **F.** 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 365. Federal Indian Law II (4). Continues NAS 364. Tribal jurisdiction in Indian country. Tribal/state conflicts over jurisdiction. Special topics. [Prereq: NAS 364 recommended.]

NAS 366. Tribal Water Rights (3) **S.** Federal/state water laws and Indian treaties; water problems on Western reservations as classic examples.

NAS 374. Native American Health (3). Promoting health in Native American communities: relations among social milieu, patterns of behavior, health care delivery systems.

NAS 392. Native American Film (3). Describe/interpret forms, functions, and meanings of Indian life as depicted in film. Specific topic will vary.

NAS 393. Native American Arts Activity (1-3). Materials and techniques in selected art forms. Topic varies.

NAS 394. Experiential Learning (1-3). Workshops and projects focusing on traditional and contemporary NA activities. [Rep.]

NAS 401. International Indigenous Issues (3). Impact of European colonial expansion and economic globalization on indigenous peoples worldwide. Specific topic varies.

NAS 460. Tribal Rights: The Federal Role (3). Contemporary issues: sovereignty, economic development, resource management, water rights. [Prereq: NAS 364.]

NAS 480. Selected Topics in Native American Studies (1-4). Special topic, problem area, or field research. [Rep for different topic.]

NAS 481. Special Topics in Native American Law & Government (3). Specific topic/problem area will be announced. Rep for different topic.

NAS 482. Special Topics in Native American Language & Literature (3). Specific topic/problem area will be announced. Rep for different topic.

NAS 483. Special Topics in Native American Society & Culture (3). Specific topic/problem area will be announced. [Rep for different topic.]

NAS 484. Special Topics in Native American Natural Resources & Environment (3). Specific topic/problem area will be announced. [Rep for different topic.]

NAS 491. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA.]

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

NAS 620. Comparative Values Between Europeans & Native Americans (3). Compare and critique select philosophical constructs manifested within European and Native American values and experiences.

NAS 630. Native Americans of Northern California (3). Analyze local indigenous tribes: history, ways of life, cultural attributes, and contemporary problems.

NAS 680. Graduate Seminar (1-3). [Prereq: grad standing. Rep.]

NAS 683. Advanced Research Methods in Native American Studies (1-3). Techniques, methods, and approaches. [Prereq: grad standing. Rep.]

NAS 690. Thesis (1-3). [Prereq: advanced to candidacy. Rep.]

NAS 691. Comprehensive Exam (1-3). For approved MA candidates in social science wishing to pursue Native American studies. [Prereq: DA. Rep.]

NAS 695. Field Research (1-3). Field investigations of current phenomena (issues and behavior). [Prereq: grad standing. Rep.]

NAS 699. Independent Study (1-3). [Prereq: IA. Rep.]

Natural Resources

UPPER DIVISION

NR 480. Selected Topics (1-3). [Rep with different topic.]

NR 485. Senior Seminar (1). Interdisciplinary topics. [Prereq: senior standing. Rep.]

NR 499. Directed Study (1-3) **FS**. Independent research. [Rep.]

Natural Resources Planning & Interpretation

LOWER DIVISION

NRPI 105. Natural Resource Conservation (3) **FS.** 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.]

NRPI 109. Shake, Rattle & Roll (3) **F.** A critical examination of social organization and planning for natural hazards and events that become disasters with an emphasis on the California North Coast. [Coreq: ENGL 100 or ENGL 100A. GE.]

NRPI 210. Public Land Use Policies & Management (3). Overview of public lands: Historical view of major statutes, agency evolution, and resource management policies. [Recommended preparation: NRPI 105.]

NRPI 215. Natural Resources & Recreation (3). Three primary components: resources, visitors, and management. Motivations and benefits, overview of providers, and fundamental recreation concepts.

NRPI 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.]

NRPI 270. Global Positioning System Techniques (1). Concepts and use of Global Positioning System (GPS) technologies for way finding and field data collection. Brief examination of interface with GIS. Five week module. [Prereq: math code of 30 or MATH 40. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 277. Introduction to Remote Sensing (3). Aerial photography, multispectral and thermal scanning, satellite sensors, digital image processing. Application to inventory of natural resources and planning. Emphasis: image interpretation for terrain and vegetation analysis. [Weekly: 2 hrs lect, 3 hrs lab.]

UPPER DIVISION

NRPI 309 / ENVS 309. Environmental Conflict Resolution (3) FS. Introduction to conflict theory as applied in complex natural resource disputes. Skill development in planning culturally appropriate

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

and inclusive public participation processes, meeting facilitation, and conflict mediation. Comparison of options for nonviolent conflict management. [GE. CWT. Weekly: 2 hrs lect, 2 hrs activ.]

NRPI 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. [GE. CWT.]

NRPI 310. Introduction to Natural Resource Planning (3). History of resource and land-use planning, planning theory, planning processes, and land development in the US. Overview of current resource and land-use planning processes and techniques at local, regional, state, and federal levels. [Rec: NRPI 105, NRPI 210.]

NRPI 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: NRPI 210 (C). Weekly: 3 hrs lect.]

NRPI 350. Introduction to Natural Resource Interpretation (3). Theories, goals, techniques for interpreting natural resource and heritage areas. Planning/presenting interpretive programs. Case studies, projects. [Coreq: NRPI 351. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 351. Natural Resources Interpretation Field Trip (1). Visit sites illustrating issues and techniques of natural resources interpretation. [CR/NC. Coreq: NRPI 350. Three-day field trip.]

NRPI 353. Interpretive Graphics (3). Theory and skills of written and graphic interpretation techniques. Application to signs, brochures, self-guided trails, exhibits. [Prereq: NRPI 253, 350. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 360. Natural Resource Planning Methods (3). Interdisciplinary methods. Use case studies to explore acquisition, analysis, and application of ecological, economic, and social information for planning at site, landscape, and regional scales. [Prereq: NRPI 310. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 376 / SOC 376. GIS for the Social Sciences (4). Application of Geographic Information Systems in social sciences as a tool to collect and analyze qualitative and quantitative data for sociospatial research, and policy development. [Weekly: 3 hrs lect, 3 hrs lab.]

NRPI 377. Introduction to GIS Concepts (3). Geographic Information Systems (GIS) mapping concepts including map projections, coordinate systems and datums. Location and incorporation of a variety of data types. View and query spatial data; create layouts and maps. [Prereq: familiarity with Windows environment. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 400 / ENVS 400. Inscape & Landscape (3) FS. 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.]

NRPI 412 / ENVS 412 / PSCI 412. Legal Research (4). Principles and research procedures in California/federal case law, statutory law, and codes. Computerized legal research; legal citation and writing.

NRPI 415. Recreation Planning Workshop (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: NRPI 215. Weekly: 1 hr lect, two 3-hr labs.]

NRPI 420. Ecosystem Analysis (3). Measure and characterize physical and biological parameters of land ecosystems. Structure; carrying capacity; stability; vegetation and animal populations. [Prereq: BIOL 330, SOIL 260 (or equivalent); microcomputing skills; or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 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. [Recommended preparation: NRPI 325. Weekly: 2 hrs lect, one 3-hr lab.]

NRPI 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: ecology course, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 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.]

NRPI 440. Managing Recreation Visitors (2). Theoretical foundations and practical applications of managing recreation settings and people who visit them. [Prereq: NRPI 215.]

NRPI 440L. Managing Recreation Visitors Field Trip (1). Field trips to state and national parks and forests. [Prereq: NRPI 215. CR/NC.]

NRPI 450. Advanced Natural Resource Interpretation (3). Controversial issues in interpretation, children's interpretation, and management of interpretation. Advanced oral and written interpretation techniques. [Prereq: NRPI 253, 350, and 353, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 453. Interpretation Practicum - Graphic (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: NRPI 350, 353, and 450, or their equivalents.]

NRPI 454. Interpretation Practicum - Oral (2). This is a capstone course for interpretation majors with a focus on oral interpretation. Students meet with local agencies, schools and organizations with a need for an interpretive education program. Students will design, produce and deliver educational opportunities for the clients. [Prereq: NRPI 450. Weekly: Two three-hour labs.]

NRPI 460. Natural Resource Agency Planning (3). Planning processes applied by natural resource agencies for beneficial biological, ecological, economic, and social outcomes of human interactions with the environment. Key themes: stewardship, involvement of stakeholders. [Prereq: NRPI 360 and 425 (C), or equivalent or IA. Weekly: 2 hrs lect, 3 hrs lab; 3-day field trip required. Service fee.]

NRPI 465. Rural Community Planning (3). Integrating community and economic development with land-use planning tools, such as agricultural land/open space preservation and growth management programs in small towns and rural areas dependent on natural resources. [Prereq: NRPI 360. Weekly: 2 hrs lect, 3 hrs lab. Service fee.]

NRPI 470. Intermediate GIS (3). Digital mapping and analysis. How GIS data are collected, structured, entered, edited. Analysis procedures/theory. Lab exercises; project. ArcGIS and ArcView GIS environments. [Prereq: NRPI 377 or NRPI 376; BIOM 109 or STAT 108 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 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. [IA. AU.]

NRPI 475. Senior Planning Practicum (4). Capstone course: a planning project in a group format. [Prereq: NRPI 460 (C) or 465 (C), graduating senior. Weekly: 2 hrs lect, 6 hrs lab.]

NRPI 480. Selected Topics (.5-3). Planning, ecology, administration, law, ethics, or other topics of current interest. [Rep with different topics. Prereq: IA. Variable format.]

NRPI 480L. Selected Topics/Lab (.5-3). Planning, ecology, administration, law, ethics, or other topics of current interest. Lab/field format. Service Fee. [Rep with different topics. May require prereqs.]

NRPI 482. Internship (2-3) **S.** Students implement the theory and practice of their major by working for a public agency or private firm/organization. Advanced standing and instructor consent.

NRPI 485. Senior Seminar (1). Topics of current interest. [Prereq: junior/senior standing or IA. Rep.]

NRPI 499. Directed Study (1-3). Individualized research/study project. [Prereq: junior/senior standing. Rep.]

GRADUATE

NRPI 540. Raster GIS Modeling Techniques Seminar (3). Raster analysis techniques in GIS

DCG 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

using the ArcGIS environment. Map algebra, interpolation techniques and model integration. Sources and ramification of potential error. Incorporate use of scripting to enhance analytical efficiency. [Prereq: NRPI 470; BIOM 109; advanced statistics and NRPI 277 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 550. Advanced Natural Resource Interpretation (3). Interpretive facility planning, children's interpretation, and management of interpretation. Advanced oral/written interpretation techniques. [Prereq: NRPI 253, 350, and 353, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 570. Vector GIS Modeling Techniques Seminar (3). Vector analysis concepts using the ArcGIS environment including vector regions, dynamic segmentation, networks, and modeling techniques. Incorporate use of scripting to enhance analytical efficiency in the analysis of GIS data. [Prereq: NRPI 470 and BIOM 109 or equivalent. Statistics highly recommended Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 580. Selected Topics (1-3). Interpretation, planning, ecology, administration, law, ethics, other topics of interest. [Rep with different topics.]

NRPI 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.

NRPI 685. Graduate Seminar (1-3). Topics of current interest. [Rep.]

NRPI 690. Thesis (1-4). [Rep.]

NRPI 692. Professional Paper (1-4). [Rep.]

NRPI 695. Field Research (1-4). [Rep.]

NRPI 699. Directed Study (1-4). [Rep.]

Nursing

Passing grade for all nursing courses is C.

BS Degree program is under review and curricular revisions may be effective fall 2007. Please contact the Nursing Department office for updates.

LOWER DIVISION

NURS 260. Holistic Health Assessment (2) **FS.** Introduction to beginning assessment skills, including general and focused use of holistic health assessment. Guided by the nursing process, students use basic medical terminology and therapeutic communication skills to recognize both health and illness in adults of all ages. [Prereq: official departmental notification of acceptance into nursing major. Coreq: NURS 262, NURS 268. Weekly: 3 hrs lab.]

NURS 262. Foundations of Professional Nursing (3) **FS.** Introduces beginning nursing students to the basic concepts of professional nursing. These concepts include nursing theory, nursing process, and holistic nursing. Students are encouraged to think critically, make reasonable decisions, and be thoughtful consumers of health information and nursing research. [Prereq: official departmental notification of acceptance into pre-nursing or nursing major. Coreq: NURS 268. Weekly: 3 hrs lect.]

NURS 268. Clinical Nursing I: Foundations in Adult Health & Illness (5) **F.** Introduces students to basic theory and technical skills necessary for nursing interventions across the adult lifespan. Students are guided through holistic practice and mastery of nursing skills necessary to assist adult clients in meeting physiological, socio-cultural and psychosocial needs. [Coreq: NURS 260, 262. Rep once. Weekly 2 hrs lect, 9 hrs clinical lab.]

NURS 280. Special Topics in Nursing (1-7) Special topics course to be special areas of interest on one-time basis.

NURS 299. Supplementary Work in Lower Division Nursing (1-10). Directed theoretical study. Limited to those needing a portion of a required lower division course. [Rep once. Prereq: DA.]

UPPER DIVISION

NURS 306. Pathophysiology & Pharmacotherapeutics in Health Care (4). **FS.** Pharmacologic applications and concepts of physiological and biological alterations in body structures/functions. Diseases common to adult clients and their drug treatment are emphasized. Builds on knowledge of human structure and function, discussing deviations from the norm which threaten homeostasis. [Prereq: NURS 260, 262; ZOOL 214 with a passing grade of C or better. Coreq: NURS 368 (nursing majors only). Nonmajors may take CR/NC. GE.]

NURS 353. Applying Concepts: Adult Health Nursing (8). Application of concepts from NURS 357 to the adult and elderly populations. Independent Study. [Prereq: admission to RN Bridge program. Co-req: NURS 357 and NURS 358. Rep once.]

NURS 354. Applying Concepts: Mental Health Nursing (4). Application of concepts from NURS 357 and NURS 358 to the client with mental health issues. Independent Study. [Prereq: admission to RN Bridge program. Co-req: NURS 357 and NURS 358. Rep once.]

NURS 355. Applying Concepts: Mat/Child Nursing (8). Application of concepts from NURS 357 and NURS 358 to children and child-bearing women. Independent Study. [Prereq: admission to RN Bridge program. Co-req: NURS 357 and NURS 358. Rep once.]

NURS 357. Concepts in Professional Nursing I (3). Provides the returning RN student with the opportunity to review and explore today's nursing practice in the light of ever-changing thought and technology. Introduces HSU nursing curriculum and philosophy. [Prereq: Admission to RN Bridge program. May be taken concurrently with NURS 358. Rep once.]

NURS 358. Bridging Concepts for the RN (3). This course introduces the modeling and role-modeling nursing theory and is built around related concepts facilitating the transition of the RN from current knowledge levels to the baccalaureate nursing curriculum. [Prereq: admission to RN Bridge program, NURS 357 (C) Rep once.]

NURS 359. Applications & Trends in Clinical Care for the RN (3). Provides returning RN with opportunity to explore today's clinical nursing practice through selected "hot topic" trends: holistic nursing, environmental concerns, the rise of global infection, new theories of heart disease, autoimmunity, and other medical breakthroughs. Evidence-based practice is emphasized. [Prereq: NURS 353, NURS 354, NURS 355, NURS 357, NURS 358, NURS 465 (C).]

NURS 368. Clinical Nursing II: Critical Thinking in Adult Health & Illness (7) **FS.** Focuses on independent and collaborative nursing interventions related to nursing process with adult clients of all ages in acute and chronic care settings. Nursing roles are emphasized: communicator, problem solver, facilitator/nurturer, teacher, manager, and member of the profession. [Prereq: NURS 260, 262, 268. Coreq: NURS 306. Weekly: 3 hrs lect, 12 hrs lab.]

NURS 372. Psychiatric-Mental Health Nursing (4). **FS.** Specialty course establishes and uses firm psychiatric theory base, the nursing process, and modeling/role-modeling concepts with clients experiencing acute and chronic mental disorders. Emphasis is on understanding psychopathology and therapeutic use of self with mentally ill clients in various settings. [Prereq: NURS 306, NURS 368, PSYC 311. Coreq: NURS 374. Weekly: 2 hrs lect, 6 hrs lab.]

NURS 374. Maternal/Child/Family Nursing (8) **FS.** Intro to client population of childbearing women and children from neonates through adolescents. Current family and nursing theory is integrated into the nursing process and the role of the nurse in both acute care and community family settings. [Prereq: NURS 306, NURS 368, PSYC 311, HED 231. Coreq: NURS 372. Weekly: 4 hrs lect, 12 hrs lab.]

NURS 380. Special Topics in Nursing (1-7) Special topics course to be special areas of interest on one-time basis.

NURS 396. Transcultural Nursing (1-3). Conceptual framework of transcultural nursing and its application. Offered as extended field course outside Humboldt County.

NURS 396L. Transcultural Nursing Lab (1-6). [Prereq: NURS 396 (C).]

NURS 399. Supplementary Work in Upper Division Nursing (1-10). Directed theoretical study. Limited to those needing a portion of a required upper division course. [Rep once. Prereq: DA.]

NURS 400. Stress Management—Wellness & Illness (3). Wellness and specific illnesses in context of known stress factors. Modes of stress reduction. [Prereq: junior standing. GE.]

NURS 400B. Complementary & Alternative Health Care: a Research-Based Approach (3). Critical thinking approach enmeshed in holism. Principles of self-care and advocacy. [GE.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

NURS 460. Clinical Application of Health Assessment (2). Build on assessment skills to delineate common variances of normal and detect abnormal and potentially abnormal findings in adults/children. [Prereq: IA. Weekly: 1 hr lect, 1 hr activ. Rep once.]

NURS 462. Community as Client & Public Health Nursing (6) **FS.** Intro to public health science in nursing and the development of clinical competencies for contemporary holistic population focused nursing practice. Course completion allows the RNs with CA licensure to apply for CA Public Health Nurse Certification. [Prereq: NURS 358; NURS 372 or NURS 357; NURS 374. Coreq: NURS 468. Weekly: 3 hrs lect, 9 hrs lab.]

NURS 465. Leadership & Management for the RN (4). This course focuses on the RN as leader, coordinator, and manager of nursing care. Facilitation, decision-making, problem-solving, communication skill and strategic planing are emphasized as we explore the role of the RN as change agent. Organizational and group dynamics, performance improvement, basic personnel management, and delegation skill is introduced. [Prereq: NURS 353, NURS 354, NURS 355, NURS 357, NURS 358, NURS 359 (C).]

NURS 468. Clinical Nursing III: Analysis of Adults with Complex Needs (6) **FS**. Focuses on independent and collaborative nursing process within the holistic framework of Modeling and Role-Modeling while caring for the adult client with complex acute needs. The roles of nursing are emphasized: communicator, critical thinker, teacher, advocate, facilitator/nurturer, leader-manager, and member of the profession. [Prereq: NURS 368, NURS 372, NURS 374. Coreq: NURS 462. Rep once. Weekly: 3 hrs lect, 9 hrs lab.]

NURS 470. Leadership & Professional Nursing Practice (3). **FS.** Nurse as leader/coordinator/manager of nursing care. Leadership, holistic care management, and decision making are primary foci of the course. The role of manager of nursing care and coordinator of health care is examined in detail. Prepares students to assume a beginning role in professional nursing. [Prereq: NURS 462, NURS 468. Coreq: NURS 472. Weekly: 3 hrs lect.]

NURS 472. Senior Clinical Capstone (4) **FS.** Promotes synthesis of the theoretical and clinical foundations introduced throughout the major. The senior cumulating clinical experience prepares baccalaureate graduates in their area of interest. Students are placed in a precepted experience that facilitates independent practice. [Prereq: NURS 462, NURS 468. Coreq: NURS 470. Rep once. Weekly: 12 hrs lab.]

NURS 480. Special Topics in Nursing (1-7) Special topics course to be special areas of interest on one-time basis.

NURS 495. Introduction of Research & Scholarship for Professional Nursing Practice (3) **FS.** Introduces students to application of nursing research for evidence based practice. Course focus is on accessing and analyzing current nursing research literature to enable the professional nurse to apply research to current practice and issues. Beginning with the basics of research, the student becomes a critical consumer of professional nursing research. [Prereq: NURS 268.]

NURS 496. Nursing Outcomes Assessment (1) **S.** Capstone and nursing outcomes assessment. Test knowledge of professional nursing, competencies in nursing practices, and critical thinking skills. Discuss issues related to scope of practice, emerging roles, and future of nursing. [CR/NC. Prereq: NURS 462.]

NURS 499. Directed Study (1-7). Individual study of select theories. [Prereq: IA.]

Oceanography

LOWER DIVISION

OCN 109. General Oceanography (4) **FS.** Extent 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. [Weekly: 3 hrs lect, 3 hrs lab. GE.]

OCN 180. Topics in Oceanography (.5-3). Topics of current interest supplemental to established lower division curricular offerings. Repeatable with different topics.

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. [Weekly, 3 hrs lab. Prereq: IA.]

OCN 260. Sampling Techniques & Field Studies (1) Introductory course for majors. Biological, chemical, geological, and physical oceanographic methods of sampling and analysis. Shipboard procedures and navigation. [Prereq: OCN 109 (C).]

UPPER DIVISION

OCN 301. Marine Ecosystems—Human Impact (3) **S.** Relationships and interaction between humans and marine life. Living organisms: in history and legend, as food, and as industrial resource. Problems and aesthetic aspects of marine organisms. [Prereq: OCN 109 or IA. Weekly: 2 hrs lect, 1 hr disc. GE.]

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 306. Global Environmental Issues (3). Contemporary environmental problems and solutions, focusing on oceans and atmosphere. Scientific, social, and political aspects of global issues such as pollution and climate change. Nature of scientific inquiry. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 1 hr disc. GE.]

OCN 310. Biological Oceanography (4) **F.** Physical, chemical, and biological factors characterizing the marine environment, including factors controlling plant and animal populations. Methods of sampling identification and analysis. [Prereq: OCN 109 and BIOL 105, or IA. Weekly: 2 hrs lect, 6 hrs lab.]

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, and PHYX 110, or IA. Weekly: 3 hrs lect, 3 hrs lab.]

OCN 321. Physical Oceanography II (3) **S.** Additional topics according to class needs. [Prereq: OCN 320. Weekly: 2 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/origin of major topographic features on ocean floor. First order plate tectonic theory. Recent marine sediments and sedimentary processes. [Prereq: OCN 109, GEOL 109, and MATH 109, or IA. Weekly: 3 hrs lect, 3 hrs lab.]

OCN 370. Library Research & Report Writing Seminar (2) **S.** Access oceanographic literature and write reports. [Weekly: 1 hr 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 310 and 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, CHEM 370, MATH 105, OCN 109, PHYX 106, PHYX 107.]

OCN 430. Marine Pollution (3). Sources, distribution, chemical characteristics, toxicity, and biological effects of major pollutants in marine environments. Case studies of field research. [Prereq: BIOL 105. Weekly: 3 hrs lect.]

OCN 450. Field Problems (1-2) **FS.** Research on assigned topics which may involve lab or field work. [Prereq: OCN 109, IA. Rep.]

OCN 460. Sampling Techniques & Field Studies II (1) Continues OCN 260. Data collection at sea. [Prereq: OCN 260 or IA. Rep.]

OCN 480. Oceanography Seminar (1) **FS.** Topics of current and general interest presented by faculty and guest speakers. [Rep.]

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, 320, 330, or 340, or IA.]

OCN 490. Special Topics in Oceanography (1-4). Topics as demand warrants. [Prereq: IA. Lect/lab as appropriate. Rep with different topic.]

OCN 495. Field Cruise (3) **FS.** Participate on extended cruise. Use oceanographic theory and practices on shipboard. [Prereq: oceanography major, IA. Rep twice.]

OCN 499. Directed Study (1-2) **FS.** Original research on assigned topic. Lab work, field work, or

literature surveys. [Prereq: senior oceanography major, IA. Rep.]

GRADUATE

OCN 502. Estuaries (3) Classification and geomorphic evolution of estuaries. Distribution of temperature/salinity; tidal influence; typical circulation patterns; sources, transport, and principal depositional environments of estuarine sediment. [Prereq: OCN 109 and MATH 110, or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 510. Estuarine Ecology (3). Description, distribution, adaptations, evolution, life histories, and interrelationships of estuarine organisms. Influence of physical and chemical environment on fauna and flora. [Prereq: OCN 310 or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 511. Marine Primary Production (3) Systematics, evolution, and ecological position of marine phytoplankton. Influence of physical and chemical parameters on growth and production. Primary and secondary trophodynamics. [Prereq: OCN 109 and 310, or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 535. Marine Microbial Ecology (3). Role of marine microorganisms in biogeochemical cycles of carbon, nitrogen, sulfur, and trace metals in marine environments. Current methods. [Prereq: BIOL 105; OCN 310 or OCN 330 recommended.]

OCN 544. Beach & Nearshore Processes (3) Topography and sediments of shorelines and coasts. Physical processes in the nearshore environment, including waves, littoral currents. [Prereq: MATH 210 and OCN 340, or IA. Weekly: 1 hr lect, 6 hrs lab.]

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 104. Asian Philosophy (3). Critically evaluate principal philosophies of China, India, and Japan. Compare/contrast with Western philosophical orientations. Asian thought as creative proving ground for multiculturalism. [GE. DCG-n.]

PHIL 106. Moral Controversies (3). Major moral theories applied to contemporary issues such as environmental ethics, abortion, discrimination, world hunger, the death penalty. [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.]

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 302 / WLDF 302. Environmental Ethics (3). Critique approaches to relationship between human beings and the environment. [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). What is love? What sexual activities are natural or moral? Friendship, adultery, pornography, prostitution, sexual perversion, homosexuality, and premarital sex. [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 309 / WLDF 309. Case Studies in Environmental Ethics (3). Human responsibility to the world's biota. Scientific, ethical, political perspectives. Recommended preparation: PHIL/WLDF 302. [GE. CWT. Weekly: 2 hrs lect, 1 hr disc.]

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. CWT.]

PHIL 351. 20th Century Philosophy: Selected Topics (3). Study of a major movement, school of thought, or philosopher of the 20th century, such as Logical Positivism, Pragmatism, Analytic, Postmodern, Continental, Process Philosophy, Dewey, Wittgenstein, Austin, Quine, Sartre.

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 380. History of Philosophy: Pre-Socratics through Aristotle (3). Critique emergence of Western philosophical inquiry. Interrelatedness of nature and human nature. Origins of world views from pre-Socratics through Plato and Aristotle.

PHIL 382. History of Philosophy: Renaissance through the Rationalist (3). Philosophy in Age of Enlightenment. Begins with Renaissance thinkers, then focuses on theme—in Descartes, Spinoza, and Leibniz—that truth and nature of reality are discovered through rational analysis, not empirical investigation.

PHIL 383. History of Philosophy: Empiricists & Kant (3). Works of Locke, Berkeley, and Hume. Culminates with Kant and his synthesis of empiricist and rationalist perspectives.

PHIL 384. History of Philosophy: 19th Century (3). Major philosophical problems in writings of Hegel, Marx, Nietzsche, Kierkegaard, and James or Peirce.

PHIL 385. History of Philosophy: China (3). Classic texts in Taoism, Confucianism, Buddhism, and I Ching. Focus on unifying concepts amid differences. Compare to Western philosophies. China encountering multiculturalism from within and without.

PHIL 386. History of Philosophy: India (3). Classic themes of Indian philosophy. Selections from Rig Veda, Upanishads, Bhagavad-Gita, Buddhism, Jainism, and Shankara. India's approach to multiculturalism and gender issues.

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. [Mandatory 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? Recommended preparation: PHIL 100.

PHIL 425. Philosophy of Science (3). Critical examination of aims, assumptions, and norms of science. Nature of satisfactory explanations, nature of theories and their criteria of acceptability. Study of scientific progress, limits of science, reasoning in science & scientific method. Recommended preparation: PHIL 100.

