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# ACADEMIC CALENDAR 2019-2020

## Fall Semester 2019

Aug 19	Fall semester begins
Aug 19-23	Meetings, workshops, testing, advising, registration
Aug 26	Instruction begins
Sep 2	Labor Day holiday
Nov 11	Veterans Day holiday
Nov 25-29	Fall break
Dec 16-20	Final exams
Dec 23	Fall semester ends

## Spring Semester 2020

Jan 15	Spring semester begins
Jan 15-17	Meetings, testing, advising, registration
Jan 20	Martin Luther King, Jr. holiday
Jan 21	Instruction begins
Mar 16-20	Spring break
Mar 31	Cesar Chavez holiday (observed)
May 11-15	Final exams
May 16	Commencement
May 20	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 *Academic Deadlines* published each semester and found online at [registrar.humboldt.edu/academic-deadlines](http://registrar.humboldt.edu/academic-deadlines).

# PHONE INDEX

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

Academic & Career Advising Center .....	3341
Admissions, Office of .....	4402
Toll Free.....	1-866-850-9556
Visitor Center .....	6270
Arts, Humanities & Social Sciences, College of.....	4491
Assessment of Prior Learning .....	3641
Associated Students .....	3771
Athletics .....	3666
Bookstore.....	3741
Children's Center.....	3838
Counseling & Psychological Services.....	3236
Educational Opportunity Program/ Student Support Services .....	4781
Extended Education & Global Engagement, College of .....	3731
Financial Aid.....	4321
Graduate Studies .....	3949
Health Center, Student.....	3146
Housing & Residence Life.....	3451
International Center.....	4142
Learning Center.....	5217
Library.....	3431
Military Affiliated Services .....	6272
Natural Resources & Sciences, College of.....	3256
Operator, University Telephone .....	3011
Orientation .....	3510
Parking.....	3773
Police, University.....	5555
Professional Studies, College of.....	3961
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# Seeing is Believing

To truly get a sense of Humboldt State University, you need to come to campus and see it for yourself. Not until you have taken a campus tour, checked out our residence halls, spoken with an Admissions Counselor, sat in on a class, and met with a faculty member can you fully appreciate what sets us apart from other universities and why so many students choose to come to HSU every year!

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

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

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

**Telephone:** 866-850-9556 (toll-free) or 707-826-6270 (local)  
Monday – Friday, 8:00 A.M. – 5:00 P.M.

**Email:** [welcome@humboldt.edu](mailto:welcome@humboldt.edu)

**Website:** [humboldt.edu](http://humboldt.edu)

The Admissions staff looks forward to seeing you at Humboldt State University!



# The Humboldt State Community

## Welcome to the Humboldt State Community

As a student at Humboldt State, you'll probably hear references to the "HSU community"—a phrase used to describe the strong sense of connection among our students, faculty, staff, alumni, and the broader communities with which we engage. Together, we make HSU what it is today: a university that offers high-quality education, fosters diversity, and advances equity along with preparing you to navigate and contribute to a diverse society.

Our community is focused on helping students be successful and achieve your academic goals. Our faculty and staff are known for providing students with the personal attention, mentoring, and support you need to thrive and grow. We have developed world-class academic programs that challenge students to think critically and deeply.

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

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

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



**Lisa A. Rossbacher**

*President, 2014-2019*

# 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.



# Welcome To Humboldt



## Professors Who Know You by Name

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

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

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



## Hands-On Learning Not Just for Graduate Students

Imagine exploring the canopies of redwood forests, creating marketing plans for local business, pouring metal in our foundry, conducting original research on concussions and human movement.

Getting undergraduates involved in research can make a big difference in their education. And most universities typically reserve this work for graduate students. At HSU, students take part in meaningful research working closely with dedicated and talented professors.

# Learning to Create Greener Communities



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

Under the guidance of expert faculty, Humboldt State students are engaged in research on solar, biomass, and other alternative energy sources. At HSU's internationally renowned Schatz Energy Research Center, students have helped build renewable energy microgrids, studied the use of biomass for generating electricity and much more. The Waste-Reduction & Resource Awareness Program promotes zero-waste principles, and the Humboldt Energy Independence Fund creates student-driven renewable energy projects on campus. In fact, literally hundreds of classes, clubs, and initiatives at Humboldt State focus on creating a greener, more sustainable future.



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



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

**—HSU Graduation Pledge**



# Learning That Goes Way Beyond the Classroom

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

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

- **Schatz Energy Research Center**—Providing fellowship opportunities to graduate students in renewable energy studies
- **Biomechanics Lab**—Research and learning facility for analyzing mechanical and neuromuscular characteristics of human motion
- **Humboldt State Herbarium**—The largest in the CSU system with nearly 100,000 specimens
- **Child Development Lab**—A special environment for observing and working directly with children
- **Coral Sea Research Vessel**—A research vessel used primarily for undergraduate research
- **Arcata Community Forest**—A living 2,134-acre classroom adjacent to campus
- **Gravitational Research Lab**—Where students explore the boundaries of physics

Our wide range of academic offerings will give you the flexibility to explore your options and find the major that best fits your interests. We also have nearly 200 student clubs focused on academics, careers, culture, sports, and lifestyle.

Explore this catalog and take the opportunity to learn more about all that HSU has to offer. Don't forget to visit The Campus Community, Admission Information, and Academic Regulations sections to get a head start on a successful academic career at Humboldt State.



# Accreditation



Humboldt State University is accredited by WASC Senior College and University Commission (WSCUC)

In addition to institutional accreditation by WSCUC, many degree programs hold discipline-specific accreditation. Information regarding accreditation of these programs can be found at the associated departmental offices.

- American Chemical Society (ACS)
- California Commission on Teacher Credentialing
- Council on Social Work Education
- Engineering Accreditation Commission of ABET
- International Assembly Collegiate for Business Education (IACBE)
- National Association of Schools of Art & Design (NASAD)
- National Association of Schools of Music (NASM)
- Society of American Foresters



The HSU Children's Center and Child Development Lab are accredited by the National Academy of Early Childhood Programs—reporting to the National Association for the Education of Young Children (NAEYC)

Humboldt State has been approved or designated by:

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



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

## HSU graduates at the baccalaureate level will be able to:

- identify and evaluate systems of power and privilege and identify methods for creating diverse, inclusive, and racially just and equitable communities;
- explain how the functions of the natural world, society, and the economy depend on the resilience, sustainability, and conservation of ecological systems;
- locate, evaluate, and employ information effectively and ethically for a wide range of purposes;
- critically evaluate issues, ideas, artifacts, and evidence to guide their thinking;
- develop and express ideas effectively in writing;
- effectively communicate orally for informational, persuasive, and expressive purposes; and
- apply math concepts and skills to the interpretation and analysis of quantitative information in context.

See *HSU Institutional Learning Outcomes in The Bachelor's Degree section of this catalog.*

## HSU graduates at the masters level will be able to:

- elucidate the major theories, research methods and approaches to inquiry and/or schools of practice in the student's field of study; articulate their sources and illustrate both their application and their relationships to allied fields
- disaggregate, adapt, reformulate and employ principal ideas, techniques or methods at the forefront of their field of study in the context of a written product or project
- provide adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing, and/or refining knowledge within their field of study
- create sustained, coherent arguments or explanations and reflections on their work or that of collaborators (if applicable), to both general and specialized audiences
- apply the ethical framework(s) appropriate to their field of study
- employ the tools, concepts, and methods appropriate to their inquiry in a project, paper or performance



# THE CALIFORNIA STATE UNIVERSITY

## The California State University

Welcome to the California State University (CSU) — the nation's largest comprehensive higher education system with 23 unique campuses serving approximately 481,000 students with more than 52,000 faculty and staff. Each year, the university awards more than 125,000 degrees. CSU graduates are serving as leaders in the industries that drive California's economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. Learn more at [calstate.edu](http://calstate.edu).

A Tradition of Excellence for More Than Five Decades. Since 1961, the CSU has provided an affordable, accessible and high-quality education to 3.7 million graduates throughout California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading-edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

### Facts.

- Today, one of every 20 Americans with a college degree is a CSU graduate.
- 1 in every 10 employees in California is a CSU alumnus.
- The CSU awards 45 percent of the bachelor's degrees earned in California.
- More than half of all the nurses in the state earn their degrees from the CSU.
- The CSU awards 95 percent of the hospitality/tourism degrees in the state.
- Nearly half of all of the state's engineers earn their degrees from the CSU.
- The CSU is the leading provider of teacher preparation programs in the state.
- The CSU offers more than 125 fully online and 100 hybrid degree programs and concentrations.
- The CSU offers more than 4,700 online courses per term, providing more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU's online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU.
- Over a recent four year period, the CSU has issued nearly 50,000 professional development certificates in education, health

services, business and technology, leisure and hospitality, manufacturing, international trade and many other industries.

- Nearly half of the CSU's 481,000 students are engaged in some type of community service, totaling 32 million hours of service annually.
- More than 13,000 students participate in STEM (science, technology engineering and mathematics) service-learning courses.
- For every \$1 that the state invests in the CSU, the university generates \$5.43 for California's economy.

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

**CSU Historical Milestones.** The individual California State Colleges were established as a system with a Board of Trustees and a chancellor in 1960 by the Donahoe Higher Education Act. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University. Today, the CSU is comprised of 23 campuses, including comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

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

Through its many decades of service, the CSU has continued to adapt to address societal changes, student needs and workforce trends. While the CSU's core mission has always focused on providing high-quality, affordable bachelor's and master's degree programs, over time the university has added a wide range of services and programs to support student success — from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

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

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

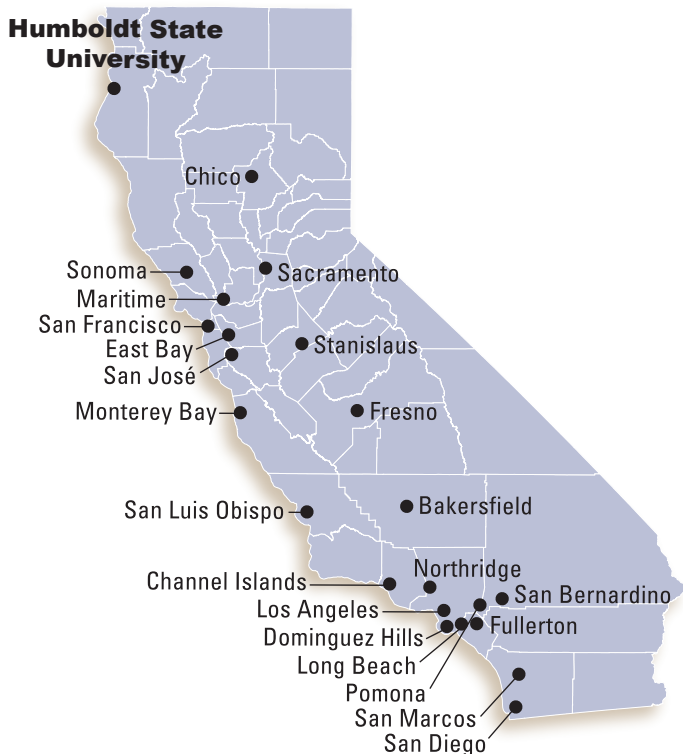
In 2010, in an effort to accommodate community college transfer students, the CSU, in concert with the California Community Colleges (CCC), launched the Associate Degree for Transfer (ADT), which guarantees CCC transfer students with an ADT admission to the CSU with junior status. ADT has since proven to be the most effective path to a CSU for transfer students.

Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU achieved another milestone in 2013, when it launched Cal State Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students have access to fully online courses offered at other CSU campuses.

By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. As of 2018-19, more than 3.7 million CSU alumni are making a difference in the lives of the people of California and the world.

The CSU strives to continually develop innovative programs, services and opportunities that will give students the tools they need to meet their full potential. In 2016, the university launched Graduation Initiative 2025, a bold plan to support students, increase the number of California's graduates earning high-quality degrees and eliminate achievement and equity gaps for all students. Through this initiative, the CSU is ensuring that all students have the opportunity to graduate according to their personal goals, positively impacting their lives, families and communities. The CSU is committed to providing a quality higher education that prepare students to become leaders in the changing workforce.

Visit the California State University at [calstate.edu](http://calstate.edu). The phone number listed for each campus is for the Office of Admissions.



**California State University, Bakersfield**  
 9001 Stockdale Highway  
 Bakersfield, CA 93311-1022  
 Dr. Lynnette Zelezny, President  
 (661) 654-2782  
[csub.edu](http://csub.edu)

**California State University, Channel Islands**  
 One University Drive  
 Camarillo, CA 93012  
 Dr. Erika D. Beck, President  
 (805) 437-8400  
[csuci.edu](http://csuci.edu)

**California State University, Chico**  
 400 West First Street  
 Chico, CA 95929  
 Dr. Gayle E. Hutchinson, President  
 (530) 898-4636  
[csuchico.edu](http://csuchico.edu)

**California State University, Dominguez Hills**  
 1000 East Victoria Street  
 Carson, CA 90747  
 Dr. Thomas A. Parham, President  
 (310) 243-3696  
[csudh.edu](http://csudh.edu)

**California State University, East Bay**  
 25800 Carlos Bee Boulevard  
 Hayward, CA 94542  
 Dr. Leroy M. Morishita, President  
 (510) 885-3000  
[csueastbay.edu](http://csueastbay.edu)

**California State University, Fresno**  
 5241 North Maple Avenue  
 Fresno, CA 93740  
 Dr. Joseph I. Castro, President  
 (559) 278-4240  
[csufresno.edu](http://csufresno.edu)

**California State University, Fullerton**  
 800 N. State College Boulevard  
 Fullerton, CA 92831-3599  
 Mr. Framroza Virjee, President  
 (657) 278-2011  
[fullerton.edu](http://fullerton.edu)

**Humboldt State University**  
 1 Harpst Street  
 Arcata, CA 95521-8299  
 Dr. Lisa Rossbacher, President  
 (707) 826-3011  
[humboldt.edu](http://humboldt.edu)

**California State University, Long Beach**  
 1250 Bellflower Boulevard  
 Long Beach, CA 90840-0115  
 Dr. Jane Close Conoley, President  
 (562) 985-4111  
[csulb.edu](http://csulb.edu)

**California State University, Los Angeles**  
 5151 State University Drive  
 Los Angeles, CA 90032  
 Dr. William A. Covino, President  
 (323) 343-3000  
[calstatela.edu](http://calstatela.edu)

**California Maritime Academy**  
 200 Maritime Academy Drive  
 Vallejo, CA 94590  
 Rear Admiral Thomas A. Cropper, President  
 (707) 654-1000  
[csum.edu](http://csum.edu)

**California State University, Monterey Bay**  
 100 Campus Center  
 Seaside, CA 93955-8001  
 Dr. Eduardo M. Ochoa, President  
 (831) 582-3000  
[csumb.edu](http://csumb.edu)

**California State University, Northridge**  
 18111 Nordhoff Street  
 Northridge, CA 91330  
 Dr. Dianne F. Harrison, President  
 (818) 677-1200  
[csun.edu](http://csun.edu)

**California State Polytechnic University, Pomona**  
 3801 W. Temple Avenue  
 Pomona, CA 91768  
 Dr. Soraya M. Coley, President  
 (909) 869-7659  
[cpp.edu](http://cpp.edu)

**California State University, Sacramento**  
 6000 J Street  
 Sacramento, CA 95819  
 Dr. Robert S. Nelsen, President  
 (916) 278-6011  
[csus.edu](http://csus.edu)

**California State University, San Bernardino**  
 5500 University Parkway  
 San Bernardino, CA 92407-2318  
 Dr. Tomás D. Morales, President  
 (909) 537-5000  
[csusb.edu](http://csusb.edu)

**San Diego State University**  
 5500 Campanile Drive  
 San Diego, CA 92182  
 Dr. Adela de la Torre, President  
 (619) 594-5200  
[sdsu.edu](http://sdsu.edu)

**San Francisco State University**  
 1600 Holloway Avenue  
 San Francisco, CA 94132  
 Dr. Leslie E. Wong, President  
 (415) 338-1111  
[sfsu.edu](http://sfsu.edu)

**San José State University**  
 One Washington Square  
 San José, CA 95192-0001  
 Dr. Mary A. Papazian, President  
 (408) 924-1000  
[sjsu.edu](http://sjsu.edu)

**California Polytechnic State University, San Luis Obispo**  
 One Grand Avenue  
 San Luis Obispo, CA 93407  
 Dr. Jeffrey D. Armstrong, President  
 (805) 756-1111  
[calpoly.edu](http://calpoly.edu)

**California State University, San Marcos**  
 333 South Twin Oaks Valley Road  
 San Marcos, CA 92096-0001  
 Dr. Karen S. Haynes, President  
 (760) 750-4000  
[csusm.edu](http://csusm.edu)

**Sonoma State University**  
 1801 East Cotati Avenue  
 Rohnert Park, CA 94928  
 Dr. Judy K. Sakaki, President  
 (707) 664-2880  
[sonoma.edu](http://sonoma.edu)

**California State University, Stanislaus**  
 One University Circle  
 Turlock, CA 95382  
 Dr. Ellen N. Junn, President  
 (209) 667-3122  
[csustan.edu](http://csustan.edu)

# THE CAMPUS COMMUNITY

## Academic Support Services

**Academic Advising.** At Humboldt State, academic advisors play a vital role in a student's educational experience using a developmental academic advising approach. Developmental academic advising is an intentional process that facilitates students' academic, professional, and personal development. Using student development theory to establish learning outcomes, advisors help students get the most out of their college experience. They connect students to campus and community resources, provide information about opportunities to enhance their education (e.g. study abroad, internships) support timely progress to degree, and discuss how students can integrate their education into their personal and professional goals. Students are encouraged to meet with their advisor throughout the academic year and must meet at least once a semester to facilitate registration for their next term.