PHIL 475 / WS 375. Postmodern Philosophies (3). Postmodern and feminist critiques of traditional western philosophy. Issues include whether all knowledge is relative, whether rationality is sexist, whether all knowledge must be deconstructed. Thinkers include Derrida, Foucault, Irigaray.

PHIL 485. 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). [Rep. Two of these seminars required for philosophy majors.]

PHIL 499. Directed Study (1-2). [Rep.]

GRADUATE

PHIL 680. Special Topics (1-3). Intensive study in selected philosophers and/or topics. [Rep.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

Physical Education

Contents of this section:

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, 360, and 362, 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. Each student is responsible for obtaining her/his 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 111. Water Aerobics (1). Low-impact, variable intensity aerobic exercise (not swimming) in shallow water. Cardiovascular workout, muscle strengthening and toning, improved flexibility, cross-training, and rehabilitation. Nonswimmers welcome. [Rep.]

PE 145. Swimming, Beginning (1). Swimming strokes, water safety, and aquatic skills for low ability swimmers or nonswimmers. Emphasis on technique, not fitness conditioning. [Rep.]

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 246. Fitness Swimming, Intermediate (1-2). Cardiovascular swimming instruction and workouts. Aerobic/anaerobic workouts of ±1000 yards per session with limited intermediate-level stroke instruction. [Prereq: intermediate swim ability. Rep.]

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. [CR/NC. Prereq: PE 262 or 362 or 382 or 470 or 472 or 474 (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 360. Lifeguard Training (2). Professional techniques. American Red Cross certification. [Prereq: advanced swimming ability. Weekly, 1 hr lect, 3 hrs lab.]

PE 362. Advanced SCUBA (4). Diver rescue, deep diving, night diving, search and recovery, altitude 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. Emphases: 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.]

PE 472. Leadership Diving: Assistant Instructor (4). Rescue-certified divers develop knowledge and skills to assist in supervising and training divers. Course exceeds National Association of Underwater Instructors (NAUI) certification requirements. [Prereq: PE 470.]

PE 474. Leadership Diving: Divemaster (4). Assistant-instructor-certified divers develop knowledge and skills to supervise and train divers. Course exceeds National Association of Underwater Instructors (NAUI) certification requirements. [Prereq: PE 472.]

PE 476. Water Safety Instructor (3). Methods in swimming instruction. Class management, teaching techniques, lesson planning. American Red Cross WSI certification.

DANCE

Also see Theatre, Film, and Dance.

PE 190. Country Western Dance (1). An exploration of contemporary Country Western Dance. Includes: Line Dances, Texas Two Step, Country Swing, Country Cha Cha, Country Waltz. [Rep.]

PE 192. Latin Dance (1). An exploration of Latin Dances. Includes: Salsa, Argentine Tango, Merecube, Rumba, Cubia, and Mexican Social Dances. [Rep.]

PE 193. Mexican Folklorico Dance (1). Regional dances from Mexico. Dance background, footwork, style, technique. Special shoes and clothing required. [Rep.]

PE 194. Social Dance (1). Traditional social ballroom dances from the 1930s and 40s. Swing/jitterbug, waltz, polka, foxtrot, tango, and cha cha cha. [Rep.]

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. [Rep.]

PE 197. Tappin' Dancin' Feet (1). An exploration of dances that involve tapping feet and rhythmic movement. Includes: Appalachian Clogging, French Canadian Clogging, Jazz Tap, and Irish Step. [Rep.]

PE 198. Vintage Dance (1). Explores the dances that were popular during the late 19th and early 20th century. Includes: High Victorian Era, Romantic Era and the Rag Time Era. [Rep.]

PE 368. Aerobic Instructor Training (2). All necessary practical skills to teach a safe, effective aerobic dance exercise class. Basic anatomy, body mechanics, music selection and taping, motivational skills. [Rep.]

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. [Rep.]

PE 113. Archery, Beginning (1). Open to all ability levels. Beginners taught bow and arrow techniques. Intermediate/advanced archers provided target time. [Rep.]

PE 114. Badminton, Beginning (1). Skills, rules, strategies. Serves, smashes, drops, clears, nets, backhands, forehands, footwork, singles and doubles strategies. [Rep.]

PE 118. Bowling (1). Fundamentals: scoring, etiquette, footwork. [Rep.]

PE 119. Aerobics, Beginning (1). Safe impact aerobic exercise. Rhythmic movements and floor exercises to increase cardiovascular endurance, muscle strength, and flexibility. [Rep.]

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.]

DCG 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

PE 127. Golf, Beginning (1). Use of clubs, grip, stance, swings. On-campus instruction. [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 138. Self Defense (1). Mental self-defense: awareness, avoidance. Physical options against attack. Overview of martial arts. [Rep.]

PE 140. Tai Chi Chuan, Beginning (1). Yang style short form. Emphases: precise movement, body dynamics. [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 158. Strength Fitness (2). Principles of weight training. Establish strength and conditioning foundation. Two additional hours TBA. [Rep.]

PE 161. Backpacking (2). Planning, equipment, wilderness ethics, health and safety. For beginners. Weekend trips to local wilderness areas. Hiking, cooking, fun.

PE 212. Aikido, Intermediate (1). Same goals as PE 112 for more advanced student. [Rep.]

PE 213. Archery, Intermediate (1). Same goals as PE 113 for more advanced student. [Rep.]

PE 215. Body Conditioning (1). Improve cardiovascular fitness, strength, muscular toning through non-equipment-assisted exercises. [Rep.]

PE 216. Body Fitness (2). Safe-impact, 1-hr aerobic workout plus .5-hour workout with weights. For both men and women. Strengthen heart and lungs and improve muscle tone. One additional hour to be announced. [Rep.]

PE 218. Cross Training (2). Multiple physical fitness and sporting activities. Select two activities and train with a personalized fitness program. [Rep.]

PE 225. Fencing, Intermediate (1). Refinement of basic offensive and defensive skills and introduction to more advanced techniques. Increased emphasis on strategy and tactics of the early 19th century dueling sword. [Rep.]

PE 227. Golf, Intermediate (1). Course instruction, play; etiquette, rules. Fee required by golf course. [Prereq: beginning course or equivalent. Rep.]

PE 228. Fishing the Northwest (2). Learning methods of fishing Northern California waters. Rules, regulations, safety, and angler etiquette. Overnight camping and local day fishing trips will be scheduled.

PE 229. Fly Fishing (2). Offers the opportunity to understand equipment options, fly selection, fly casting, trip planning, environmental ethics, and fly fishing strategies.

PE 231. Jogging Fitness (1). Cardiovascular fitness through progressive workloads on various terrain. [Rep.]

PE 237. Self-Defense Grappling (1). Grappling (a form of wrestling) skills essential for the complete martial artist. Emphasis on escapes, reversals, and specific holds. [Rep.]

PE 254. Walking Fitness (1). Low-impact, sustained aerobic activity while walking through community. [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.]

PE 327. Golf, Advanced (1). Strategy; tournament-type play. Fee required by golf course. [Prereq: beginning and/or intermediate course, or equivalent, and IA. Rep.]

PE 480. Special Topics (1-4). Topics of current interest. [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 312. Intercollegiate Club Archery (2). [Rep up to 6 intercollegiate units.]

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 Mountain Biking (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 152. Volleyball, Beginning (1). Skills and knowledge to play organized volleyball. Skill development drills, rotation explanations, game situations. [Rep.]

PE 241. Soccer, Intermediate (1). Skills, tactics. [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.]

PE 252. Volleyball, Intermediate (1). For those with basic knowledge. Skills, strategies, game tactics. [Rep.]

PE 487. Techniques of Officiating Basketball (2). Theory of officiating in men's and women's programs. Practical application.

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

Physics

Physics majors and minors must earn a minimum grade of C- in all physics courses.

LOWER DIVISION

PHYX 99. Supplemental Instruction in Physics (1). Collaborative work for students enrolled in introductory physics. [CR/NC.]

PHYX 103. Introduction to Meteorology (3). Weather phenomena and processes underlying them. Mostly nonmathematical treatment. Demonstrations support lecture ideas. Lab: practical forecasting. [Prereq: math code 30. Weekly: 2 hrs lect, 3 hrs lab. GE.]

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: math code 30. Weekly: 3 hrs lect, 3 hrs lab/field trips. GE.]

PHYX 104B. Descriptive Astronomy (3). Same as 104 without the lab. [Prereq: math code 30.]

PHYX 104L. Descriptive Astronomy Lab (1). Same as 104 without lecture. Field trips.

PHYX 105. Conceptual Physics (4). Overview of principles. Techniques/attitudes which made their discovery possible. For nonmajors. [Prereq: math code 30. Weekly: 3 hrs lect, 3 hrs lab. GE.]

PHYX 106. College Physics: Mechanics & Heat (4). Noncalculus, for science majors. Mechanics, fluids, heat, sound. [Prereq: MATH 115 or math code 50. Weekly: 3 hrs lect, 3 hrs lab. GE.]

PHYX 107. College Physics: Electromagnetism & Modern Physics (4). Noncalculus, for science majors. Geometric optics, electricity, magnetism, electromagnetic waves, AC circuits, physical optics, relativity. [Prereq: PHYX 106 with grade of C or better. Weekly: 3 hrs lect, 3 hrs lab. GE.]

PHYX 109. General Physics I: Mechanics (4). Calculus-based, for science/engineering students. Offered Fall only. [Prereq: MATH 109 and 110 (C) with grades of C or better, or math code 65. 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), PHYX 109 (or ENGR 211 for engineering majors), both with grades of C or better. 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 grade of C or better, or an approved physics series. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab.]

PHYX 112 - 113. Mechanical Universe (.5, .5). Physics in life settings to enrich and extend awareness of subject. Videotapes depict historical discoveries. Classroom demonstrations. [Weekly: 1 hr activ.]

PHYX 118. College Physics: Biological Applications (1). Geometrical optics, simple DC circuits. [Prereq or Coreq: PHYX 106 (C). Weekly: 2 hrs lect; half semester.]

PHYX 232. Electronics for Computer Science (3). Internal computer elements: bus, central processing unit, memory, disk operation, interface boards. Practical experience on personal computer: input/output, communication, speech synthesis, and control of stepper motors and a robot arm. [Prereq: MATH 253, PHYX 110. Weekly: 2 hrs lect, 3 hrs lab.]

PHYX 295. Selected Topics in Physics (1-5). [Prereq: IA. Rep. CR/NC.]

PHYX 299. Supplemental Work in Physics (1-3). Directed study.

UPPER DIVISION

PHYX 300. Frontiers of Modern Physical Science (3). Significant developments in the physical sciences since 1900. Recent advances in knowledge of atomic and nuclear structure. Applications to astronomy, electronics, energy sources, space exploration. [Prereq: a lower division physics, chemistry, or physical science course. GE.]

PHYX 301. Science of Sound (3). Acoustics from a musical point of view. Explained in descriptive terms, with appeals to the musical intuition of the performer. [Prereq: PHYX 105. Weekly: 2 hrs lect, 3 hrs lab. GE.]

PHYX 302. Light & Color (3). Geometric, physical, physiological, and psychological aspects. For nonmajors. [Prereq: high school physics or PHYX 105, 106, or 109, or IA. Weekly: 2 hrs lect, 3 hrs lab. GE.]

PHYX 304. Cosmos (4). Grand picture in astronomy. Galaxies; general and special relativity; quantum gravity; cosmology; birth, present structure, and death of stars. For nonmajors. [Weekly: 3 hrs lect, 2 hrs disc. GE.]

PHYX 310. Space-Time & Relativity (3). Einstein's ideas on space-time curvature, geometry of space-time, and physics of gravitational collapse. Offered alternate years. [Prereq: MATH 115 or math code 50.]

PHYX 315. Introduction to Electronics & Electronic Instrumentation (3). Devices and circuits, both analog and digital, in science instrumentation. Construct amplifiers and digital circuits. [Prereq: PHYX 110 with grade of C or better. Weekly: 2 hrs lect, 3 hrs lab.]

PHYX 316. Electronic Instrumentation & Control Systems (4). Design/build electronic instruments. Direct interfacing of computers. [Prereq: PHYX 315. Weekly: 2 hrs lect, 6 hrs lab.]

PHYX 320. Modern Physics (3). Atomic, solid state, nuclear, and particle physics. [Prereq: PHYX 111. Weekly: 2 hrs lect, 3 hrs lab.]

PHYX 324. Analytical Mechanics (4). Principles and foundations of mechanics, from classical to modern ideas. [Prereq: PHYX 110, MATH 311 (C), 313 (C), (PHYX 111 recommended).]

PHYX 325. Thermal Physics (4). Elements of classical and statistical thermodynamics. Offered alternate years. [Prereq: PHYX 320, PHYX 340, MATH 314 (C).]

PHYX 340 / CHEM 340. Symbolic Computation in the Sciences (2). Numerical, symbolic, graphical, programming, and simulation capabilities of the computer algebra system, Mathematica. Apply to problems in the sciences. [Prereq: CHEM 110, MATH 241, PHYX 110.]

PHYX 360. Physics of Stars & Planets (4). Stellar structure and evolution, including black holes, white dwarfs, and neutron stars. Formation of solar systems, celestial mechanics. Physics of planetary interiors and atmospheres. Phenomena and techniques of optical astronomy. [Prereq: MATH 110, PHYX 106 (C) or PHYX 109 (C). Coreq: MATH 210 strongly recommended. Weekly: 3 hrs lect, 3 hrs lab. Offered alternate years.]

PHYX 361. Galaxies & Cosmology (4). Structure and morphology of galaxies, active galactic nuclei, and quasars; dynamics of galaxies; interstellar medium; techniques of radio astronomy; the cosmic distance ladder and the expanding universe; the Big Bang. [Prereq: MATH 110 (C), PHYX 106 or PHYX 109, and PHYX 360. Coreq: MATH 210 strongly recommended.]

PHYX 380. Micrometeorology (3). Movement of air, heat, and water vapor in lower atmosphere. Effects of topography/radiation on conditions near ground. [Prereq: PHYX 106 or IA. Weekly: 2 hrs lect, 2 hrs activ. Offered occasionally.]

PHYX 399. Supplemental Work in Physics (1-3). Directed study. [Prereq: IA. Rep.]

PHYX 420. Optical Systems Design (4). Geometrical and physical theories. Gaussian optics, interference, diffraction, polarization, lasers, holography. Lab: design, set up, and test optical systems; make holograms. Offered alternate years. [Prereq: PHYX 111, MATH 241. Weekly: 3 hrs lect, 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 316. Weekly: 1 hr lect, 6 hrs lab. Offered occasionally.]

PHYX 441. Electricity & Magnetism I (2). Vector Analysis, electrostatic & electric currents. [Prereq: PHYX 324 (C); MATH 313 (C), (MATH 314 recommended). Offered alternate years.]

PHYX 442. Electricity & Magnetism II (2). Magnetostatics, electrodynamics & electromagnetic waves I. [Prereq: PHYX 441. Offered alternate years.]

PHYX 443. Electricity & Magnetism III (2). Electromagnetic waves II, radiation, and special relativity. [Prereq: PHYX 442. Offered alternate years.]

PHYX 450. Quantum Physics I (4). Quantum mechanics; introductory atomic physics. [Prereq: PHYX 320 (C), PHYX 324 (C), PHYX 340 (C), MATH 314 (C), MATH 313. Offered alternate years.]

PHYX 451. Quantum Physics II (2). Selected topics in atomic, solid state, nuclear, and particle

DCG 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

physics. [Prereq: PHYX 450. Offered alternate years.]

PHYX 462. Senior Lab (2). Experiments for senior physics majors. Bridge gap between carefully structured lower division lab experiences and truly independent research and development. [Prereq: PHYX 316 (C), PHYX 320. Offered alternate years. Rep.]

PHYX 480. Selected Topics in Physics for Seniors (1-5). Offered as demand warrants. [Rep with different topic. Prereq: IA.]

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 111 (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 491. Senior Thesis II (2). Continue senior thesis project if more time required. [Prereq: PHYX 490. 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. Nonmajors course (political science majors should take PSCI 210 instead,)

PSCI 200. Political Research & Analysis (3). Research and analysis skills, both qualitative and quantitative, of political science as a discipline.

PSCI 210. Introduction to United States Politics (3). Analysis, description, and evaluation of political institutions, behavior, and values which comprise politics in the United States. Meets requirement in "US Constitution and California State and Local Government" established by CA legislature. For political science majors.

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 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, 220, 230, and 240). Format is seminar and discussion. Oral and writing skills included. [Need to take corresponding core course concurrently. Rep. 3]

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.]

PSCI 313. Politics of Criminal Justice (4). Analysis of political forces driving criminal justice systems in US. Emphasis placed on criminal justice policy and policy implementation and the impact of criminal justice policy on society.

PSCI 316. Public Administration (4). A study of public bureaucracy and how public agencies make and implement public policy. Managerial, political, and legal perspectives are used to study public administration in theory and practice.

PSCI 317. Topics in Public Policy (1-4). Contemporary policy issues at the local, state, and/or national level. Issues include such things as health care, immigration, energy, civil rights, and public safety. [Rep up to 8 units.]

PSCI 318 / ES 360 / WS 360. Race, Gender & US Law (4). How are race, gender, and sexuality constructed and regulated in US law? How have activists challenged such regulations? Discussions of slavery, miscegenation, eugenics, birth control, marriage, welfare, and affirmative action. [DCG-d.]

PSCI 323. Topics in Political Theory (4). In-depth exploration of important concepts or movements in political thought. Topics vary; consult current class schedule. [Rep for a maximum of 8 units.]

PSCI 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.

PSCI 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.]

PSCI 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.

PSCI 341. International Law (4). Its nature and substance. Legal history: cases, treaties, and other international documents.

PSCI 347. US Foreign Policy (4). Theoretical approaches; major problems. Procedures, interests, purposes, and group pressures.

PSCI 350. The President & Congress (4). Executive-legislative powers, functions, and relations in the making of domestic and foreign policy.

PSCI 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.

PSCI 354. Media and Public Opinion (4). How interest groups, political parties, and media affect public opinion and influence elections.

PSCI 358. Political Advocacy (4). Practical advocacy experience before California legislature. Field trip to Sacramento.

PSCI 359. California Government (3) **FS.** Political process, institutions, governmental units. Current problems and political controversies. Meets requirement in "US Constitution and California state and local government" established by legislature.

PSCI 360. Political Economy (4). Examination of the politics of economic actors, decision making, policies, and issues at local, national and/or international levels. Focus may vary with instructor. [Rep with IA.]

PSCI 365 / GEOG 365. Political Ecology (4). Combines elements of human ecology and political economy to examine environmental degradation, conflict, and conservation. Examines social movements and community responses to environmental change.

PSCI 371. Vital Issues in Contemporary Politics (.5-3). Current critical domestic and international problems and areas of controversy. [Rep.]

PSCI 373. Politics of Sustainable Society (4). Political dimensions of appropriate technology in theory and in practice in industrialized and nonindustrialized societies. Concepts such as participation, decentralization, equality, peace.

PSCI 376. Model United Nations (3). Contemporary politics in the UN and delegate preparation and participation in intercollegiate Model UN, emphasizing the art of lobbying, negotiation, bargaining, and international diplomacy.

PSCI 377. Model United Nations II (2). Delegate preparation for and participation in intercollegiate Model UN, emphasizing the art of lobbying, negotiation, bargaining, and international diplomacy. [Prereq: PSCI 376. Rep twice.]

PSCI 410. American Constitutional Law (4). Major Supreme Court cases reveal values in interpretation of laws. Powers of the nation,

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

states, tribes and civil liberties and civil rights. Meets requirement in "US Constitution and California state and local government" established by California legislature.

PSCI 412 / ENVS 412 / NRPI 412. Legal Research (4). Principles and research procedures in California/federal case law, statutory law, and codes. Computerized legal research; legal citation and writing.

PSCI 437 /PSYC 437. Sexual Diversity (3). Using biological and social constructionist explanations of sexual orientations, we will explore historical, psychological, and sociological foundations of gay, lesbian, bisexual, and transgender cultures, and examine contemporary political issues of discrimination, pride and social power. Recommended prereq or coreq: PSYC 436 or WS 436. [DCG-d.]

PSCI 440. International Organizations (4). Analysis of nonstate actors, institutions, and processes at the international level.

PSCI 464. 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.

PSCI 470. Internships (1-4). Field observation; placement in a public or private nonprofit agency. [CR/NC. Prereq: IA. Rep with IA for a maximum of 8 credits.]

PSCI 481. Campaigns & Elections (1-4). Observation and participation in California primary and general elections. [CR/NC. Rep with IA.]

PSCI 484. Seminar in Political Science (4). Topics in political theory, international relations, American politics, or comparative politics. [Prereq: upper division standing or IA. Rep with IA.]

PSCI 485. Senior Seminar in Political Science (4). Topics in political theory, international relations, American politics, or comparative politics. [Prereq: junior or senior in political science or IA. Rep with IA.]

PSCI 491. Mentoring (1-4). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

PSCI 495. Field Research (1-4). Field investigation of current phenomena, including issues and political behavior. [Rep with IA.]

PSCI 499. Directed Study (1-4) FS. Selected problems. [Open to advanced students with IA. Rep with IA.]

GRADUATE

Prerequisites: graduate standing and adequate preparation in political science.

PSCI 665. Women & Third World Development (3). Seminar on status of Third World women, their present and potential role in development, and effects of technologies upon them. [Prereq: grad standing. Rep.]

PSCI 675. 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.

PSCI 680. Special Topics (3). Intensive study of selected ideas, movements, policy, or institutions.

PSCI 683. 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.

PSCI 690. Master's Thesis (1-6) **FS.** For approved candidates for MA in social science wishing to pursue study in political science. [Prereq: DA. Rep.]

PSCI 695. Field Research (1-3). Field investigation of current phenomena, including issues and political behavior. [Rep with IA.]

PSCI 699. Independent Study (1-4) FS. Selected problems. [Open to grad students with IA. Rep.]

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 other PSYC courses. [GE.]

PSYC 165. Career Decision Making & Life Planning (2). Generate self-knowledge (values, self-concept, interests, abilities), environmental knowledge (majors, occupations), and skills (problem solving, decision making) to maximize probability for productive lifestyle choices.

PSYC 166 / WS 166. Life/Work Options for Women (2). Systematic approach to career concerns of women. Self-knowledge (interests, abilities, values), world-of-work info, role combinations, decision making and job search techniques.

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 preventing undesired physical and psychological consequences of sexual activity.

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: HSU MATH 42 or 44 or math code 40. 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. 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. [DCG-d. GE.]

PSYC 301. Psychology of Creativity (3). Components and processes; theoretical and developmental viewpoints, implications, applications. Interdisciplinary approach. Experiential class exercises. [GE.]

PSYC 302. Psychology of Prejudice (3). How it is expressed, its causes, consequences, and approaches for reducing it. Multicultural and diversity issues. [DCG-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. CWT.]

PSYC 311. Human Development (3). Overview of developmental changes across the human life span: conception through adulthood. Relevant psychological theories, research literature. [Prereq: PSYC 104.]

PSYC 311L. Human Development Lab (1). Overview of developmental changes across the human life span: conception through adulthood. Relevant psychological theories, research literature. [Prereq: PSYC 104, PSYC 241, PSYC 242 with a grade of C- or better. Rep twice. Weekly 2-hr lab.]

PSYC 320. Behavior Analysis (4). Experimental and applied analysis of behavior, behavior change processes, and practical applications in behavior modification and therapy. Structured observations and analysis of animal and human behavior.

DCG 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

[Prereq: PSYC 104, PSYC 241, PSYC 242. Weekly: 3 hrs lect, 2 hrs lab.]

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 323. Sensation & Perception (3). Role of senses in acquiring information. Integrating sensory processes to form perceptual representations of the environment. [Prereq: PSYC 104.]

PSYC 324. Cognitive Psychology (3). Acquisition, organization, use of knowledge. Attention, memory, problem solving, decision making, language, consciousness. [Prereq: PSYC 104.]

PSYC 324L. Cognitive Psychology Lab (1). Acquisition, organization, use of knowledge. Attention, memory, problem solving, decision making, language, consciousness. Participatory experience with research methods, apparatus, and empirical issues. [Prereq: PSYC 104, PSYC 241, PSYC 242 with a grade of C- or better. Rep twice. Weekly 2-hr lab.]

PSYC 325. Adv. Behavioral Neuroscience (4). Relate function of central nervous system to behavior. [Prereq: PSYC 104, PSYC 241, PSYC 242. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 335. Social Psychology (3). Effects of culture and socialization on attitudes, group dynamics, interpersonal perception, and the individual. [Prereq: PSYC 104.]

PSYC 335L. Social Psychology Lab (1). 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 104, PSYC 241, PSYC 242 with a grade of C- or better. Rep twice. Weekly 2-hr lab.]

PSYC 336. Social Influence & Persuasion (3). This course will explore how people attempt to influence other's attitudes and behavior, the effectiveness of various methods of social influence, and how to effectively resist influence. [Prereq: PSYC 104.]

PSYC 337. Personality Theory & Research (3). Psychoanalysis, behaviorism, humanistic psychology. Research implications, practical application, critical evaluation. [Prereq: PSYC 104.]

PSYC 341. Intermediate Psychological Statistics (4). Measure/analyze data. Multiple correlation and regression. Repeated-measures, between-groups, and factorial analysis of variance designs. [Prereq: PSYC 241 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

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 better. 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 403. Social/Organizational Skills (3). Organizational behavior from psychological perspective. Job attitudes, motivation to work, leadership, job design, organizational change. Experiential approach: class exercises and self-analysis. [Prereq: PSYC 104.]

PSYC 404. Industrial/Organizational Psychology (3). Psychology applied to the workplace. Job analysis, employee selection, performance appraisal, work conditions, training, leadership, job satisfaction.

PSYC 405. Environmental Psychology (3). Exploration of behavior-environment relationships. Ecopsychology, wilderness experience, and appraisal of our natural environment. Analysis of the social environment (privacy, territoriality, crowding). Evaluation of the built environment (home, workplace, community).

PSYC 406. Forensic Psychology (3). Criminals, police, witnesses, attorneys, judges, juries, correctional workers, and their decision-making processes. Compare research evidence and own experiences with perspectives of professionals in the field.

PSYC 412. Psychology of Infancy & Early Childhood (3). Adaptive/cognitive, motor, language, personal/social, and emotional development of infants/preschool children. Prenatal and perinatal influences. Assess infants and preschoolers. [Prereq: PSYC 311 (C) or IA.]

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 415. Adult Development & Aging (3). Patterns of growth/change from middle adulthood through old age. Developmental theories, methodologies, research findings, and personal perspectives on adulthood and aging. [Prereq: PSYC 311 (C) or IA.]

PSYC 418. Developmental Psychopathology (3). Affective and behavior disorders and psychoses in children and adolescents. [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 433. Stress & Wellness (3). Physical and psychological effects of stress. Behavioral management techniques to control stress. Wellness as mind/body integration.

PSYC 435. Psychological Study of Social Issues (3). Use of psychological theory and methods to help us address social issues and solve social problems, Course addresses topics such as conservation and recycling, activism, and improving educational outcomes. [Prereq: PSYC 104.]

PSYC 436 / WS 436. Human Sexuality (3). Physiological, psychological, and sociological aspects of human sexual behavior. Topics include conception, contraception, attitudes, orientation, and behaviors. Interdisciplinary approaches as appropriate.

PSYC 437 / PSCI 437. Sexual Diversity (3). Using biological and social constructionist explanations of sexual orientation, we will explore historical, psychological, and sociological foundations of gay, lesbian, bisexual, and transgender cultures, and examine contemporary political issues of discrimination, pride and social power. [Recommended prereq: PSYC 436 or WS 436. DCG-d.]

PSYC 438. Dynamics of Abnormal Behavior (3). Major psychological disorders: anxiety disorders (neuroses), psychoses, and conduct disturbances. Theoretical/empirical analyses. [Prereq: PSYC 104 (C) or IA.]

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 activ.]