Humboldt State is in the process of transitioning to professional academic advisors for all first and second year students] with students in their third year and beyond assigned to a faculty academic advisor in their major.

Students are required to apply for graduation upon completion of ninety units, after developing a plan for their final semesters with their faculty academic advisor. For application for graduation guidelines, see the Office of the Registrar website at registrar.humboldt.edu.

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

**Academic & Career Advising Center (ACAC).** ACAC unifies the functions of both academic and career advising to provide holistic and comprehensive guidance to students concerning academic, personal, and professional goals.

ACAC advisors help students explore and identify majors and careers best suited

to their strengths, interests, and abilities, while helping them achieve timely progress towards a degree. They prepare students to enter the professional workplace by helping them connect the knowledge and skills gained from their campus experience to future careers. ACAC staff regularly engage with faculty, staff and student programs to collaborate and educate on academic and career topics in order to foster student success.

**Academic Advising.** Academic advisors assist advisees with their transition to college life and guide them through the resources they need to become successful college students. Advisors help students create academic plans that incorporate both educational and career related experiences, while working towards a timely completion of their degree requirements. ACAC advisors also assist the larger student population with questions concerning academic policies and procedures, major exploration, bachelor's degree requirements and other general questions.

**Career Advising.** Career advisors help students identify their strengths, interests and abilities and based on those, find careers and majors that are well suited to them. They also offer individual and group sessions for students on various career-oriented topics including acquiring jobs and internships, writing resumes and cover letters, interviewing tips, career guidance, and applying to graduate school.

ACAC also provides assistance to students searching for part-time, summer, temporary, work-study, or full-time work. Jobs are posted on HSU Handshake at [humboldt.edu/acac](http://humboldt.edu/acac), the Center's online job board. All students are encouraged to gain experience in their desired career fields while at Humboldt State.

Employers and representatives from business, industry, government, non-profit organizations and education visit campus to interview candidates as well as attend the Annual Part-Time Job Fair, Graduate & Professional School Fair, Educator Fair, and the Career and Volunteer Expo.

ACAC houses a resource library and computer lab where students can research career options, graduate/professional schools, internships and major and class information. In addition, a Career Clothing

Closet has donated professional attire available to students at no cost.

The ACAC is located in Gist Hall 114.

[humboldt.edu/acac](http://humboldt.edu/acac)  
[facebook.com/HumboldtACAC](https://facebook.com/HumboldtACAC)  
[acac@humboldt.edu](mailto:acac@humboldt.edu)  
707-826-3341

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

**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 advising, study skills programs, and assistance navigation through university life, expectations, and policies.

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

## Alumni Activities (see Forever Humboldt)

### Art Galleries

The Reese Bullen Gallery and Goud'ni Gallery located on campus bring major exhibitions to the university community and serve as exhibition spaces for national, regional, and local artists. Our students regularly exhibit in three on-campus student galleries, all over campus in our annual Sculpture Walk, and in the Reese Bullen Gallery each spring for our annual Student Exhibition.

## **Athletics** **(also see Recreation)**

Students participate in a wide range of sports through intercollegiate athletics and student clubs. Club sports include, among others, rugby, crew, and lacrosse.

Humboldt's intercollegiate teams have produced many championships over the years. Five men's and seven women's teams compete at the Division II level of the National Collegiate Athletic Association (NCAA). Men's sports include soccer, basketball, cross country, and track and field. Women's sports include soccer, volleyball, cross country, basketball, softball, track and field, and rowing.

Humboldt State University is committed to providing equal opportunities to all 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 Kinesiology & Athletics Building (707-826-3666) or visit our website at [hsujacks.com](http://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 HSU Bookstore, conveniently located on the third floor of the University Center, carries everything a student needs throughout their tenure at Humboldt State University. From textbooks to HSU t-shirts, they have you covered. They offer many cost saving programs, including a large in-store and online textbook rental program.

Bookstore staff works directly with professors on campus to ensure that everything that is required for your classes is available for purchase at one convenient location. They carry a large selection of lab, school, and art supplies, as well as any course specific supplies required by your professor. The Bookstore also stocks a varied selection of non-course related merchandise; ranging from a local interest section, HSU clothing, gifts, supplies, a full service Post Office and a variety of convenience items.

Located inside the Bookstore is the Jacks Technology Center; an authorized Apple Campus Sales Center and Apple Certified Repair Center for Apple computers, iPads and iPhones. HSU students, faculty, and staff receive academic pricing on Apple merchandise. Come in to see some of our amazing offers or visit [bkstr.com/humboldt-statestore](http://bkstr.com/humboldt-statestore) for more information.

## **Center for International Programs**

The Center for International Programs (CIP) is home to international services for both domestic and international students. The CIP promotes the intellectual and cultural diversity that participation in international experiences brings to the university community. Located on the second floor of the Student and Business Services (SBS) building room 211, the CIP leads Humboldt State University's efforts in recruiting international students and supporting them throughout their career at HSU by providing them with immigration orientation, advising, advocacy, and programming support. The CIP also provides assistance and services to all HSU students interested in studying abroad.

For more information regarding our programs, please call the Center for International Programs at 707-826-4142, see our website at [extended.humboldt.edu/international-programs](http://extended.humboldt.edu/international-programs), or email us at [international@humboldt.edu](mailto:international@humboldt.edu).

## **Center for Community Based Learning**

The **Center for Community Based Learning** is dedicated to continuing the long history of HSU's service to the community by helping faculty incorporate community-based learning into curriculum in the form of Service Learning and Academic Internships. HSU's strategic plan calls for deeper connections to the community, hands-on opportunities for students, and wider implementation of High Impact Practices. Service Learning and Academic Internship courses meet all three of these expectations by connecting curriculum within the classroom to hands-on experience and real needs in the community. In these significant learning experiences, students make connections that deepen their understanding of course learning objectives, broaden their perspectives on diversity, social and environmental justice, and civic engagement issues, while experiencing personal and professional growth.

**Service Learning** is a collaboration between students, community partners, and faculty that connects academic coursework with

service to address community defined needs. Service Learning promotes reciprocity – all parties share responsibility and gain benefits. Students typically conduct 25-30 hours of service.

An **Academic Internship** integrates the student's academics with practical experience at a collaborating organization. The emphasis is on the student's academic, professional and personal development; organizational goals may also be met. These courses require the student to conduct 60+ hours of service.

The Center for Community Based Learning manages two integrated programs:

The **Faculty Support Program** supports faculty in three primary ways. By coordinating faculty development opportunities including Service Learning pedagogy, best practices for Academic Internships and Service Learning, course design, and managing community partnerships; promoting the creation of new Service Learning and Academic Internship courses; and providing in-class activities as well as behind-the-scenes support for best practices and logistics.

The **Community Partner Program** provides bridges between community agencies and Service Learning and Academic Internship courses, while supporting the development of safe, welcoming and meaningful experiences for students involved in these community based practices. The Center works with regional communities to develop hands-on learning opportunities that foster students' academic, professional and personal development while addressing community-defined needs.

For more information, visit the Center at Gist Hall 122, call 707-826-4964, or visit [humboldt.edu/ccbl](http://humboldt.edu/ccbl).

## **Child Care**

The Children's Center provides a care and education program for infants, toddlers, and preschool children. Priority is given to university students' children. Children of university staff and faculty members are welcomed on a space-available basis. Fees are based on parental-income. Call 707-826-3838 or stop by Jensen House 94.

## Clubs & Activities

clubs.humboldt.edu

Over 180 clubs and organizations allow students to pursue a variety of activities. Clubs and organization involvement are a great way to explore your classroom knowledge and skills within a co-curricular environment. For a complete listing and further information, go to clubs.humboldt.edu or call the Clubs Office in the University Center at 707-826-3776. For recreation/sport clubs, go to recsports.humboldt.edu or call 707-826-6011.

## Community Service

(see Center for Community Based Learning and Youth Educational Services)

## Computers

(see Resources for Research)

## Counseling & Psychological Services

(see Health & Wellbeing Services, Student)

## Cultural Centers for Academic Excellence (CCAEE)

ccae.humboldt.edu

We are culturally based support programs designed to provide HSU students with networks that blend cultural, community and faculty engagement with structured mentoring to assist students in reaching their academic and career goals.

The mission of the Cultural Centers for Academic Excellence is to empower students as they navigate successful pathways through college in a way that honors, preserves and sustains diverse cultural value systems. Our programs, services, and mentoring promote the individual and academic advancement of our students in a culturally welcoming and dynamic environment.

The goals of CCAEE are:

- To create community-centered environments and opportunities that stimulate learning, academic engagement and student leadership.
- To assist students in leveraging the various academic and social resources and opportunities on campus and off campus.
- To facilitate cross-cultural learning experiences across campus.
- To support identity development within a culturally grounded framework.

For more information, ccae@humboldt.edu, ccae.humboldt.edu/ or call 707-826-4589.

**African American Center for Academic Excellence (AACAE).** The mission of the AACAE is to cultivate, coordinate and contribute to institutional efforts to support Humboldt State University students that identify as African American, Black, and/or of African descent. Through social and academic programming, campus collaborations, and a commitment to advancing the rich cultural and intellectual heritage of the Black community and the African diaspora, the AACAE provides students with institutional knowledge and advocacy, quality support services, as well as opportunities for leadership and identity development.

Five pillars: **Educate, Innovate, Elevate, Advocate, and Celebrate.**

The Center's programming educates the campus community about the Black diasporic experience. Through guest lectures, films and programming, we add to the intellectual landscape on campus. We also recognize that Humboldt State is a uniquely situated campus with many traditions. The AACAE is a new space and we honor those traditions while exploring innovative ways to support HSU students and the campus community. The Center is part of a larger campus-wide effort to elevate the campus climate. We contribute to existing and developing efforts to make the campus more welcoming and inclusive. The Center staff operates with an orientation towards service leadership. We may not always have a solution to your problem, but we will look for ways to help and advocate for students. We also recognize how important it is to acknowledge student achievements and will seek to celebrate student accomplishments and Black culture more generally.

For more information, aacae@humboldt.edu, aacae.humboldt.edu, or call 707-826-4588.

**Latinx Center for Academic Excellence (LCAE).** The mission of Latinx Center for Academic Excellence (aka El Centro Académico Cultural) is to be a space, a strategy, and a community that works with all students in navigating pathways to success that honors and respects their cultural and historical trajectory. The LCAE is committed to student success with a responsive approach, which includes the development of academic, intellectual, personal, and professional growth, by providing an open space of encuentro (encounter) where students explore and express shared values, differing experiences, distinct histories, and multi-dimensional identities to foster powerful individuals and communities.

The LCAE strives to provide programming that is relevant and responsive to students'

needs. Check out the space and meet the student staff to learn more about our cultural, academic, personal, and professional programming geared toward empowering students to succeed at HSU and beyond.

**Promotorx Model** (peer mentorship). We employ a community-centered strategy to engage with students to develop approaches that nurture the strategies that will help students navigate the field of higher education successfully. In our context the strategy is focused on the students' academic well-being as well as their health. We do this by both using this student peer-mentorship model and by facilitating mentorship relationships between student and faculty.

**Ateneos.** Ateneos are cultural spaces that bring individuals together to increase their knowledge on scientific, literary, and artistic topics to enhance students' personal, socio-cultural, intellectual and professional growth. In our context, we reclaim the ateneo as an open critical space of encounter committed to facilitating learning and convivial research.

**Apapacho (well-being and self-care).** At the center, we employ apapacho to foster student growth in a holistic manner that takes into consideration students diverse needs. Apapacho is a nauhatl word that at its root means, "to give care" it can also be understood to mean, "To hug or caress with your soul." At the Centro we strive to offer our students relief, comfort, and affection, in all aspects that entail apapacho which include the physical, emotional, mental, and spiritual wellbeing.

For more information, lcae@humboldt.edu, lcae.humboldt.edu or call 707-826-4590.

**Native American Center for Academic Excellence (NACAE).** The Indian Tribal & Educational Personnel Program (ITEPP) and the Cultural Resource Center (CRC) are the anchor programs of the Native American Center for Academic Excellence.

ITEPP staff assist student with reaching their goals by drawing on their cultural identity, building strong support networks (both on and off campus), academic advising, connecting with tribal representatives, engaging with faculty, setting educational and career goals, and applying for scholarships, internships and graduate schools. For more information, email hsuitepp@humboldt.edu or call 707-826-3672.

The CRC is a multimedia collection of materials on, about or authored by Native Americans. This is a public lending library. For more information refer to page 161.



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

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

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

For more information, call 707-826-3369 or visit our website [mcc.humboldt.edu](http://mcc.humboldt.edu).

## Dining Services

[dining.humboldt.edu](http://dining.humboldt.edu)

Dining services at Humboldt offer students, faculty, and staff a number of options to satisfy their dining needs. For more in depth information, please see [dining.humboldt.edu](http://dining.humboldt.edu).

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

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

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

**Windows Café** offers full table service and is open Monday through Friday at lunchtime. The menu highlights local and seasonal ingredients.

**College Creek Marketplace** is a mini grocery store located at the corner of Harpst and Rossow Streets. College Creek Marketplace offers pizzas, broasted chicken, made to order sandwiches, salad and fruit bar, snacks, coffee, espresso, and other beverages, as well as school and test supplies for students.

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

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

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

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

For answers to questions about any of the dining services locations or meal plans, call 707-826-3451 or email director Ron Rudebock, [rlr4@humboldt.edu](mailto:rlr4@humboldt.edu); or visit our website at [dining.humboldt.edu](http://dining.humboldt.edu).

## Disability Resource Center, Student (SDRC)

[disability.humboldt.edu](http://disability.humboldt.edu)

The **Student Disability Resource Center (SDRC)** provides service, support, and resources for students with disabilities to maximize educational opportunities at Humboldt State University. We serve both permanent and temporary disabilities and can offer a variety of reasonable accommodations and academic adjustments to meet the access needs of qualified individuals. To learn more about our program and to see if you may be eligible for reasonable modifications, please contact the Student Disability Resource Center located in the Campus Events Field

Building 6, or call us at 707-826-4678, 707-826-5392 (TDD), 707-826-5397 (FAX).

## Dormitories

(see **Housing & Residence Life**)

## Exchange Programs

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

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

**Intrasystem Enrollment Programs.** See Admission Information section.

**Study Abroad Programs & California State University International Programs.** See “Study Abroad Programs.”

## Extended Education & Global Engagement (CEEGE)

[extended.humboldt.edu](http://extended.humboldt.edu)

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

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

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

The **College of Extended Education and Global Engagement** offers (with no admission requirements) courses and programs for professional and personal development, for meeting professional licensing requirements, or for maintaining

health and physical conditioning. Some Extension courses are available for optional academic credit, others are offered on a non-credit basis. Most courses are taught live, but many are available online.

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

### **ELITE Scholars**

ELITE (Excelling and Living Independently Through Education) Scholars is a support program for former foster youth attending Humboldt State University. We have structured a program that embraces liaisons from seven pertinent departments from our university to become actively trained and prepared to assist students overcome the barriers facing their post-secondary education. We have selected liaisons from Admission, Educational Opportunity Program/Student Support Services, Disabled Support Services, Counseling & Psychology Services, Financial Aid, Registrar and Housing. Students are closely monitored in regards to grades, progress towards graduation, student engagement, and general mental well-being.

### **EOP & Student Support Services**

[sss.humboldt.edu](http://sss.humboldt.edu)

The Educational Opportunity Program and Student Support Services (EOP/SSS) provide admissions assistance and academic support for low-income and first-generation college students. The program is designed to improve access and retention of historically low-income and educationally disadvantaged students.

Once admitted into the EOP or Student Support Services program, students receive academic and financial aid advising, tutoring, learning skills assistance, mentoring, and participate in academic enrichment activities designed to enhance academic success.

The EOP application is included in the Cal State application available at [calstate.edu/](http://calstate.edu/) apply. Application also requires the submission of two recommendation forms.

Students who do not qualify for admission to the university may be recommended for special admission through EOP. Only a limited number can be admitted through EOP, so those with the greatest need for program services are selected.