PSYC 457. Group Dynamics & Procedures (3). Nature of groups: development, relation to other groups or larger institutions. Individual roles within a group. Techniques for working with groups. [Prereq: PSYC 104. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 473. Substance Use & Abuse (3). Why people use and continue to use drugs. Medical, legal, social, educational, and therapeutic aspects.

PSYC 474. Community Psychology Experience (3). Volunteer experience with consumers of mental health services. Weekly activities; supportive academic work. [Prereq: accepted as YES volunteer, IA.]

PSYC 480. Selected Topics in Psychology (.5-3). 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. [Weekly: 3 hrs per unit of credit. Prereq: IA. Rep. CR/NC.]

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

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

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 grade of C- or better. Rep.]

PSYC 495. Research in Psychology (1-4). Individual investigation culminates in formal report complying with department standards. [Prereq: IA. Rep. CR/NC.]

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. Rep. CR/NC.]

PSYC 499. Independent Study (1-3). On a tutorial basis, pursue 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 517. Psychology of Exceptional Children (3). Cognitive exceptions; language disorders; sensory and physical impairments. Diagnosing; appropriate interventions. [Prereq: PSYC 311 or IA.]

PSYC 518. Developmental Psychopathology (3). Psychological problems in children and adolescents are examined within the context of normal human development. Atypical development is explored through case studies, theories, and current research on prevention and intervention. [Prereq: IA.]

PSYC 541. Advanced Statistical Techniques (4). Topics may include multivariate analysis of variance and covariance, multiple regression and prediction, discriminant analysis, time series analysis, factor analysis, computer statistical packages. [Prereq: PSYC 341 or IA. Weekly: 3 hrs lect, 2 hrs lab.]

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 565. Psychology of Vocational/Career Development (3). Theoretical and research issues for young adults, adolescents. Counseling and assessment areas. Multicultural and other special populations. Meets program requirements for the PPS credential in School Psychology but open to all PSYC grad students.

PSYC 605. Psychological Foundations/School Psychology (3). Comprehensive study of school psychological services and public schools from a psychological perspective. Emphasis on theories of prevention, developmental psychopathology, models of data-based decision making, psychological approaches to intervention. [Prereq: good standing in School Psychology program.]

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 608. Advanced Assessment/Case Presentation (2). Seminar in advanced assessment of school-aged children. Emphasis on integrating assessment data from multiple perspectives, low incidence disabilities, assessment of students with limited English proficiency, supervision, and integration of scientific knowledge into practice. [Prereq: PSYC 607, PSYC 617, and good standing in School Psychology program. Coreq: PSYC 783.]

PSYC 616. Cognitive Assessment I Cognitive/Biological Bases of Behavior (3). Theories, methods and techniques for understanding and assessing cognitive development and intelligence. Supervised practice in test administration, scoring and interpretation. [Prereq: Good standing in School Psychology Program or IA, Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 617. Cognitive Assessment II Cognitive/Biological Bases of Behavior (3). Continuation of PSYC 616. Study of major theories and methods of cognitive and neuropsychological assessment. Supervised practice in test administration, scoring, interpretation and integration of finding in reports and presentations. [Prereq: PSYC 616 and good standing in School Psychology program or IA. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 622. Advanced Learning & Behavior (3). Empirical and theoretical approaches to topics in learning, motivation, and behavior analysis. Topics vary. [Prereq: PSYC 320 or 322 or IA. Rep twice.]

PSYC 623. Advanced Perception & Cognition (3). Topics may include attention, sensory-perceptual interactions, perceptual disorders, memory, consciousness, and reasoning. [Prereq: PSYC 323 or IA. Rep twice.]

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 Psychology (3). Development from conception through old age. Topics vary. [Prereq: PSYC 311. Rep twice.]

PSYC 635. Advanced Social Psychology (3). Emphasis: contemporary developments. Topics vary. [Prereq: PSYC 335 or IA. Rep twice.]

PSYC 636. 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 637. Advanced Psychology of Personality (3). Topics pertaining to personality development/structure/dynamics. [Prereq: PSYC 337. Rep twice.]

PSYC 638. Advanced Psychopathology: Diagnosis of Mental Disorders (3). Diagnosis, assessment, prognosis of psychological disorders. DSM classification. [Prereq: PSYC 337 and 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. [Rep. once. Must be a student in the Counseling Psychology or Academic Research graduate programs.]

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 642. Research Methods: Evaluation (2). Continues 641. Apply research design to individual projects, culminating master's thesis, project or portfolio proposal. Research ethics; APA style. [Prereq: PSYC 641.]

PSYC 645. Personality Assessment: Child & Early Adolescent (3). Administer, score, and interpret instruments assessing personality in childhood/early adolescence. Both objective (PIC, Child Behavior Checklist) and projective (CAT, Rorschach). [Prereq: PSYC 545.]

PSYC 646. Personality Assessment: Adult (3). Administer, score, and interpret instruments assessing personality in adulthood/late adolescence. Both objective (MMPI, CPI), and projective (TAT, Rorschach). [Prereq: PSYC 545 and either 337 or 438, plus good standing in a grad PSYC program. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 648. Statistics Consultation (1-3). Analyze thesis research data. Create data file; statistically analyze data; interpret results. [CR/NC. Prereq: grad standing or IA. Rep.]

PSYC 651. Diagnosis & Treatment of Children for the School Psychologist I—Cognitive & Academic Difficulties (3). Theoretical and professional issues in evaluating/treating children with cognitive or academic difficulties. Assessment

practices; diagnostic skills; intervention theory. [Prereq: PSYC 616, IA, good standing in School Psychology program. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 652. Diagnosis & Treatment of Children for the School Psychologist II—Social, Emotional & Behavioral Problems (3). Continues PSYC 651, but for social, emotional, or behavioral problems. [Prereq: PSYC 517, PSYC 617, PSYC 651; IA; good standing in School Psychology program. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 653. 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; 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 655. Social-Behavioral Evaluation (3). Evaluation of social-emotional, and behavioral competence in children. Techniques, empirical findings and ethical considerations in using empirical tools and behavior analysis for intervention planning regarding child behavior and school environments. [Prereq: PSYC 320; good standing in School Psychology program, or IA.]

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); 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 better, PSYC 783 (C), good standing in School Psychology program, or IA.]

PSYC 660. Law & Ethics in Psychology (2). Ethics and California law applicable to the counseling profession. [Prereq: admitted to Counseling Psychology program or IA.]

PSYC 662. Practicum Preparation (2). 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; at least one semester of full-time coursework. Coreq: PSYC 682.]

PSYC 668. Assessment & Treatment of Child Abuse & Neglect (2). Theory, practice, and ethical considerations. Early recognition of potentially abusive situations. Prevention models. [Prereq: admitted to School Psychology, Counseling Psychology, or other appropriate license or credential program.]

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 671. Community Psychology (3). Perspectives; implementation. Functioning of local community agencies. Consultation approaches enhancing communication, decision making, organizational effectiveness. [Prereq: PSYC 335, 454, and 457, or IA.]

PSYC 672. Advanced Psychopharmacology (2). 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, 325 or IA. Student must be admitted to graduate program in Counseling Psychology or Academic Research or School Psychology to enroll in PSYC 672.]

PSYC 676. Crosscultural Counseling (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 679. Professional Development Seminar (1). Beginning grad students define professional goals. Roles of psychologist; developing professional competencies. [Prereq: admission to Academic Research MA program.]

PSYC 680. Selected Topics in Contemporary Psychology (.5-3). Review current literature. Read, critique, present in class. [Prereq: IA. Rep twice for different topics.]

PSYC 681. Advanced Psychology: Review & Teaching (4). Comprehensive review of psychological processes; guided experience in skills and knowledge relevant to teaching psychology. Syllabus and lecture organization, evaluation procedures. [Prereq: good standing in Academic Research MA program or IA.]

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 coteach a college course with faculty observation and guidance. [Prereq: PSYC 683 (with a B- or better) and IA.]

PSYC 685. Faculty Research Seminar (1). Required course for first-year students in all psychology graduate programs. Introduces ongoing faculty research. Lecture and discussion format.

PSYC 690. Thesis (4-6). Guided investigation of research problem culminates in formal report in compliance with HSU standards. [Prereq: grad standing, IA. Rep.]

PSYC 692. School Psyc Portfolio Project (4). School psychology portfolio constructed under supervision of program faculty. Formative evaluation during training, summative evaluation prior to earning M.A. degree. [Prereq: PSYC 641, 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 (4-6). 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 (4-8). 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 18 units.]

PSYC 784. School Psychology Internship (9-18). Culminating 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. Supervision by HSU faculty and district employed school psychologists. [Prereq: MA in psychology with Internship Credential issued by the California Commission on

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

Teacher Credentialing. Units must be completed within 2 calendar years. Rep to 36 units.]

Rangeland Resource Science

LOWER DIVISION

RRS 110. Rangeland Resources in a Modern Society (1). Role of the domestic ruminant and role of rangelands in support of increasing world populations. [CR/NC.]

UPPER DIVISION

RRS 306. Rangeland 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.]

RRS 311. Rangeland Field Experience (1). Field trips include some Saturdays and will substitute for scheduled lab time. Concurrent enrollment in RRS 306 recommended. Fee possible. [Rep.]

RRS 360. Rangeland Plant Communities (4). Delineation and synecology of important North American rangelands. Plant identification of important grasses, forbs, and shrubs. [Prereq: BOT 350 (C) or IA. Weekly: 3 lect, 1 lab.]

RRS 370. Rangeland Ecology Principles (3). Apply ecological principles for composition, distribution, successional patterns, and management of grassland, forested, and semidesert communities. [Prereq: RRS 306 or IA.]

RRS 380. Techniques in Rangeland Resources (2). Compare and apply analysis procedures used in vegetation sampling and monitoring. [Prereq: RRS 306; BIOM 109 or equivalent. Concurrent enrollment in RRS 390 recommended.]

RRS 390. Rangeland Analysis (2). Field demonstration of vegetation analysis procedures. Synthesize samples and interpret distinct ecological sites. Observe/evaluate structure and organization of vegetational hierarchy. [Prereq: RRS 306, RRS 360 (concurrent enrollment in RRS 380 is recommended. Multiple-day field trip.]

RRS 410. Introduction to Animal Nutrition (4). Digestive physiology, metabolism, energetics. Forages and supplemental feeds processing. Techniques of evaluation and application. [Prereq: CHEM 107, 328, and either BIOL 105 or ZOOL 110; or IA. Weekly: 3 lects, one 3-hr lab.]

RRS 420. Introduction to Animal Science (3). Characteristics and adaptation of livestock breeds. Feeding/grazing experiments; market classes; livestock improvement. [Prereq: BIOL 105 or ZOOL 110, or IA. Weekly: two 1-hr lects, 3 hrs lab.]

RRS 430. Rangeland Development & Improvements (3). Treatments, developments, and structures to improve range condition and production. Ecological principles in manipulating ecosystems. [Prereq: RRS 306 or WLDF 301. Weekly: 2 hrs lect, 3 hrs lab/field trip.]

RRS 460. Rangeland & Ranch Planning (2). Conducted on a livestock ranching operation, resource management area, or federal rangeland allotment. Analyze economic, physical, floral, and faunal resources. Develop management plan. [Prereq: RRS 390, RRS 410 (or 420), and RRS 430. Field trips substitute for scheduled lab time.]

RRS 465 / FOR 465. Forestland Grazing (2). Livestock as a silvicultural tool to replace or supplement existing methods (mechanical or herbicidal) in managing plantations and second-growth forests. [Prereq: RRS 306 or FOR 116.]

RRS 470. Grazing Influences (2). Behavior of grazing animals; grazing strategies. Physiological and ecological responses of plants to defoliation. Interrelationships of the complex of soils, plants, animals. [Prereq: RRS 306, BOT 310.]

RRS 475. Advanced Study of Rangeland Plants (1). Identification and importance of range plants based on specialized morphological characteristics. HSU range-plant judging team selected from class. [CR/NC. Prereq: BOT 350, 354, and RRS 360, or IA.]

RRS 480. Selected Topics in Rangeland Resources (1-3). Lecture as appropriate. [Rep once with different topic.]

RRS 485. Rangeland Resources Seminar (1). Review current literature. [Prereq: senior standing. Rep.]

RRS 492. Senior Project (3). Independent research which will include fieldwork and completion of a scientific paper. [Prereq: senior standing, IA.]

RRS 499. Directed Study (1-3). Original research on assigned topics. May involve lab, field, or library work. [Prereq: RRS 306. Rep.]

GRADUATE

RRS 500. Advanced Study of Rangeland Resources (2). Range survey methodology, rangeland administration, coordinated resource management. [Prereq: grad status or IA.]

RRS 580. Advanced Topics in Rangeland Resources (1-2). Lecture as appropriate. [Rep once with different topic.]

RRS 685. Rangeland Resources Graduate Seminar (1). Important problems/changes in RRS. Review literature to propose solutions. [Rep.]

RRS 690. Thesis (1-4). [Rep.]

RRS 695. Research Problems in Rangeland Resources (1-4). Directed individual research on field or lab problems. [Prereq: grad standing. Rep.]

RRS 699. Directed Study (1-4). [Prereq: grad standing. Rep.]

Recreation Administration

Students injured while participating in a recreation administration class are not covered by any university insurance policy. Each student is responsible for obtaining her/his 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 physical education activity courses.

LOWER DIVISION

REC 110. Beginning Kayaking (2) Techniques and safety procedures for whitewater kayaking.

REC 120. Winter Camping—Cross-Country Skiing (2) Cross-country ski techniques for enjoying mountain wilderness in winter conditions. Avalanche precaution; shelter construction; roped snow travel; health and medical topics.

REC 200. Foundations of Recreation Studies (3) Scope and content.

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 310. Recreation for Special Groups (3). Nature and scope of recreation for special groups: developmentally disabled, socially deviant, culturally deprived, aging, minority, industrial, and military.

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. Outdoor Education (3). Activity and leadership skills, management techniques, and safety considerations for nature-oriented experiences.

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 340. Camp Organization & Counseling (3). Theoretical basis for administering, programming, counseling in organized camp programs.

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.

REC 350. Intermediate Kayaking (2). Teaching/learning methods. Swiftwater safety, rescue.

REC 355. Equine Wilderness Packing (2). Historical and contemporary techniques in wilderness packing of horses and mules for personal recreation or for government agency or commercial outfitting purposes.

REC 365. Travel Industry Management (3). This is a conceptual and experiential course that provides an overview of hospitality management, meeting and convention planning, travel modes and methods, and destination marketing.

REC 370. Outdoor Adventure Skills (3). Knowledge, skill, abilities, policies, and procedures related to outdoor adventure recreation activities. (Backpacking will provide focus of backcountry skills and experiences applied in this course.)

REC 420. Legal & Financial Aspects of Recreation (3). Legal aspects and the many financial involvements of conducting a recreation program.

REC 435. 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.

REC 480. Special Topics (1-3). Topics as demand warrants. [Lect/lab as appropriate. Rep with different topic.]

REC 482. Internship in Recreation (2-7). Supervised experience. Apply academic understanding to a functioning recreational agency. [Prereq: senior standing and IA. Rep up to 7 units.]

REC 485. Senior Seminar—Majors (3). Senior majors apply knowledge/skills to professional problems. Specific professional development projects. [Prereq: complete developmental stage.]

REC 495. Directed Field Experience (1-6). Under supervision of HSU staff. [Prereq: IA and junior/senior standing. Rep.]

REC 499. Directed Study (1-6). Supervised by faculty. Provides depth to specific areas of student's professional development. [Prereq: junior/senior standing. Rep.]

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, Zen, 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 300 / WS 302. 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 320. Sacred Texts: Hebrew Bible (3). "Old Testament" books, including Deuterocanonical works. Jewish, Christian, Islamic, and humanist perspectives. Exegesis; hermeneutics; historical-critical and literary views of texts.

RS 321. Sacred Texts: New Testament (3). Differing perspectives within Christian tradition as found in the variety of genres and viewpoints of New Testament writers. Course uses historical-critical and literary methods, but accepts its expression as an inspired scripture within a living faith tradition.

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, poetry, epics, philosophers, yogis, devotees, folk tales, and modern writers, such as Rushdie, Jhabvala, and Narayan.

RS 330. Introduction to Judaism (3). Survey of religious Judaism: from orthodoxy to reform. Meanings of Jewish life-cycle events, holiday and calendar rituals, history and sacred literature.

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 dialog).

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'üan (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 350. Religions of the Goddesses (3). Beginning with goddess figures dating to 22,000 BCE, examine goddess religions through the archaeology and mythology of Western Europe and the Near East.

RS 351. Shamanism and Prophecy (3). Shamanism in primal, indigenous cultures. Consideration of prophecy in ancient Israel, 2nd Temple Judaism, and Islam, in light of shamanic studies. Contemporary forms of shamanic religious belief.

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 361. Consumerism & (Eco)Spirituality (3). How religious practice questions/challenges consumerism. Underlying roots of consumerist mentality and its personal/environmental effects. Explore spiritual/religious foundations for sustainability and environmental health.

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 363. Mysticism & Madness (3). Religious understanding and scientific critiques of spiritual experiences, from speaking in tongues to mystical trance states. Experiential education in Tibetan visualization, Zen meditation, Sufi dance, etc., in additional required meetings.

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 390. Seminar in Religious Studies (1-4). New dimensions. [Rep.]

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 394. Religious Studies Workshop (1-3). Experiential learning (participation). Topics vary. Focus is intensive, short term. [CR/NC. Prereq: IA. Rep.]

RS 395. Senior Seminar (3). Capstone for major. Professor determines thematic focus. Culminating project applies research skills, critical and experiential reflection, and methodologies within the discipline. [Prereq: completed 27 units required for the major.]

RS 399. Directed Study (1-3). Independent study of topic under supervision. Provides depth to specific area of student's development. [Rep.]

RS 400. Paths to the Center (3). Inner unity and how religions facilitate human integration. Two religious perspectives compared with a secular perspective. Identify options of meaningful focus. [GE.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

Science

UPPER DIVISION

SCI 313. Basic Boating Safety (1). Boat orientation, required equipment, navigational rules, laws and policies, rescue techniques, combined with hands-on experience in trailer use, launching, and operation of vessels on inshore waters.

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 308B (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. Prereq or Coreq: MATH 308C.]

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.]

SCI 499. Directed Study in Science (.5-4). Directed study in lab, field, or library under supervision of CNRS faculty member. [Prereq: upper division standing and IA. Rep.]

GRADUATE

SCI 501. Graduate Orientation (1). Environmental systems: develop personal program; plan research, thesis. May not count toward 30 units required for MS. [Prereq: grad standing.]

SCI 530. Environmental Systems Data Collection & Analysis (4). Experiment design for analyzing environmental systems. Statistical analysis of data. Design/implement a data collection program. [Prereq: Fortran programming, probability and statistics, grad standing.]

SCI 580. Selected Topics in Science (.5-4). Student preparations typically required. Topic and mode of instruction depend on availability of faculty and facilities. [Prereq: senior or grad standing and IA. Rep.]

SCI 690. Thesis (1-6). [Prereq: SCI 501, 530. Rep.]

SCI 697. Topics in Environmental Systems (1-3). [Prereq: SCI 530. Rep with different topics.]

SCI 698. Graduate Colloquium in Environmental Systems (1-3). [Rep.]

SCI 699. Independent Study in Environmental Systems (1-3). Selected topics. Conference, reading, research. [Prereq: SCI 530. 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. [Coreq: 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.]

SED 499. Directed Study (1-3). Independent study of problems, issues, and/or practical applications. [Prereq: IA. Rep.]

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. [Rep once. CR/NC.]

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. [Rep once. CR/NC.]

SED 704. Issues in Inner-City Education (2). Seminar in which credential candidates explore the sociocultural issues that impact communities of poverty and the individuals living within those communities, realities of the lives of inner-city students and their teachers, and models of excellent inner-city educators.

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 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. [CR/NC. Prereq: admission to SED program or IA.]

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. [CR/NC Prereq: Admitted to SED Credential Program. Prereq or Coreq: SED 715.]

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 732. Secondary Curriculum Instruction: Business (2). Methods and resources for teaching all areas of business.

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 745. Secondary Seminar: Business (1). Common problems, strategies, and practical applications related to student teaching business, such as preparing for 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 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.]

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 757. Advanced Student Teaching (4-12). In elementary or secondary school. May be in a special subject or may entail experimentation with methods of teaching. [Prereq: prior credit in student teaching or teaching experience.]

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 concurrently enrolled in student teaching fieldwork classes.]

SED 790. Supervised Field Experience (1-3). Minimum 45 hours per credit unit. [Rep.]

SED 799. Directed Study (1-4). Independent study; problems, issues, and/or practical applications. [Prereq: IA. Rep.]

Social Work

LOWER DIVISION

SW 104. Introduction to Social Work & Social Work Institutions (3). Central ideas, values, and methods from perspectives of historical background and contemporary fields of service. Emphasis: human diversity. [GE. DCG-d.]

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 330. Social Work Policy (4). Development, formation, implementation. Critical perspective. Analyze major social legislation and develop strategies for improving policies and services. [Prereq: SW major. Coreq: SW 341, SW 351, SW 356.]

SW 340. Social Work Methods I (3). Generalist method: relationship building, forming partnerships, describing problems, assessing resources, developing plans, and evaluating progress. Strength-based work with individuals, families, and groups emphasized. Explore personal processes involved in becoming a helper. [Prereq: SW major. Coreq: SW 350, SW 382.]

SW 340L. Social Work Methods I Lab (1). Generalist method: relationship building, forming partnerships, describing problems, assessing resources, developing plans, and evaluating progress. Explore personal processes involved in becoming a helper. [Coreq: SW 340.]

SW 341. Social Work Methods II (3). Expand understanding of generalist method. Emphasis on work with organizations, communities, policy, and society. [Prereq: SW major. Coreq: SW 330, SW 351, SW 356.]

SW 341M. Social Work Methods II Lab (1). Expand understanding of generalist method. Emphasis on work with organizations, communities, policy, and society. [Coreq: SW 341.]

SW 350. Human Behavior & the Social Environment I (4). Contextual models for understanding human experiences, with a particular emphasis on individuals, families, and small groups. Diversity within human experience and the systemic influences that shape human experience are highlighted. [Prereq: SW major. Coreq: SW 340, SW 382.]

SW 351. Human Behavior & the Social Environment II (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. Coreq: SW 330, SW 341, SW 356.]

SW 355. Social Agency Experience (2). Exposure to human service agency settings and processes. Organizational context for social work. 80-minute seminar weekly; 60 hours volunteer work per semester. [Prereq: SW major. Junior standing.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

SW 356. Social Work Field Preparation (1). Lab to prepare senior field experience. [Prereq: SW major. Junior standing. Coreq: SW 330, SW 341, SW 351. Weekly: twice for 2 hrs.]

SW 382. Social Work Research (4). Understand research as an analytic and interpretive 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. Coreq: SW 340, SW 350.]

SW 431 / SOC 431. Juvenile Delinquency (4). Contemporary knowledge. Community response; prevention; rehabilitation.

SW 440. Family Social Work (3). Strategies for intervening in the structures and processes of families and other systems. [Prereq: Junior standing.]

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.]

SW 455. Field Experience (5). Two-semester sequence. Develop/apply generalist work skills through guided experience in a social service agency. Supervised by experienced agency field instructor. Weekly: 15 hrs structured agency practice. [Rep once. Prereq: senior major. Coreq: SW 456.]

SW 456. Field Experience Seminar (2). Integrate theory and practice. Learn community resources, monitor progress in the agency. Process experiences on practical, conceptual, and ethical levels. [Coreq: SW 455. Rep once.]

SW 480. Special Topics (.5-4). Department course schedule has topics. [Rep.]

SW 494 Social Work Workshop (1-3). Experiential learning through participation. Topics vary across social issues and social work interests. Focus often intensive and short-term. [CR/NC. Rep.]

SW 499. Directed Study (1-3). Independent study of defined problems through library and/or field research. [Prereq: IA. Rep.]

GRADUATE

SW 500. Values & Ethics: Philosophy of Social Work (3). Explores value dimensions of social work, ethical decision-making, alternatives to western cultural values/practices with focus on possibilities and limitations inherent in any system of values. [Prereq: MSW program admission.]

SW 530. Social Welfare Policy & Services (3). Examines economic, historical, political, socio-cultural aspects of social welfare policy; values and ideologies that shape social welfare policy, programs and services; policy formation, advocacy and analysis. [Prereq: MSW program admission.]

SW 540. Generalist Social Work Practice (3). Applies knowledge and skills for advanced generalist practice guided by the values of social justice and empowerment. Includes skill building lab. [Prereq: MSW program admission.]

SW 541. Social Work Practice: Native American Communities (3). Builds understanding of the spiritual, historical, and cultural variables affecting the well-being of Native American communities. Includes a lab for learning culturally relevant skills. [Prereq: MSW program admission.]

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: Completion of "Foundation Year" courses. (C) 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 & 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 (3). Department course schedule has topics. [Prereq: MSW program admission. Passing grade of B-. Rep.]

SW 582. Methods of Social Work Research (3). Explores the philosophical, ethical, theoretical and political aspects and methodologies of research, including implications for practice and policy, particularly on rural, indigenous and impoverished communities. [Prereq: MSW Program admission.]

SW 599. Independent Study (1-3). Directed study of problems/issues or special theoretical/analytical concerns. [Prereq: MSW program admission.]

SW 630. Legal & Political Social Work (3). Examines current law/policy that promotes or inhibits societal development. Explores ways in which community involvement can lead to the realization of social justice. [Prereq: complete first year Foundation coursework.]

SW 640. Adv Gen Pract Child Welfare/ICW (3). Examines child welfare policies/practices from historical, political, cultural, economic contexts. Emphasizes conceptual, interpersonal, skill building for improving services to indigenous and rural families. [Prereq: complete first year Foundation coursework.]

SW 641. Adv Gen Pract Mental Health (3). Presents philosophy/theories in mental health practice. Skills/methods in partnering for change with emphasis on intervention/prevention in multi-level practice as they relate to diversity. [Prereq: complete first year Foundation coursework.]

SW 642. Adv Gen Pract Problem Substance Use (3). Provides knowledge and theories that explore substance use/abuse problems, and skills for prevention and treatment. Addresses social policies and the prevalence of substance abuse within diverse groups of people. [Prereq: Complete first year Foundation coursework.]

SW 643. Community Work (3). Prepares students to focus on working with community/social systems to support individual, family, community well-being with emphasis on mobilization/participation of people. [Prereq: complete first year foundation courses.]

SW 644. Advanced Practice Public/Private Tribal Organizations (3). Emphasizes principles/methods of social work practice for organizational planning, administration, management. Students develop knowledge, values, skills for intra- and inter-agency capacity building. [Prereq: complete first year foundation coursework.]

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. 480 total internship hours. [Prereq: completion of "Foundation Year" courses.]

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 & current stipend recipient. CR/NC. Rep. once for credit.]

SW 659. Advanced Child Welfare Training Seminar (1.5). A required component of the Title IVE stipend program. Course addresses advanced competencies in child welfare practice. [Prereq: complete foundation coursework & current stipend recipient. CR/NC. Rep. once for credit.]

SW 680. Seminar in Social Work Topics (3). Department course schedule has topics. [Rep.]

SW 687. Capstone Seminar (3). Culminating experience of MSW Studies designed to unite curriculum areas with each student's evolving and unique style of practice. Includes development and presentation of a portfolio. [Prereq: advancement to candidacy.]

SW 699. Independent Study (1-3). Directed study of problems/issues or special theoretical/analytical concerns. [Requires IA. Rep.]

DCG 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

Sociology

Sociology majors must receive a grade of C or better in order to count completed courses toward the major. Grad students must have an B or better to apply completed courses toward the degree.

LOWER DIVISION

SOC 104. Introductory Sociology (3). Conceptual framework; theoretical perspectives. Qualitative/quantitative research. Structures of patterned social interaction: interpersonal to societal. [GE.]

SOC 113. Sociology Skills Development (2). ALADIN curriculum (Academic Language: Assessment and Development of Individual Needs) teaches academic skills to help the transition from high school to university. Must be concurrently enrolled in the specified EOP section of SOC 104.

SOC 201. Social Problems (4). Required of all sophomore majors. Explores contemporary social problems and associated social policies. The course includes experiential education that connects students to local responses to social issues. [Prereq: SOC 104. Majors only.]

SOC 280. Special Topics (1-4). Topics vary from migration to drugs to pornography and sex. [Rep.]

SOC 282L. Sociological Statistics Lab (1). Application of statistics knowledge. Skills training in SPSS quantitative data analysis. [Prereq: STAT 108 with a passing grade of C, or equivalent.]

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 weekly 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 weekly 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 weekly outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 305.]

SOC 306. The Changing Family (3). Examines family as a pivotal institution in cross-cultural and American perspectives. Covers historical changes, contemporary issues, relation to structured inequalities, and social justice. *Majors also take SOC 306M.* [DCG-d. GE.]

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 weekly 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 weekly outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 308.]

SOC 310. Sociological Theory (4). Classical and contemporary theories shaping contemporary thought. [Prereq: SOC 201.]

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 320. Social Ecology (4). The ecosystem. Spatial/temporal aspects of ecology. Expansion/distribution of species; growth of cities; organizational structures.

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, anomie, and alienation.

SOC 345. Cybersociety: Race, Class & Gender (4). We are cyborgs in a matrix of informational technologies. Explores race, class, and gender in a networked society. Power, resistance, and inequalities are central organizing themes.

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 363. Environmental Crime (4). Application of criminal justice to the surrounding natural environment from legal, ethical, and social perspectives.

SOC 370. Environmental Inequality and Globalization (4). Examines environmental justice and environmental inequality on a global level and their implications for communities and nation states.

SOC 376 / NRPI 376. GIS for the Social Sciences (4). Application of Geographic Information Systems in social sciences as a tool to collect and analyze qualitative and quantitative data for sociospatial research and policy development. [Weekly: 3 hrs lect, 3 hrs lab.]

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 282L with a grade of C or higher.]

SOC 400. Human Integration (3). Apply social, cultural, and developmental perspectives to human experience. Understand the self in human interaction. [GE.]

SOC 410. Contemporary Social Theory (4). 20th century theories: functionalism, conflict, interactionism, exchange, structural, phenomenological, existential, interpretive, and critical.

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).]

SOC 420. Social Change (4). Sociopolitical and economic change examined across geographic space and time. Social, economic, and political dimensions of globalization issues. [Prereq: SOC 104.]

SOC 430. Criminology (4). Theories; administration of criminal justice; correctional practices in prisons and community treatment programs (probation, parole).

SOC 431 / SW 431. Juvenile Delinquency (4). Contemporary knowledge; community response; prevention, rehabilitation.

SOC 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). Topics include religion, social movement, and urban environments. [Rep.]

SOC 482. Applied Sociology (1-4). Independent internship experience requiring the student to use research skills and/or theory to plan, develop, implement, or evaluate a program, policy, or practice of an organization or department.

SOC 492. Senior Project (4). Apply knowledge and skills. Projects may include field research, synthesis of prior written work, or analysis of work experience.

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.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

SOC 499. Directed Study (1-4). Independent study of problems/issues or special theoretical/analytic concerns. [Requires IA. Rep.]

GRADUATE

SOC 520. Seminar on Social Inequality (4). Social significance of societal, structural, and/or interactive concomitants of inequalities based on class, caste, race, gender, age, or nation status. Both theoretical and empirical issues.

SOC 530. Seminar on the 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 540. Seminar on Social Change (4). Social change in making of the modern/postmodern world. Agents of change. Transforming institutions and social relations.

SOC 550. Seminar on Social Structure (4). How beliefs, interactions, and life chances are structured in society. Religious, economic, and bureaucratic examples.

SOC 560. Teaching Sociology (2). Methods of teaching sociology in community college or lower-level university courses.

SOC 583. Quantitative Research Methods (4). Activity course on data collection and analysis methods: interview, experimental, demographic, and historical-comparative. [Prereq: SOC 382 or equivalent.]

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 592. Community Program Evaluation (4). Provides technical and practical skills on how to conduct program evaluations via methods and techniques, terms of reference formulation, report writing, and evaluation briefings. Course also covers the processes and dilemmas of conducting program evaluation.

SOC 595. Teaching Assistantship (2). Working with instructor of record, assist in teaching an undergrad course. Required training for teaching-track students. [Rep.]

SOC 610. Contemporary Social Theory (4). 20th century theories: functionalism, conflict, interactionism, exchange, structural, phenomenological, existential, world systems, and critical.

SOC 650. Race, Ethnicity, & Gender (4). Causes, processes, theoretical explanations of racism, sexism, discrimination. Possible solutions. Intergroup relations from global perspective.

SOC 660. The Family (4). Family relations (husband/wife, parent/child) in crosscultural and contemporary American perspectives. History, present status, direction of future change.

SOC 680. Seminar in Sociological Topics (1-4). [Rep.]

SOC 682. Teaching Internship (1-3). Teaching-track grad student interns design, teach, and evaluate introductory sociology classes. Supervising instructor guides syllabus preparation; monitors and coaches teaching technique and student evaluation; conducts weekly seminars. [Prereq: SOC 560, 595, IA.]

SOC 683. Advanced Research Training (4). Supervised work in an ongoing faculty research project. Theory construction, research planning, data collection, analysis. [Prereq: SOC 583. Rep.]

SOC 690. Master's Degree Thesis (1-3). [CR/NC. Rep.]

SOC 692. Master's Degree Project (1-3). Apply principles of sociology discipline to analysis, evaluation and assessment, or design of social organizations. [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 109 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

UPPER DIVISION

SOIL 360. Origin & Classification of Soils (3). Factors of soil genesis; their interactions. Soil morphology/description; classification, emphasizing wildland soils. [Prereq: SOIL 260 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

SOIL 363. Wetland Soils (3). The morphology, chemistry, hydrology, formation and function of mineral and organic soils in wet environments. Topics include identification, estuaries, peatlands, preservation, regulation and mitigation. [Prereq: SOIL 260 or equivalent, SOIL 360 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

SOIL 460. Forest & Range Soils Management (3). Soil interpretations for forest, range, and recreational use of wildlands. Soil properties affecting such interpretations. Soil fertility management on wildlands. [Prereq: SOIL 260 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

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: SOIL 260 or equivalent; CHEM 107 and 328, or CHEM 109 and 110; 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, 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; PHYX 106 or 109; or IA. Weekly: 2 hrs lect, 3 hrs lab. Offered every year.]

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, SOIL 260 or equivalent.]

SOIL 480. Selected Topics (1-3). Lecture as appropriate. [Rep with a different topic.]

SOIL 485. Senior Seminar (1-2). Topics of current interest. Lectures, guest speakers, discussions, 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 580. Advanced Selected Topics (1-3). Lecture as appropriate. [Rep with a different topic.]

SOIL 685. Seminar (1-2). Topics of current interest. Lectures, guest speakers, discussions, and/or student presentations. [Prereq: grad standing or IA. Rep.]

SOIL 690. Thesis (1-4). [Rep.]

SOIL 695. Research Problems in Wildland Soils (1-4). [Rep.]

SOIL 699. Directed Study (1-4). [Rep.]

Spanish

LOWER DIVISION

SPAN 105. Spanish Level I (4). Direct approach: listening and speaking. Pronunciation, intensive oral practice in short natural dialogues, activities; reading, writing. For those who have never been introduced to formal study. Conducted in Spanish. [Does not meet lower division GE requirements. Coreq: SPAN 110.]

SPAN 106. Spanish Level II (4). Continues SPAN 105. Language as a communicative medium and carrier of culture. Films, Spanish-language TV, and readings strengthen listening/reading performance and expose to Hispanic life/culture.

DCG 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

Conducted in Spanish. [Prereq: SPAN 105. Coreq: SPAN 110. GE.]

SPAN 107. Spanish Level III (4). Review grammar; develop understanding, speaking, reading, writing, knowledge of Spanish/Latin American culture. Readings, presentations. Language as communicative medium and carrier of culture. Conducted in Spanish. [Prereq: SPAN 106. Coreq: SPAN 110. DCG-n. GE.]

SPAN 108. Level III for Spanish Speakers (4). Parallels 107. Emphasis: Spanish spoken by US Hispanic community as communicative medium and carrier of culture. [Prereq: near-native speaking ability in Spanish, confirmed by personal interview with instructor. GE.]

SPAN 110. Spanish Language Laboratory (1). Must be taken with first and second year language courses. Students use computers and technology to expand coursework, carry our investigations, do research and practice oral and aural language skills. [Rep. three times per dept. CR/NC. Coreq: SPAN 105, 106, 107 or 207.]

SPAN 207. Spanish Level IV (4). Review grammar. Develop four fundamental skills. Read short stories, poems, plays for conversation, composition, vocabulary. Conducted in Spanish. [Prereq: SPAN 107. Coreq: SPAN 110.]

SPAN 208. Level IV for Spanish Speakers (4). Parallels 207. Composition, advanced reading comprehension, standard vs. vernacular usages, contrasting Hispanic cultures. [Prereq: SPAN 108; near-native speaking ability in Spanish, confirmed by personal interview with instructor.]

SPAN 250. Intermediate Spanish Conversation (1-4). Everyday language, including idioms, gestures, context-specific vocabulary. Conversation topics chosen from newspapers, text, video. [Prereq: SPAN 106 or IA. Rep.]

SPAN 251. Spanish Conversation: Professional Subjects (4). Specific conversation areas: foreign service, health work, legal and social work, business, etc. [CR/NC.]

SPAN 260. Spanish Writing Workshop (4). Small groups and individualized lab sections. [CR/NC.]

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.]

SPAN 285. Mexico Today (4). Analyze/interpret present-day Mexico. Visit museums and cultural and archaeological sites; exhibitions and art performances; cultural, civic, and political events. Selected readings. [CR/NC. Prereq: SPAN 106 or IA. Rep.]

UPPER DIVISION

SPAN 306 / FREN 306 / GERM 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 by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG-n. GE.]

SPAN 309. Revolution, Reform, Response (3). 20th century Latin America: theme of revolution. Emphases: Mexico, Guatemala, Nicaragua, Cuba, Argentina. [GE.]

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, its equivalent, or IA.]

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 or Cervantes' other works. His development as 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; dramas 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, Quevado, Gongora, others. Prereq: SPAN 340 or IA.]

SPAN 344. Modern Hispanic Theater Workshop (4). Analyze plays by most important dramatists 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.]

SPAN 345. Hispanic Cinema (4). Films of past 50 years, both as art medium and document of changing society. New generation of film makers/directors. When possible, study relationship between literary work and its film adaptation. [Prereq: SPAN 340 or IA.]

SPAN 346. Borges & the Contemporary Spanish American Short Story (4). Borges' short stories as pre-texts of Spanish American modern narrative literatures. May include works from Cortazar, Rulfo, Valenzuela, Lynch, others. [Prereq: SPAN 340 or IA.]

SPAN 347. The "Boom" of the Latin American Novel (4). Magic realism; the fantastic; self-conscious fiction. Garcia Marquez, Vargas Llosa, Fuentes, Sabato. Innovative structure, mass media techniques, linguistic play. [Prereq: SPAN 340 or IA.]

SPAN 348. Contemporary Hispanic Poetry (4). Vanguard movements in poetry; their relation to film, music, art. Garcia Lorca, Miguel Hernandez, Octavio Paz, Pablo Neruda, Nicolas Guillen, others. Conflict between poetry and political commitment. Varied, complex voices of Spain, Latin America. [Prereq: SPAN 340 or IA.]

SPAN 349. Contemporary Spanish Novel (4). Tremendismo, behaviorism, alienation, ironic and social realism. Cela, Delibes, Martin Santos, Ferlosio. Relationship between the novel and political/ social conditions; problem of censorship. [Prereq: SPAN 340 or IA.]

SPAN 401. Hispanic Civilization: Spain (4). Social, political, and cultural evolution from origins of Spanish nation to present day. [Prereq: SPAN 207 or IA.]

SPAN 402. Hispanic Civilization: Latin America (4). Chronological presentation of culture, pre-Colombian to present day. [Prereq: SPAN 207 or IA.]

SPAN 435. Spanish Applied Linguistics (4). Elementary principles of linguistics; their application to Spanish. Difficulties of syntax, morphology, and phonology from an English-speaker's point of view. [Prereq: SPAN 311 or IA.]

SPAN 450 / WS 450. Threads of Communication (3). Development and histories of quilting, embroidery, and weaving in North, Central, and South America. How women communicate personal/community concerns and sentiments through fibers. Lecture and practice.

SPAN 480. Undergraduate Seminar (1-4). Topic pertaining to literature, language, or culture of either Spain or Latin America. Past topics: music of Spain, Middle Ages, problems of translation. [Prereq: SPAN 340 or IA. Rep.]

SPAN 492. Senior Project (4). Research paper treating a topic related to language, literature, or culture. Individual guidance by faculty member. Required for degree in Spanish. [Prereq: senior standing.]

SPAN 495. Oaxaca Field Research Project (4). During last four weeks of Oaxaca program, carry out field research project on topic of personal interest. Present outline for approval as part of application process. [Prereq: SPAN 106 or IA. Rep.]

SPAN 499. Directed Study (1-4). Hours TBA. [Rep.]

Special Education

CREDENTIAL/LICENSURE

SPED 651. Professional Development in Special Education (2). An introduction to professional development and reflective practice in special education. Students develop a Professional Induction Plan and begin work on a Professional Development Portfolio.

SPED 652. Advanced Studies in Assessment & Instruction (3). Advanced topics. Conduct comprehensive assessment, instruction, and evaluation project. [Prereq: SPED 651 (C).]

SPED 653. Advanced Studies in Consultation, Collaboration, & Transition (3). Advanced topics for helping students with mild-to-moderate disabilities. [Prereq: SPED 651 (C).]

SPED 654. Advanced Behavioral, Emotional, & Environmental Supports (3). Advanced topics.

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

Conduct comprehensive assessment, instruction, and evaluation project. [Prereq: SPED 651 (C).]

SPED 655. Advanced Studies in Learning Disabilities (3). Serving students identified with specific learning disabilities. [Prereq: SPED 651 (C).]

SPED 661. The Reflective Special Education Practitioner (3). This is the culminating course in the level II Special Education Level II program. Candidates present their completed Professional Induction Plans and Level II Portfolios. [Prereq: SPED 652, SPED 653, SPED 654.]

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 (2). 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 704. Advanced Clinical Fieldwork (3). Closely supervised experience with children/youth. Individualized assessment instruction and evaluation of pupils with special needs.

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 (2). 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 intervention, 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 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 732 Practicum: Classroom Management (1). Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; Classroom and school-wide programs for classroom management. [Prereq: SPED 731 and admission to SPED program. (C) CR/NC.]

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. Assessment, differentiated instruction, 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, instructional 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 740. Assessment & Program Planning: Severe Disabilities (2). Evaluation, administration, scoring, and interpretation of formal and informal assessment instruments. Use of assessment results to identify instructional needs of students with severe disabilities and plan individual education programs. [Prereq: admission to SPED program. Coreq: SPED 741. Rep.]

SPED 741. Practicum: Assessment & Program Planning for Severe Disabilities (1). Supervised clinical experience with, and assessment of, children and youth with severe disabilities; individualized assessment, instruction, and evaluation of students with severe disabilities. [Prereq: admission to SPED program. Coreq: SPED 740. CR/NC. Rep.]

SPED 742. Curriculum & Differentiated Instruction: Severe Disabilities (2). Introduction to core curricular methods, reading, math, science, history, and social science for students with severe disabilities. Foundation, assessment, instructional interventions, and curricular choices for special populations. [Prereq: admission to SPED program. Coreq: SPED 743. Rep.]

SPED 743. Practicum: Curriculum & Differentiated Instruction (1). Guided observations and supervised fieldwork in general and special education settings; curriculum, and assessment in reading, math science, history, and social sciences for students with severe disabilities. [Prereq: admission to SPED program. Coreq: SPED 742. CR/NC. Rep.]

SPED 744. Communication Methods: Severe Disabilities (2). Introduction to self-directed strategies, intervention techniques, and the use of technology to enhance social and interpersonal communication skills for students with sever disabilities. [Prereq: admission to SPED program. Coreq: SPED 745. Rep.]

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 746. Movement & Specialized Health Care: Severe Disabilities (2). Introduction to movement, mobility, sensory, and specialized healthcare needs of students with severe disabilities. Students develop an understanding of the regulations and local policies regarding specialized health care in education settings. [Prereq: admission to SPED program. Coreq: SPED 747. 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. CR/NC.]

SPED 756. Advanced Study: Severe Disability (3). Advanced topics for supporting students with moderate/severe disabilities. Candidates learn to apply research-based interventions for individuals with intellectual, physical, and developmental disabilities. [Prereq: SPED 651.]

DCG 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

SPED 757. Advanced Studies in Secondary Special Education (2). Working effectively with secondary special ed students identified with mild-to-moderate disabilities. [Prereq: SPED 651.]

SPED 777 / EDUC 377. Classroom Management of the Exceptional Child (2). Needs and characteristics of exceptional children. Current issues and trends in classroom management.

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 118. Orientation to University (2). Seminars to help in transition to university environment. Survival skills (study techniques/strategies, self-exploration, interpersonal communication). Uses faculty/staff from various disciplines and student services. Open only to students in their first or second semester.

SP 119. University Seminar for First-Time Freshmen (1). Similar to the Freshman Seminar (SP 120), except students in this course are not required to be participants in the FIG Program (Freshman Interest Groups). Group presentations and workshops on college survival techniques, learning development skills, academic goals and social support for college transition. [CR/NC. Open only to first-time freshmen.]

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 150. Marching Lumberjacks (1). Marching/activity band for football games, university presence, parades, events. [Rep.]

SP 180. Critical Writing Workshop (2).

SP 253. Residence Hall Peer Leadership (3). Topics related to leadership and counseling in college environment. Learning activities facilitate transfer of knowledge to reality of peer leader role. [Coreq: current residence life staff member in Housing. Rep twice.]

SP 255. Issues in Community Volunteering (1). Volunteer roles, particularly in direct relationships. Issues appropriate to specific programs (e.g., refuge, racism, teen parenting). May involve an HSU program and/or committees or campus governance. [Weekly: 4 hrs of workshops and direct service. Rep once. CR/NC.]

SP 256. Program Leadership (3). Intensively develop leadership capabilities and managerial skills through lecture, discussion, individual consultation. Volunteer management, program planning and evaluation, community networking. May involve similar leadership role in another campus organization (e.g., CCAT, Campus Recycling). [CR/NC. Prereq: SP 255 and selected as YES program director/assistant director, or IA. Rep once.]

SP 280. Special Topics (1-4).

SP 285. Beginning Academic Research (1). Introduce concepts, sources, and techniques for effective undergraduate research, including information cycles, topic selection, research strategies, print and electronic search tools and retrieval methods, evaluating information, ethics of information use. [CR/NC.]

UPPER DIVISION

SP 319. University Seminar for First-Time Transfer Students (1). Similar to SP 320, except students in this course are not required to be participants in the TRIG (Transfer Interest Groups) program. Presentations and workshops on campus life, services, and programs to support successful transition to college. Learn about local community and natural environment while meeting other new transfer students. Open only to first-time transfer students. [CR/NC.]

SP 320. Transfer Seminar (1). Large group presentations on campus life, services, programs. Peer-led small groups focus on academic goals, successful transition to HSU. Learn about academic community and natural environment while meeting other new transfer students. Open only to first-time transfer students.

SP 356. Organizational Leadership (3). Extremely hands-on, focusing on student civic engagement and sustainable community-building, with emphasis on students actively initiating social change in our community. Weaves in theoretical foundations of non-profit and volunteer management; service learning; leadership and social justice practices. Students apply this theoretical foundation to their position of Program Director for a Y.E.S. community service volunteer program. [CR/NC.]

SP 360. Writing Workshop (1). Structured small-group Writing Center tutorial designed to support students in UD courses requiring writing. Develops skills in analyzing writing tasks and completing them effectively. [Prereq: ENGL 100, or equivalent. CR/NC. Repeatable for credit.]

SP 380. Selected Topics (1-4). [CR/NC. Rep.]

SP 401. Final Interdisciplinary Project (1-3). Final project for interdisciplinary studies major.

SP 402. Senior Seminar (1). Culmination of the Interdisciplinary Studies (student-designed) major. Directed, individual assessment of major and senior project; oral presentation. [Prereq: senior standing. CR/NC.]

SP 420. Course Experiment (1-3). Experimental approach within boundaries of interdisciplinary studies. [Prereq: upper division standing. Rep for different topics.]

SP 480. Special Topics (1-4).

SP 485. Faculty Development Seminar (.5-3). Professional growth and development for HSU faculty. Subject matter and schedules vary.

GRADUATE

SP 580. Special Topics (1-2).

SP 680. Special Topics

SP 683. College Faculty Preparation Internship (3). Orientation to the community college classroom; observation and practice teaching; guidance and evaluation of teaching performance by instructor.

SP 684. Orientation to Higher Education (1). Seminar to develop knowledge and understanding of the nature and philosophy of American postsecondary institutions and their roles and function in higher education. Attention to organizational patterns and current issues of the California Community College System. [Rep once. Mandatory CR/NC.]

SP 685. Instructional Resources for Higher Education: Capstone (2). Examination of academic job search process. A professional teaching portfolio will be developed documenting teaching philosophy experiences, and approaches to incorporating emerging technologies into their pedagogy, learning objectives and assessment techniques. [Prereq: SP 684 (C).]

Statistics

Also see Biometry.

Statistics courses are also listed under a variety of departmental prefixes. See ANTH 280; BA 330; PSYC 241, PSYC 341, PSYC 648.

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 code 40. 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 code 40. 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 323. Probability & Mathematical Statistics I (4) F. Probability axioms; probability distributions of discrete/continuous random variables; concepts of marginal and conditional probability. Mathematical expectation; moments and generating functions. Data analysis. Emphasis: mathematical theory. [Prereq: MATH 205 (or 210) and 241 (C).]

STAT 333 / BIOM 333. Intermediate Statistics (3). Greater depth in topics normally covered in

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

beginning statistics. More sophisticated concepts often needed in scientific applications, including probability distributions, methods of estimation, properties of estimators, linear regression, and analysis of variance. [Prereq: math code 50 or MATH 115; either BIOM 109 or STAT 108.]

STAT 480. Selected Topics in Statistics (1-3). [Prereq: IA. Lect/lab as appropriate. Rep.]

STAT 499. Directed Study (.5-3). Directed reading and conferences on special topics. [Prereq: IA. Rep.]

GRADUATE

STAT 580. Selected Topics in Statistics (1-3). [Prereq: IA. Lect/lab as appropriate. Rep.]

STAT 699. Independent Study (.5-3). Directed reading and conferences in special topics. [Prereq: IA. Rep.]

Theatre, Film, & Dance

For courses marked with an asterisk (*), frequency depends on staff resources/student need.

LOWER DIVISION

TFD 103. Dance Techniques I (3) **FS.** 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.]

TFD 103B. Dance Techniques II (3) **S.** Continue using contemporary dance forms to increase technical proficiency, endurance, and performance skills. Required for dance studies majors and dance minors. [Prereq: TFD 103 or IA. Rep. GE.]

TFD 103C. Dance Techniques III (3) **F.** Continued study and development of dance techniques and performance skills at the advanced level. Required for dance studies majors. [Prereq: TFD 103B or IA. Rep. GE.]

TFD 104. Storytelling (3-4) **F.** Universal and archetypal principles of story and the application of those principles in the disciplines of theatre, film, and dance. Required for theatre arts majors at 4 units. [GE.]

TFD 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.]

TFD 106. Behind the Scenes in Theatre (2-3) **FS.** Guest lectures on scenery, lighting, costumes, playwriting, choreography, and other phases of theatre, film, and dance production. Discuss and help to prepare plays, dances, and films in production. [Rep. GE.]

TFD 107. Dramatic Writing (3) **FS.** Basic principles including structure, dramatic action, and characterization. Exercises and writing projects in writing for stage and film. [GE.]

TFD 108. Action: Theatre Movement & Mime (3). Use of space and movement relative to the actor. Physical aspects of characterization, improvisation, ensemble, and solo work. Survey visual media such as mask, mime, clown, and vaudeville. [GE. Rep once, but not for GE.]

TFD 109B. Introduction to Radio, TV, & Film (3) **F.** Major developments from beginnings to the present. [GE.]

TFD 109C. Film Comedy Around the World (3). **S**. 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.]

TFD 121. Makeup (3) **F.** For stage/film. Theories and practical experience in a lab/lect situation.

TFD 129. Voice Development (3) **F.*** Develop physical postures and vocal disciplines as a matter of habit appropriate to public communication. Muscular "seat" for voice and breath control. Voice procedures for articulation, resonance, projection, and flexibility.

TFD 137. Production Techniques (4) **F.** Tools/techniques to realize the visual aspects of production safely. Explores relationships between design, use, and construction techniques.

TFD 185. Ballet I (2).* Techniques, methods of traditional ballet for students at the beginning level. [Rep.]

TFD 186. Ballet II (2).* For those at the low intermediate level. [Prereq: TFD 185 or IA. Rep.]

TFD 190. Studies in Theatre, Film, & Dance (1-4)* Topics fit need/interests of class. [Rep.]

TFD 240. Traditions in Cinematic & Performing Arts (4) **S.** Provides an interdisciplinary foundation with a global perspective in the common meaning-making languages, techniques, and traditions of theatre, film, and dance.

TFD 241. Theatre History/Theatre & Society (4) **F.** Explores theatre practice and style and its relationship to society and culture through its evolution from ancient Greece to modern times. [DCG-n.]

TFD 295. Body Works (3) **F.** Somatics, conditioning and expressive movement class. Includes guest master teachers in Yoga, Pilates, Feldenkrais, Alexander and additional Eastern/Western movement techniques. Students will improve physical skills and mind/body connections. [Rep.]

UPPER DIVISION

TFD 300. Image & Imagination (3) **FS.** Explores light, space, movement, and sequence as emotional communication in theatre, film, and dance. Still and moving images. Develops visual literacy; analyzes visual experience in creative projects and essays. [Optional prereq for design/production classes. GE.]

TFD 303. World Dance Expressions (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. DCG-n. GE.]

TFD 305. Art of Film: Beginning to 1950s (3) **F.** Motion picture as popular art. Contributions of individual artists in historical contexts. [GE.]

TFD 306. Art of Film: 1950s to the Present (3) **S.** Motion picture as popular art. Contributions of individual artists in their historical contexts. [GE.]

TFD 307. Theatre of the Oppressed (4). Survey/apply this collection of techniques, exercises, and games. Explore theatre as a tool of social activism and personal therapy. [Rep once, but without GE credit. DCG-d. GE.]

TFD 312. Filmmaking I (4) **FS.** Introduction to fundamentals of filmmaking that may include a variety of film and digital media. Emphasis on preproduction planning. [Rep.]

TFD 313. Film Theory & Criticism (4) **F.*** Study of film theory and criticism.

TFD 315. Acting Styles (3) **F.** Principles and practices. Includes Shakespeare, comedy of manners, absurdism, epic theatre. Appropriate skill levels or knowledge required. [Rep 3 times.]

TFD 318. Art of Film Discussion (1) **S.** Motion picture as popular art. Contributions of individual artists in their historical contexts. Film emphasis majors and minors to take concurrently with TFD 306.

TFD 321. Mask-Making & 3-Dimensional Makeup (3).* Intensive work in theories and techniques of 3-dimensional makeup. Design and create characters using life casts, sculpting techniques, and mold-making. Compare techniques of film and stage makeup.

TFD 322. Creative Drama (3) **S.** 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.

TFD 324. Puppetry (3).* Design, construct, and perform with 4-5 types of puppets. Perform using improvisational techniques based on known stories, myths, fairy tales, legends, or elementary/secondary school lesson plans.[Rep.]

TFD 326. Advanced Dramatic Workshop: Acting, Directing & Writing (1-3) **FS.** Participation and instruction in film, dance, and theatrical performance. CR/NC. Rep.