Students who complete the EOP application are automatically evaluated for eligibility and admission to the Student Support Services program. For separate application information, see the Student Support Services webpage at [sss.humboldt.edu](http://sss.humboldt.edu)

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

### **Forever Humboldt**

[forever.humboldt.edu](http://forever.humboldt.edu)

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

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

### **Government, Student**

[associatedstudents.humboldt.edu](http://associatedstudents.humboldt.edu)

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

Students are represented by the Associated Students Council (ASC). Its members are elected each spring and include representatives from each of the three colleges, two at-large representatives, an environmental sustainability representative, a social justice and equity representative and a graduate student representative. Students also elect a president and three vice presidents. Terms are for one year. The ASC also appoints three council advisors: external affair representa-

ive, AS Presents representative and the Elections Commissioner. 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, the Marching Lumberjacks, the Children's Center, club support, drop-in recreation, and the MultiCultural Center. ASC also provides travel funds and grants to recognized clubs for on-campus events.

The ASC meets regularly in open session. To become involved, drop by the Associated Students Office in the South Lounge of the University Center, call 707-826-4221.

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

### **Health & Wellbeing Services, Student**

[wellbeing.humboldt.edu](http://wellbeing.humboldt.edu)

Student Health & Wellbeing Services consists of Medical Services, Counseling and Psychological Services, and Health Education. Student Medical Services and Counseling and Psychological Services (CAPS) at HSU are fully-accredited, including a medical clinic with lab, pharmacy, x-ray services, and a team of mental health professionals. Our licensed medical professionals include physicians, nurse practitioners, registered nurses, medical assistants, clinical laboratory scientists and a radiological technologist. Our professional mental health providers include licensed psychologists and marriage and family therapists, as well as therapists fulfilling professional training at our site (e.g., postgraduate residents and practicum trainees). In our Recreation & Wellness facility, our Health Education team and the Peer Health Educators focus on health-promoting fun activities for students. For more information, including clinic hours, see [wellbeing.humboldt.edu](http://wellbeing.humboldt.edu)

Student Health & Wellbeing Services is mainly funded by the required Health Services fee, paid as part of tuition. Services are provided to regularly enrolled and IELE students. Although most medical services are free, some services and supplies require a fee.

There is also a fee for missed appointments and late cancellations.

**Student Medical Services** include:

- Diagnosis and treatment of acute illness and injuries;
- Reproductive health services;
- Immunizations (additional fee may be required); 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).
- Health education;
- Pharmacy, laboratory, and X-ray (additional fee may be required);
- Limited elective services, such as psychiatric consultation, physical examinations for employment on campus (additional fee may be required);
- Referral to outside medical specialists and facilities for complex and chronic health problems;
- Free after-hours nursing advice line 877-256-3534.

Services not available include: dental and vision care and long-term care of chronic illnesses and conditions.

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

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

**Insurance.** We strongly recommend that students have supplemental health insurance for services beyond the scope of Student Health and Counseling, such as emergency room care, ambulance service, hospitalization, and outside specialist care. Students who do have insurance are advised to check with their carriers to determine the coverage of their plan while they are at HSU.

**Counseling & Psychological Services (CAPS).** CAPS is located in Student Health and Counseling (SHC) Building, as well as at BSS 208, offers confidential services for short-term mental health issues. CAPS services include:

- Emergency intervention and urgent care;
- Individual, couples, and group therapy;
- Psychoeducational workshops;

- Consultation and referral;
- Support and wellness groups.

Counseling services are available for regularly enrolled HSU students, and under certain circumstances (e.g. for couples therapy), the non-student partner/spouse of an HSU student (for a supplemental fee). Call 707-826-3236 or come to the office (Student Health and Counseling [SHC], Room 205, second floor) during open hours. Bring your student ID card. For additional information visit our website at [counseling.humboldt.edu](http://counseling.humboldt.edu).

**Emergency Counseling Support.** CAPS has an on-call therapist available for emergencies (such as having the intent to commit suicide, to act violently toward someone else, or having recently experienced a trauma) available by phone 707-826-3236. For mental health emergencies, students can also opt to call the crisis line of Humboldt County Mental Health at 707-445-7715. For police assistance in an emergency, students should call 911.

**Health Education.** Health and wellness are crucial to the success of our students. We offer the following online and on-campus resources.

**The Interactive Wellbeing Map** is an online tool designed to help students with making connections, finding community, and building a healthier life at Humboldt State University. Designed in Canvas, a cloud-based learning management system, the Map is a guide to building a foundation of wellness and health and brings together in one location all the resources available on our campus. See [wellness.humboldt.edu](http://wellness.humboldt.edu) for more information.

The **Peer Health Education Program** provides peer to peer health education on topics such as sexual health, alcohol and other drugs, mental health & wellness, and physical wellness. The student staff are passionate about educating and empowering their peers to make their own choices about how to live healthy lives. The Peer Health Educators host outreach events and workshops, and provide one-on-one consultations, health and wellness resources, and free safer sex and menstruation supplies. Learn more at [healtheducation.humboldt.edu](http://healtheducation.humboldt.edu) and follow us on Instagram @hsuphe.

**Oh Snap! Student Food Programs** is a student-driven initiative dedicated to ending student hunger by providing all HSU students access to nutritious free and low cost food and connections to community resources. We offer free non-perishable food (campus food pantry), free fresh fruits and vegetables (weekly farm stand), Calfresh application

support, nutrition education, cooking and gardening classes, and a new pop-up thrift store. Follow us on Instagram @hsuohsnap

**Clinical Peer Education.** Students are able to see clinical peer educators for consultations and help with hassle free STD/STI testing, birth control, emergency contraception, and safer sex supplies. Appointments can be made online using the health portal [wellbeing.humboldt.edu](http://wellbeing.humboldt.edu).

## Housing & Residence Life

[housing.humboldt.edu](http://housing.humboldt.edu)

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

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

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

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

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

The **Canyon** consists of eight separate buildings, each three stories and home to about 50 students each. 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 and Suites** consist of four three-story buildings, each home to 12 apartments and suites. Each apartment houses 6 students in double and single rooms and has a kitchen, living room, and bathroom. Each suite houses 6 students in double and single rooms and has a mini-kitchenette, living room, and bathroom.

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

**College Creek** includes a community center and convenience store, lounge, and four apartment buildings housing 453 students. Four to six students live in each apartment in double, bunk bed double or single rooms with two bathrooms, kitchen, and living room.

Each residence hall room comes equipped with a bed, mattress pad, desk, chair, dresser, carpet, wastebasket, recycling container, and window covering. Traditional rooms (non-suite, non-apartment) come with a mini-refrigerator and a microwave. All rooms come with complimentary Wi-Fi with free streaming movies. Students must provide their own linens, towels, pillow, blankets, study lamps, and personal items.

Students living in the residence halls (with the exceptions of Campus Apartments and College Creek) are required to purchase a meal plan (see "Dining Services").

**What does it all cost?** Rates will be finalized and posted online in February. Information on current rates can be found online at [housing.humboldt.edu](http://housing.humboldt.edu).

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

**Off-Campus Housing.** Most off-campus students live in Arcata. Housing provides information and links to online listings of available local housing at [housing.humboldt.edu/resident-resources/off-campus](http://housing.humboldt.edu/resident-resources/off-campus).

## **Indian Natural Resources, Science and Engineering Program (INRSEP)**

The Indian Natural Resources, Science and Engineering Program (INRSEP) provides academic and research support to underrepresented, low income, and historically disadvantaged students in STEM disciplines with a specific focus on American Indian and Indigenous students. INRSEP serves students by connecting them to research opportunities, providing academic and career counseling, assisting with entrance into graduate programs, and fostering an inclusive and supportive learning community within the INRSEP house.

## **International Study (see Study Abroad Programs)**

## **Intramural Sports**

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

## **Learning Center**

[learning.humboldt.edu](http://learning.humboldt.edu)

The Learning Center, located on the first floor of the Library, offers comprehensive skill development and tutoring services to support student success in the classroom. Tutoring services include individual and group writing assistance, drop-in math and science tutoring labs, general tutoring by appointment, and supplemental instruction. Staff also provide support for study and organizational skills, such as time management, note taking, test preparation, and college reading. Office hours are Monday - Friday, 9 a.m. - 5 p.m.; some programs have evening and weekend hours as well. For more information, call 707-826-5217 or visit [learning.humboldt.edu](http://learning.humboldt.edu).

The **General Tutoring Lab** provides free peer tutoring for more than 50 lower-division and select upper-division courses on an appointment basis. Check the Learning Center website for a current list of courses. All peer tutors are recommended by faculty and must have earned an A or B in target courses.

The **HSU Writing Studio**, located on the Library first floor, offers free assistance with writing projects and standardized writing examination preparation. Trained peer consultants work with writers from all majors at all phases of the writing process, including brainstorming, organizing, and revising. To schedule an appointment and view our drop-in schedule, visit our website: [learning.humboldt.edu/writing-studio](http://learning.humboldt.edu/writing-studio). Email-based consultations are available for distance learners.

The **Math Tutoring Lab** is a walk-in tutoring service where students can receive assistance with mathematical problem solving free-of-charge. Visit the Learning Center website for current schedule and a list of math courses for which tutoring is available.

The **Science Tutoring Lab** offers drop-in tutoring for many lower-division and select upper-division science courses. Check the Learning Center website for a current schedule.

**Supplemental Instruction (SI)** provides specialized peer support for students in rigorous core science and math courses from several departments in the College of Natural Resources and Science. Weekly sessions are designed to help students develop course-specific academic and study skills while reviewing course content. To participate, students register for the SI course prior to the start of the term through the enrollment section of Student Center. For more information, contact the Learning Center; 707-826-5217, or visit the Learning Center website.

## **Library**

[library.humboldt.edu](http://library.humboldt.edu)

**Transforming the Learning Environment.** HSU Library is committed to its mission of connecting people and ideas, supporting research and scholarship, and inspiring learning through discovery, inquiry, and creativity. HSU Library joins and leads the evolution of university libraries to support research and scholarship with collaborative workspaces, access to equipment and technology, digital publishing, internships, workshops, and a variety of services. Building creative learning environments and curating meaningful experiences is essential to student success

and for a sustainable intellectual and entrepreneurial culture.

The Library continues to create dynamic new spaces. All students now have access to the Digital Media Lab, Data & GIS Visualization Lab, Humboldt Scholars Lab, Library's Special Collections and Archives. The Library also provides collaborative work spaces to facilitate group work and peer to peer learning.

**Services.** Students have access to research help via in-person meetings, 24/7 chat, and the Library website ([library.humboldt.edu](http://library.humboldt.edu)). Librarians staff the Research Help Desk in the Library, Sunday through Friday, and can assist students in finding resources for research, choosing topics for papers, learning to download ebooks, or evaluating the reliability of sources. Librarians create online research guides for every department, with contact information and research tips. Every college has their own librarian who can help with in-depth research assignments in students' subject areas. If we don't have what you are looking for, use Interlibrary Loan to request books, journal articles, and more, free of charge.

The **Library Checkout Desk** makes it easy for students to conveniently access the materials they need to succeed. Along with over half a million print books and e-books, students can check out textbooks, laptops, and graphing calculators. The Checkout Desk also circulates digital media equipment such as video cameras, 360 cameras, virtual reality goggles, and microphones.

**Public Programming & Exhibits.** The Library showcases faculty, student, and staff art and scholarship through a variety of events and programs promoting cultural awareness and lifelong learning. Annual student events in the Library include: IdeaFest, Library Lifelong Learning Lounge (L4HSU), SkillShops, Authors Hall Celebration, History Day, Sculpture Walk, book/poetry readings, HOP receptions, and traveling exhibits. Visit the Library website for more details.

**Student Scholarship.** There are many opportunities to participate in scholarship and advanced research in the Library. Located on the third floor; the Humboldt Scholars Lab is a place dedicated to fostering collaboration between HSU students and faculty in advanced studies or digital humanities and scholarship projects that require consultation, planning, and technology. The Library Scholar Internship program provides students an opportunity to learn professional skills that they can apply once they graduate.

The **Digital Media Lab (DML)** provides the tools, training and software to edit video and images, build websites, and other digital media. New technology facilitates new ways to tell stories and innovative ways to think about the world around us. The DML hosts events and competitions to stimulate the imagination and boost student confidence and interdependence.

HSU Library's **Special Collections and Archives** connect our present with our past by providing research assistance and instruction in the use of primary sources, advanced research, and digitization projects. At the same time, we are carefully curating and digitizing the growing archives of historical materials focused on HSU and Humboldt County. Students and researchers from around the world utilize the Library's Special Collections to explore the history of Humboldt State University, local natural resources, Native peoples, and primary industries from our extensive collections that make this unique research possible. Special Collections houses historic maps, photographs, rare books, and manuscript collections that cannot be found anywhere else.

**Humboldt State University Press** publishes a broad scope of print and electronic publications, including books, journals, conference proceedings, and open textbooks. The mission of Humboldt State University Press is to publish high-quality scholarly, intellectual, and creative works of regional interest, to support lowering the cost of a college education, and to foster the development of a sustainable academic friendly publishing model.

## Music

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

## Natural History Museum

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

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

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

Humboldt opened the Natural History Museum in 1989 thanks to a generous gift by Wells Fargo Bank. The museum and its store are open to the public Tuesday through Saturday, 10 a.m. to 5 p.m. Visit the museum website at [humboldt.edu/natmus](http://humboldt.edu/natmus) to see museum news and upcoming activities and events.

## Ombuds Office

[president.humboldt.edu/ombuds](http://president.humboldt.edu/ombuds)

If there's a problem a student can't work out with an instructor or staff member, an 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 an ombudsperson. Please refer to the Ombuds Office website at [president.humboldt.edu/ombuds](http://president.humboldt.edu/ombuds) for more information.

## Orientation

[admissions.humboldt.edu/orientation](http://admissions.humboldt.edu/orientation)

Freshman Orientation is a required, on-campus program for incoming students. Orientation welcomes students to the campus and surrounding community and provides a strong foundation for a successful experience at HSU. All new students go through an online registration tutorial where they learn the basics of class registration and get connected to an advisor.

During orientation, students work together in small groups led by peer counselors in order to become more familiar with the

campus, its resources, and each other. Peer group sessions orient new students to academic regulations, degree requirements, and to the registration process. Students also meet with faculty and staff who assist them with academic advising and schedule planning.

Families of new students are encouraged to attend the HSU family and guest orientation which offers support to families during students' transition to college. Campus tours, receptions with HSU representatives, and special workshops are available to those who choose to register.

Information is sent to all admitted applicants. Further questions may be directed to the Office of Orientation, New Student Programs, and Campus Tours at 707-826-3510, or online at [admissions.humboldt.edu/orientation](http://admissions.humboldt.edu/orientation).

## Parking & Commuter Services

[parking.humboldt.edu](http://parking.humboldt.edu)

Many 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. 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, JGC lot, and 17th and Union Streets. One additional permit dispenser is located in the Library parking lot but doesn't begin operating until 4:45 p.m., as this is a "Staff Only" lot until 5 p.m. Semester-long parking permits for motorcycles and mopeds are only one quarter of the cost of automobile permits.

**Commuter Services.** The university and local governments have encouraged alternatives to cars by establishing bicycle lanes, mass transit, carpool services and more. For information, visit [parking.humboldt.edu](http://parking.humboldt.edu), call 707-826-3773 or email [parking@humboldt.edu](mailto:parking@humboldt.edu).

**Jack Pass Bus Program.** A portion of every student's registration fees subsidizes Humboldt State University's Jack

Pass program. This program provides all HSU students, with a current ID card, unlimited free rides on the city's Arcata & Mad River Transit System, the county's Redwood Transit System, and the city of Eureka's Eureka Transit System. Between these three bus systems, a student can ride between the communities of Trinidad, in the north, to Scotia, in the south, and throughout the cities of Arcata and Eureka. Riders may take their bicycles on the Redwood Transit System buses. For details, go to Humboldt Transit Authority's website at [hta.org](http://hta.org).

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

Zagster Bike Share is a convenient and economical transportation option for trips around campus or to Arcata. Bike stations are located on campus at Harry Griffith Hall and Jolly Giant Commons. For more information see [bike.zagster.com/arcata/](http://bike.zagster.com/arcata/)

**Car Pools and Ride Sharing.** Humboldt State has partnered with Zimride, to offer a private ridesharing network for students, staff, and faculty, to help people find others who share their commute. Visit [zimride.com/humboldtstate](http://zimride.com/humboldtstate) for more information.

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

**Car-Sharing Program.** Humboldt State has partnered with Zipcar to bring two rentable cars to campus. Cars are available on-demand 24/7, to be reserved by the hour or day. Visit [humboldt.edu/green/resources/zipcar.php](http://humboldt.edu/green/resources/zipcar.php) for more details.

The **Homeward Bound Bus Charter Program** provides students with discounted round-trip transportation from Arcata directly to San Francisco or Los Angeles. For more information visit [parking.humboldt.edu/homeward-bound-program](http://parking.humboldt.edu/homeward-bound-program).

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

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

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

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

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

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

**Community Events.** Humboldt County is rich in cultural activity, with performances and exhibits throughout the county each month. The Dell'Arte Players, an international touring company, is based in nearby Blue Lake. Community actors have established theatre companies in Arcata, Eureka, and Ferndale. Local musicians play to fans of classical, rock, jazz, and folk music, while art exhibits, craft fairs, and cultural festivals abound year round. The Eureka Symphony is a regional community orchestra that includes many former HSU students and faculty members.

**AS Presents** is an Associated Students Program that offers the University community entertainment and programming for students including, but not limited to, lectures, concerts, film screenings, workshops, comedy shows and festivals.

## Police, University

police.humboldt.edu

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

The California POST certified and professionally trained staff protects life and property. They oversee crime prevention, participate in emergency planning, and provide general campus security. Their 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 Campus Security Policy & Campus Crime Statistics Act establishes a minimum standard for disclosure of crime statistics. This report can be accessed online at [police.humboldt.edu/clery-act-report](http://police.humboldt.edu/clery-act-report).

## Publications

**Center Activities** magazine, printed every semester, is a comprehensive catalog of recreation and leisure programs offered through Center Activities. For a free copy, call 707-826-3357.

CouRaGeouS Cuentos is a journal of counter narratives written and published by students out of the Department of Critical Race, Gender & Sexuality Studies (CRGS).

**El Leñador** is the student-run, English/Spanish, monthly newspaper serving the Latinx and diverse communities on and off campus. *El Leñador* was founded in 2013 and has received numerous awards, including "best non-weekly student newspaper in the state." Staff work as writers, photographers, editors, translators, and page designers for the print and online editions. The class is open to all majors. Students can participate for academic credit or volunteer, and do not need to speak Spanish.

**Humboldt** magazine. Campus achievements, alumni updates, and more are featured in the award-winning *Humboldt* magazine, published twice each year by University Advancement. It is mailed to alumni, students, faculty, and staff.

The **Humboldt Journal of Social Relations** (HJSR) is a peer reviewed free online journal

published and housed since 1973 in the Department of Sociology at Humboldt State University. This internationally recognized journal produces one annual themed spring edition focused around current issues and topics. While the articles primarily draw authors from the social sciences, the journal has also facilitated interdisciplinary collaborations among authors from the arts, humanities, natural sciences, and the social sciences. View HJSR at [digitalcommons.humboldt.edu/hjsr](http://digitalcommons.humboldt.edu/hjsr).

ideaFest Journal is a peer-reviewed interdisciplinary journal that publishes the research of students, faculty, and staff of Humboldt State University. The journal grew out of ideaFest, a day-long event celebrating the collaborative research and creative projects of the HSU community.

**The Lumberjack.** The award-winning student newspaper 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.

**Toyon: Multilingual Journal of Literature and Art.** Students who enroll in ENGL 460 and ENGL 461 publish the annual edition of *Toyon: Multilingual Journal of Literature and Art*. The journal publishes across genres of writing and art, including audio recordings and multimedia works. Exceptional contributions are considered for a series of annual awards.

## 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 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 [khsu.org](http://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

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

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

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

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

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

The **Outdoor Adventure and Aquatic Programs** offer seasonal classes in 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 and training, to name a few. The leisure activities offered are intended for personal enrichment and skill acquisition. A variety of programs are offered which accommodate many interests and skill levels. Certification courses include EMT-I, Wilderness First Responder, CPR and First Aid, and Swiftwater Rescue.

For a complete listing of classes and services, please call 707-826-3357 or visit us online at [humboldt.edu/centeractivities](http://humboldt.edu/centeractivities).

**Intramurals and Sports Clubs.** Students can get involved on campus and meet new people by joining other students on intramural recreational sport teams in volleyball, basketball,

soccer, softball, and football. Also, if you are interested in more competitive sports, try our sports club program that offers lacrosse, rugby, crew, and ultimate frisbee, to name a few. The Recreational Sports Office is in the Recreation and Wellness Center (RWC), Room 101. Call us at 707-826-6011 for our current semester schedule.

### Recycling

(see **Waste Reduction & Resource Awareness Program (WRRAP)**)

### Reentry Services

More and more college students are not entering right out of high school. Over one third of Humboldt's student body is 25 or older. Humboldt is well prepared to assist non-traditional students in their college experience.

Already-enrolled reentry students should seek the guidance of the advisors assigned from within their departments. They can also obtain advice from the university's Academic & Career Advising Center in Gist Hall 114, 707-826-3341.

### Residence Halls

(see **Housing & Residence Life**)

### Resources for Research & Study

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

The **Archaeology Research Laboratory** is a research facility dedicated to the scholarly pursuit of knowledge about past cultures. As part of the Anthropology Program of HSU, the laboratory supports the archaeological research and instructional activities of the students, faculty, and community partners.

Foci include: archaeological laboratory methods; experimental archaeology; cultural resources management; digital archaeology/GIS; and materials/artifact identification, analysis, and curation.

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

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

**Biological Anthropology Research Center.** The Biological Anthropology Research Center (BARC) offers opportunities for students and faculty to engage in research and learn methods in biological anthropology. Research at BARC span the discipline, including comparative anatomy, bioarchaeology, forensics (including consultation with law enforcement), zooarchaeology, curation, bioacoustics, primate behavior and conservation, human evolution, evolutionary medicine, and nutrition. Additionally, BARC offers specialized technology for skeletal morphology and primate vocalization analysis projects, a stable isotope prep facility, and resources for DNA barcoding. Student research through BARC is presented at local and national conferences, in publications, and through community outreach projects.

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

**Biotechnology Laboratory.** The Biotechnology Laboratory supports state-of-the-art



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

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

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

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

tion should contact the Office of the Dean, College of Natural Resources and Sciences.

**Committee for the Protection of Human Subjects in Research.** Humboldt State University supports an Institutional Review Board (IRB) in compliance with federal regulations to enable students and faculty to conduct research using human subjects. The board's function is to protect research subjects, including student volunteers, from risks of physical, psychological, or social harm. The board 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 for safety and approved by the board before recruitment of subjects may begin.

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

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

The HSU Virtual Lab (VLab) allows access to certain on-campus applications from on- or off-campus, some of which can be streamed to both HSU and personal computers and devices. The VLab software library is accessible from Windows, Macintosh, and Linux systems, as well as popular mobile devices.

All HSU students are provided with personal email, file storage, and web accounts on the campus network. A Technology Help Desk is available for walk-in (Library 101), call-in (707-826-4357), email ([help@humboldt.edu](mailto:help@humboldt.edu)), and web support ([its.humboldt.edu](http://its.humboldt.edu)).

Wireless network access is available across most of the campus. HSU recommendations for student computer capabilities can be found on the HSU website at [its.humboldt.edu](http://its.humboldt.edu).

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

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

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

**Fish Hatchery.** Humboldt is one of the few universities with an on-campus fish hatchery. The hatchery minimizes water use by recirculating 900 gallons of water each minute. Fish-rearing facilities at the hatchery include a high-capacity biofilter system, experimental streams and flumes, outdoor concrete raceways and ponds, indoor fiberglass tanks, an egg incubation rack, and a quarantine area. Students spawn trout and rear them from the egg to adult. Hatchery fish are used for classroom instruction and research by both undergraduate and graduate students.

**Fish and Wildlife Research Unit.** The only one of its kind in the state, the California Cooperative Fish and Wildlife Research Unit

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

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

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

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

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

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

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

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

The **David E. Webb Language Learning Center** is located in the Behavioral and Social Sciences Building room 202. There are eight PC stations and an instructor console, two printers, an LCD projector and screen, a whiteboard, and a conference table. It is mainly used for regularly-scheduled tutoring of students of Chinese, French, German, and Spanish, and certain World Languages and Cultures classes. The facilities are open to all HSU students. Additional information is available on the Department of World Languages & Cultures website.

**Library.** See "Library."

**Telonicher 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 to the public. Local fishes and invertebrates are on display, and there is a simulated tide pool area containing invertebrates that may be touched. For current schedule or 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 during spills.

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

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

The **Vascular Plant Herbarium**, largest in the CSU system, contains over 100,000 specimens of algae, fungi, mosses, ferns, gymnosperms, and flowering plants. It stores reprints, monographs, and 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 50,000 specimens and 1200 species. The focus is on the freshwater and marine fishes of the Pacific Northwest, but it also has representatives of groups worldwide.

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

The **Vertebrate Museum** houses approximately 15,000 mammal speci-

mens 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.

**Observatory.** Astronomy students venture up Fickle Hill in Arcata to use the university observatory. It is located only 10 miles from campus but over 2,000 feet above sea level. Far from city lights, the site has two observatory buildings, housing two 14-inch telescopes and six 8-inch telescopes. Students go far beyond textbook photos in observing stars, planets, and galaxies.

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

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

**Schatz Energy Research Center.** The Schatz Energy Research Center promotes the use of clean and renewable energy. The Center's research and project areas include smart-grid design, off-grid energy access, bioenergy, clean transportation, policy and planning, and education. Located on the Humboldt State campus, the Center provides opportunities for students to gain experience with cutting-edge energy technologies.

The Center's 40 plus person staff includes engineers, scientists, policy experts, administrative staff, and educators. The Center is closely affiliated with the Environmental Resources Engineering (ERE) program at HSU, and offers three fellowships annually for graduate students in either the ERE or Energy, Technology, and Policy options of the Environmental Systems graduate program. The Center also employs and trains undergraduate and graduate research assistants and docent volunteers. Student research-

ers address diverse energy challenges by working in the Center's solar products testing lab, helping rural communities in Africa and Asia integrate new technologies, assessing biochar conversion quality, and implementing innovative renewable energy designs. Student docents lead workshops for Humboldt County schools and summer camps, teaching youth about power, energy, and engineering.

The Schatz Center was founded in 1989, thanks to a generous grant from Dr. Louis W. Schatz. Early projects included the Schatz Solar Hydrogen Project, which demonstrated the use of hydrogen to store solar energy. The Center holds patents on fuel cell technology, and built the first fuel cell car licensed to drive in the United States and the first solar-powered hydrogen fueling station. The Center continues to work in regional planning for clean transportation and alternative fuel adoption.

The Schatz Center collaborates with public institutions, private industry, local, regional, national, and tribal governments, and international agencies to implement clean, renewable energy world-wide. The Center plays a leading role in the World Bank Group's Lighting Africa and Lighting Asia initiatives, which support high quality, affordable energy solutions for people in off-grid and marginal-grid communities.

Recent projects at the Center include the design and implementation of the Blue Lake Rancheria (BLR) Microgrid, which integrates Humboldt County's largest solar array to date with onsite energy storage and sophisticated control software. This new microgrid allows the Rancheria to reduce its environmental footprint, decrease its energy costs, and maintain power indefinitely in the event of a regional grid outage—which allows the BLR to serve as an American Red Cross emergency shelter as needed. In the fall of 2017, the Center began a two-year "Solar Plus" demonstration project, which will integrate solar, storage, and demand response technologies to increase onsite renewable power generation at a pilot location in Blue Lake, California, and then package this de-sign for distribution statewide. The Center also began a three-year evaluation of bioenergy production methods and their associated impact on greenhouse gas emissions. This project will generate a Life Cycle Assessment tool that can be utilized for biomass feasibility studies across California.

**Seagoing Vessels.** Biology, fisheries, geology, oceanography, and wildlife classes use the university's 90-foot, 143-ton research ves-

sel, the *Coral Sea*, for field trips to support both undergraduate/graduate instruction and advanced undergraduate and graduate research. Besides the *Coral Sea*, a number of smaller watercraft are used for instructional and research purposes.

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

## Study Abroad Programs

There are many opportunities for students at Humboldt State University to study abroad for a year, a semester, or the summer and receive academic credit. Students are advised to attend one of the informational meetings held throughout the year where they can learn about the various programs available to them. For further information, contact The Center for International Programs at 707-826-4142 or [internat@humboldt.edu](mailto:internat@humboldt.edu), or visit the website at [extended.humboldt.edu/international-programs](http://extended.humboldt.edu/international-programs). The Study Abroad Office is located on the second floor of the Student and Business Services (SBS) building, in the College of Extended Education and Global Engagement (CEEGE).

**CSU 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 (CSU IP) has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 20,000 CSU students have taken advantage of this unique study option.

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

Australia: Griffith University, Macquarie University, Queensland University of

Technology, University of Queensland, Western Sydney University

Canada: Concordia University

Chile: Pontificia Universidad Católica de Chile

China: Peking University (Beijing)

Denmark: Danish Institute for Study Abroad

France: Institut Catholique de Paris, Institut Supérieur d'Electronique de Paris, Université d'Aix-Marseille (Aix-en-Provence), Université de Cergy-Pontoise, Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines

Germany: University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

Ghana: University of Ghana

Israel: University of Haifa

Italy: CSU Florence Study Center, Accademia di Belle Arti Firenze

Japan: Waseda University, University of Tsukuba

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

South Africa: Nelson Mandela University

South Korea: Yonsei University

Spain: Universidad Complutense de Madrid, Universidad de Granada, Universidad de Jaén

Sweden: Uppsala University

Taiwan: National Taiwan University

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

Students participating in CSU IP pay CSU tuition and program fees, and are responsible for airfare, accommodations, meals and other personal expenses. Financial aid, with the exception of Federal Work-Study, is available to qualified students and limited scholarship opportunities are also available. All programs require students to maintain good academic and disciplinary standing, many programs are open to sophomores or graduate students. California Community College transfer students are eligible to apply (to select programs) directly from their community colleges. Students must possess a current cumulative grade point average of 2.75 or 3.0, depending on the program, and must fulfill all coursework prerequisites. Additional program information and application instructions can be found on our website at [calstatele.edu/ip](http://calstatele.edu/ip).

Additional program information and application instructions can be found on the

HSU Study Abroad website at [humboldt-international.terradotta.com](http://humboldt-international.terradotta.com)

Students can also participate in the bilateral exchange, summer, and semester programs offered at HSU.

## Support Services

### Native American Support Programs.

See "Indian Tribal & Educational Personnel Program (ITEPP)" and "Indian Natural Resources Science and Engineering Program (INRSEP)" in the Academic Programs section.

**Early Outreach Programs** include: Early Assessment Program (EAP), Gear Up, TRIO Upward Bound, and TRIO Educational Talent Search. These programs provide outreach services designed to inform students and their parents about admission requirements, financial aid, and educational opportunities. Culturally relevant activities are designed for high school and community college students to assist them in planning their attendance to a four-year college. Special outreach events include admission and financial aid staff and faculty representatives from academic departments. These programs strengthen college preparation and support, particularly for low-income and/or first-generation college going students, preparing to enter a post-secondary institution. For additional information call 707-826-5381.

## 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.) The Testing Center also proctors standardized tests, accommodated classroom testing for students with disabilities, make-up exams, and correspondence tests. All exams are administered by appointment only. For additional information call 707-826-3611.

## Theatre, Film & Dance

The Department of Theatre, Film, and Dance presents a season of mainstage productions, one-act plays, dance performances, and film screenings. Students participate in all levels of production as choreographers, dancers, filmmakers, cinematographers, editors, scriptwriters, directors, actors, staging, costuming, lighting, and sound design.

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

The department also sponsors the annual Humboldt International Film Festival, the oldest student-run festival in the world (since 1967). Every spring the festival presents award-winning short films.

## Transportation

(see Parking & Commuter Services)

## Undeclared Students

Students who are still determining what major options fit them best have the option to be "Undeclared" while at HSU. Every semester hundreds of students at HSU choose to take advantage of this option. Being Undeclared gives you the support and encouragement to explore your values, interests and goals as they relate to you personally, academically, and professionally. By doing this you can identify, and declare with confidence, the best major fit for you.

As an Undeclared student, you will receive academic advising from a full-time professional advisor. Whether you are narrowing down your many interests, deciding between a few main interests, or discovering your interests, you will be guided, encouraged, and supported through your exploration by your academic advisor from the Academic and Career Advising Center (ACAC).

While Undeclared, you have an excellent opportunity to make progress towards your degree by completing general education and other all-university requirements.

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

For additional information and resources about being undeclared, check out the Undeclared Resources webpage ([humboldt.edu/acac/students/undeclared-resources](http://humboldt.edu/acac/students/undeclared-resources)).

## University Center

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

Campus services located in the building include the University Ticket Office, Information Counter, The Depot, Windows Café, and the HSU Bookstore. The UC also houses the offices of Associated Students, CenterArts, Clubs, and the University Center Administration. For more information, please visit the University Center's website at [humboldt.edu/uc](http://humboldt.edu/uc).

## **Veterans Enrollment & Transition Services (VETS)**

[veterans.humboldt.edu](http://veterans.humboldt.edu)

Student veterans and staff at Humboldt State University are committed to the academic success and career goals of our military affiliated students. Located in the Lower Library, Room 58, we offer program and services to assist with academic, financial and career goals. VETS processes enrollment certifications for the Montgomery GI Bill® and processes the California Department of Veterans Affairs fee waiver. Information about veteran's education benefits, tutorial services, military credit evaluation, and the VA work-study program is also available. We have an on-campus counselor from the local Veteran Center to assist with transitional counseling. All military affiliated students are invited to join our Student Veterans Association and become an integral part of Humboldt State's student life and the veteran's community. We have signed on to the Principles of Excellence to best serve our military affiliated population as well as the Department of Defense Memorandum of Understanding for our active duty members. You can find us online at [veterans.humboldt.edu](http://veterans.humboldt.edu) or by calling 707-826-6272.