TFD 327. Advanced Dramatic Workshop: Technical Production (1-3) **FS.** Practical participation and instruction in lighting, costume, scenery or props. [CR/NC. Rep.]

TFD 328. Advanced Dramatic Workshop: Production Crew & Stage Manager (1-3) **FS.** Lab participation and instruction. [CR/NC. Rep.]

TFD 329. Advanced Dramatic Workshop: Film Production (1-3) **FS.** Lab participation and instruction. [CR/NC. Rep.]

TFD 330. Intro to Performance Design (4) **S.** Introduction to the principles of visual design and storytelling as applied to theatre, film, and dance.

DCG 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

TFD 331. Scenery Design (3).* Design visual environment for dramatic action. Interaction of human form in time/space. Wide variety of media. [Prereq: TFD 330 or 300. Occasional off-campus field trip during school hours or on weekend. [Rep.]

TFD 332. Millinery (3).* Design and construction. Projects in soft caps, hoods, buckram, hat blocking, and wiring techniques for theatrical application. Appropriate skill levels or knowledge required. [Rep.]

TFD 333. Lighting Design (3) **F.*** Stage and/or film lighting design as sculptural and emotional composition. Theory and practice. [Prereq: TFD 330 or 300. Rep.]

TFD 335. History of Costume (3) **F.*** From Egyptian period thru 1920s. Illustrative slides from wall and vase paintings, other resources. [Rep.]

TFD 336. Theatre Costume Design (3) **S.*** Analyze plays and characters, then design costumes of various historical periods. Appropriate skill levels or knowledge required. [Rep.]

TFD 338. Projection Design (3).* Techniques for creating various styles of projected scenery, including pre-production and production, types of projection equipment, composition of design, editing skills and live action projection.

TFD 348. Writing for Film (3).* Develop writing in areas outside traditional feature-length script format: short experimental, short documentary, short narrative. Preproduction considerations.

TFD 350. Dance Science (3) Study of the structure and function of the musculoskeletal system as related to dance training/performance. Basic anatomy, biomechanics, and the care and prevention of common dance injuries are examined.

TFD 351. Directing/Performance Practicum (4) **F.*** Students learn the principles of stage acting and directing, including play analysis, character development, creative collaboration, staging, and performance.

TFD 372. Filmmaking II (4) **F.** Intermediate course introducing fundamentals of sync sound filmmaking and audio post-production. [Prereq: TFD 312 or IA. Insurance fee. Rep.]

TFD 373. Filmmaking III (4) **S.** Advanced project-based film production course. Short films will be shot, edited, and completed. Advanced filmmaking techniques. [Prereq: TFD 312 and TFD 372, or IA. Insurance fee. Rep.]

TFD 385. Jazz Dance Styles I (2) **F.** Techniques and choreography for beginners. [Rep.]

TFD 386. Jazz Dance Styles II (2) **S.** Intermediate techniques and choreography. [Prereq: TFD 385 or IA. Rep.]

TFD 389. Choreography Workshop (3) **F.** Use of improvisational dance techniques as a performance tool for the development of choreography. Emphasis on student choreography. Required for dance studies majors and dance minors. [Prereq: TFD 103B or IA. Rep.]

TFD 390. Acting/Movement Studies in Theatre, Film, & Dance (1-4).* Topics fit needs/interests of class. [Rep.]

TFD 391. Children's Theatre/Drama Studies in Theatre, Film, & Dance (1-4).* Topics fit needs/interests of class. [Rep.]

TFD 392. Design/Technical Studies in Theatre, Film, & Dance (1-4).* Topics fit needs/interests of class. [Rep.]

TFD 393. New Plays/Literature/History Studies in Theatre, Film, & Dance (1-4).* Topics fit needs/interests of class. [Rep.]

TFD 394. Film Studies (1-4).* Topics fit needs/interests of class. [Rep.]

TFD 408. Physical Theatre Production (3) **F.*** Develop/rehearse physical theatre works for public performance. Emphases: nonverbal performance skills, collaborative process. [Prereq: TFD 108 or IA. Rep.]

TFD 415. Advanced Studies in Acting (3) **S.** Variable topics include: audition techniques, stage dialects, musical theatre, theories of acting. Appropriate skill levels or knowledge required. [Rep.]

TFD 431. Advanced Scenic Design (3) **S.*** For stage and film. Rendering techniques, model building standards, drafting nomenclature, computer-assisted design. [Prereq: TFD 331.]

TFD 432. Costume Pattern Drafting (3) **S.*** Theory and practice: pattern drafting, draping, construction of theatre costumes. Appropriate skill levels or knowledge required. [Rep once.]

TFD 433. Advanced Lighting Design (3).* Develop, present, and execute designs—situations/responsibilities commonly encountered by lighting designers. [Prereq: TFD 333.]

TFD 437. Technical Direction (3).* Contemporary scene construction technology for theatre and film. Applications of plastic, steel fabrication, and unconventional materials. Safety and fire regulations/procedures. [Rep twice.]

TFD 439. Audio Production I (3) **F.** Field/studio audio recording and mixing techniques. Composition and sound design for film/theatre. Insurance fee.

TFD 442. Dramatic Genre & Style (3).* Selected literary genre (e.g., comedy, tragedy) or theatrical style (e.g., expressionism, absurdism). [Rep.]

TFD 443. Plays & Playwrights (3).* Thematic approach to a body of plays (e.g., sex, love, death, theatre of the oppressed) or the work of one or more playwrights (e.g. Shaw, Pinter/Shepard). [Rep.]

TFD 444. Historical Perspectives in Theatre (3).* Selected era in theatre/drama history (e.g., Elizabethan/Jacobean, Scandinavian, modern, postmodern). [Rep.]

TFD 448. Critical Analysis for Theatre, Film, & Dance (4) **S.** Exploration of the critical process and the varied historical and contemporary critical perspectives in theatre, film, and dance. [Prereq: minimum 9 theatre arts units from a broad spectrum. Rep.]

TFD 449. Play Development Workshop (1-3) **F.*** For those interested in developing new scripts. Actors, directors, and designers discuss, improvise, and read the writer's work at early stages of development. Appropriate skill levels or knowledge required. [Rep.]

TFD 450. Audio Production II (3) **S.** Create sound for film. Technical and aesthetic approaches to sound mixing. Advanced sound studio work. [Prereq: TFD 439 and 373 (C), or IA. Insurance fee. Rep.]

TFD 451. Advanced Directing (3) **S.*** Function/responsibility of dramatic director. Exercises directing for stage and/or film. [Prereq: TFD 351.]

TFD 465. Film Seminar (4) **S.*** Seminar on film-related topics. [Rep.]

TFD 476. Film Directing (4) **S.*** Students learn the myriad processes and practices of directing for the screen through exercise, workshop, and lecture with instruction emphasizing fiction and/or documentary techniques. [Prereq: TFD 312 or IA. Insurance fee. Rep.]

TFD 477. Film Production Workshop (1-4) **FS.** Special topics in film and/or digital production. Structure and curriculum varies. Appropriate skill level or knowledge required depending on curriculum. [Insurance fee. Rep.]

TFD 484. Creative Dance for the Classroom (3) **F.*** Develop skills for teaching dance. Course implements national dance standards and California Visual and Performing Arts Framework. No previous dance experience necessary. [Rep.]

TFD 485. Interdisciplinary Dance Seminar (3) **F.** Open to all interested students who wish to further their study of dance vocabulary, creative and performance skills and awareness of dance as language, arts integration, and sacred tradition. Required for dance studies majors [Prereq: TFD 103B or IA. Rep twice.]

TFD 489. Dance Theatre Production (4) **S.** Develop and rehearse selected dance choreography for performance. Emphasis on technique, collaborative and performance skills. Required for dance studies majors. [Prereq: TFD 103B or IA. Rep.]

TFD 494. Senior Seminar (4) **F.** Exploration and discussion of current trends and topics in the cinematic and performing arts. Examination of creativity and the life of the artist in contemporary society. Resume/portfolio preparation and presentation techniques.

TFD 499. Directed Study (1-6) **FS.** Individual work on selected problems. Hours TBA. [Rep.]

GRADUATE

All courses required of the major must be completed with a grade of B- or better.

Normally, graduate courses have a Prereq: of a baccalaureate degree in theatre arts or a closely related discipline, provided core subject matter is fulfilled. Qualified upper division students may enroll in grad courses with IA.

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

For courses marked with an asterisk (*), frequency depends on staff resources/student need.

TFD 515. Acting Styles (3). Advanced principles and practices. Shakespeare, comedy of manners, absurdism, epic theatre, and others.

TFD 521. Mask-Making & 3-Dimensional Make-up (3). Intensive work in theories and techniques of 3-D makeup. Design and create characters using life casts, sculpting techniques, and mold-making. Compare techniques of film and stage makeup. [Rep twice.]

TFD 526. Graduate Theatre Arts Workshop (1-3). Work in production: acting, directing, design, writing, film, and technical direction. [Rep.]

TFD 531. Graduate Scenic Design (3).* Design visual environment for dramatic action. Interaction of human form in time/space. Design process through concept, communication, and presentation. Career options, portfolio development, and advanced production presentation procedures. [Rep.]

TFD 532. Millinery (3) **S.*** Projects in hat blocking, hoods, buckram, wiring techniques. Appropriate skill levels or knowledge required. [Rep.]

TFD 533. Graduate Lighting (3).* Professional practices; union (USA) structure and admission; theatrical styles (Broadway, Axis, Repertory Systems); architectural design (IES); lighting equipment manufacturers; computers in design process; portfolio. [Rep.]

TFD 537. Technical Direction (3).* Processes relevant to film and theatrical scene construction: organization, budget considerations, drafting nomenclature, safety considerations. Grad students do additional research projects for class presentation. [Rep.]

TFD 538. Projection Design (3).* Techniques for creating various styles of projected scenery, including pre-production and production, types of projection equipment, composition of design, editing skills and live action projection.

TFD 539. Audio Production I (3) **F.** Recording and mixing techniques for field and studio. Composition and sound design for film/theatre. Insurance fee. [Prereq for TFD 550.]

TFD 542. Dramatic Genre & Style (3).* Selected literary genre (e.g., comedy, tragedy) or theatrical style (e.g., expressionism, absurdism). [Rep.]

TFD 543. Plays & Playwrights (3).* Thematic approach to a body of plays (e.g., sex, love, death, theatre of the oppressed) or work of one or more playwrights (e.g., Shaw, Pinter/Shepard). [Rep.]

TFD 544. Historical Perspectives in Theatre (3).* Selected era in theatre/drama history (e.g., Elizabethan/Jacobean, Scandinavian, modern, postmodern). [Rep.]

TFD 548. Introduction to Graduate Studies (2) **F.** Research and writing methods; the collaborative process and its role in creative work.

TFD 550. Audio Production II (3) **S.** Create sound for film. Technical and aesthetic approaches to sound mixing. Advanced studio work. [Prereq: TFD 537 (C), 539 (C), or IA. Insurance fee. Rep.]

TFD 551. Graduate Directing (3).* Exercises relate to form, individual playwrights, developing personal style. May include supervising undergrad directing projects. Appropriate skill levels or knowledge required. [Rep once.]

TFD 565. Film Seminar (3).* Emphases from film history, theory, aesthetics. Grad students assume leadership role in activities/discussions. Occasional off-campus field trip during school hours or on weekend. [Rep.]

TFD 572. Cinematography II (3) **F.** Hands-on experience with silent 16mm film. Lighting equipment, animation stand, optical printer. Group and individual exercises/projects. [Prereq: TFD 312 or IA. Insurance fee. Rep.]

TFD 573. Cinematography III (3). **S.** Intermediate techniques in 16mm film production, including sync sound filming and editing. Lab preparation, conforming. [Prereq: TFD 572, 550 (C), or IA. Insurance fee. Rep.]

TFD 577. Cinema Production Workshop (3) **FS.** Advanced projects in film. Structure depends on instructor. Emphasis on group projects. Appropriate skill levels or knowledge required. Insurance fee. [Rep.]

TFD 585. Seminar in Theatre, Film, & Dance (1-4) **FS.** Topics fit needs and interests of class. [Rep.]

TFD 597. Portfolio (1-4) **FS.** Standards, development. Resumé/vitae structures; documentation processes. [Rep.]

TFD 615. Graduate Studies in Acting (3) Different emphasis each semester, including: audition techniques, stage dialects, musical theatre, theories in acting. Equivalent to TFD 415. [Rep.]

TFD 630. Introduction to Scenography (2) Explores the philosophical and historical significance of scenography. Develop a meaningful understanding of scenography in contemporary professional and educational theatre.

TFD 631. Graduate Seminar in Scenic Design (4) Responsibilities and skills of the scenographic designer. Spatial, architectural, and material qualities of production environments within various styles and genres. Professional practices and Union structure. Computer design and portfolio presentation.

TFD 633. Graduate Seminar in Lighting Design (4) Responsibilities and skills of the scenographic lighting designer. Spatial, architectural, and material qualities of production environments within various styles and genres. Professional practices and Unions. Computer design and portfolio presentation.

TFD 634. Rendering Techniques (4) Artistry and technical skills of rendering, including proficiency in a variety of artistic mediums. Mechanical perspective, color theory and draping. Rendering perspective, proportion, light, shadow, atmosphere, and color.

TFD 636. Graduate Seminar in Costume Design (4) Costume design for individual performers within the scenographic environment. Practical creation of design projects within various styles and genres. Professional practices and Unions. Computer design and portfolio presentation.

TFD 637. Graduate Seminar in Technical Direction (4) Responsibilities and skills of the technical director within the scenographic model. Spatial, architectural, and material qualities of production environments. Styles of technical direction. Computer design and portfolio presentation.

TFD 638. Architectural History & Period Styles (4) Major artistic movements within their social and historical context from the foundations of Western civilization to postmodernism. Emphasis on primary research techniques and its application to production design.

TFD 648. Critical Analysis of Theatre, Film, & Dance (4) Critical theory for theatre, film, and dance, including major streams of thought in the 20th Century, used as a vantage point from which to view and interpret cultural products.

TFD 649. Play Development Workshop (1-3). For those interested in developing new scripts. Actors, directors, and designers discuss, improvise, and read the writer's work at early stages of development. Appropriate skill levels or knowledge required. [Rep.]

TFD 682. Internship (1-6) **FS.** Professional assignment in higher education or professional theatre under supervision of expert personnel. Production projects. [Prereq: approval of grad committee. Rep.]

TFD 690. Thesis or Project (1-6) **FS.** [Rep.]

TFD 695. Supervised Teaching (1-6) **FS.** Independent project teaching selected undergrad courses. Apply through grad committee; DA needed before any assignment. [Rep.]

TFD 699. Independent Study (1-6) **FS.** Hours arranged. [Rep.]

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: word processing and spreadsheet skills required; courses in geology, soils, fisheries, or engineering desirable; 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 424. Watershed Hydrology (3). Hillslope and fluvial hydrology. Water quality. Watershed management: analysis, planning, cumulative ef-

fects. [Prereq: WSHD 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WSHD 425. Forest Hydrology Capstone (1). Research a forest hydrology 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: WSHD 424.]

WSHD 430. Water Rights & Water War (3). Federal, Indian, state, and private water rights issues. Legal and institutional constraints/incentives for protecting, regulating or developing US water resources. Legal basis for recovering and maintaining in-stream flows. [Weekly: 3 hrs lect.]

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.]

WSHD 480. Selected Topics in Watershed Management (1-4). Snow hydrology, snow physics, watershed meteorology, hydrological instrumentation, watershed energy balance, and other topics as demand warrants. [Lect/lab as appropriate. Rep with different topic.]

GRADUATE

WSHD 520. Watershed Analysis (3). Information sources, techniques, and data collection for comprehensive analysis of resources and problems of a small watershed. [Prereq: WSHD 310 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

WSHD 524. Watershed Hydrology (3). Hillslope and fluvial hydrology. Water quality. Watershed management; analysis, planning, cumulative effects. [Prereq: WSHD 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WSHD 530. Water Rights & Water Law (3). Federal, Indian, state, and private water rights issues. Legal and institutional constraints/incentives for protecting, regulating, or developing US water resources. Legal basis for recovering and maintaining in-stream flows.

WSHD 540. Modeling Watershed in GIS (3). GIS applications to watershed management, including land classification and suitability analysis, interpolation techniques, terrain analysis, model integration, and TMDL allocations. Sources and ramifications of potential error. [Prereq: WSHD 310 or NRPI 377 or NRPI 470. Weekly: 2 hrs lect, 3 hrs lab. Service fee.]

WSHD 558. Land Use & Climate Change (3). Implications of climate change for terrestrial and aquatic resources. Projected shifts in weather and climate. Influence of land use decisions on global carbon cycle in forests, agricultural, and wetlands. [Prereq: CHEM107 or CHEM 109, BOT 105 or BIOL 105.]

WSHD 680. Selected Advanced Graduate Topics in Watershed Management (1-4). Snow hydrology, sedimentation sources, watershed stability parameters, watershed energy systems, instrumentation. [Prereq: IA. Lecture as appropriate. Rep.]

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.]

WSHD 690. Thesis (1-4). Rep.

WSHD 695. Research Problems (1-4). Directed field experience in individual problems. [Rep.]

WSHD 699. Directed Study (1-4). Individual study. Directed reading, conference, field research, or problems. [Prereq: IA. Rep.]

Wildlife

LOWER DIVISION

WLDF 111. Introduction to Wildlife (1). Wildlife management field: breadth, types of animals involved, founding scientific principles. [CR/NC. Rep.]

WLDF 210. Introduction to Wildlife Conservation & Administration (3). History of relationship between wildlife and people, including laws and regulatory agencies. Different cultural perspectives.

WLDF 244. Wildlife Policy & Animal Welfare (1). Roles of policy, values, ethics, and animal welfare in research and the management of wildlife. Review relevant laws, with emphasis on Animal Welfare Act. [CR/NC.]

UPPER DIVISION

In all classes, weekend trips may substitute for some scheduled labs, lectures, or discussions. Labs may begin before 8:00 a.m. and last more than three hours, allowing for travel.

WLDF 300 / 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. [GE for nonmajors; may not count for credit by majors. Prereq: lower division science GE. Weekly: 2 hrs lect, 1 hr disc for WLDF 300; or 3 hrs lect for 300B.]

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 306. Birds & Human Society (3). Distribution, ecology, and behavior of birds. Relationships to human history, sciences, arts, economy, culture. [GE. Prereq: completed lower division GE. Rep.]

WLDF 309 / PHIL 309. Case Studies in Environmental Ethics (3). Human influence on distribution of world's fauna. Ethical perspectives. [GE. CWT. Prereq: completed lower division GE area B.]

WLDF 311. Wildlife Techniques (4). Management and research techniques. [Prereq: WLDF 244, WLDF 301, BIOM 109 or equivalent, or IA. Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]

WLDF 365. Ornithology I (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, 311, or IA. Recommended: 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, 311, or IA. Recommended: WLDF 365. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 422. Wildlife Management (Mammals) (3). Life histories, ecology, management. [Prereq: WLDF 301, 311, ZOOL 356, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 423. Wildlife Management (Nongame Wildlife) (3). Life histories, special management considerations. Specific taxonomic/ecological groups vary. [Prereq: WLDF 301, 311. Rep once. 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, 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, 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, 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, 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 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, 311 (ZOOL 310 recommended), or IA. 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, 311, or equivalent, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

WLDF 478. Ecology of Wildlife Populations (3). Factors influencing growth, regulation, structure, and fluctuations of wildlife populations. Population growth, competition, and predator/prey models. [Prereq: WLDF 301, 311, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 480. Selected Topics in Wildlife Management (1-3). [Prereq: IA. Lect/lab as appropriate. Lab sections CR/NC. Rep.]

WLDF 485. Senior Seminar in Wildlife Management (1). Oral presentation of topic from current literature. [Prereq: WLDF 311 & senior standing. Rep twice.]

WLDF 490. Honors Thesis (3). Independent research conducted under faculty supervision. [Prereq: WLDF 311, GPA 3.0 or better. Must take in last semester or IA.]

WLDF 495. Senior Project (3). Independent research, including proposal writing, fieldwork, and completion of a scientific paper. [Prereq: WLDF 311. Must take in last semester or IA. Rep.]

WLDF 497. Wildlife Ethics, Independent Study (1). Case studies. Integrate biological, ethical, and legal perspectives.

WLDF 499. Directed Study (1-3). Independent studies. Directed reading or conference. [Prereq: IA. May not substitute for WLDF 485 or 495. Rep.]

GRADUATE

WLDF 510. Advanced Principles of Wildlife Management (1-5). New theories, principles, techniques. [Rep.]

WLDF 510L. Advanced Principles of Wildlife Management Lab (1-2). [Rep.]

WLDF 531. Advanced Wildlife Habitat Ecology (2). Theoretical and applied aspects of vertebrate habitat ecology: habitat selection study design, analysis, and interpretation; habitat quality, effects of spatial and temporal scale; habitat conservation and management. [Prereq: WLDF 311, WLDF 430 or 431, or IA.]

WLDF 550. Advanced Topics in Wildlife Diseases (1-3). Theories, concepts. [Prereq: WLDF 450.]

WLDF 550L. Advanced Topics in Wildlife Diseases Lab (1-2).

WLDF 565. Advanced Topics in Ornithology (1-3). Ecology and management of birds. Emphasis on individual work. [Prereq: WLDF 301, 365, 465, or IA.]

WLDF 565L. Advanced Topics in Ornithology Lab (1-2).

WLDF 570. Advanced Animal Energetics (1-3). How mammals and birds acquire, conserve, and exploit energy/other resources. Microclimates; relationships to habitat management. [Prereq: WLDF 301, 311 (ZOOL 310 recommended), or IA.]

WLDF 570L. Advanced Animal Energetics Lab (1-2).

WLDF 580. Behavioral Ecology (1-3). Relationships between behavior, ecology, and management of wildlife populations. [Prereq: WLDF 475 or equivalent or IA. Variable format: recitations, labs.]

WLDF 585. Seminar in Wildlife Management (1-3). Important current literature. Recitation. [Prereq: grad standing. Rep 4 times.]

WLDF 597. Mentoring & Teaching-Associate Training (1-4). Training 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.

WLDF 690. Thesis (1-3). Restricted to students in NR grad program, wildlife option. [Rep.]

WLDF 695. Advanced Field Problems (1-3). Directed field experience in individual thesis problems. [Rep.]

WLDF 699. Independent Study (1-3). Selected problems. [Prereq: grad standing and IA. Rep.]

Women's Studies

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. [GE. DCG-d.]

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 108 / ES 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.]

WS 166 / PSYC 166. Life/Work Options for Women (2). Self-knowledge (interests, abilities, values), world-of-work information (including nontraditional careers), role combinations, decision making.

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 301 / ART 301. The Artist: Women Artists (3). Function/role of artist from historical perspective. Counts in Women's Studies only when topic is women artists. [GE. Rep.]

WS 302 / RS 300. Living Myths (3). Myths as reservoirs of people's articulate thought about themselves and their condition. How myths convey a culture's meaning and values. [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. [GE. DCG-n.]

WS 305. Feminist Science Fiction (3). Through reading and writing feminist science fiction, poetry, and feminist critiques, students engage with fictional constructions of alternative social orders. Focus on gender, ethnic, and sexual relations; technology. [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-n. GE.]

WS 308B-C / ENGL 308B-C. 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); 308C (non-domestic).]

WS 309. Revolution, Reform, Response (3). Women in 20th century Latin America: theme of revolution. Emphases: Mexico, Guatemala, Nicaragua, Cuba, and Argentina. [GE.]

WS 309B / COMM 309B. Gender & Communication (3). From perspectives of the sciences, social sciences, and arts/humanities, critique relationship of gender to communication. [GE. CWT. DCG-d.]

WS 311. Feminist Theory & Practice (4). Contemporary theories: liberal, radical, psychological, Marxist, ecofeminist, black, developing-nation. Issues of methodology. Research and activist methods. [Prereq: WS 106, 107, or IA. DCG-d.]

WS 312. Women & Mass Media (3). History/present status of women's employment in mass media. Media coverage of women's issues.

WS 313 / EDUC 313 / ES 313. Education for Action (3). This course aims to strengthen organizational and activist skills, and to create an understanding of how social change occurs. [DCG-d.]

WS 314. Sex Discrimination in American Law (4). Significant recent and current cases/opinions in American law which act to discriminate between rights, duties, and obligations of men and women on basis of gender.

WS 315 / ANTH 315. Sex, Gender, & Globalization (4). Examine crossculturally the diversity of relations of sex and gender. Transformation of gender relations thru colonial rule, nationalist movements, and globalization of the economy. [DCG-n.]

WS 316 / SOC 316. Gender & Society (4). 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-

DCG 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

conforming sports, and teachers' decisions to be closeted or openly gay. [DCG-d.]

WS 319. Ecology of Family Violence (4). Family violence and its cultural impact on children, elders, animals, and the community. Focus on self and group efficacy. [Rep.]

WS 330 / ES 330. Ethnic Women in America (3). Seminar on roles in context of family and political movements. Present oral reports on special topics. [DCG-d.]

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). Plurality 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.]

WS 360 / ES 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.]

WS 365. Women Writing Nature (4). Explore the ways women nature writers define and redefine "women" and "nature." Challenge binary oppositions: intuition/reason, human/animal, culture/nature, man/woman.

WS 370. Queer Women's Lives (3-4). Explores research on sexual minority identity development, queer women's sexuality; love relationships, family models, and health issues. Analysis of intersections of race, gender, class, and sexuality in queer women's lives.

WS 375 / PHIL 375. Postmodern Philosophies (3). Analyze the critique of traditional Western philosophy offered by postmodern, deconstructive, and feminist thinkers such as Derrida, Lyotard, Foucault, Harding, Bordo, Benhabib.

WS 389 / HIST 389. Women in United States History (4). Women's role in American thought and society, colonial period to present.

WS 391. Special Topics in Women's Studies (3). Historical literature and methodologies of women's history. May include: women reformers; Victorian ideology and society; African American or Native American women; comparative perspectives; women in industrial societies or developing countries. May be crosslisted with other departments' courses. [Rep.]

WS 400. Integration: Femininity & Masculinity (3). How culturally-imposed concepts of femininity/masculinity may be adapted in search of a more integrated self. Emphases vary, but will include biological and cultural bases of sex and gender, impact of oversimplified notions on personal growth, and implications of feminist perspectives for self-discovery. [GE.]

WS 410. Internship (1-3). Supervised service learning in nonacademic organization, institution, or oneness. Workplace cultures; policy development/review; plan implementation. May lead to community service project (WS 420). [Prereq: WS 106 or IA.]

WS 420. Community Service (1-3). Service experience using acquired skills. Policy development/review; workplace plan implementation. May build upon previous internship experience (WS 410). [Prereq: WS 106 or IA.]

WS 430 / ANTH 430. "Queer" Across Cultures (3-4). Explores diversity of categories and meanings of sexuality, sex, and gender across cultures. Analyzes transformation due to colonialism, nationalism, and economic and cultural globalization. Explores intersections with race, class, nation.

WS 436 / PSYC 436. Human Sexuality (3). Physiological, psychological, and sociological aspects of human sexual behavior. From conception and contraception to attitudes and aberrations. Interdisciplinary approaches as appropriate.

WS 450 / EDUC 450 / SPAN 450. Threads of Communication (3). Development and histories of quilting, embroidery, and weaving in North, Central, and South America. How women communicate personal/community concerns and sentiments through fibers. Lecture, practice.

WS 465B-C / ENGL 465B-C / ES 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. WS 465B (domestic); WS 465C (non-domestic).]

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.]

WS 680. Environment & Community: Gender, Race, Class (3). Intensive study of socio-cultural dimension of environmental issues, focusing on intersections of race, class, gender, and environment. Rotating topics. [Rep twice.]

World Languages & Cultures

Also see French, German, and Spanish.