## **Waste Reduction & Resource Awareness Program**

[wrrap.humboldt.edu](http://wrrap.humboldt.edu)

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

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

WRRAP is located in Warren House 53. To learn more about the program, please visit the website or call 707-826-4162.

## **Women's Resource Center**

[hsuwomen.humboldt.edu](http://hsuwomen.humboldt.edu)

Located in House 55, the Women's Resource Center, funded by the Associated Students, 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.

## **Youth Educational Services**

[yes.humboldt.edu](http://yes.humboldt.edu)

**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 engage with children, youth, seniors, LGBTQ and marginalized cultural communities, families experiencing homelessness 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 [yes.humboldt.edu](http://yes.humboldt.edu).

# ADMISSION INFORMATION

## Admission Procedures & Policies

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.calstate.edu](http://www.calstate.edu).

All CSU applications must be submitted online at [www.calstate.edu/apply](http://www.calstate.edu/apply). An acknowledgement will be sent to the applicant when the online application has been submitted.

Contact the Humboldt State University Office of Admissions or California high school and community college counselors for more information.

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

Humboldt State University advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire and financial aid forms. Further, applicants must, **when requested**, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

### Undergraduate Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed undergraduate application. The \$55 nonrefundable application fee should be paid online at the

time of application via credit card or PayPal and may not be transferred or used to apply to another term. An alternate major may be requested on the application if desired by the campus. The applications of persons denied admission to an impacted campus may be redirected to another campus at no cost, but only if the applicant is CSU eligible.

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

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and program impaction will be available at [www2.calstate.edu/attend/impaction-at-the-csu](http://www2.calstate.edu/attend/impaction-at-the-csu).

Campuses will communicate supplementary admission criteria for all impacted programs to high schools and community colleges in their application service area and will disseminate this information to the public through appropriate media. This information will also be published on the HSU Office of Admissions website at [admissions.humboldt.edu/apply/impaction](http://admissions.humboldt.edu/apply/impaction). Applicants must file

applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered for impacted programs at more than one campus should file an application at each campus for which they seek admission consideration.

**Supplementary Admission Criteria.** Each campus with impacted programs or class-level admission categories uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of the Associate in Arts for Transfer (AA-T) or Associate in Science Transfer (AS-T) degrees, the overall transfer grade point average (GPA), completion of specified prerequisite courses and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT, regardless of GPA. For fall admission, applicants should take tests as early as possible, but no later than November or December of the preceding year.

The supplementary admission criteria used by individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program.

### Graduate & Post-Baccalaureate Application Procedures.

All graduate and post-baccalaureate applicants (i.e., doctorate, joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or

## CSU Application Filing Periods

(Not all campuses/programs are open for admission to every term.)

Terms	Applications first accepted	Initial filing period	Filing period duration
Fall Semester or Quarter	October 1	October 1 - November 30	Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information. Some graduate admission categories remain open later than others. However, no applications will be accepted later than one month prior to the beginning of the term. Contact the Office of Admissions-Graduate at 707-826-6250, or the individual program office.
Winter Quarter	June 1	June 1 - 30	
Spring Semester or Quarter	August 1	August 1 - 31	

certificates and, where permitted, 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.calstate.edu/apply](http://www.calstate.edu/apply). Applicants seeking a second bachelor's degree must submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements in the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. All CSU applications must be submitted online at [www.calstate.edu/apply](http://www.calstate.edu/apply). An acknowledgement will be sent to the applicant when the online application has been submitted.

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

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

**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.

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.

**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), birth date, 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, college, or testing agency to the Office of Admissions.
- For those enrolled in classes when applying, final, official transcripts must be sent after completion of coursework.

**Application Acknowledgement.** On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, supplemental criteria for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Applicants also receive information on eligibility requirements and on-campus housing.

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 email of Humboldt's admission decision.

Admitted applicants are sent an email of admission and information about Humboldt's orientation programs. All new freshman and transfer students register through our orientation programs, which are mandatory and designed to acquaint new students and their families with the university and community.

**Hardship Petitions.** The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the campus Admission Office regarding specific policies governing hardship admission. Information regarding the appeal policy for admissions denial may be found at [admissions.humboldt.edu/node/143](http://admissions.humboldt.edu/node/143)

## Undergraduate Admission Requirements

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

1. Have **graduated** from high school, have earned a Certificate of General Education Development (GED), or have passed the California High School Proficiency Examination (CHSPE);
2. Have a qualifiable minimum eligibility index (see "Eligibility Index"); and
3. 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 GPA and scores on either the ACT or the SAT. GPA is based on grades earned in courses taken during the final three years of high school. Included in the calculation of GPA are grades earned in all college preparatory "a-g" subject requirements and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth grade can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

A CSU eligibility index can be calculated by multiplying a GPA by 800 and adding the total score on the SAT exam (**Mathematics and Evidence-Based Reading and Writing**). For students who took the ACT, multiply the GPA by 200 and add 10 times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2950 or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages. The university has no current plans to include the writing scores from either of the admissions tests in the computation of the CSU eligibility index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes need a minimum index of 3570 or 842 using the ACT. Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equiva-

lent 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 campus 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. See Eligibility Index Table.

**Provisional Admission.** Humboldt State University may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all coursework has been satisfactorily completed. Official high school transcripts must be received prior to the 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. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts and cancel any university registration for students who are found to be ineligible after the final transcript has been evaluated.

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

The CSU uses only the ACT composite score, the mathematics and Evidence-Based Reading and Writing scores on the new SAT in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

**Applicants who cannot meet admission requirements** may wish to enroll at a community college to prepare for admission to Humboldt at a later date as an upper division transfer. See "Special Admission" on page 36.

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.** The CSU requires that first-time freshman applicants complete, 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.

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- 4 years of English
- 3 years of math (algebra, geometry and intermediate algebra; 4 years recommended)
- 2 years of laboratory science (1 biological & 1 physical, both must have laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual and performing arts: art, dance, drama/theater, or music
- 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.

**The California Promise.** The California Promise Program enables a specific number of CSU campuses to establish pledge programs for entering first-time students who are both interested and able to complete baccalaureate degrees in 4-years. All campuses have established programs for students with Associate Degrees for Transfer from any California Community College to complete their baccalaureate degrees in 2-years. The program is limited to students who are residents of California.

Students who commit to enter either the 4-year or 2-year pledge will be given a priority registration appointment for each state-supported enrollment period and will be provided with routine and thorough academic advisement. In order to remain in the program, students must meet with their advisors as prescribed, develop an enrollment plan and complete 30 semester units or the quarter equivalent within each academic year, including summer. Participating campuses may stipulate other requirements as well. Interested students entering the CSU should contact campus offices or visit [https://www2.calstate.edu/apply/freshman/getting\\_into\\_the\\_csu/Pages/the-california-promise-program.aspx](https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/the-california-promise-program.aspx)

**High School Students.** High school students may be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given specific program and does not constitute a right to continued enrollment.

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

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

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

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

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

## Transfer Policies of CSU Campuses

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

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

"Certification" is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU



GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at [www.assist.org](http://www.assist.org).

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

## Transfer Requirements

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

**Lower Division Transfer Requirements.** An applicant who completes fewer than 60 semester (90 quarter) units of college credit is considered a lower-division transfer student. Due to enrollment pressures, most CSU campuses do not admit lower-division transfers so that more upper-division transfers can be accommodated.

Having fewer than 60 semester (90 quarter) units at the point of transfer may affect eligibility for registration priority at CSU campuses and may affect the student's financial aid status.

California resident transfer applicants with fewer than 60 semester or 90 quarter units must:

- Have a cumulative grade point average of 2.0 (C) or better in all transferable units attempted;

- Have completed, with a grade of C- or better, a course in written communication and a course in mathematics or quantitative reasoning at a level satisfying CSU General Education Breadth Area A2 and B4 requirements, respectively;
- Be in good standing at the last institution attended; and
- Meet any one of the following eligibility standards.

**Transfer Based on Current Admission Criteria.** The applicant meets the freshman admission requirements in effect for the term for which the application is filed; - OR -

**Transfer Based on High School Eligibility.** The applicant was eligible as a freshman at the time of high school graduation and has been in continuous attendance in an accredited college since high school graduation; - OR - Transfer Based on Making Up Missing Subjects

The applicant had a qualifiable eligibility index at the time of high school graduation (combination of GPA and test scores if needed), has made up any missing college preparatory subject requirements with a grade of C- or better, and has been in continuous attendance in an accredited college since high school graduation.

One baccalaureate-level course of at least 3 semester (4 quarter) units is usually considered equivalent to one year of high school study.

(Note: Some campuses may require lower-division transfer students to complete specific college coursework, for example the four basic skill courses, as part of their admission criteria.)

### Upper Division Transfer Requirements.

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

1. Cumulative grade point average of at least 2.0 in all transferable units attempted;
2. In good standing at the last college or university attended; and
3. Completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade C- or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics.

The 60 units must include at least 30 units of courses, that meet CSU general education requirement, including all of the

general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

**Associate Degrees for Transfer (AA-T or AS-T).** The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide a California community college student the optimum transfer preparation and a clear admission pathway to the CSU degree majors.

CCC students who earn an Associate Degree for Transfer (AA-T or AS-T) are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus or non-impacted CSU program. AA-T or AS-T admission applicants are given limited priority consideration based on their eligibility ranking to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester (90 quarter) units. It is the responsibility of the student who has earned an AA-T/AS-T to provide documentation of the degree to the CSU campus.

**Transfer Provisional Admission.** Humboldt State University may provisionally or conditionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college-level work completed. Campuses may rescind admission for any student who is found to be ineligible after the final transcript has been evaluated. In no case may such documents be received and validated by the university any later than a student's registration for their second term of CSU enrollment.

**ASSIST** is an articulation and transfer planning system providing a variety of information about California public institutions of higher education. For information on courses from other California colleges that can be

used in lieu of specific Humboldt coursework, visit their website at [www.assist.org](http://www.assist.org).

## Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit are strongly encouraged to 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 November or December. Test scores also are used for advising and placement purposes. Students may contact:

The College Board (SAT)  
Registration Unit, Box 6200  
Princeton, New Jersey 08541-6200  
(609) 771-7588  
[www.collegeboard.org](http://www.collegeboard.org)

ACT Registration Unit  
PO Box 414  
Iowa City, Iowa 52240  
(319) 337-1270  
[www.act.org](http://www.act.org)

## English Language Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 71-internet (IBT), 525-written (PBT), 197-computer (CBT) or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a higher score than the campus minimum. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS) and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores. CSU minimum TOEFL standards are:  
Undergraduate: 61 (Internet), 500 (Paper)  
Graduate: 80 (Internet), 550 (Paper)

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.

## Placement Measures for First-Year GE Written Communication and Mathematics/Quantitative Reasoning Courses

Freshman skills assessment and placement for general education written communication and mathematics/quantitative reasoning shall be based on systemwide skills assessment standards that include the Early Assessment Program/ Smarter Balanced Achievement Levels, ACT scores and/or SAT scores, high school coursework, high school GPA and math GPA.

Skills assessments are not a condition for admission to the CSU; they are a condition of enrollment.

These skills assessments are designed to inform entering freshmen of placement in appropriate baccalaureate-level courses based on their skills and needs.

First-time freshmen in need of support as determined by the skills assessment will be placed in supported instruction. Supported instruction is designed to assist students in credit bearing courses. Students may also be required to participate in the Early Start Program. The Early Start Program gives students the opportunity to earn college credit in written communication and mathematics/quantitative reasoning the summer before their first term.

## Assessments & Placement for GE Written Communications

**Has Fulfilled the GE Area A: Written Communications Requirement.** The student has met the requirement via completion of one of the following:

### Advanced Placement (AP) Test

- 3 or above (AP Language & Composition)
- 3 or above (AP Composition & Literature)

### College Transfer Coursework

- Completed approved college course that satisfies CSU GE Area A2 (written communication) with a grade of C- or better.

**Placement in a GE Area A: Written Communications Course.** The student has met examination standards and/or multiple measures-informed standards via one of the criteria below:

### English CAASPP/EAP Test

- Standard Exceeded
- Standard Met and completed 12th grade approved year-long English course (CSU ERWC, AP, Weighted Honors English) with grade of C- or better

### \*English New SAT Test

- 550 or above,
- 510 - 540 and completed 12th grade approved year-long English course (CSU ERWC, AP, Weighted Honors English) with grade of C- or better English

### ACT Test

- 22 or higher
- 19-21 and completed 12th grade approved year-long English course (CSU ERWC, AP, Weighted Honors English) with grade of C- or better

### High School Courses and GPA

- Weighted GPA 3.3 or above
- GPA 3.0 or above and completed approved 12 grade year-long English course (AP, CSU ERWC, Weighted Honors English)
- GPA 3.0 or above and completed Honors English
- GPA 3.0 or above and 5 or more years of high school English

**Placement in a Supported GE Area A Written Communications Course.** The student has met examination standards and/or multiple measures-informed standards via one of the criteria below:

### \*English New SAT Test

- 510 - 540 and 4 or more years of high school English

### ACT Test

- 19-21 and 4 or more years of high school English

### High School Courses and GPA

- Weighted GPA 3.0 or above and 4 or more years of high school English

**Placement in a Supported GE Area A: Written Communications Course and Participation in the Early Start Program Required.** Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit [csusuccess.org/earlystart](http://csusuccess.org/earlystart) to learn about the Early Start Program.

\*SAT score conversion for scores prior to March 2016 (old SAT): <https://collegereadiness.collegeboard.org/sat-scoring-beforemarch-2016>.

**Assessments & Placement for  
GE Mathematics/Quantitative  
Reasoning:  
Non-Math Intensive Majors  
(Algebra and Statistics  
Disciplines, Non-STEM and  
Undecided Majors)**

**Has Fulfilled the GE Area B: Math/  
Quantitative Reasoning Requirement.**  
The student has met the requirement via  
completion of one of the following:

- Advanced Placement (AP) Test:**
- 3 or above on Calculus AB
  - 3 or above on Calculus BC
  - 3 or above on Statistics
  - 3 or above on Computer Science Principles

**International Baccalaureate (IB) Test:**

- 4 or above on Math Higher Level (HL)

**College Level Examination Program (CLEP)**

- 50 or above on: Calculus, College Algebra, College Algebra-Trigonometry, Pre-Calculus or Trigonometry

**College Transfer Coursework:**

- Completed math/quantitative reasoning college course with a C- or better that satisfies CSU GE Area B: Mathematics/Quantitative Reasoning

**Placement in a GE Area B: Math/  
Quantitative Reasoning Course.** The student has met examination standards and/or multiple measures-informed standards via one of the following criteria:

- CAASPP/EAP Math Exam:**
- Standard Exceeded
  - Standard Met and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better
  - Standard Met and 4 or more years of high school math or quantitative reasoning

- \*New SAT Math Test:**
- 570 or above
  - 550 or above on Subject Test in Math Level 1 or 2
  - 520 – 560 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

**ACT Math Test:**

- 23 or above
- 20-22 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

**High School Courses and GPA:**

- Weighted math GPA 3.0 or above and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better
- Weighted math GPA 3.0 or above and 5 or more years of high school math or quantitative reasoning
- Weighted high school GPA 3.7 or above
- Weighted high school GPA 3.5 or above and 4 or more years of high school math or quantitative reasoning

**Placement in a Supported GE Area B:  
Math/Quantitative Reasoning Course.**  
The student has met examination standards and/or multiple measures-informed standards via one of the criteria below:

- High School GPA:**
- Weighted math GPA 3.3 or above
  - Weighted high school GPA 3.0 or above

**Placement in a Supported GE Area B  
Math/Quantitative Reasoning Course and  
Participation in the Early Start Program  
Required.** Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit [csusuccess.org/earlystart](http://csusuccess.org/earlystart) to learn about the Early Start Program.

**Assessments & Placement for  
GE Mathematics/Quantitative  
Reasoning:  
Math Intensive Majors  
(Pre-STEM/STEM and Other  
Math-Intensive Majors)**

**Has Fulfilled the GE Area B: Math/  
Quantitative Reasoning Requirement.**  
The student has met the requirement via  
completion of one of the following:

- Advanced Placement (AP) Test:**
- 3 or above on AP Calculus AB
  - 3 or above on AP Calculus BC
  - 3 or above on AP Statistics
  - 3 or above on AP Computer Science Principles

**International Baccalaureate (IB) Test:**

- 4 or above on Math Higher Level (HL)

**College Level Examination Program (CLEP):**

- 50 or above on: Calculus, College Algebra, College Algebra-Trigonometry, Pre-Calculus or Trigonometry

**College Transfer Coursework:**

- Completed math/quantitative reasoning college course with a C- or better that satisfies CSU GE Area B: Mathematics

**Placement in a GE Area B: Math/  
Quantitative Reasoning Course.** The student has met examination standards and/or multiple measures-informed standards via one of the criteria below:

- CAASPP/EAP Math Exam:**
- Standard Exceeded
  - Standard Met and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

\*SAT score conversion for scores prior to March 2016 (old SAT): <https://collegereadiness.collegeboard.org/sat-scoring-beforemarch-2016>.