LOWER DIVISION

WLC 110. Language Laboratory (1). Must be taken with Elementary & Intermediate language courses. Students use computers and technology to expand coursework, carry out investigations, do research, and practice oral and aural skills. [Rep 3 times per department. CR/NC.]

WLC 120. Elementary Language (1-5). Develop basic skills in a language not regularly offered by department. [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 105, or equivalent, with a grade of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

ZOOL 214. Elementary Physiology (5). Physiological chemistry, cell physiology, and physiology of major organ systems of the human body. Primarily for nursing majors. [Prereq: BIOL 104 or BIOL 105 with a grade of C- or higher. Weekly: 4 hrs lect, 3 hrs lab.]

ZOOL 270. Human Anatomy (4). Gross and microscopic anatomy of human body. Demonstrations on cadaver; microscopic work. Primarily for pre-Nursing students. [Weekly: 2 hrs lect, 6 hrs lab.]

UPPER DIVISION

ZOOL 310. Animal Physiology (4). Comparative organ system physiology of animals. Adaptive strategies. [Prereq: BIOL 105, CHEM 109, PHYX 106, ZOOL 110, or their equivalents. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 314. Invertebrate Zoology (5). Comparative functional morphology, life histories, and phylogeny of invertebrates. [Prereq: BIOL 105 and ZOOL 110. All with grades of C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

ZOOL 316. Freshwater Aquatic Invertebrates (3). Identification, behavior, life history. Insects, crustaceans, mollusks. [Prereq: ZOOL 110. Weekly: 2 hrs lect, 3 hrs lab.]

activ activity; (C) may be concurrent; coreq corequisite(s); CR/NC mandatory credit/no credit; CWT communication & ways of thinking; DA dept approval

ZOOL 352. Natural History of the Vertebrates (4). Ecology, behavior, diversity, evolutionary relationships. Sight recognition; use of keys. Emphases: regional fauna, lower taxonomic levels. [Prereq: BIOL 105 and ZOOL 110. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 354. Herpetology (4). Biology, classification, anatomy, distribution, and life histories of amphibians and reptiles. [Prereq: BIOL 105 and ZOOL 110. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 356. Mammalogy (3). Comparative mammalian biology. Systematics, morphology, behavior, reproduction, physiology, ecology, zoogeography. [Prereq: BIOL 105 and ZOOL 110. All with grades of C- or higher. Weekly: 2 hrs lect, 3 hrs lab.]

ZOOL 358. General Entomology (4). Classification, identification, anatomy, physiology, ecology, behavior, control of insects. [Prereqs: BIOL 105 and ZOOL 110. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab/field trip.]

ZOOL 370. Comparative Anatomy of the Vertebrates (4). Anatomy of organs/systems of various vertebrate classes and cephalochordates. Evolutionary derivations; adaptive significance. [Prereq: BIOL 105 and ZOOL 110. All with grades of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

ZOOL 374. Introduction to Human Anatomy (4). Muscles, bones, joints. Cat dissection, with demonstrations on cadaver. Primarily for majors in physical education. [Prereq: BIOL 104 or BIOL 105 or ZOOL 110. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 399. Supplemental Work in Zoology (1-3). Directed study for transfer student whose prior coursework is not equivalent to corresponding courses at HSU. [Prereq: IA. Rep once.]

ZOOL 430. Comparative Animal Behavior (4). Vertebrates and invertebrates. Development of modern principles of ethology. [Prereq: BIOL 105 and ZOOL 110. Weekly: 2 hrs lect, 6 hrs lab/field trip.]

ZOOL 452. Parasitology (4). Morphology, life histories, physiology, ecology, and taxonomy of parasites. Lab: identification, host examinations, whole mount preparations, host/parasite interaction. [Prereq: BIOL 105 and ZOOL 110. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 476. Principles of Animal Development (4). Patterns; biological significance. Descriptive morphology of vertebrate development. Analyze mechanisms of differentiation at tissue, cellular, and molecular levels. [Prereq: BIOL 340, and ZOOL 110. Weekly: 2 hrs lect, 6 hrs lab.]

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 530. Benthic Ecology (3). Sublittoral marine environment. Original literature on synecological investigations. Field/lab: detailed analysis of benthic communities. [Prereq: BIOL 430 and ZOOL 314, or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

ZOOL 552. Advanced Invertebrate Zoology (3). Typically focuses either on a particular taxon (Crustacea, Mollusca) or special field (behavior, systematics, functional morphology, feeding strategies). [Prereq: ZOOL 314 or its equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

ZOOL 556. Marine Mammalogy (4). Comparative biology. Systematics, habits, adaptive modifications, history of whaling. Service fee. [Prereq: ZOOL 356 or its equivalent. Weekly: 2 hrs lect, 6 hrs lab/field trip.]

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, IA. Rep once.]

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Randi M. Darnall Burke
Dean of Students

John Capaccio
Director of Housing
Residential Life & Parking

Dan Collen, Director
Intercollegiate Athletics

Rebecca Stauffer, Director
Student Health & Counseling Services

Thomas Dewey, Chief of Police
University Police Department

Joan Tyson, Manager
Associated Students

Burt Nordstrom, Executive Director
University Center

Administrative Affairs

Burt Nordstrom, Interim Vice President

Carol Terry, Associate Vice President
Business Services

Melinda Haynes Swank, Director
Common Management Systems

Tim Moxon, Senior Director
Facilities Management

Gary Krietsch, Senior Director
Planning & Development

Sharon Millman, University Architect
Facilities Design

FACULTY

Date indicates year of appointment. Retired professors are in the following list of emeritus faculty.

Academic Affairs Office

Burges, Jená, Vice Provost of Academic Affairs (2006); BA, Arizona State; MA, PhD, Northern Arizona Univ

Mullery, Colleen, Assoc Vice President for Faculty Affairs (1984); BS, MBA, Shippensburg; PhD, Portland State

Snyder, Bob, Provost and Vice President of Academic Affairs (1986); BA, Boise State; PhD, Minnesota

Anthropology

Bunten, Alexis, Asst Prof (2008); BA, Dartmouth College; MA, PhD, UC Los Angeles

Damp, Jonathan, Asst Prof (2008); BA, Univ of Calgary; MA, Univ of Connecticut; PhD, Univ of Calgary

Glenn, Mary, Prof (1999); BS, Loyolla; MA, PhD, Northwestern

Golla, Victor, Prof (1988); BA, PhD, UC Berkeley

Scoggin, Mary, Assoc Prof (1997); PhD, Chicago

Smith, Llyn, Prof (1990); BA, Adelaide (Australia); PhD, University College London

Art

Alderson, Julia, Asst Prof (2008); BA, Humboldt State; MA, PhD, Rutgers Univ

Antón, Don, Prof (1991); BA, MA, San Francisco State

Berke, JoAnne, Prof (1994); BFA, Wayne State; MA, Brandeis; MFA, Temple

Hill, Nicole Jean, Asst Prof (2006); BA, Nova Scotia Coll of Art & Design; MFA, Univ of No Carolina

Knight, M. Wayne, Asst Prof (2005); BA, UCLA; MA, SFSU

Madar, Heather, Asst Prof (2006); BA, Wellesley; MA, PhD, UC Berkeley

Patzlaff, Kris, Assoc Prof (1999); BA, HSU; MFA, S. Illinois Univ, Carbondale

Schneider, Keith, Prof (1988); 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

Whorf, Sarah, Asst Prof (2005); MFA, CSULB; MA, CSUN

Athletics

Cheek, Frank, Coach/Women's Softball (1969); BA,MA San Francisco State

Cumbo, Andy, Coach, Men's/Women's Soccer (2002); BA, State Univ of New York at Pittsburgh; MS, Humboldt State

Gleason, Joddie, Coach/Wms Bsktball (2004); BA, CSU Chico; MA, CSU Chico

Meiggs, Robin, Coach/Women's Rowing (1989); BA,MS Humboldt State

Moran, Sandra, Coach/Cross-Country and Track & Field (2004); BS, University of Wisconsin; M.Ed., Campbell Univ

Smith, Rob, Coach/Football (2008); BA, University of Washington

Wood, Thomas, Coach/Men's Bsktball (1981); AB, UC Davis; MA, Cal Poly, San Luis Obispo

Woodstra, Sue, Coach/Women's Volleyball (2002); BA, Florida State Univ

Biological Sciences

Camann, Michael, Prof (1997); BS, George Mason; PhD, Georgia

Craig, Sean, Assoc Prof (2000); BA, New Hampshire; MS, Houston; PhD, SUNY-Stony Brook

Goley, Dawn, Assoc Prof (1996); BS, North Carolina–Wilmington; MS, Victoria; PhD, UC Santa Cruz

Henkel, Terry, Assoc Prof (2002); BSC, Ohio Univ; MSc, University of Wyoming; PhD, Duke

Jennings, W. Bryan, Asst Prof (2006); BA, Univ Calif, Santa Barbara; MS, Univ of Texas, Arlington; PhD, Univ of Texas, Austin

Jules, Erik, Assoc 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

Mesler, Michael, Prof (1975); BS, PhD, Michigan

Metz, Edward, Assoc Prof (1998); BA, Yale; PhD, Hawaii

O'Gara, Bruce, Assoc 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

Szewczak, Joseph M., Assoc Prof (2003); BSE, Duke Univ; PhD, Brown Univ

Tomescu, Alexandru, Asst Prof (2005); MS, University of Bucharest, Romania; PhD, Ohio Univ - Athens

Varkey, Jacob, Prof (1994); BS, Kerala, India; MS, Calicut, India; PhD, Illinois State

White, Jeffrey, Assoc Prof (2000); BA, UC Santa Cruz; PhD, Michigan State

Wilson, Mark, Assoc Prof (1999); BA, St. Mary's College of MD; MS, Virginia Polytechnic; PhD, Cornell

Zhong, Jianmin, Asst Prof (2006); BS, Shanghai Medical Univ, China; MM Shanghai Medical Univ, China; PhD, Univ of Tenn, Memphis

Business

Fults, Gail, Prof (1986); BS, Utah; MBA, PhD, Claremont

Mortazavi, Saeed, Prof (1984); BA, MA, Tehran; MBA, Univ Dallas; MA, PhD, Texas–Dallas

Ramnarayan, Sujata, Asst Prof (2006); BS, India; MBA, Kansas State; PhD, University of Oregon

Thomas, Michael, Assoc Prof (2005); BS, MBA, San Jose State; PhD, Wisconsin-Madison

Chemistry

Golden, William, Prof (1992); BA, UC San Diego; PhD, Minnesota

Hurst, Matthew, Asst Prof (2006); PhD, Univ of Calif, Santa Cruz

Lasko, Carol, Prof (1990); BS, Southern Oregon State; PhD, UC Davis

Paselk, Richard, Prof (1976); BS, CSU Los Angeles; PhD, USC

Schineller, Jeffery, Assoc Prof (1995); BA, BS, Ithaca Col; MS, PhD, Penn State

Smith, Jamison, Asst Prof (2008); BS, Univ of Wisconsin; PhD, Univ of Colorado, Boulder

Smith, Joshua, Assoc Prof (2001); BA, Simon's Rock College of Bard; PhD, Dartmouth

Wayman, Kjirsten, Assoc Prof (2000); BS, UC Santa Barbara; PhD Univ Colorado

Zoellner, Robert, Prof (1998); BS, St Norbert Col; PhD, Kansas State

Child Development

Knox, Claire, Prof (1992); BA, Beloit Col; MS, Purdue; PhD, Illinois

College of Arts, Humanities, & Social Sciences

Ayoob, Kenneth, Interim Dean (1993); BM, San Francisco State; MM, Oregon; DA, Northern Colorado

Wells, Harry, Assoc Dean (1989); BA, Texas–Austin; MDiv, PhD, Southern Seminary

College of Natural Resources and Sciences

Howard, James H, Dean (2000); BS, MS, Oregon State; PhD, University of Idaho

Smith, Steven A, Assoc Dean (2001) BS, MA, Humboldt State Univ; PhD, Texas A&M

College of Professional Studies

Hurlbut, Nancy, Interim Dean (1996); BS, UC Berkeley; MS, PhD, Wisconsin–Madison

Communication

Bruner, Michael, Prof (2001); BA, West Virginia Wesleyan College; MD, Yale; PhD, Pittsburgh

Hahn, Laura, Assoc Prof (2001); BA, San Francisco State; MA, San Francisco State; PhD, Ohio State

Paynton, Scott, Assoc Prof (1998); BA, CSU San Bernardino; MA, CSU Chico; PhD, Southern Illinois

Reitzel, Armeda, Prof (1981); BA, Central Col; MA, PhD, Southern Illinois

Schnurer, Maxwell, Asst Prof (2005); BA, Vermont; MA, Wake Forest; PhD, Univ of Pittsburgh

Souza, Tasha, Prof (2000); BS, MA, San Jose State; PhD, Washington

VerLinden, Jay, Prof (1987); BA, MA, Northern Colorado; PhD, Nebraska

Computing Science

Amoussou, Guy-Alain, Prof (2000); BS, MS, Université d' Amiens; PhD, Université de Technologie de Compiegne

Burgess, Scott, Assoc Prof (2000); BS, Southern Oregon; MS, Rutgers; PhD, Oregon State

Campbell, Hal, Prof (1989); BA, Golden Gate; MA, Chapman Col; PhD, Claremont

Dixon, Chip, Prof (1984); BA, CSU Los Angeles; MS, CSU Chico; EdD, Nevada, Reno

Tuttle, Sharon, Prof (1998); BA, Rice; MS, Washington; PhD, Houston

Counseling & Psychological Services

Feliz, Vincent, Staff Couns (2006); BA, Humboldt State; MSW, CSU Long Beach

McElwain, Brian, Staff Psyc (2008); BS, Kentucky Christian Univ; MA, Loyola Univ; MA, PhD, Duquesne Univ

Economics

Eschker, Erick, Assoc Prof (1998); BA, Illinois; MA, PhD, UC Davis

Hackett, Steve, Prof (1994); BS, Montana State; MS, PhD, Texas A&M

Wilson, Beth, Assoc 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.

Diver-Stamnes, **Ann**, Prof (1990); BA, Johnston Col; MA, PhD, UC Santa Barbara

Ellerd, David, Assoc Prof (2002); BA, CSC San Bernardino; MA, Pepperdine; PhD, Utah State

Gelenian, Keri, Assoc Prof (1998); BA, Wisconsin–Parkside; MA, Columbia; PhD, Harvard

McGuire, Jayne, Asst Prof (2006); PhD, Univ of Utah, Salt Lake City

Rafferty, Cathleen, Prof (2000); BS, MS, Southern Illinois; PhD, Univ Colorado

Rice, Larry, Assoc Prof (1996); BA, MA, UC Santa Cruz; PhD, Texas–Austin

Van Duzer, Eric, Assoc Prof (2000); BS, Humboldt State; MA, PhD, UC Berkeley

Yancey, **Patty,** Prof (2003) BA, American Univ, Washington, D.C.; MA, UC Berkeley; PhD, UC Berkeley

English

Accomando, Christina, Prof (1997); BA, MA, PhD, UC San Diego

Bennett, Susan, Prof (1987); BS, Ohio State; MA, PhD, UC Berkeley

Creadon, Mary Ann, Assoc Prof (1986); BA, Colorado State; MA, PhD, Northwestern

Curiel, Barbara, Prof (1997); BA, Mills Col; AM, Stanford; PhD, UC Santa Cruz

Dodge, Jim, Prof (1996); BA, Humboldt State; MFA, Iowa

Doty, Kathleen, Prof (1989); BA, Portland State; MA, PhD, Washington

Eldridge, Michael, Prof (1995); BA, Northern Michigan; PhD, Minnesota

Hobbel, Nikola, Asst Prof (2003); BA, UC Berkeley; MS, Dominican Univ; PhD, Wisconsin

Lewis, Corey, Asst Prof (2005); BA, MA Kansas State; PhD, Nevada, Reno

Santos, Terry, Prof (1991); BA, MA, San Francisco State; PhD, UCLA

Scott, Suzanne, Assoc Prof (2002); BA, UC Davis; MA, CSU Chico; PhD, Northern Arizona Univ

Stacey, David, Prof (1999); BA, Aquinas Col; MA, McGill; PhD, Louisville

Winston, Janet, Assoc Prof (2006); PhD, Univ of Iowa

Environmental and Natural Resource Sciences

Everett, Yvonne, Assoc Prof (1998); BA, Pomona Col; MS, PhD, UC Berkeley

Martin, Steven, Prof (1992); BS, Principia Col; PhD, Montana

Purcell, Alison, Asst Prof (2008); BS, Univ of Oregon; PhD, UC Berkeley

Steinberg, Steven, Assoc Prof (1998); BS, Kent State; MS, Michigan; PhD, Minnesota

Ward, Carolyn, Prof (1997); BA, MA, PhD, Virginia Tech

Environmental Resources Engineering

Cashman, Eileen, Assoc Prof (2000); BS, Humboldt State; MS, Ph.D, Wisconsin at Madison

Chamberlin, Charles, Prof (1983); BSCE, Washington Univ, St Louis; MS, PhD, Harvard

Eschenbach, Beth, Prof (1995); BS, UC Santa Cruz; MS, PhD, Cornell

Finney, Brad, Prof (1979); BS, Humboldt State; MS, PhD, Utah State

Jacobson, Arne, Asst Prof (2005); BA, Earlham College; MS, Humboldt State; PhD, UC Berkeley

Lang, Margaret, Prof (1994); BS, Illinois; MS, PhD, Stanford

Lehman, Peter, Prof (1979); BS, Massachusetts Inst of Technology; PhD, Chicago

Poppendieck, Dustin, Asst Prof (2005); BS, Cornell; MS, PhD, Texas-Austin

Willis, Robert, Prof (1977); BS, MS, PhD, UCLA

Fisheries Biology

Brenneman, Kristine, Prof (1994); BS, Arizona State; MS, PhD, Northern Arizona

Hankin, David, Prof (1979); BA, Reed Col; PhD, Cornell

Hendrickson, Gary, Prof (1978); BS, MS, Wyoming; PhD, Iowa State

Kinziger, Andrew, Asst Prof (2003); BS, Saint Norbert College; MS, Frostberg State Univ; PhD, Saint Louis Univ

Mulligan, Tim, Prof (1987); BS, Vermont; MS, Central Florida; PhD, Maryland

Forestry and Wildland Resources

Berrill, John-Pascal, Asst Prof (2008); BS, Univ of Canterbury, New Zealand; MS, PhD, UC Berkeley

Edgar, Christopher, Asst Prof (2006); BS, No Carolina State Univ; MS, Univ of Minnesota; PhD, Univ of Minnesota

Fulgham, Kenneth, Prof (1978); BS, Humboldt State; MS, New Mexico State; PhD, Utah State

Han, Han-Sup, Assoc Prof (2006); BS & MS, Kangwon Nat'l Univ, So Korea; MS, Univ of Maine; PhD, Oregon State Univ

Marshall, Susan, Prof (1997); BS, UC Riverside; MS, Arizona; PhD, UC Riverside

Sillett, Stephen, Prof (1996); BA, Reed Col; MS, Florida; PhD, Oregon State

Stuart, John, Prof (1982); BS, MS, UC Berkeley; PhD, Washington

Stubblefield, Andrew, Asst Prof (2006); BA Oberlin College; MS, Univ of Michigan; PhD, UC Davis

Varner, J. Morgan, Asst Prof (2005); BS, Univ of ID; MS, Auburn Univ; PhD, Univ of Florida

Geography

Adams, Joy, Asst Prof (2006); BA Texas-Austin; MA Texas State; PhD, Texas-Austin

Blank, Paul, Prof (1995); BA, Oberlin Col; MS, Wisconsin–Madison; PhD, Texas–Austin

Cunha, Stephen, Prof (1996); BS, BA, UC Berkeley; MA, PhD, UC Davis

Fitzsimons, Dennis, Prof (2002); AB, MA, San Diego State; PhD, Kansas

Geology

Burke, Raymond "Bud," Prof (1979); BA, MS, Western Washington; PhD, Colorado

Cashman, Susan, Prof (1977); BA, Middlebury Col; MS, PhD, Washington

Dengler, Lori, Prof (1979); AB, MS, PhD, UC Berkeley

Hemphill-Haley, Mark, Assoc Prof (2002); BS, MS, Humboldt State; PhD Oregon

Lehre, Andre, Prof (1981); AB, PhD, UC Berkeley

Miller, William, Prof (1984); BA, Appalachian State; MS, Duke; PhD, Tulane

Schwab, Brandon, Assoc Prof (2001); BS, North Carolina; PhD Oregon

History

Cliver, Robert, Asst Prof (2007); BA; Tufts; MA, Hawaii-Manoa; PhD, Harvard

Marschke, Benjamin, Asst Prof (2006); BA, Santa Clara Univ; MA & PhD, UCLA

Mays, Thomas, Prof (2003); BA, Roanoke College; MA, Virginia Tech; PhD, Texas Christian Univ

McBroome, Delores, Prof (1991); BA, Humboldt State; MA, PhD, Oregon

Pasztor, Suzanne, Asst Prof (2005); BA, Adams State; MA, Texas Christian; PhD, Univ of New Mexico

Paulet, Anne, Assoc Prof (2000); BA, Swarthmore; MA, PhD, Rutgers

Indian Natural Resource, Science, & Engineering Program

Bolman, Jacquelyn, Dir (2005); BS, MS, PhD, University of South Dakota

Journalism & Mass Communication

Burstiner, Marcy, Asst Prof (2006); MS, Columbia Univ

Estrada, George, Jr, Prof (1997); BA, UC Berkeley; MA, Ohio State; PhD, Texas–Austin

Klein, Craig, Prof (1998); BSJ, Kansas; MA, Indiana; EdD, Florida

Larson, Mark, Prof (1975); BS, South Dakota State; MS, PhD, Wisconsin–Madison

Sama, Victoria, Asst Prof (2006); MA, Univ of Colorado, Boulder

Kinesiology & Recreation Administration

Braithwaite, Rock, Assoc Prof (2001); BS, Walla Walla College; MS, Eastern Washington Univ; EdD, University of Northern Colorado

Koesterer, Thomas, Assoc Prof (2000); BS, State University of New York at Cortland; MS, State University of New York at Buffalo; PhD, University of Florida

Kontos, Anthony, Assoc Prof (2007); BA, Adrian College, MI; MS, MA, PhD, Michigan State Univ

Manos, Tina, Assoc Prof (2005); BS, UC Davis; MA, Ed.D., Columbia Univ

Marsh, Paul, Asst Prof (2008); BA, Univ of Western Ontario, London, Canada; MS, PhD, Indiana Univ

Munoz, Kathy, Prof (1980); BA, Montana; MS, Oregon State; EdD, University of So CA

Ortega, Justus, Asst Prof (2008); BS, Humboldt State; MS, PhD, Univ of Colorado, Boulder

Riordan, Craig, Assoc Prof (2001); BS, Montclair State College; MS, Radford Univ; PhD, University of Maine

Stull, Richard, Prof (1989); BA, UC San Diego; MA, Humboldt State; EdD, Northern Colorado

Library

Berman, Joan, Libr (1972); BA, Swarthmore, MA, MLS, UC Berkeley

Chadwick, Sharon, Libr (1980); BS, Clarkson Col of Technology; MLS, Syracuse; MS, SUNY Oswego

Johansen, Martha, Libr (1986); BA, UC Berkeley; MLS, Michigan; MA, Kansas

Kay, Mary, Libr (1991); BA, Seattle; BA, Kansas; MA, Princeton; MLS, Rutgers

Mueller, Carolyn J, Libr (1988) BA, Colorado; MA, Denver; PhD, Colorado

Perryman, Wayne, Libr (1995); BA, MLS, San Jose State

Shellhase, Jeremy, Libr (2000); BS, MALS, Iowa; MBA, Pittsburgh

Wang, Ray, Interim Dean (1996); BA, Xian Foreign Lang Univ; MA, Beijing Univ of Foreign Studies; MLS, EdD, Northern Illinois

Wrenn, George, Asst Libr (2005); AB, Harvard;, MLIS, UCLA

Mathematics

Brown, Sharon, Assoc Prof (1999); BA, MS, Humboldt State; PhD, Montana State

Dugaw, Chris, Asst Prof (2005); BS, Western Washington; MS, Univ of Washington; PhD, UC Davis

Evans, Tyler, Assoc Prof (2002); BA, Sonoma State Univ; MS, University of Oregon; PhD, UC Davis

Flashman, Martin, Prof (1981); BA, MA, PhD, Brandeis; JD, New York

Freedman, Walden, Assoc Prof (2001); BA, UC Berkeley; MA, University of Michigan; PhD, UC Santa Barbara

Goetz, Peter, Asst Prof (2006); BA Univ of Oregon; MS, Univ of Washington; PhD, Univ of Oregon

Haag, Jeffrey, Assoc Prof (1990); BS, MS, Northern Arizona; PhD, Washington State

Johnson, Diane, Prof (1990); BA, Humboldt State; MS, PhD, Oregon

Kim, Yoon, Prof (1992); MS, Wright State; Seoul National Univ; PhD, Virginia Polytechnic

Mazzag, Borbala (Bori), Asst Prof (2005); BA UC Santa Cruz, MS, PhD, UC Davis

Oliver, Dale, Prof (1991); BS, Calvin Col; MS, PhD, Colorado State

Owens, Kenneth, Assoc Prof (2001); BA, UC Berkeley; MA, San Francisco State Univ; PhD, University of Southern CA

Rizzardi, Mark, Prof (1996); BA, UC San Diego; MS, PhD, UC Berkeley

VanKirk, Robert, Assoc Prof (2008); BA, MS, Humboldt State; PhD, Univ of Utah

Music

Clasquin, Deborah, Prof (1985); BA, Smith Col; MM, New England Conservatory; DMA, Indiana

Cline, Gilbert, Prof (1982); BA, Humboldt State; MA, CSU Hayward; DMA, Oregon

Cummings, Paul, Asst Prof (2005); BM, Cincinnati Col/Conservatory of Music; MM, San Francisco State Univ; DMA, Oregon

Harrington, Elisabeth, Asst Prof (2006); BA, UNC Greensboro; MM, UNC Chapel Hill; DMA, Univ of Colorado, Boulder

Moyer, Cindy, Prof (1995); BA, MA, MM, DMA, Eastman School of Music

Muilenburg, Harley, Prof (1983); BS, North Dakota State; MST, Wisconsin–Eau Claire; DMA, Arizona State

Novotney, Eugene, Prof (1985); BM, Cincinnati Col/Conservatory of Music; MM, DMA, Illinois

Post, Brian, Prof (1998); BA, CSU Hayward; MM, DA, Northern Colorado

Native American Studies

Giovannetti, Joseph, Assoc Prof (1994); BA, MA, Humboldt State; PhD, Sierra

Sherman, Marlon, Asst Prof (2003); BA, UC Santa Cruz; JD, University of Colorado

Nursing

Barger, Kupiri, Asst Prof (2007); BSN, Humboldt State Univ; MSN, Sacramento State Univ

Benson, Diane, Assoc Prof (1999); BS, MS, Texas Woman's Univ; MEd, Memphis State; EdD, University of La Verne

Levine, MaryAnne, Prof (1983); BS, Miami; MS, Penn State

Stull, Alison, Asst Prof (2008); BSN, Dickinson State; MS, Univ of North Dakota; PhD, Univ of Nebraska-Lincoln

Oceanography

Abell, Jeffrey, Asst Prof (2006); BS,U Miami; MS, PhD, Univ of Washington, Seattle

Borgeld, Jeffry, Prof (1986); BS, Humboldt State; MS, PhD, Washington

Crawford, Greg, Prof (1997); BS, MS, Victoria; PhD, British Columbia

Goldthwait, Sarah, Asst Prof (2006); BA, UC Santa Cruz; PhD, UC Santa Barbara

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, Asst Prof (2006); BA, CSU Sacramento, MA, PhD, So Illinois Univ, Carbondale

Powell, J W, Assoc Prof (1993); BA, Missouri; MA, PhD, Oregon

Shaeffer, 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, Asst Prof. (2007); BA, Colorado; MS, PhD, Washington

Kornreich, David, Assoc Prof (2001), BS, Cal Tech; PhD, Cornell

Mola, Monty, Assoc Prof (2002), BS, St. Marys College of CA; PhD, Montana State Univ

Politics

Baker, Mark, Asst Prof (2006); BA, UC Santa Cruz; MS & PhD, UC Berkeley

Burkhalter, Stephanie, Asst Prof (2007); BA, Maryland; MA George Washington; PhD, Washington

Harris, Albert, Prof (1990); BA, Ohio State; MA, PhD, Washington

Meyer, John, Prof (1998); BA, Colorado Col; MA, PhD, Wisconsin–Madison

Sonntag, Sam, Prof (1986); BA, MA, PhD, Washington

Zerbe, Noah, Asst Prof (2004); BA, MA Northern Arizona Univ, PhD, New York Univ

Psychology

Aberson, Chris, Assoc Prof (2000); BA, CSU Northridge; MA, PhD, Claremont Grad Univ

Campbell, David, Prof (1981); BA, UC Berkeley; MS, San Francisco State; PhD, Houston

Duncan, Brent, Prof (1990); BA, Dominican; MA, PhD, UC Berkeley

Dupree, James, Assoc Prof (1989); BA, Michigan; MA, Humboldt State; PhD, Texas A&M

Eckerd, Lizabeth, Asst Prof (2008); BA, Univ of Illinois at Urbana-Champaign; MS, PhD, Univ of Kentucky

Gahtan, Ethan, Asst Prof (2005); BA, Macalester; MA, PhD, University of Minnesota

Gold, Gregg, Assoc Prof (2000); BA, UCLA; MA, CSU Northridge; PhD, UCLA

Howe, Tasha, Assoc Prof (2002); BA, UC Santa Barbara; MA, PhD, UC Riverside

Hu, Senqi, Prof (1990); BS, MD, Shanghai Col of Medicine; MS, PhD, Penn State

Hui, Lumei, Assoc Prof (1996); PhD, UC Davis

Reynolds, William, Prof (2000); BA, UC Berkeley; PhD, Univ Oregon

Sommerman, Emily, Asst Prof (2004); BA, Florida International Univ; PsyD, Rutgers Univ

Religious Studies

Herbrechtsmeier, William, Prof (1991); BA, Iowa; MA, PhD, Columbia/Union Theological Seminary

Jenkins, Stephen, Assoc Prof (1998) BA, Colgate Univ; M.Div., PhD, Harvard Univ

Research and Graduate Studies

Hopper, Chris, Interim Dean (1980); BEd, Exeter; MS, PhD, Oregon

Social Work

Brown, Pamela A, Prof (2001); MSW, CSU San Diego, Ed.D., University of San Francisco

Holschuh, Jane, Prof (2004); MSW, PhD, Social Welfare, UC Berkeley

Itin, Christian, Assoc Prof (2005); MSW, PhD, Denver

Nowak, Barbara, Asst Prof (2006); MSW, PhD, Univ of WI, Milwaukee

Swartz, Ronnie, Asst Prof (2004); BA, Brown, MSW, Michigan; PhD, Fielding

Waller, Margaret, Assoc Prof (2006); MSW, Univ of Illinois, Chicago; PhD, Univ of Chicago

Sociology

Chew, Sing, Prof (1990); BA, McMaster; MA, Queens; PhD, Carleton

Eichstedt, Jennifer, Assoc Prof (1995); BA, Washington; MA, Univ of Mass; PhD, UC Santa Cruz

Meisel, Joshua, Asst Prof (2008); BA, UC Santa Cruz; PhD, Univ of Colorado, Boulder

Steinberg, Sheila, Assoc Prof (2000); BA, UC Santa Barbara; MS, UC Berkeley; PhD, Penn State

Virnoche, Mary, Assoc Prof (2001); BA, Univ of Wisconsin; MA, Univ of Northern Colorado; PhD Univ of Colorado, Boulder

Watson, Elizabeth, Prof (1989); BA, Bloomfield Col; MA, PhD, Rutgers

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

Cheyne, Bernadette, Prof (1990); BA, Alaska–Fairbanks; MFA, Texas–Austin

Kelso, Margaret Thomas, Prof (1996); BS, Queens Col; MA, North Carolina–Charlotte; MFA, Carnegie Mellon

McHugh, James, Prof (1992); BS, Hofstra; MFA, Wayne State

Robison, Lisa Rae, Asst Prof (2006); BA, Missouri Valley Coll; MFA, UC Irvine

Scheerer, David, Prof (2006); BA, Eastern Washington Univ; MFA, Brigham Young Univ

Sekas, Jody, Asst Prof (2005); BA, Univ of Wisconsin, Eau Claire; MFA, Humboldt State

Wildlife Management

Black, Jeff, Prof (1998); BA, Hiram Col; PhD, Wales

Brown, Richard, Asst Prof (2008); BS, UC Davis; MA, Boulder; PhD, UC Berkeley; DVM, UC Davis

Colwell, Mark, Prof (1989); BA, Whitman Col; PhD, North Dakota

George, Luke, Prof (1991); BA, Reed Col; MS, PhD, New Mexico

Golightly, Richard, Prof (1981); BS, UC Irvine; MS, PhD, Arizona State

Johnson, Matthew, Assoc Prof (1999); BS, UC Davis; PhD, Tulane Univ

Szykman Gunther, Micaela, Asst Prof (2006); BA, Amherst College; PhD, Michigan

Women's Studies

Accomando, Christina, Prof (1997); BA, MA, PhD, UC San Diego

Bao, Wurlig, Prof (1999); BA, Shanghai Inst of Foreign Languages; MA, Alaska Pacific; MA, PhD, Washington

Berry, Kim, Asst Prof (1999); BA, Wesleyan Univ; MA, PhD, Cornell

Budig-Markin, Valérie, Prof, (1985); BA, Grinnell Col; MA, PhD, Oregon; Maîtrise, Univ Paris IV, Sorbonne

Curiel, Barbara, Prof (1997); BA, Mills Col; AM, Stanford; PhD, UC Santa Cruz

Glenn, Mary, Prof (1999); BS, Loyolla; MA, PhD, Northwestern

Kelso, Margaret Thomas, Prof (1996); BS, Queens Col; MA, North Carolina–Charlotte; MFA, Carnegie Mellon

LaBahn Clark, Kay, Prof, German (1983); BA, Morningside Col; MA, Missouri; PhD, Washington Univ

Lasko, Carol, Prof (1990); BS, Southern Oregon State; PhD, UC Davis

Smith, Llyn, Prof (1990); BA, Adelaide (Australia); PhD, University College London

Souza, Tasha, Prof (2000); BS, MA, San Jose State; PhD, Washington

Urban, Jessica, Asst Prof (2004); BA, MA, PhD, Northern Arizona Univ

World Languages and Cultures

Accomando, Christina, Prof (1997); BA, MA, PhD, UC San Diego

Bao, Wurlig, Prof (1999); BA, Shanghai Inst of Foreign Languages; MA, Alaska Pacific; MA, PhD, Washington

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

Budig-Markin, Valérie, Prof, French & Spanish (1985); BA, Grinnell Col; MA, PhD, Oregon; Maîtrise, Univ Paris IV, Sorbonne

Curiel, Barbara, Prof (1997); BA, Mills Col; AM, Stanford; PhD, UC Santa Cruz

Dean, Matthew, Asst Prof, Spanish (2008); BA, CSU San Marcos; MA, San Diego State Univ; PhD, UC Riverside

Diémé, Joseph, Asst Prof, French (2008); Licence, Maîtrise, Université de Poitiers; MA, PhD, University of Iowa

LaBahn Clark, Kay, Prof, German (1983); BA, Morningside Col; MA, Missouri; PhD, Washington Univ

Wang, Ray, Prof, Chinese (1996); BA, Xian Foreign Lang Univ; MA, Beijing Univ of Foreign Studies; MLS, EdD, Northern Illinois

Emeritus Faculty

Dates = years of employment/retirement

- **Aalto, Kenneth**; Geology (1974-2004)
- **Albright, Claude**; **Jr**, Hist (1964-1990)
- **Allen, Ben**; Bus & Econ (1981-2003)
- **Allen, Bill**; Biol (1966-1998)
- **Allen, George**; Fish Biol (1956-1983)
- **Allen, Gerald M**; For & Wshd (1976-2001)
- **Allen, Thomas**; Educ (1985-1991)
- **Allyn, David**; Hist (1969-1998)
- **Anderson, Carolyn**; Educ (1982-2003)
- **Anderson, Charles 'Mike'**; ERE (1973-2006)
- **Anderson, Dennis**; Biol (1961-1991)
- **Anderson, Linda**; Nurs (1979-2003)
- **Anderson, William T**; Art (1967-2001)
- **Armstrong, Susan**; Phil (1972-2004)
- **Astrue, Robert**; Phys (1966-1995)
- **Aziz, Abdul**; Bus & Econ (1986-2000)
- **Badgett, Lee**; Bus &Tech (1985-1990)
- **Baird, Stanley**; Comp Sci (1958-1986)
- **Barlow, Leland**; Music (1946-1983)
- **Bartlett, Maria**; Soc Work (1999-2006)
- **Bazemore, Duncan**; Relig Std, Phil (1968-1992)
- **Bazemore, Jean**; Thea Film Dan (1969-2000)
- **Beal, Brenda**; Educ (1974-1995)
- **Beck, Gerald**; Thea Film Dance (1969-1992)
- **Becking, Rudolf**; NRPI (1960-1983)
- **Bednar, Ernest**; Ind Tech (1954-1982)
- **Beilfuss, Erwin**; Biol (1957-1976)
- **Bennion, Lowell**; Geog (1970-1999)
- **Bennion, Sherilyn**; Jrn Mas Com, WS (1971-1996)
- **Berry, Glenn**; Art (1956-1981)
- **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)
- **Bond, Kenneth M**; Bus (1988-2005)
- **Borgers, Tom**; Chem (1967-2002)
- **Botzler, Richard**; Wildlife (1970-2007)
- **Botzler, Sally**; Education (1990-2007)
- **Bowes, Michael**; Biol Sci (1975-2004)
- **Bowker, Lee H**; Sociol (1987-2001)
- **Bowlus, Donald**; Psyc (1956-1980)
- **Bowman, Greg**; Chem (1966-1994)
- **Bowman, Susan**; Nurs (1978-1998)
- **Boxer, David**; Engl (1970-1998)
- **Boyd, Milton**; Biol Sci (1972-2006)
- **Braund, Robert**; Educ (1968-1986)
- **Bravo, Michael**; Art (1973-2004)
- **Brecher, John S;** Mus (1990-2001)
- **Bright, Lewis**; Comm (1965-1996)
- **Brueske, William**; Biol (1966-1998)
- **Brusca, Stephen**; Phyx (1981-2005)
- **Buck, Whitney**; Engl (1964-1992)
- **Burroughs, Ann**; Comp Sci (1982-2006)
- **Burroughs, Robert C**; English (1967-1994)
- **Butcher, Lucy**; Library (1965-1982)
- **Calhoun, Roland**; Psyc (1969-1988)
- **Cannon, Edward 'Chip'**; Kines (1982-2007)
- **Carlson, Steven**; ENRS (1983-2004)
- **Carlson, Warren**; Psyc (1968-1998)
- **Carlton, Karen**; English (1983-2004)
- **Carver, Gary**; Geol (1973-1998)
- **Chaffey, Kay Gott**; Health & PE (1952-1982)
- **Chaney, Ronald**; ERE (1981-2004)
- **Cheek, Frank**; Health & PE (1969-2000)
- **Cherry, Pamela**; Nurs (1999-2004)
- **Chinn, Leung**; Phys (1968-2000)
- **Chinn, Phyllis Z**; Math (1975-2005)
- **Chu, Kai**; Comp Sci (1979-2008)
- **Clark, Thomas**; Chem (1959-2000)
- **Clendenning, Lester**; Physics (1958-2001)
- **Cole, Robert**; Comm (1970-1980)
- **Coleman, John**; Geog (1964-1989)
- **Cooper, Charlotte**; Educ (1952-1975)
- **Corbett, Kathryn**; Sociol, Wom Std (1952-1980)
- **Cornejo, Rafael**; Spanish (1972-2000)
- **Costello, John**; Health & P.E. (1997-2003)
- **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)
- **Dalsant, Barry**; Engl (1970-2004)
- **Daniel, William**; Gov & Politics (1972-2007)
- **Davis, Clyde**; Chem (1969-2000)
- **Day, Richard**; Engl (1959-1987)
- **deAngelis, Marie**; Ocean (1993-2004)
- **De Martini, John**; Biol (1963-1997)
- **Derden, James, Jr**; Phil (1969-2000)
- **Devall, William**; Sociol (1968-1995)
- **Dickerson, Robert**; Bus & Econ (1959-1983)
- **Di Costanzo, Charlie**; Art (1973-2000)
- **Diez, Andres A**; Spanish (1988-2005)
- **Dobkin, Milton**; Comm (1955-1983)
- **Early, Thomas**; Phil (1971-2001)
- **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)
- **Farruggia, Joseph**; Music (1965-1992)
- **Figone, Albert**; Health & PE (1980-2003)
- **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)
- **Frost, Nancy**; Child Dev (1971-2002)
- **Frye, Robert**; Bus & Econ (1985-1992)
- **Fulton, Gloria**; Library Info Svc (1970-2000)
- **Gaasch, James**; French (1974-2001)
- **Gage, Thomas**; Engl (1976-2000)
- **Gai, John**; Soc Work (1975-2003)
- **Garlick, Donald**; Geol (1969-1998)
- **Gast, James**; Ocean (1961-1992)
- **Gearheart, Robert**; ERE (1975-1998)
- **Gilchrist, Richard**; Biol (1969-1998)
- **Goodrich, George**; Thea Film Dan (1959-1980)
- **Green, Simon**; Hist (1973-2002)
- **Grobey, John**; Bus & Econ (1967-1996)
- **Gruber, Mary**; Psych (1974-2003)
- **Guillaume, Alfred, Jr**; French (1994-1999)
- **Gutierrez, Ralph**; Wldf (1979-2000)
- **Handwerker, Penn**, Anthro (1972-1995)
- **Hanson, Mervin**; Chem (1965-2000)
- **Hansis, Richard A**; ENRS (1999-2005)
- **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)
- **Hennings, John**; Chem (1967-2002)
- **Hess, Ford**; Health & PE (1959-1979)
- **Hess, Ivan**; Thea Film Dance (1971-2000)
- **Hewston, John**; NRPI (1966-1987)
- **Hines, Robert**; Bus & Econ (1973-1997)
- **Hodgkins, Gael**; Relig Std (1976-1990)
- **Hodgson, Robert**; Ocean (1972-1992)
- **Hofmann, John**; Bus & Econ (1971-1987)
- **Honsa, Bill**; Engl (1967-1996)
- **Hopkins, Geraldine**; Educ (1989-2000)
- **Houck, Warren**; Biol (1955-1983)
- **Householder, James**; Math (1959-1981)
- **Howe, Clarence**; Phil (1960-1988)
- **Humphry, Kenneth**; Psyc (1955-1983)
- **Hunt, James**; Health & PE (1966-1986)
- **Hunt, Robert W**; Math (1976-2001)
- **Hurley, Richard**; Biol (1966-1996)
- **Isaacson, Mark**; Art (1982-2002)
- **Jackson, Hal**; Geog (1973-1992)
- **Jackson, Lynn**; Math (1967-1990)
- **Jager, Douglas**; Forest, Wtrshd (1972-2000)
- **Jensen, Betty**; Nurs (1995-2003)
- **Jewett, Frank**; Bus & Econ (1966-1986)
- **Johnson, James**; Engl (1967-2001)
- **Johnson, Ronald**; Art (1974-1998)
- **Jolly, Frank**; Ind Tech (1965-1992)
- **Jones, Thomas A**; Geog (1968-2005)
- **Kaster, Manuel**; Biol (1965-1992)
- **Kates, Philip**; Mus (1966-1995)
- **Kelly, Paul**; Phys (1968-1991)
- **Kelly, Robert**, Health & PE (1967-2000)
- **Kennemer, Hubert**, Mus (1970-1997)
- **Kenyon, Peter**; Bus & Econ (1984-2003)
- **Kenyon, Sharmon**; Lib (1983-2007)
- **Khazanie, Ramakant**; Math (1975-1998)
- **Kilmer, Frank**; Geol (1964-1983)
- **Kinzer, David**; KRA (1977-2008)
- **Kitchen, David**; Wldf (1972-2005)
- **Kozlak, Jeanne**; Nurs (1975-2008)
- **Krause, Jerrald**; Soc (1971-2000)
- **Lamberson, Roland**; Math (1980-2004)
- **Lamp, Nancy**; Thea Film Dance (1974-1991)
- **Land-Weber, Ellen**; Art (1974-2001)
- **Lang, Kenneth**; Biol (1970-2001)
- **Langlois, Aimee**; Child Dev (1980-2007)
- **LaPlantz, David**; Art (1971-2002)
- **Largent, David**; Biol (1968-2001)

- **Lauck, David**; Biol (1961-1986)
- **Lawlor, Timothy**; Biol (1969-2001)
- **Lawson, Donald**; Bus & Econ (1965-1987)
- **Lee, Sue**; Biol (1969-1996)
- **Leeper, Joseph**; Geog (1972-2004)
- **Leftridge, Leonard**; Educ (1979-2000)
- **Lester, William**; Biol (1970-1998)
- **Little, Judith**; Soc (1980-2008)
- **Littlejohn, Stephen**; Comm (1970-1996)
- **Longshore, John**; Geol (1965-2000)
- **Lovelace, James**; Biol (1965-1997)
- **Lowery, Bette**; Prof Studies (1983-1996)
- **Lowry, John**; Bus & Econ (1980-1996)
- **Mace, Miriam L**; Thea Film Dan (1978-2001)
- **MacFarlane, Thomas**; Psyc (1971-1983)
- **Mack, Herschel L**; Comm (1970-2001)
- **MacPherson, Helen**; Educ (1948-1970)
- **Mahar, Franklyn**; Hist (1968-1992)
- **Mahler, Donald**; Psyc, Spec Ed (1968-1986)
- **Manier, Martha**; Spanish (1981-2006)
- **Marak, Louis B**; Art (1969-2001)
- **May, Theresa**; Thea Film Dan (2001-2006)
- **McClary, Maclyn H**; Jrn & Mass Comm (1967-2001)
- **McCrone, Alistair**; Geol (1974-2002)
- **McGaughey, Russell W**; Engl (1968-2004)
- **McKee, Mac**; Engr (1984-1998)
- **McLoney, Jason**; Ind Tech (1972-1992)
- **McNelis, James**; Engl (1956-1981)
- **Mesinger, Bonnie**; Comm (1974-1998)
- **Meyer, Richard**; Biol (1968-1998)
- **Minty, Judith**; Engl, Women Std (1982-1992)
- **Mitsanas, Demetri**; Art (1968-1994)
- **Moon, Charles**; Mus (1958-1988)
- **Morgan, John**; Psyc (1969-2000)
- **Morgan, Sanderson;** Art (1980-2005)
- **Mossman, Archie**; Wldf (1961-1980)
- **Murison, William**; NRPI (1966-1988)
- **Musselman, Dennis**; Psyc (1962-1999)
- **Myers, Charles**; Thea Film Dan (1969-1998)
- **Nachem, Beverly F**; Nurs (1980-2005)
- **Nakamura, Ken**; Soc Work (1997-2008)
- **Nelson, Scott**; Health & PE (1967-2000)
- **Noble, Peter**; Bus (1998-2005)
- **Norris, Daniel**; Biol (1967-1991)
- **Norton, Jack**; Ethnic Studies (1972-1997)
- **Okin, Louis**; History (1969-2001)
- **Oliner, Pearl**; Educ (1974-1993)
- **Oliner, Samuel**; Sociol (1971-1994)
- **Osborn, Alane**; Psych (1989-2001)
- **Oyler, David**; Library (1976-1991)
- **Park, Yung**; Govt Pol (1966-1988)
- **Parke, Charles**; Phys (1953-1981)
- **Partain, Elizabeth**; Health & PE (1967-1982)
- **Partain, Gerald**; Forestry (1954-1983)
- **Patel, Vithal**; Math (1969-1999)
- **Peithman, Roscoe**; Phys (1946-1977)
- **Pence, Ellsworth**; French (1973-1999)
- **Pequegnat, John**; Ocean (1971-2004)
- **Phillips, Valgene**; Mus (1967-2004)
- **Pierson, Joan**; Home Ec (1968-1983)
- **Plank, Robert**; Geog (1970-1994)
- **Poelzer, Dolores**; Sociol (1972-1992)
- **Potter, Denis**; Ind Tech (1975-2000)
- **Preston, Kathleen**; Psyc, Wom Std (1971-1992)
- **Price, Leslie**; Art (1972-2005)
- **Price, Thomas**; Educ (1970-1986)
- **Rasmussen, Robert**; Biol (1966-1997)
- **Rhea, Mark**; NRPI (1953-1983)
- **Rice, Judy**; Nurs (1978-2001)
- **Richter, Glenda**; German (1958-1987)
- **Ridenhour, Richard**; Fish Biol (1960-1992)
- **Rigby, Wanda**; Jrn Mass Com
- **Robison, Houston**; Behav Soc Sci (1969-1977)
- **Roelofs, Terry D**; Fish Biol (1970-2005)
- **Roscoe, Charles**; ERE/Engr (1957-1983)
- **Rose, Philip**; Ind Tech (1973-2001)
- **Ross, Sheila**; Art (1975-2001)
- **Ruggles, Charles**; Engl (1966-1976)
- **Ruprecht, Theodore**; Bus & Econ (1958-1991)
- **Russell, John**; Chem (1956-1992)
- **Samuelson, Ralph**; Engl (1956-1986)
- **Sathrum, Robert**; Library (1974-2008)
- **Sattinger, Gerald**; Govt & Poli (1970-1998)
- **Sawatzky, Jasper**; Comp Sci (1959-1987)
- **Sawyer, John O, Jr**; Biol (1966-2000)
- **Schafer, John**; Engl (1981-2003)
- **Schimps, Erich**; Library (1964-1997)
- **Schuler, Melvin**; Art (1947-1977)
- **Scott, Andrew 'Mort'**; Art (1975-2007)
- **Seitzer, Marlys**; Nurs (1975-1994)
- **Sessions, Alwyn**; Psyc (1965-1992)
- **Shaffer, Peter Mark**; German (1966-1998)
- **Sibley, Brooks**; Forestry (1969-2000)
- **Sievers, Linda**; Thea Film Dan (1984-2006)
- **Sievers, Rodney M**; Hist (1971-2001)
- **Siler, Fred**; Health & PE (1968-1999)
- **Simmons, Greg**; Health & PE (1982-2006)
- **Simmons, Lindsay**; Educ (1972-1991)
- **Simpson, Ben**; Bus & Econ (1963-1990)
- **Sin, Srun M**; For & Wshd (1976-2001)
- **Sinclair, Giles**; Engl (1953-1979)
- **Sise, William**; Forest & Wtrshd (1970-2004)
- **Smith, James**; Biol (1969-2000)
- **Smith, Nathan**; Ethnic Studies (1986-2001)
- **Spaid, Stanley**; Hist (1949-1971)
- **Spinas-Cunningham**; **Janet**, Span (1961-1988)
- **Sprankle, Norman**; Ind Tech (1969-2001)
- **Squires, Larry**; Engl (1965-1983)
- **Stanard, James E**; Mus (1972-2001)
- **Stauffer, Howard**; Math (1984-2006)
- **Steinhagen, Elizabeth**; Library (1989-96)
- **Stepp, Richard**; Physics (1973-2007)
- **Stokes, Charlotte**; Art (1999-2007)
- **Stoob, John C**; Comp Sci (1981-2002)
- **Stradley, Jean**; Educ (1958-1986)
- **Sullivan, Calista**; Library (1996-2003)
- **Sundet, Stuart**; Art (1968-1992)
- **Sundstrom, Roy**; Hist (1969-1998)
- **Suryaraman, M G**; Chem (1966-1991)
- **Tam, Patrick**; Phyx (1969-2003)
- **Tang, Victor**; Math (1963-1988)
- **Thobaben, Marshelle**; Nurs (1982-2007)
- **Thompson, Richard L**; Phyx (1968-2001)
- **Thompson, Robert**; Ocean (1965-1983)
- **Thornburgh, Dale**; Forestry (1965-1996)
- **Travis, John**; Gov & Politics (1970-2007)
- **Tucker, Roy**; Math (1959-1988)
- **Turner, John P**; Engl (1970-2002)
- **Turner, Sara**; Soc Work (1976-1991)
- **Upatisringa, Vis**; Math (1969-1997)
- **Van Den Bergh, Nancy**; Soc Work (1996-2003)
- **Van Deren, Frank, Jr**; Health & PE (1966-1985)
- **van Putten, Barbara**; Health & PE (1961-1992)
- **VanKirk, Robert**; NRPI (1969-1990)
- **Vrem, Richard**; Math (1980-2007)
- **Walker, Dennis**; Biol Sci (1965-2005)
- **Warner, Lynn**; Health & PE (1970-2000)
- **Waters, James**; Biol (1966-1998)
- **Watson, Louise**; Health & PE (1953-1976)
- **Webb, Sheila**; Educ (1987-1999)
- **Weinstein, Josh**; Psyc (1969-1998)
- **Welsh, James F**; Zool (1959-1986)
- **Wenger, Patrick**; Anth (1969-2003)
- **White, Robert**; Govt Poli (1969-1999)
- **Wieand, Lou Ann**; Psych (1984-2008)
- **Wilson, Herschel 'Pete'**; Jrn Mass Comm (1971-1990)
- **Wimmer, Ted**; Library (1969-1988)
- **Wisner (Reading), Ida**; Library (1968-1978)
- **Wood, William**; Chem (1976-2008)
- **Woodward, Wendy**; Nurs (1979-2007)
- **Yanosko, Kenneth**; Math (1977-2004)
- **Yarnall, John**; Biol (1969-1992)
- **Yee, Carlton**; Forestry (1970-2000)
- **Yingling, Julie**; Comm (1988-2004)
- **Young, Ronald**; Comm (1962-1999)
- **Young, Todd**; Anth (1970-2000)
- **Zulauf, Dwight**; Bus & Econ (1985-1990)

The Fine Print

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 the campus. 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 and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained from the Vice President for Student Affairs, the Dean for Academic Programs & Undergraduate Studies, and Diversity and Compliance Services. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Forms requesting the withholding of directory information are available at the Office of the Registrar, SBS 133.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Disclosure of Student Information. Agencies of the State of California may request, for recruitment purposes, information (including the names, addresses, major fields of study, and total units completed) of CSU students and former students. The university is required by law to release such information to state agencies. Students may request, in writing, release of such information. Students may also forbid release of any personally identifiable information to state agencies or any other person or organization. Forms requesting the withholding of personally identifiable information are available in the Office of the Registrar, SBS 133.

Career Placement Information. Humboldt may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Student Papers, Theses, or Projects. The University may require that graduate or undergraduate student papers, theses, or projects be placed in the library, available to interested members of the public. Students may wish to secure copyrights for their work. For information regarding proper procedure for obtaining a copyright, contact the library's documents section (3rd floor) or the Dean for Research and Graduate Studies.

Use of Social Security Number. Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, 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 by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Student Records Access Policy

The purpose of this Records Access Policy is to ensure 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 biannual review of this policy.

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/Registration Guide, University Catalog, and Handbook for Master's Students.

The University Registrar will review this Policy and campus information management practices concerning Education Records at least every two years or more often as the need arises and recommend to the President any changes deemed necessary after such review.

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 to him or her.