Placement	Written Communication <sup>[1]</sup>	Mathematics/Quantitative Reasoning <sup>[2]</sup>
Category I:	Has fulfilled the GE Written Communication requirement	Has fulfilled the GE Mathematics/Quantitative Reasoning requirement
Category II:	Placement in a GE Written Communications course	Placement in a GE Mathematics/Quantitative Reasoning course
Category III:	Placement in a Supported GE Written Communications course	Placement in a Supported GE Mathematics/Quantitative Reasoning course
Category IV:	Placement in a Supported GE Written Communications course and participation in Early Start Program	Placement in a Supported GE Mathematics/Quantitative Reasoning course and participation in Early Start

<sup>[1]</sup> See Assessment and placement for GE Written Communications

<sup>[2]</sup> See Assessment and placement for GE Mathematics/Quantitative Reasoning

**\*New SAT Math Test:**

- 570 or above
- 550 or above on Subject Test in Math Level 1 or 2
- 520 – 560 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

**ACT Math Test:**

- 23 or above
- 20-22 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

**High School Courses and GPA:**

- Weighted math GPA 3.5 or above and completed 12th grade approved year-long math course beyond Algebra 2 with a grade of C- or better
- Weighted math GPA 3.5 or above and 5 or more years of high school math or quantitative reasoning
- Weighted high school GPA 3.7 or above

**Placement in a Supported GE Area B: Math/Quantitative Reasoning Course.**

The student has met examination standards and/or multiple measures- informed standards via the criteria below:

**High School Math GPA:**

- Weighted math GPA 3.3 or above

**Placement in a Supported GE Area B: Math/ Quantitative Reasoning Course and Participation in the Early Start Program Required.**

Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit [csusuccess.org/earlystart](https://csusuccess.org/earlystart) to learn about the Early Start Program.

\*SAT score conversion for scores prior to March 2016 (old SAT): <https://collegereadiness.collegeboard.org/sat-scoring-beforemarch-2016>.

**Early Start Program**

The goal of the Early Start Program (ESP) is to:

- Better prepare students in written composition and mathematics/ quantitative reasoning before the fall term of freshman year; improving students' chances of successful completion of a baccalaureate degree.
- If required to participate in ESP, as determined by multiple measures, students will begin in the summer before the start of the freshman year.
- For general information about ESP including fees and course listings, visit

[csustudentsuccess.org/earlystart](https://csustudentsuccess.org/earlystart).

Students are encouraged to visit the campus website for ESP information once admitted.

- Eligible financial aid applicants with an Estimated Family Contribution (EFC) of \$5,000 or less will be eligible for waiver of the per unit ESP fee. For more information on assessments, placements and the Early Start Program, please visit [www.csustudentsuccess.org](http://www.csustudentsuccess.org).

**Special Admission**

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

Admission appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website.

Applicants who are denied admission to Humboldt can appeal the decision. Please refer to the appeal policy at [admissions.humboldt.edu](https://admissions.humboldt.edu).

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

**Adult Students.** As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

- Possesses a high school diploma (or has established equivalence through either

the General Educational Development or California High School Proficiency Examinations).

- Has not been enrolled in college as a full-time student for more than one term during the past five years.
- If there has been any college attendance in the last five years, has earned a 2.00 GPA 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.

**Over-60 Program for Non-Degree Students.**

In this program, non-matriculated senior adults who are California residents are allowed to take courses for a reduced fee. Please contact the College of Extended Education & Global Engagement for details (707-826-3731).

**Returning Students.** We are glad that you are interested in returning to HSU. For detailed information about re-applying and returning admission requirements please visit [admissions.humboldt.edu](https://admissions.humboldt.edu).

**Graduate Admission Requirements**

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or where approved, may have no program objective. Depending on the objective, the CSU will consider an application for admission as follows:

**General Requirements.** The minimum requirements for admission to graduate and post baccalaureate studies at a CSU campus are in accordance with 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:

- (1) 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;
- (2) be in good academic standing at the last college or university attended;
- (3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester

(90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

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

- **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 the campus; or
- **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; or
- **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 the campus; or

**Graduate-Post-Baccalaureate English Language Requirement.** All graduate and post-baccalaureate applicants, regardless of citizenship, 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 receive a minimum score of 550 written /80 internet-based on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS) and the International Test of English Proficiency (ITEP).

(These and other CSU admissions requirements are subject to change as policies are revised and laws are amended. The CSU website, [calstate.edu](http://calstate.edu), and the CSU admissions portal, [calstate.edu/apply](http://calstate.edu/apply), are good sources for the most up-to-date information.)

Other requirements as defined by specific programs. For example, some programs require a higher GPA for admission.

### International (Foreign) Student Admission Requirements

The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. temporary visas as students, exchange visitors, or in other non-immigrant classifications. The CSU uses separate requirements and application filing dates in the admission of "foreign students". Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission.

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/Second Bachelor applicants:

- Fall terms: May 1
- Spring terms: October 1

Graduate applicants:

- Fall terms: February 1
- Spring terms: Refer to program website

**International Admission Procedure.** Apply online at [calstate.edu/apply](http://calstate.edu/apply). A non-refundable application fee of U.S. \$55.00 is payable with online application.

Submit the following application materials:

1. Certification of Financial Support
  2. Official transcripts of academic records
  3. Proof of English proficiency
  4. Photocopy of passport.
  5. Student Consent for Release of Information
- Email or mail your application materials to: [international@humboldt.edu](mailto:international@humboldt.edu)  
Humboldt State University  
Center for International Programs  
1 Harpst Street,  
Arcata, CA 95521-8299, USA.

For forms and information visit extended. [humboldt.edu/international-programs](http://humboldt.edu/international-programs).

**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 525 written/71 internet-based on the Test of English as a Foreign Language (TOEFL) or a minimum score of 6.0 of the International English Language Testing System (IELTS) test. *Graduate applicants* are required to have a minimum score of 550 written /80 internet-based on the TOEFL, or a minimum score of 6.5 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 on an individual basis for students who present a minimum grade of 'C' or higher from a Community College or University general education English composition course, or for applicants who have graduated from an accredited four-year US high school and have completed three years of English college preparation coursework with grades of 'B' or higher.

For additional ways to meet the English proficiency requirement for admission to Humboldt State University visit extended. [humboldt.edu/international/apply/english](http://humboldt.edu/international/apply/english)

**Estimated Expenses for International Students.** Undergraduate international students are required to pay nonresident tuition of \$396 per unit in addition to registration fees. All MBA students, international and American, must also pay a Professional Program Fee of \$270 per unit (\$666 total per unit for international students).

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

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

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

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

You will be asked to provide a Certification of Financial Support reflecting sufficient financial resources to meet your educational and living expenses while at HSU. The

Certification must be signed by you and, if appropriate, your sponsor.

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

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

Transcripts in a language other than English must be accompanied by an official English translation. The translations must also be sent in a sealed envelope *directly* from the issuing institution 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 Admissions Coordinator prior to registration.

## Eligibility Requirements for International Students

### Applicants for Bachelor's Degrees

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

**Lower-division transfer** applicants (those students applying with less than 60 semester/90 quarter transferable units) must submit an official high school transcript with diploma/graduation certificate (if appropriate) showing the equivalent of high school graduation with a minimum grade point average of 2.5 and official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.0 or higher on all transferable work.

**Upper-division transfer** applicants must submit official transcripts from all accredited colleges and/or universities attended with a minimum overall grade point average of 2.0 on at least 60 semester/90 quarter 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 mathematics/quantitative reasoning with grades of C- or higher. Applicants who have completed coursework outside the US will be evaluated on an individual basis, and may also be asked to present secondary school records.

**Second bachelor's** applicants must submit official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.0 on the last 60 semester/90 quarter 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 subdivisions:

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;
4. 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 ad-

ditional 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 Center for International Programs.

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

Upon registering for classes at HSU, you will be assessed fees for the "CSUHealthLink" policy which meets/exceeds California State University coverage requirements. Benefits covered by the CSUHealthlink policy can be found at [www.csuhealthlink.com](http://www.csuhealthlink.com) and a brochure can be downloaded from this website.

### Contact Information:

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

Telephone: 1-707-826-4142  
Email: [international@humboldt.edu](mailto:international@humboldt.edu)  
[extended.humboldt.edu/international](mailto:extended.humboldt.edu/international)

**HSU Study California (SC).** HSU Study California is for students interested in studying at HSU without going through the formal admission process. Students must enroll in exactly 12 units per semester, providing there are spaces available in classes. Courses taken at HSU through the HSU Study California program may appear on an official transcript and transferred to students' home universities. Students may be enrolled in the HSU SC program for a maximum of 2 semesters (1 year). Students must receive a minimum GPA of 2.0 during their first term to continue to the next session. Admission requirements for HSU SC are the same as requirements for the undergraduate or graduate level. More information can be found here: [extended.humboldt.edu/international-programs/international-programs/prospective-students/hsu-study-california](http://extended.humboldt.edu/international-programs/international-programs/prospective-students/hsu-study-california).

## Intrasystem & Intersystem Enrollment Programs

Fully matriculated students enrolled at any CSU campus have access to courses at other CSU campuses on a space available basis unless those campuses/programs are impacted. This access is offered without students being required to be formally admitted to the host campus and in most cases without paying additional fees. Students should consult their home campus academic advisors to determine how such courses may apply to their specific 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 Fully Online Courses.** Matriculated students in good standing may request enrollment in one course per term, offered by a CSU host campus. Enrollment requests will be granted based on available space, as well as completion of any stated pre-requisites. Credit earned at the host campus is electronically reported to the student's home campus to be included on the student's transcript at the home campus.

**CSU Visitor Enrollment.** Matriculated students in good standing enrolled at one CSU campus may enroll 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

**CSU Immunization Requirements.** Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment.

**Measles and Rubella.** All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment. Vaccine is available for a charge at the Student Health Center.

**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 timed doses of vaccine over a minimum 4 to 6 months period. If you need further details or have special circumstances, please consult, the Student Health Center. Vaccine is available for a charge at the Student Health Center.

**Meningococcal Disease Information.** 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 and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. Vaccine is available at cost through the Student Health Center, though may also be obtained through Public Health and personal health providers.

The above are not admission requirements, but are required of students as conditions of enrollment in CSU.

**Varicella.** Though not required, a second dose of chicken pox vaccine is highly recommended for those who have had one dose of vaccine and have not had chicken pox disease.

**Tdap** (Tetanus, Diphtheria, adult Pertussis). This vaccine is not required, but students are urged to get inoculated when their next tetanus shot is due in order to boost immunity to Pertussis (whooping cough).

The CSU anticipates a policy change to the immunization requirements for the 2019-2020 academic year.

**New and readmitted HSU students** (undergraduate and post-baccalaureate students) are required to provide immunization information to the Student Health Center BEFORE enrolling in their first term. Providing the required information in advance will give you time to clear the hold (up to a week) before you register.

Submit immunization records via the online Health Portal at [health.humboldt.edu](http://health.humboldt.edu)

1. Complete the immunization form **and**
2. Upload a copy of your immunization record (valid proof of immunity to Measles, Rubella, and Hepatitis B)

If you included vaccination records with your application packet, you will still need to submit another copy along with the required form using the website above. Necessary immunizations should be obtained before arriving on campus from your personal physician or local County Health Department. The Student Health Center may provide required vaccinations for a fee for those coming from areas where they are unavailable.

**Avoid a Registration Hold.** Failure to provide proof of immunization will result in the student not being allowed to register for a second semester.

## Reservation

The 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.

**SAT Eligibility Index Table\* for California High School Graduates or Residents of California**

(A GPA of 3.00 and above qualifies for any score in SAT)

GPA	New SAT Score	GPA	New SAT Score	GPA	New SAT Score	GPA	New SAT Score	GPA	New SAT Score
2.99	560	2.77	740	2.55	910	2.33	1090	2.11	1270
2.98	570	2.76	750	2.54	920	2.32	1100	2.10	1270
2.97	580	2.75	750	2.53	930	2.31	1110	2.09	1280
2.96	590	2.74	760	2.52	940	2.30	1110	2.08	1290
2.95	590	2.73	770	2.51	950	2.29	1120	2.07	1300
2.94	600	2.72	780	2.50	950	2.28	1130	2.06	1310
2.93	610	2.71	790	2.49	960	2.27	1140	2.05	1310
2.92	620	2.70	790	2.48	970	2.26	1150	2.04	1320
2.91	630	2.69	800	2.47	980	2.25	1150	2.03	1330
2.90	630	2.68	810	2.46	990	2.24	1160	2.02	1340
2.89	640	2.67	820	2.45	990	2.23	1170	2.01	1350
2.88	650	2.66	830	2.44	1000	2.22	1180	2.00	1350
2.87	660	2.65	830	2.43	1010	2.21	1190	GPA below 2.0 does not qualify for admission	
2.86	670	2.64	840	2.42	1020	2.20	1190		
2.85	670	2.63	850	2.41	1030	2.19	1200		
2.84	680	2.62	860	2.40	1030	2.18	1210		
2.83	690	2.61	870	2.39	1040	2.17	1220		
2.82	700	2.60	870	2.38	1050	2.16	1230		
2.81	710	2.59	880	2.37	1060	2.15	1230		
2.80	710	2.58	890	2.36	1070	2.14	1240		
2.79	720	2.57	900	2.35	1070	2.13	1250		
2.78	730	2.56	910	2.34	1080	2.12	1260		

\*For admission purposes, the CSU uses only the new SAT scores for mathematics and evidence based reading and writing.

**SAT Eligibility Index Table\* for Non-residents or Non-graduate of California**

(A GPA of 3.61 and above qualifies for any score in SAT)

GPA	New SAT Score	GPA	New SAT Score	GPA	New SAT Score	GPA	New SAT Score	GPA	New SAT Score
3.60	690	3.36	890	3.12	1080	2.88	1270	2.64	1460
3.59	700	3.35	900	3.11	1090	2.87	1280	2.63	1470
3.58	710	3.34	900	3.10	1090	2.86	1290	2.62	1480
3.57	720	3.33	910	3.09	1100	2.85	1290	2.61	1490
3.56	730	3.32	920	3.08	1110	2.84	1300	2.60	1490
3.55	730	3.31	930	3.07	1120	2.83	1310	2.59	1500
3.54	740	3.30	930	3.06	1130	2.82	1320	2.58	1510
3.53	750	3.29	940	3.05	1130	2.81	1330	2.57	1520
3.52	760	3.28	950	3.04	1140	2.80	1330	2.56	1530
3.51	770	3.27	960	3.03	1150	2.79	1340	2.55	1530
3.50	780	3.26	970	3.02	1160	2.78	1350	2.54	1540
3.49	780	3.25	970	3.01	1170	2.77	1360	2.53	1550
3.48	790	3.24	980	3.00	1170	2.76	1370	2.52	1530
3.47	800	3.23	990	2.99	1180	2.75	1370	2.51	1570
3.46	810	3.22	1000	2.98	1190	2.74	1380	2.50	1570
3.45	810	3.21	1010	2.97	1200	2.73	1390	2.49	1580
3.44	820	3.20	1020	2.96	1210	2.72	1400	2.48	1590
3.43	830	3.19	1020	2.95	1210	2.71	1410	2.47	1600
3.42	840	3.18	1030	2.94	1220	2.70	1410	GPA below 2.47 does not qualify for admission	
3.41	850	3.17	1040	2.93	1230	2.69	1420		
3.40	860	3.16	1050	2.92	1240	2.68	1430		
3.39	860	3.15	1050	2.91	1250	2.67	1440		
3.38	870	3.14	1060	2.90	1250	2.66	1450		
3.37	880	3.13	1070	2.89	1260	2.65	1450		



### ACT Eligibility Index Table for California High School Graduates or Residents of California

(A GPA of 3.00 and above qualifies for any score in ACT)

GPA	ACT Score	GPA	ACT Score	GPA	ACT Score	GPA	ACT Score	GPA	ACT Score
2.99	10	2.77	14	2.55	19	2.33	23	2.11	28
2.98	10	2.76	15	2.54	19	2.32	23	2.10	28
2.97	10	2.75	15	2.53	19	2.31	24	2.09	28
2.96	11	2.74	15	2.52	19	2.30	24	2.08	28
2.95	11	2.73	15	2.51	20	2.29	24	2.07	28
2.94	11	2.72	15	2.50	20	2.28	24	2.06	29
2.93	11	2.71	16	2.49	20	2.27	24	2.05	29
2.92	11	2.70	16	2.48	20	2.26	25	2.04	29
2.91	12	2.69	16	2.47	20	2.25	25	2.03	29
2.90	12	2.68	16	2.46	21	2.24	25	2.02	29
2.89	12	2.67	16	2.45	21	2.23	25	2.01	30
2.88	12	2.66	17	2.44	21	2.22	25	2.00	30
2.87	12	2.65	17	2.43	21	2.21	26		
2.86	13	2.64	17	2.42	21	2.20	26		
2.85	13	2.63	17	2.41	22	2.19	26		
2.84	13	2.62	17	2.40	22	2.18	26		
2.83	13	2.61	18	2.39	22	2.17	26		
2.82	13	2.60	18	2.38	22	2.16	27		
2.81	14	2.59	18	2.37	22	2.15	27		
2.80	14	2.58	18	2.36	23	2.14	27		
2.79	14	2.57	18	2.35	23	2.13	27		
2.78	14	2.56	19	2.34	23	2.12	27		

GPA below 2.0 does not qualify for admission

### ACT Table - Non-resident or Non-graduates of California

(A GPA of 3.61 and above qualifies for any score in ACT)

GPA	ACT Score	GPA	ACT Score	GPA	ACT Score	GPA	ACT Score	GPA	ACT Score
3.60	13	3.36	17	3.12	22	2.88	27	2.64	32
3.59	13	3.35	18	3.11	22	2.87	27	2.63	32
3.58	13	3.34	18	3.10	23	2.86	27	2.62	32
3.57	13	3.33	18	3.09	23	2.85	28	2.61	32
3.56	13	3.32	18	3.08	23	2.84	28	2.60	33
3.55	14	3.31	18	3.07	23	2.83	28	2.59	33
3.54	14	3.30	19	3.06	23	2.82	28	2.58	33
3.53	14	3.29	19	3.05	24	2.81	28	2.57	33
3.52	14	3.28	19	3.04	24	2.80	29	2.56	33
3.51	14	3.27	19	3.03	24	2.79	29	2.55	34
3.50	15	3.26	19	3.02	24	2.78	29	2.54	34
3.49	15	3.25	20	3.01	24	2.77	29	2.53	34
3.48	15	3.24	20	3.00	25	2.76	29	2.52	34
3.47	15	3.23	20	2.99	25	2.75	30	2.51	34
3.46	15	3.22	20	2.98	25	2.74	30	2.50	35
3.45	16	3.21	20	2.97	25	2.73	30	2.49	35
3.44	16	3.20	21	2.96	25	2.72	30	2.48	35
3.43	16	3.19	21	2.95	26	2.71	30	2.47	35
3.42	16	3.18	21	2.94	26	2.70	31	2.46	35
3.41	16	3.17	21	2.93	26	2.69	31	2.45	36
3.40	17	3.16	21	2.92	26	2.68	31		
3.39	17	3.15	22	2.91	26	2.67	31		
3.38	17	3.14	22	2.90	27	2.66	31		
3.37	17	3.13	22	2.89	27	2.65	32		

GPA below 2.45 does not qualify for admission

# ACADEMIC REGULATIONS

## 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 & 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** (30–59.9 units) below 1.70

**Juniors** (60–89.9 units) below 1.85

**Seniors** (≥90 units), post-baccalaureate students seeking a second bachelor's degree below 1.95

**Unclassified post-baccalaureate** graduate below 1.95

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

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

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

### For undergraduate and unclassified post-baccalaureate students:

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

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

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

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

### For graduate and credential students:

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

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

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

Financial aid and veterans educational benefits have satisfactory academic progress criteria that can affect aid eligibility. Baccalaureate and post-baccalaureate level veterans and eligible dependent students will be placed on veteran's academic probation if their cumulative grade point average at Humboldt State falls below a 2.00. Veterans and eligible dependents are permitted a maximum of two semesters on probation before their benefits will be terminated due to unsatisfactory academic progress. Contact the VETS Office, LL 58, 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.

### **Administrative-Academic Probation & Disqualification**

A student may be placed on administrative-academic probation for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (**Note:** A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative-Academic probation for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

A student who has been placed on administrative-academic probation may be

administratively disqualified if any of the following occur:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student becomes subject to administrative-academic probation for the same or similar reason that the student has previously been placed on administrative-academic probation, although the student is not currently in such status.

### **Special Cases of Administrative-Academic Disqualification**

An appropriate campus administrator in consultation with academic department, Dean of the College, and/or other appropriate parties, may disqualify a student who at any time during enrollment in a program leading to professional licensure or credential, has demonstrated behavior so contrary to the established standards and criteria of the profession for which the student is preparing as to render the student unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

Students who have been disqualified, either academically or administratively may not enroll in any regular campus session (e.g., open university), and may be denied admission to other educational programs operated or sponsored by the University.

**Graduate Student Administrative-Academic Probation and Disqualification.** For policy specific to graduate students, see The Master's Degree, page 81.

### **Add/Drop (see Schedule Adjustments)**

## **Admission & Evaluation of Academic Records (General Information)**

### **Credit by Examination**

**Challenging a Course.** Students may challenge courses by taking examinations developed at Humboldt State University. Credit shall be awarded to those who pass them successfully. A Credit by Examination form must be submitted to the Office of the Registrar, SBS 133, during the first two

weeks of the semester. Do not register for the class you would like to challenge.

Not all courses are available to be challenged. The instructor of the course and the department chair must first approve the credit by exam. Approval by the department chair and the instructor will be based upon consideration of preparation and background, the nature of the work to be covered, and the availability of qualified staff members to give the examination. Units earned by examination will not count toward the residency requirement at Humboldt State. Persons challenging courses must be enrolled in other courses as matriculating students. Applications for internal credit by examination are available from the Office of the Registrar, SBS 133

**External Credit By Exam.** Humboldt State may grant credit for passing scores on external examinations such as Advanced Placement (AP), CLEP, DSST, EEE, and International Baccalaureate (IB) exams. No more than 30 semester units of such credit may apply to a baccalaureate degree. Advanced Placement (AP) and International Baccalaureate (IB) credits are excluded from this limit. If the content covered by an examination duplicates other credit awarded, the units will be adjusted from the amount indicated. See "Credit for External Examinations" section of the catalog, pp. 52-57.

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

Information about the number of units awarded and how they meet specific academic requirements may be found in the following charts.

### **Credit for Non-Collegiate Instruction**

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

*The National Guide to Educational Credit for Training Programs* recommends the number

of units allowed. Appropriate documentation of instruction/coursework must be submitted to the registrar through the Office of the Registrar before credit can be awarded.

**Military Credit.** Students may earn general education and elective credit for one year of active military service with an honorable discharge by filing a copy of their Member 4 DD214 with the Veterans Enrollment & Transition Services (VETS) office. Students may earn credit for education and training courses completed in the military based on recommendations by the American Council on Education. Humboldt State University will maintain a written record of the previous education and training of veterans and eligible persons, the Degree Audit Report will clearly indicate that credit has been granted when applicable, per 21.4253. Students are required to submit a military registry transcript to VETS.

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

### Advisor Change

Requests for an advisor change are made by filling out an Advisor Change form obtained from the Office of the Registrar (SBS 133), or online forms.humboldt.edu/advisor-change.

### Attendance

Humboldt State University expects attendance at every class meeting. Students who have been absent from a class or lab session within the first week of instruction may be dropped from the course for non-attendance by the instructor no later than the end of the second week of instruction.

Not all instructors will drop students on the basis of non-attendance. Students are responsible for ensuring the correct courses are on their schedules prior to the add/drop deadline. 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 and have the fees paid. The petition must be returned to the Office of the Registrar, SBS 133, by the twentieth day of instruction (census).

Humboldt permits students to audit only after those otherwise eligible to enroll on a credit

basis have had opportunity to do so. The same fee structure applies as for credit students. Regular class attendance is expected.

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

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

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

An AU grade for the audited course will appear on the permanent record. There are no grade points earned nor are the units counted in earned, attempted or GPA hours.

Audited courses are not eligible for inclusion in the determination of full/part-time status in the awarding of financial aid.

### Cancelled Classes

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

### Catalog Rights & Continuous Enrollment

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

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

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

### Class Level

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

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

### Commencement

Commencement 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 Hour

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

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

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

### Credit Limitations

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

**Open University.** Students may count no more than 24 semester units of Open University/Special Session courses toward a bachelor's degree. No more than nine units of Open University/Special Session courses

can apply toward a master's degree (provided these courses are on the candidate's approved master's program).

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

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

### Credit/No Credit

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

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

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

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

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

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

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

### Dean's List

An undergraduate student who completes at least 12 graded (A-F) units with a minimum term grade point average of 3.50 is designated on the Dean's List. This designation appears on the student's academic transcript.

### Disqualification (see Academic Standing)

### Double Major

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

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

1. Declare second major before earning 90 units; and
2. Demonstrate that they can graduate with both majors completed in fewer than 140 total units.

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

### Drop/Add (see Schedule Adjustments)

### Educational Leave (Leave of Absence)

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

A leave of absence may be requested for two terms, but may be extended for two additional terms (for a maximum of four terms) under special circumstances. For more information or to obtain an educational leave request, contact the Office of the Registrar (SBS 133), or go to registrar.humboldt.edu.

Graduate students, including those who are classified or conditionally classified, and credential seeking students, should request a leave of absence or educational leave from the university if they will not be attending HSU each semester. The request should be submitted to the Office of Academic Programs & Undergraduate/Graduate Studies, SH 217A.

All students must attend at least one term prior to requesting a leave of absence. A leave of absence maintains continuing student status. This allows students to maintain catalog rights and eligibility to enroll for the term immediately after the expiration of the leave without reapplying to the university. While on leave a student is not considered

enrolled and is not eligible for any services from the university. Students will be apprised of registration information and deadlines for the term they are to return to Humboldt State, via their preferred email address.

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

### Email Policy

HSU recognizes email systems as tools for conducting official university business. As such, HSU provides centrally managed email accounts, and students are responsible for checking their HSU email account for official communications. The university may also use other forms of communication, such as registered mail.

Each student user is entitled to one mailbox. Email account holders are responsible for safeguarding access to their campus email when using any computing device and following campus acceptable use policy on campus computer usage and safety guidelines. For additional information, see Email Policy at: [policy.humboldt.edu/search/site/email](http://policy.humboldt.edu/search/site/email)

Setting automatic forwarding of an official HSU email address to another address is discouraged. Having email lost as a result of forwarding 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.

### Enrollment Limitations

The CSU may impose unit limitations on a term-by-term basis. Check with the Office of the Registrar's website for the most up-to-date information.

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

### Full-Time Status

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

## Grade Processing

Grades for fall semester are available in January; spring grades are available the end of May; summer grades are available in mid-August. Grades are not sent by mail or email.

## Grading Symbols

(See Grade Point System chart for specific grade point values.)

**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, available online via the Faculty/Student Center. 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), or other grade as indicated by the instructor, 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.

**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.

**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** is 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 an undergraduate student does not complete the coursework within one year, the RP grade will be administratively changed to a grade of F (Failure) and will be included in the student's grade point average or to a grade of NC (No Credit) depending on the grade mode of the course. If a graduate student does not complete the coursework within seven years, the RP grade will be administratively changed to a grade of F (Failure) and will be included in the student's grade point average or to a grade of NC (No Credit) depending on the grade mode of the course.

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

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

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

The # symbol following a grade indicates courses that do not earn academic or degree credit.

## Grade Appeals

(see "Grievance Procedure, Student" on page 289)

## Graduate Credit

No grade below B- 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;

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
NC	0.0	No
RD	0.0	No
RP	0.0	No*
W	0.0	No
WU	0.0	Yes

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

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

- 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 on Graduate Studies website.

### Graduation, Applying for

The university does not automatically grant academic degrees upon completion of degree requirements. Students pursuing a bachelor's degree may apply for graduation any time after they have reached junior standing (earned 60 units), and it is strongly recommended they apply at least three semesters before they expect to complete all degree requirements. For most students this will be early in their junior year. If a student has not applied to graduate by the time they have reached senior standing (earned 90+ units) a hold will be placed on future registration until the application is received. It is recommended that students pursuing master's degrees apply for graduation at least one semester before finishing all degree requirements. Applying on time ensures that students receive their degree checks in time for adequate planning and advising for the final semester(s) of enrollment. Application deadlines are published on the Office of the Registrar's website. After the deadline a \$10 late fee will be assessed.

Undergraduate students apply for graduation via Student Center. Forms for graduate students are available from the Office of Academic Programs & Undergraduate/Graduate Studies. Graduation processing fees are posted to the students account.

Applying for graduation initiates the degree evaluation process, participation in commencement, diploma ordering and commencement booklet publication. An official degree check is prepared by the Office of the Registrar. The degree check summarizes how degree requirements have been satisfied and lists remaining requirements for graduation. The degree check is emailed to the student and their academic advisor. 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.

Students are not eligible to register for the term following the expected graduation date without first reapplying to the university as a post-baccalaureate student or deferring the expected date of graduation.

After semester grades are processed, degree checks are reviewed for all candidates

for graduation for that term. If all degree requirements are satisfied, the degree is posted to the student's academic record and a diploma is sent shortly thereafter. If any requirements remain unsatisfied, an email outlining the deficiency is sent to the student. Should the student need to postpone graduation after the expected date of graduation has passed, a reapplication fee is required.

### Graduation with Distinction

Master's candidates awarded the Patricia O. McConkey Award in their program will graduate with distinction. Students who participate in commencement, but who have not completed their culminating experience requirement may be nominated for the award the following semester.

### Graduation with Honors

Humboldt State University awards honors to undergraduate students at the time of graduation, based on the following criteria:

- Completion of 30 units in letter-graded coursework in residence at Humboldt State
- A minimum GPA of 3.50 on all work taken at Humboldt State
- An overall minimum GPA of 3.50 on all work attempted

The overall grade point average (including both transfer and Humboldt State coursework) determines which honors the student receives at graduation:

- Summa Cum Laude 3.85 to 4.00
- Magna Cum Laude 3.70 to 3.84
- Cum Laude 3.50 to 3.69

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

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

Master's degree candidates are not awarded honors. See "Graduation with Distinction."

### Half-Semester or Less Courses

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

### Holds

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

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

### HSU Identification

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

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

**ID Card.** Students must have a picture taken in order to obtain a student identification card. An ID card is needed to use the library, Student Health & Counseling Center, and various campus services, as well as to pick up financial aid checks, ride the local transit system, and obtain student discounts for campus events. ID pictures are taken at the library circulation desk, Monday through Friday, 9:00 am - 9:00 pm or by appointment, call 707-826-5601. The cost of the ID card

is included in the registration fee the first term of enrollment at Humboldt State. There is a \$5 fee, payable at Student Financial Services, SBS 285, or the Housing cashier; if the ID card needs to be replaced. If pre-paid, the receipt must be presented to the ID Staff at the library. The library can also issue a bill for the \$5.00 if payment is not made ahead of time. For further information visit the ID Services website at [library.humboldt.edu/services/ID/index.html](http://library.humboldt.edu/services/ID/index.html).

## Major Changes

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

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

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

## Minor, Declaring

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

## Non-Collegiate Instruction (see Admission & Evaluation of Academic Records)

## Presidential Scholar

An undergraduate student who completes at least 12 letter graded 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 view their enrollment appointment and register for classes online through Student Center. Continuing students generally enroll during November for the spring semester and April for the fall semester. New, transfer, and returning students have the opportunity to register following the first part of orientation, typically in late June to August. Students should refer to their admission letter, the Office of the Registrar's website and/or the Student Center help website for registration information and instructions.

**Priority and Scheduling of Registration.** Students shall be allowed to register in the following order:

Group 1. Priority Students.

- Category A. Students with disabilities and registered with the Student Disability Resource Center (SDRC) who would not otherwise achieve their academic goals within a reasonable period of time due to an on-going disability.
- Category B. Students who participate in intercollegiate sports governed by the NCAA.
- Category C. Students who would not otherwise achieve their academic goals within a reasonable period of time because they participate in an ongoing, university-sanctioned activity that significantly benefits the university. (See Procedures, Section A.3. for general eligibility criteria.) The coordinator of the activity must apply to the Academic Policies Committee (APC) on behalf of the students, for possible inclusion in Category C.
- Category D. Rare and extraordinary circumstance - The Provost or Vice President for Student Affairs may grant to an individual student access to priority registration for a rare and extraordinary circumstance on a one-time basis.

Students in Group 1 will be allowed to priority register for a maximum of sixteen (16) semester credits during priority registration. Any additional desired credits may be acquired during non-priority times.

Group 2: Graduate Students

Group 3: Students in the credentialing program

Group 4: All other undergraduate students: Appointment times for this group are assigned by the number of units a student has completed. Appointments are set in

descending order so that the students with the greatest number of completed units are first, and the least number of completed units follow.

Group 5: Unclassified graduate students and transitory students (e.g. cross-enrollees and early entrant high school students).