V. Copies

While the student retains the right to inspect his or her Education Records, the University may refuse to provide copies of such records, including transcripts, if the Student has an unpaid financial obligation to the University. (See Section 42381 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: Judicial Officer, Student Affairs

Extended Education: Extended Education Director

Graduate student: Dean, Research & 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 of a "non-forcible sex offense," whether or not the charges are sustained;

12. to U.S. Military recruiters pursuant to federal regulations (See32 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 additional 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 his or her 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 within 15 working days of receipt of the written request of a Student provide notice to the Student of (1) the decision to either comply with or deny the request, (2) of the Student's right to file a complaint under the Grievance Policy and Procedures for Students Filing Complaints other than Discrimination or Unprofessional Conduct against Faculty, Staff, or Administrators (University Management Letter 00-01); and (3) of the Student's right to place a statement of dispute in the Education Record.

C. Statement of Dispute. If the University Registrar decides not to comply with the Student's request to amend or correct the specified Education Record, the Student has the right to place in the Education Record a statement commenting on the challenged information and stating the reasons the Student believes the record is inaccurate or misleading. The statement will be maintained as part of the Student's Education Records as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

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)
FAX: (202) 260-9001

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 graduation and persistence rates for the group of students who entered Humboldt State University 2000-05 (F=fall semester):

Freshmen entering fall 2000:
75.8 % returned F '01; 61.0 % returned F '02; 55.5 % returned F '03; 42.4% returned F '04; 12.1% graduated by F '04; 19.4% returned F '05; 33.0% graduated by F '05; 3.7% returned F '06; 49.8% graduated by F '06; 3.5% returned F '07; 48.6% graduated by F '07; 2.0% returned F '08; 50.6% graduated by F '08

Freshmen entering fall 2001:
76.4 % returned F '02; 61.7 % returned F '03; 57.2% returned F '04; 44.3% returned F '05; 11.0% graduated by F '05; 18.6% returned F '06; 33.0% graduated by F '06; 9.4% returned F '07; 41.7% graduated by F '07; 4.4% returned F '08; 46.8% graduated by F '08

Freshmen entering fall 2002:
72.1 % returned F '03; 58.3% returned F '04; 52.5% returned F '05; 38.4% returned F '06; 11.6% graduated by F '06; 15.6% returned F '07; 31.9% graduated by F '07; 4.4% returned F '08; 42.8% graduated by F '08

Freshmen entering fall 2003:
76.0% returned F '04; 62.6% returned F '05; 55.8% returned F '06; 43.2% returned F '07; 11.2% graduated by F '07; 19.4% returned F '08; 30.8% graduated by F '08

Freshmen entering fall 2004:
70.8% returned F '05; 55.7% returned F '06; 51.3% returned F '07; .4% graduated by F '07; 40.0% returned F '08; 8.7% graduated by F '08

Freshmen entering fall 2005:
76.1% returned F '06; 62.7% returned F '07; 55.7% returned F '08; .5% graduated by F '08

Freshmen entering fall 2006:
74.5% returned F '07; 58.9% returned F '08

Freshmen entering fall 2007:
73.0% returned F '08

Like most statistics, those above can be interpreted in many ways. Keep several important things in mind—primarily, how the information was gathered and the cohort it assumes. In this case, the students traced were "new first-time freshmen who enter the university (Humboldt) in the fall term as regular admits and who enrolled in at least 12 units their first term. Completion or graduation rate (was calculated) by following the progress of each student in a cohort of entering students from the time of enrollment through the period equal to 150 percent of the normal time for completion or graduation from that student's program."

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 an evaluator from the Office of the Registrar 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 State University 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, the Student Grievance Coordinator, a representative from the Office of the Vice President for Student Affairs, or a representative from the Office of the Dean for Academic Programs & Undergraduate Studies. 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 Offices of Diversity and Compliance, the Dean for Academic Programs & Undergraduate Studies, or the Vice President for Student Affairs. **Please note: There are established time lines for initiating a grievance.**

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 Programs and Undergraduate Studies, Siemens Hall 216, 707-826-3722.

Nondiscrimination Policy

Race, Color & National Origin. The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability. The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Diversity and Compliance Services, Siemens Hall 220, Humboldt State University, Arcata, CA 95521-8299, 707-826-4501, has been designated to coordinate the efforts of Humboldt State University to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this department.

Sex/Gender. The California State University does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by Humboldt State University. Such programs and activities include admission of students and employment. Inquiries concerning the application of these laws to programs and activities of Humboldt may be referred to Diversity and Compliance Services (see contact information above), the office with the administrative responsibility of reviewing such matters, or to the Regional Director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Humboldt State University:

University Management Letter 03-01

Humboldt State University Nondiscrimination Policy February, 2003 (language clarification 09/2008) UML 03-01 (Supersedes University Management Letter 00-03).

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 cause 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.

[Procedures for processing complaints of unlawful discrimination are available in the Office of President, Siemens Hall 224, and can be found on the Web at www.humboldt.edu/~hsupres/uml/uml03-01.html].

Residence Determination for Nonresident Tuition Purposes

Humboldt's Office of Admissions determines the residence status of most new and returning students for nonresident tuition 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 Visitor Center (SBS Lobby) or on the Web at www.humboldt.edu/admissions/apply/Residency.shtml. 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 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 ay the CSU is California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, 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 Web site at www.calstate.edu/GC/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 his/her 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 his/her stay 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 his/her 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 his/her 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 student 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
Summer	=	June 1

The Office of Admissions, 707-826-4402, can answer residence determination questions.

Exceptions to the usual rules:

1. Persons below age 19 whose parents were residents of California but left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date and entirely self-supporting for that time. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
4. Most students who have attended three years of high school in California and graduated or attained the equivalent
5. Dependent children and spouse of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either happens, the student's eligibility for this exception continues until she/he resides in the state the minimum time necessary to become a resident.
6. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military person has resided in the state the minimum time necessary to become a resident.
7. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in the state the minimum time necessary to become a resident.
8. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as the student maintains continuous attendance at an institution.
9. Graduates of any school located in California that is operated by the US Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as the student maintains continuous attendance at an institution.
10. Certain credentialed, full-time employees of California school districts.
11. Full-time state university employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
12. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties.
13. Certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
14. Federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of a least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
15. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when she/he is no longer enrolled in the qualifying fellowship.

Exemptions from nonresident tuition can be granted to students who have attended a California high school for at least 3 years and who graduate from a California high school.

Following a final campus decision on his/her residence classification, and within 120 calendar days of notification, any student may appeal to:

The California State University
Office of General Counsel
401 Golden Shore
Long Beach, California 90802-4210

General Counsel may then decide on the issue or send the matter back to the campus for further review.

Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to section 41301 of title 5 of the California Code of Regulations.

Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must notify the Office of Admissions immediately. Applications for changes in classification for previous terms are not accepted.

Caution: This summation of rules regarding residency determination is by no means a complete explanation of their meaning. Also, changes may occur in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

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.

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.

Humboldt State University accepts this challenge and to this end presents specific implications of these principles in the areas of student life and activity.

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.

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, unrecognized 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 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 the Vice President for Student Affairs 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 banned from a course has passing status, the student will be 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 CSU chancellor's office.

The full text of the HSU Crime Report is available upon request from the University Police, Student and Business Services Building, room 101, 707-826-5555. This information is also online at www.humboldt.edu/~hsupd/index.shtml.

The Humboldt State University Crime Awareness & Campus Security Report 2003 reflects the current reporting criteria in accordance with 20 U.S.C. (United States Code) Section 1092 (f), Higher Education Amendments of 1998, also referred to as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Since spring of 1993, the campus has offered a 24-hour escort service during hours of darkness. Call 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, Rape Aggression Defense (RAD) for females, property identification programs, and emergency management.

Selective Service Requirements

The federal Military Selective Service Act requires most males residing in the US 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 US 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 sexual assault will be subject 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 her/his 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 she/he 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 Team at 445-2881 or HSU Counseling and Psychological Services at 826-3236 for support.

Humboldt State encourages all victims of sexual assault to file an immediate report with the University Police (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 Vice President for Student Affairs. 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 United States Department of Education, Office for 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 (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 his/her behavior.

Humboldt State University subscribes to a drug-free campus and workplace (Drug-Free Workplace Act, 1988; 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. **Students, faculty, and staff violating these policies are subject to disciplinary action, which may include expulsion or termination of employment, and may be referred for criminal prosecution and/or required to participate in appropriate treatment programs.**

Federal, State, & Local Sanctions Regarding Controlled Substances

Federal Laws Governing Distribution, Use & Possession of Controlled Substances. Under federal law, the manufacture, sale, or distribution of all Schedule I and II illicit drugs or "counterfeit" substances (for example, cocaine, methamphetamines, heroin, PCP, LSD, fentanyl, and all mixtures containing such substances, as well as "counterfeit" substances purported to be Schedule I or II illicit drugs) is 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 with intent to distribute 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 fines up to $250,000 for first offenses, depending upon the amount possessed.

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, and 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 vehicles, vessels, 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, noncitizens convicted of violating any state, federal, or foreign law or regulation are subject to deportation and exclusion from entry to the United States.

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 attending an alcohol/drug program, fines up to $1000, up to six months in jail, and driver's license suspension up to six months. Second offenses are punishable by fines up to $1000, 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, respectively. Driving privileges 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 felonies carrying prison 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 by convicted felons and for distribution within 1000 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 (Baccupp) by Linda Cherry, © 1990; Federal Register, Vol 55, Number 159, p 33588 and 33590; materials prepared by California Department of Justice Training Center (classifications of drug offenses); and California and Federal legislation, regulations, and case law.

Alcohol & Other Drugs: Education & Prevention Services & Programs

A key element of alcohol and drug abuse prevention is students working with other students to create healthy norms of behavior on campus. Through the Health Education and Promotion Program in the Student Health Center, students can get involved in bringing vital health outreach and leadership on a variety of health topics (including 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 Health Center for exact names, places, 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.....707-826-3236
Student Health Center.....826-3146

Off-Campus:

Alcoholics Anonymous..... 442-0711 (24 hrs)
Al-Anon and Al-Ateen.....443-1419
Alcohol/Drug Care Services (DETOX).....445-3869
American Cancer Society.....442-1436
Codependents Anonymous.....445-3833
Crossroads Residential Program.....445-0869
Humboldt Alcohol Recovery Center.....443-4237
Health Department Tobacco Education.....268-2132
Health Department Free & Anonymous HIV/AIDS Testing.....268-2132
Healthy Moms.....441-5220
Humboldt County Alcohol & Other Drug Programs.....445-6250
Humboldt Recovery Center.....443-4237
Humboldt Women for Shelter.....444-9255
24-hour Crisis Line.....443-6042
Mothers Against Drunk Driving.....443-5072
Narcotics Anonymous.....444-8645
Open-Door Clinic Smoking Cessation.....826-8610
PACE Program.....445-7444
St. Joseph Hospital Family Recovery Services.....445-9251
Singing Trees Recovery Center.....247-3334
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/illegal substances are summarized below. In general, alcohol and drugs are toxic to the body's systems. In addition, contaminant poisonings 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 abuse or drug 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, can be triggered by first-time use. Long lasting health effects of 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, impotency, immune system impairment, kidney failure, cirrhosis of the liver, and pulmonary (lung) damage. Drug use during pregnancy may result in miscarriage, fetal damage and birth defects causing hyperactivity, neurological abnormalities, developmental difficulties, and infant death.

Alcohol. As many as 360,000 of the nation's 12 million undergraduates will ultimately die from alcohol-related causes while in school. This is more than the number who will get MAs and PhDs combined. 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 binge 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, gastrointestinal bleeding, impotence and fertility loss. Episodic 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 from occasional drinking are trauma-related (accidents and violence), and involve both the drinker and nondrinking victims.

Sources: Wechsler, Henry, *et al.* "Health and Behavioral Consequences of Binge Drinking in College," *Journal of the American Medical Association*, Vol 272, Number 21 1994), p 1672-1677; Eigan, Lewis, "Alcohol Practices, Policies and Potentials of American Colleges and Universities," An OSAP White Paper, Office for Substance Abuse Prevention, Rockville, MD, February 1991; Anderson, David, "Breaking the Tradition on College Campuses: Reducing Drug and Alcohol Misuse," George Mason University, Fairfax, VA 1994.)

Other Depressants. These drugs include narcotics (for example, opium, heroin, morphine, codeine, and synthetic opiates) and sedative-hypnotics and antianxiety medications (for example, Nembutal, Seconal, Quaalude, Miltown, Equanil). All are central nervous depressants that slow down physical and psychological responses. The most serious risk is toxic reaction, or overdose, which causes death when respiratory, cardiac, and circulatory systems slow down and cease to function. Sedatives and antianxiety drugs can cause temporary psychosis, 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, methamphetamines, and cocaine (crack). Stimulant drugs are exceedingly dangerous to both physical and mental health. Physical complications include heart attack, stroke, permanent brain damage, fatal 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 serious 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 themselves and others.

Marijuana. This drug simultaneously creates physical symptoms akin to both depressants (relaxation, sleepiness) and stimulants (increased

respiratory/heart rates). Chronic marijuana smoking results in respiratory difficulties, bronchitis, and probably both emphysema and lung cancer. Episodic use 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 of the most serious consequences of marijuana 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.

HUMBOLDT STATE UNIVERSITY
CRIME AWARENESS & CAMPUS SECURITY (CLERY) REPORT
2005 through 2007

Criminal offenses reported to Humboldt State University Police Department in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

	On Campus			Residential Facilities**			Non-Campus Property			Public Property		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter/Negligent	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses:												
Forcible	7	7	1	6	5	1	0	0	0	0	1	0
Non-forcible	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	2	0	0	1	0	0	0	0	0	0
Aggravated Assault	2	0	0	0	0	0	0	0	0	0	1	0
Burglary	6	19*	13	3	1	6	1	2	1	0	0	0
Motor Vehicle Theft	1	5	2	1	0	0	0	0	0	0	2	0
Arson	3	0	0	3	0	0	0	0	0	0	0	0
Liquor Law Arrests	14	26	37	3	8	3	1	0	1	1	3	3
Disciplinary Referrals for Liquor Law Violations	21	20	5	20	20	4	0	0	0	0	0	0
Drug Law Arrests	73	80	89	45	68	44	0	0	1	7	5	1
Disciplinary Referrals for Drug Law Violations	135	77	103	127	76	82	0	0	0	0	0	0
Illegal Weapons Possession Arrests	1	0	9	1	0	4	0	0	0	0	0	0
Illegal Weapons Possession Violations Referred for Disciplinary Action	8	2	7	7	2	7	0	0	0	0	0	0

- *Severe increase in the burglary statistics results from one burglary incident in which the suspect, who was later arrested, entered 15 rooms in one night, inside an on-campus building with the intent to steal property.
- **Crimes reported in the Residential Facilities column are included in the On-Campus category.
- "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.
- Please see the Annual Security Report at http://studentaffairs.humboldt.edu/police/clery_report.php for actual crime definitions.

HATE CRIMES

There were no reported hate crimes for Clery Act Offenses for the years 2005, 2006, 2007.

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 of those disbursements;

6. 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;

7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;

8. The responsibility for providing and collecting exit counseling information for all student borrowers under the federal student loan programs;

9. Information concerning the cost of attending Humboldt State University, including fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room and board and typical commuting costs, and, if requested, additional costs for specific programs.

10. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the refund policies of Humboldt State University for the return of unearned tuition and fees or other refundable portions of institutional charges is available from Student Financial Services, SBS 285, 707-826-6789.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from Student Financial Services, SBS 285, 707-826-6789.

Information regarding special facilities and services available to students with disabilities may be obtained from the Student Disability Resource Center, House 71, 707-826-4678.

Information concerning Humboldt State University policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from the University Police Department, SBS 101, 707-826-5555.

Information concerning Humboldt State University annual campus security report may be obtained from the University Police Department, SBS 101, 707-826-5555.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Health Education and Promotion Program in the Student Health & Counseling Center, 707-826-5123 or 707-826-3236.

Information regarding student retention and graduation rates at Humboldt State University and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Office of the Registrar, SBS 133, 707-826-4101.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that Humboldt State University dedicates to its men's and women's teams may be obtained from the Athletics Office, Forbes Complex 142, 707-826-3666.

Information concerning teacher preparation programs at Humboldt, including the pass rate on teacher certification examinations, may be obtained from the Education and Credential Office, Harry Griffith Hall, room 202. [707] 826-5867.

Information concerning the academic programs of Humboldt State University may be obtained from the Vice President/Provost for the Office of Academic Programs and Undergraduate Studies, Siemens Hall 216, 707-826-3722.

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities that relate to the academic program;
3. The faculty and other instructional personnel;
4. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from Human Resources, Siemens Hall 211, 707-826-3626; the Vice President/Provost for Academic Programs & Undergraduate Studies, Siemens Hall 216, 707-826-4192 or the Vice President for Student Affairs, Nelson Hall 216, 707-826-3361.

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth 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, and 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 and the registration process may be initiated online at www.sss.gov.

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Catalog Production Credits

This catalog is produced through the Office of Enrollment Management. Direct questions or comments to:

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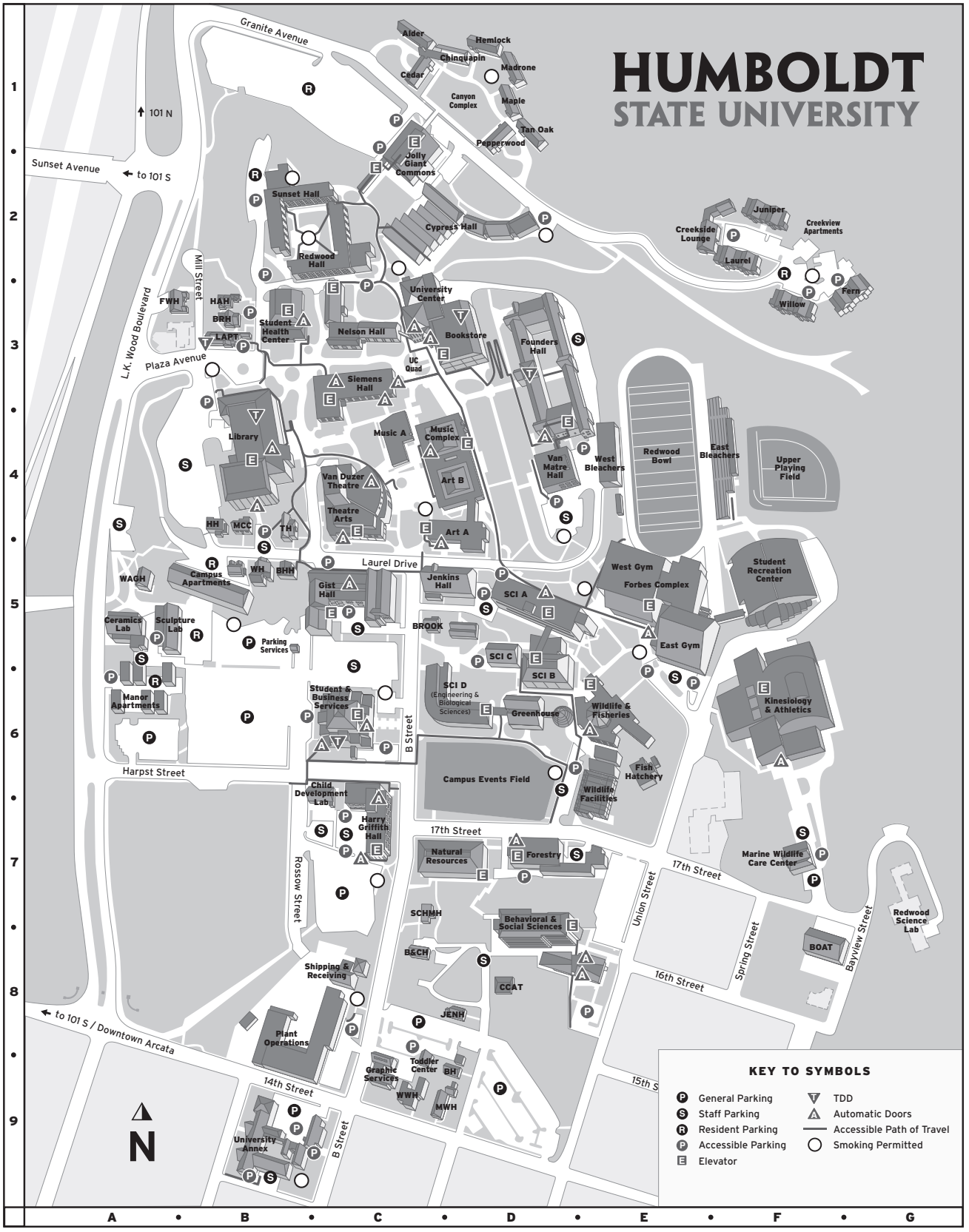
Campus Map


HUMBOLDT
STATE UNIVERSITY
Granite Avenue
101 N
Sunset Avenue
to 101 S
Mill Street
L.K. Wood Boulevard
Plaza Avenue
Laurel Drive
Harpst Street
17th Street
16th Street
15th Street
14th Street
Union Street
Spring Street
Bayview Street
B Street
Rossow Street
to 101 S / Downtown Arcata
Alder
Hemlock
Chinquapin
Madrone
Cedar
Canyon Complex
Maple
Tan Oak
Pepperwood
Jolly Giant Commons
Sunset Hall
Redwood Hall
Cypress Hall
Juniper
Creekside Lounge
Creekview Apartments
Laurel
Willow
Fern
University Center
Bookstore
Student Health Center
Nelson Hall
Founders Hall
UC Quad
Siemens Hall
Library
Music A
Music Complex
Art A
Art B
Van Duzer Theatre
Theatre Arts
Van Matre Hall
West Bleachers
Redwood Bowl
East Bleachers
Upper Playing Field
FWH
HAH
BRH
LAPH
HH
MCC
TH
WH
BHH
WAGH
Campus Apartments
Gist Hall
Jenkins Hall
SCI A
SCI B
SCI C
SCI D
(Engineering & Biological Sciences)
BROOK
Greenhouse
Wildlife & Fisheries
Fish Hatchery
Wildlife Facilities
West Gym
Forbes Complex
East Gym
Student Recreation Center
Kinesiology & Athletics
Ceramics Lab
Sculpture Lab
Parking Services
Manor Apartments
Student & Business Services
Child Development Lab
Harry Griffith Hall
Campus Events Field
Natural Resources
Forestry
Marine Wildlife Care Center
Redwood Science Lab
BOAT
SCHMH
Behavioral & Social Sciences
B&CH
CCAT
JENH
Shipping & Receiving
Plant Operations
Graphic Services
Toddler Center
BH
WWH
MWH
University Annex
N
KEY TO SYMBOLS
General Parking
Staff Parking
Resident Parking
Accessible Parking
Elevator
TDD
Automatic Doors
Accessible Path of Travel
Smoking Permitted
A • B • C • D • E • F • G
1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • 9

HSU Campus Listing

Alphabetical by Building Name

OC = Off Campus

	- A -	
ALDER	**Alder** Residence Hall	C1
ARTA	**Art Bldg A**	C4
ARTB	**Art Bldg B**	C4
	- B -	
BH	**Baiocchi House**	D9
B&CH	**Beard & Cables House**	C8
BSS	**Behavioral & Soc. Sciences**	D8
BOAT	**Boat Facility**	F8
BRH	**Brero House**	B3
	Bookstore	C3
BHH	**Bret Harte House**	B5
BISC	**Boating Instr. Safety Ctr.**	OC
BROOK	**Brookins House**	C5
CCAT	**Buck House / CCAT**	D8
B88	**Bldg 88/Graphic Services**	C9
	- C -	
CA	**Campus Apartments**	B5
EVA	**Campus Events Field**	D6
CEDAR	**Cedar** Residence Hall	F2
CERAM	**Ceramics Lab**	A5
CDL	**Child Dev. Lab**, Swetman	C6
CHINQU	**Chinquapin** Residence Hall	C1
CREEKL	**Creekside Lounge**	F2
	Creekview Apartments	F2
CYPRES	**Cypress** Residence Hall	C2
	- F -	
FERN	**Fern** Residence Hall	F2
FWH	**Feuerwerker House**	A3
FSH	**Fisheries Hatchery**	E6
	Field House	E5
FC	**Forbes Complex**	E5
FR	**Forestry Bldg.**	D7
FH	**Founders Hall**	D3
	- G -	
GH	**Gist Hall**	C5
GRNH	**Greenhouse**	D6
	- H -	
HH	**Hadley House**	B4
HAH	**Hagopian House**	B3
HGH	**Harry Griffith Hall**	C7
HC	**Health Center**, Student	B3
HEMLOC	**Hemlock** Residence Hall	D1
	- J -	
JH	**Jenkins Hall**	C5
JENH	**Jensen House**	D8
JGC	**Jolly Giant Commons**	C2
JUNIPE	**Juniper** Residence Hall	F2
	- K -	
KA	**Kinesiology & Athletics**	F6
	- L -	
LAUREL	**Laurel** Residence Hall	F2
LIB	**Library**	B4
LAPT	**Little Apartments**	B3
LPF	**Lower Playing Field**	B7
	- M -	
MADRON	**Madrone** Residence Hall	D1
MANOR	**Manor** Apartments	D6
MAPLE	**Maple** Residence Hall	D1
TML	**Marine Lab, Telonicher**	OC
MWCC	**Marine Wildlife Care Ctr.**	F7
MWH	**Mary Warren House**	C9
MCC	**MultiCultural Center**	B4
MUSA	**Music, Bldg A**	C4
MUS	**Music Complex, Bldg B**	C4
	- N -	
NR	**Natural Resources Bldg.**	C7
NH	**Nelson Hall East**	C3
NH	**Nelson Hall West**	C3
NHM	**Natural History Museum**	OC
	- O -	
OBSRV	**Observatory**	OC
	- P -	
PARC	**Parking Auth. Center**	B6
PEPPER	**Pepperwood** Res. Hall	D1
PLANT	**Plant Operations**	B8
	- R -	
RB	**Redwood Bowl**	E4
REDWOO	**Redwood** Residence Hall	B2
	Restrooms, South Campus	B7
	- S -	
SCHMH	**Schmidt House**	C7
SCIA	**Science Complex Bldg A**	D5
SCIB	**Science Complex Bldg B**	D5
SCIC	**Science Complex Bldg C**	D5
SCID	**Science Complex Bldg D**	D5
SCIE	**Science Complex Bldg E**	D5
SCULPT	**Sculpture Lab**	A5
S&R	**Shipping & Receiving**	C8
SH	**Siemens Hall**	C3
SBS	**Student & Bus. Services**	C6
SRC	**Student Recreation Ctr.**	F5
SUNSET	**Sunset** Residence Hall	B2
	- T -	
TANOAK	**Tan Oak** Residence Hall	D1
TH	**Telonicher House**	B4
TML	**Telonicher Marine Lab**	OC
TA	**Theatre Arts Bldg.**	C4
	Toddler Center	C8
	- U -	
UANX	**University Annex**	B9
UC	**University Center**	C3
UPF	**Upper Playing Field**	F4
	- V -	
VMH	**Van Matre Hall**	D4
	- W -	
WAGH	**Wagner House**	A5
WWH	**Walter Warren House**	C9
WH	**Warren House**	B5
WGYM	**West Gym**	E5
WFB	**Wildlife & Fisheries Bldg.**	E6
WLDF	**Wildlife Facilities**	E6
WILLOW	**Willow** Residence Hall	F2

HUMBOLDT
STATE UNIVERSITY

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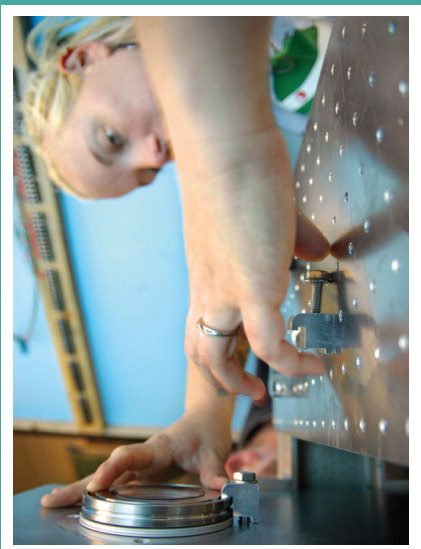
95521-8299

Library Rate



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