**Priority Registration for Student Veterans /Service Members.** In accordance with the Assembly Bill 2133 and PL 115-48, California resident veterans, or those serving on active duty or in the National Guard or Reserve attending public colleges and universities are granted priority registration for classes while they are enrolled at Humboldt State University. At Humboldt State student veterans, active duty, and National Guard and Reservists have priority registration for their first term and every fall, spring and summer term until graduation, regardless of the time from separation to enrollment at Humboldt State University. Eligible HSU students must provide proof of service (i.e. a DD-214 or current enlistment contract) to Veterans Enrollment and Transition Services. Priority registration is assigned at the earliest window of the applicable registration period. **Note:** Priority registration for a student's first term is contingent on time of matriculation to HSU, and the orientation and advising session(s) available.

## Registration Holds

A hold is placed on a student's registration and schedule adjustment for a financial obligation greater than \$199 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.

## Repeating Courses

With the exception of "repeatable for credit" courses, undergraduate students may only repeat courses if they earned grades lower than a C. Furthermore, undergraduate students may only repeat an individual course twice, for a total of three attempts.

Undergraduate students may repeat up to 16 units with grade forgiveness, and up to an additional 12 with grade averaging. For the first 16 units of repeated courses, only the newer attempt calculates into the student's GPA and each of these attempts counts toward the 16-unit maximum for grade forgiveness. 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 total 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, a course may be set up by the department to be repeatable 4 times. This means that a student may earn credit for the course a maximum of 5 times.

Some courses (e.g. ART 301) have multiple topics. For grade forgiveness to apply, the same topic must be repeated.

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

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

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

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

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

## Schedule Adjustments

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

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

Courses cannot be added after the second week of classes (see the Academic Calendar at humboldt.edu/events/academic-deadlines). After the second week, approval to add courses will only be considered if verification that the course is necessary for the student to graduate at the end of the current semester is provided. Instructor, department chair, and college dean signatures are required.

When adding courses with lecture, lab and/or activity/discussion links, all courses/sections must be added in Student Center.

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

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

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

Go to humboldt.edu/withdraw to start the process. Students can only withdraw from a maximum of 18 units. Withdrawal from courses for reasons that are catastrophic, such as accident or serious illness, do not count toward the 18-unit limit. A "W" grade is recorded on the academic record and a \$20 fee will be charged per course. The final

drop deadline is the end of the tenth week of classes (see the Academic Calendar at humboldt.edu/events/academic-deadlines).

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

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

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

## Second Bachelor's Degree

### (for post-baccalaureate students only)

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

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

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

**Honors for second-baccalaureate degree candidates.** When computing grade point

averages for honors purposes, all undergraduate units from HSU and transfer colleges will be considered, plus the HSU post-baccalaureate units.

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

## Second Master's Degree

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

## Transferring to Another Institution

For specific requirements, students should consult with the institution to which they plan to transfer. Humboldt State is accredited by the WASC Senior College & University Commission and by the State Board of Education. This ensures that institutions accredited by the same (or similar) boards will accept student credits.

## Transcripts

Students may request an official copy of their academic record or transcript by filling a transcript request form at the Office of the Registrar. The form can be accessed online, printed from [registrar.humboldt.edu](http://registrar.humboldt.edu), or ordered by mail at the following address:

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

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

To avoid delays in processing, include:

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

- Student's signature and date (authorizing release of records to the designee)
- The correct fee payment (or pay online)

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

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

The Office of the Registrar will accept requests to expedite service, such as preparing and mailing transcripts within 72 hours or preparing special certifications of graduation status prior to issuing a diploma. There are additional fees for expedited services. Requests for special handling will be accepted only if work volume permits. To request expedited service or special handling, call 707-826-4101. For more detailed instructions on how to order and pay for a transcript, please see the instructions on the Official Transcript Request.

## Cancellation of Registration or 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. Information on canceling registration and withdrawal procedures is available from:

Office of the Registrar,  
SBS 133, 707-826-4101.  
[registrar.humboldt.edu/withdrawal-procedure](http://registrar.humboldt.edu/withdrawal-procedure)

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

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

After the first two weeks of the semester, a request to withdraw with a documented serious and compelling reason must be approved. A date of withdrawal appears on the academic record and all coursework appears with a grade of "W" (withdrawal). A maximum of 18 units can be withdrawn throughout your career at Humboldt State University. See [registrar.humboldt.edu/withdrawal-process](http://registrar.humboldt.edu/withdrawal-process) for more information.

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

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

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

**Financial Aid.** Students who receive financial aid funds **must consult** with Financial Aid prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

**Housing.** Students who have paid for housing on campus should contact the Office of Housing & Residence Life, 707-826-3451 or [housing@humboldt.edu](mailto:housing@humboldt.edu) concerning refunds.

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

**Withdrawal Procedures for Students Mobilized for Active Duty.** 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. Withdrawals as a result of a verified call to active duty do not count towards the 18-unit withdrawal limit.

**Option 1 – Students may withdraw from all courses:**

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

**Option 2 – Students may take a grade of incomplete in courses.**

**Option 1 – Students may withdraw from all courses:**

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

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

**Definitions and policies for different types of withdrawals:**

**Drop:** Disenrollment from a course during the first two weeks of instruction. Not recorded on the student's transcript.

**Withdrawal (W):** Disenrollment from a course after the first two weeks of instruction but prior to the last 20 percent of instruction (the beginning of the 13th week of classes in the regular semester). Requires documentation of a "serious and compelling" reason for withdrawing, and must be approved by the faculty member teaching the course and the department chair. If granted, a grade of "W" appears on the student's transcript. EO 1037 limits undergraduate students to a total of 18 units with a grade of "W," effective Fall 2009.

**"Serious and compelling"** reason for withdrawal: Examples include psychological problems, loss of care for dependents, inappropriate behavior of someone else in the classroom, and serious reversal in the student's financial situation. Documentation must be provided. (Note: reasons such as

doing poorly in a class, taking too many units, being too busy to do the work, not liking the class, not knowing how or when to drop are not considered to be "serious and compelling.") In considering serious and compelling reasons, faculty and department chairs should give careful consideration to a student's extenuating circumstances while also following this rigorous definition of "serious and compelling."

**Catastrophic Withdrawal (WC):**

Disenrollment from a course or from the campus after first two weeks of instruction due to catastrophic events clearly beyond a student's control, such as severe illness or injury, being called to military service, consequences of the death of a close family member. Formal documentation of the event must be provided, and requests must be approved by the faculty member teaching the course, the department chair, and the appropriate college Dean or designee. If granted, a grade of "WC" appears on the student's transcript. Catastrophic Withdrawals do not count toward the 18-unit limit for withdrawals. This is the only category of disenrollment permitted during the last 20 percent of instruction (the beginning of the 13th week of classes in the regular semester).

	Drop		Withdrawal for non-catastrophic (serious & compelling reasons) or catastrophic reasons ONLY								Withdrawal for catastrophic reasons ONLY				
Semester Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

# CREDIT FOR EXTERNAL EXAMINATIONS

Advanced Placement Exam	Minimum Score	Total Credit in Semester Units	Course Distribution <sup>9</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Art History	3, 4, or 5	6	Arts (ART 103A) or Humanities	3	Arts (ART 103B)	3
Biology	3	6	Life Forms with lab (BIOL 104)	3	Elective	3
Biology <sup>10</sup>	4 or 5	6	Life Forms with lab (BIOL 105)	4	Elective	2
Calculus AB <sup>1,12</sup>	3, 4, or 5	6	Mathematical Concepts & Quantitative Reasoning (MATH 105 or MATH 109)	4	Elective	2
Calculus AB Subscore <sup>1,12</sup>	3, 4, or 5	6	Mathematical Concepts & Quantitative Reasoning (MATH 105 or MATH 109)	4	Elective	2
Calculus BC <sup>11</sup>	3, 4, or 5	6	Mathematical Concepts & Quantitative Reasoning (MATH 105 or MATH 109)	3	MATH 110	3
Chemistry <sup>10</sup>	3, 4, or 5	6	Physical Universe with lab	4	Elective	2
Chinese Language and Culture	3, 4, or 5	6	Humanities	3	Elective	3
Comparative Government & Politics	3, 4, or 5	6	Political Science, Government & Legal Institutions	3	Elective	3
Computer Science A <sup>2</sup>	3, 4, or 5	6	CS III	4	Elective	2
Computer Science Principles	3, 4, or 5	6	Mathematical Concepts & Quantitative Reasoning	3	Elective	3
English Language and Composition <sup>4</sup>	3, 4, or 5	6	Written Communication (ENGL 104)	3	Elective	3
English Literature and Composition <sup>4</sup>	3, 4, or 5	6	Written Communication (ENGL 104)	3	Humanities	3
Environmental Science (through SU09) <sup>6</sup>	3	6	Interdisciplinary Social or Behavioral Science	3	Life Forms with lab or Physical Universe with lab	3
Environmental Science (through SU09) <sup>6</sup>	4 or 5	6	Interdisciplinary Social or Behavioral Science (ESM 105)	3	Life Forms with lab or Physical Universe with lab	3
Environmental Science (effective F09) <sup>6</sup>	3, 4, or 5	6	Interdisciplinary Social or Behavioral Science (ESM 105)	3	Physical Universe with lab	3
European History	3, 4, or 5	6	History or Humanities	3	Elective	3
French Language & Culture	3, 4, or 5	6	Humanities	3	Elective	3
German Language & Culture	3, 4, or 5	6	Humanities	3	Elective	3
Human Geography	3, 4, or 5	6	Geography (GEOG 105)	3	DCG-N*	3
Italian Language and Culture	3, 4, or 5	6	Humanities	3	Elective	3
Japanese Language and Culture	3, 4, or 5	6	Humanities	3	Elective	3
Latin	3, 4, or 5	6	Humanities	3	Elective	3
Macroeconomics <sup>3</sup>	3, 4, or 5	6	Economics	3	Elective	3
Microeconomics <sup>3</sup>	3, 4, or 5	6	Economics	3	Elective	3
Music Theory (through SU19)	3, 4, or 5	6	Arts	3	Elective	3
Music Theory (effective F19)	3, 4, or 5	6			Elective	6
Physics 1 <sup>5,10</sup>	3, 4, or 5	6	Physical Universe with lab	4	Elective	2
Physics 2 <sup>5,10</sup>	3, 4, or 5	6	Physical Universe with lab	4	Elective	2
Physics C: Electricity & Magnetism <sup>5,10</sup>	3, 4, or 5	6	Physical Universe with lab	4	Elective	2
Physics C: Mechanics <sup>5,10</sup>	3, 4, or 5	6	Physical Universe with lab	4	Elective	2
Psychology	3, 4, or 5	6	Psychology (PSYC 104)	3	Elective	3
Seminar	3, 4, or 5	6			Elective	6
Spanish Language & Culture	3	6	Humanities (SPAN 106)	4	Elective	2
Spanish Language & Culture	4	6	Humanities (SPAN 107)	4	Elective	2
Spanish Language & Culture	5	6	Humanities (SPAN 207)	4	Elective	2

Advanced Placement Exam	Minimum Score	Total Credit in Semester Units	Course Distribution <sup>9</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Spanish Literature & Culture	4 or 5	6	Humanities (SPAN 207)	4	Elective	2
Statistics	3, 4, or 5	6	Mathematical Concepts & Quantitative Reasoning (STAT 109 or STAT 106 or STAT 108)	3	Elective	3
Studio Art - 2-D Design	3, 4, or 5	6	Arts (ART 105C)	3	Elective	3
Studio Art - 3-D Design	3, 4, or 5	6	Arts (ART 105D)	3	Elective	3
Studio Art - Drawing	3, 4, or 5	6	Arts (ART 105B)	3	Elective	3
United States Government & Politics <sup>8</sup>	3, 4, or 5	6	Political Science, Government & Legal Institutions (INST 2)	3	Elective	3
United States History <sup>8</sup>	3	6	History (INST 1) or Humanities	3	Elective	3
United States History <sup>8</sup>	4 or 5	6	History/HIST 110 or HIST 111 (INST 1) or Humanities	3	Elective	3
World History (through SU19)	3	6	History or Humanities	3	Elective	3
World History <sup>7</sup> (through SU19)	4 or 5	6	History (HIST 107 & HIST 108) or Humanities	3	(HIST 109 or HIST 109B) see footnote	3
World History <sup>13</sup> (effective F19)	3	3	History or Humanities, see footnote	3		
World History <sup>13 14</sup> (effective F19)	4 or 5	3	History or Humanities, see footnote for information on major requirement	3		

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

- <sup>1</sup> If a student passes more than one exam in calculus, only 9 units may be applied to the baccalaureate degree.
- <sup>2</sup> If a student passes more than one exam in computer science, only 6 units may be applied to the baccalaureate degree.
- <sup>3</sup> If both Macroeconomics and Microeconomics are passed, 12 units will be applied to the baccalaureate degree and will be distributed thusly: 3 units Economics, 4 units ECON 210, 5 units elective.
- <sup>4</sup> If a student passes both exams in English, only 9 units may be applied to the baccalaureate degree and will be distributed thusly: 3 units Written Communication (ENGL 104), 3 units Humanities, and 3 units elective.
- <sup>5</sup> If a student passes more than one exam in Physics, only 6 units may be applied to the baccalaureate degree.
- <sup>6</sup> The Chancellor's Office allows credit in Life Forms or Physical Universe if the Environmental Science exam was taken Summer 2009 or earlier. Effective Fall 2009, credit is awarded to Physical Universe only. Adjustments to this policy require a petition to the Registrar. Contact the Registrar's Office for further information.
- <sup>7</sup> A total of six units/two courses chosen from: HIST 107, HIST 108, HIST 109, HIST 109B. Humanities may be awarded in lieu of the previous courses. Contact the Registrar's Office for further information.
- <sup>8</sup> Does not meet the California State and Local Government degree requirement. INST 1 meets the US History requirement, INST 2 meets the US Constitution requirement.
- <sup>9</sup> When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: Psychology: 6 units distributed thusly: 3 units to PSYC 104 and 3 elective units. PSYC 104 is an approved general education course and will automatically be routed to general education Psychology.
- <sup>10</sup> Redistribution of units effective Fall 2010 (increase GE units from 3 to 4).
- <sup>11</sup> A maximum of 6 units is allowed for each Advanced Placement exam, therefore, in this case, the units have been distributed evenly between the designated HSU courses.
- <sup>12</sup> Redistribution of units effective Fall 2013 (increase GE units from 3 to 4).
- <sup>13</sup> Effective Fall 2019, students may earn a maximum of 3 units with a passing score on the AP World History exam
- <sup>14</sup> Students scoring 4 or 5, will earn GE credit in either History or Humanities. History majors may also use this exam to meet 3 units towards the lower division History major civilization requirement.

CLEP Examination	Minimum Score	Total Credit in Semester Units	Course Distribution <sup>6</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
American Government	50	6	Political Science, Government & Legal Institutions	3	Elective	3
American Literature	50	6	Humanities	3	ENGL 232	3
Analyzing & Interpreting Literature	50	6	Humanities (ENGL 105)	3	Elective	3
Biology	50	6	Life Forms with lab (BIOL 105)	4	Elective	2
Calculus <sup>1</sup>	50	6	Mathematical Concepts & Quantitative Reasoning (MATH 109)	4	Elective	2
Chemistry <sup>2</sup>	50	3	Physical Universe without lab	3		
College Algebra	50	3	Mathematical Concepts & Quantitative Reasoning (MATH 101)	3		
College Composition	50 with pass on essay	3			Elective	3
College Composition Modular	50 with pass on essay	3			Elective	3
College Mathematics	50	6	Mathematical Concepts & Quantitative Reasoning (MATH 103)	3	Elective	3
English Literature	50	6	ENGL 230	3	ENGL 231	3
Financial Accounting	50	3			Elective	3
French Level I & II <sup>7,8</sup>	50	6	Humanities (FREN 106)	3	FREN 105	3
French Level I & II <sup>7,8</sup>	59	9	Humanities (FREN 107/DCG-N*)	4	FREN 207/DCG-N*, Elective	4, 1
German Level I & II <sup>7,8</sup>	50	6	Humanities (GERM 106)	3	GERM 105	3
German Level I & II <sup>7,8</sup>	60	9	Humanities (GERM 107)	4	GERM 207/DCG-N*, Elective	4, 1
History of U.S. I <sup>5,7</sup>	50	6	History/HIST 110 (INST 1)	3	Elective	3
History of U.S. II <sup>5,7</sup>	50	6	History/HIST 111 (INST 1)	3	Elective	3
Human Growth & Development	50	6	Lifelong Learning & Self-Development	3	Elective	3
Humanities	50	3	Humanities	3		
Information Systems	50	6			Elective	6
Introduction to Educational Psychology	50	6			Elective	6
Introductory Business Law <sup>9</sup>	50	6	BA 210	4	Elective	2
Introductory Psychology	50	6	Psychology (PSYC 104)	3	Elective	3
Introductory Sociology	50	6	Sociology & Criminology (SOC 104)	3	Elective	3
Natural Sciences	50	6	Life Forms with lab (BIOL 104)	3	Elective	3
Pre-Calculus	50	6	Mathematical Concepts & Quantitative Reasoning (MATH 101T or MATH 102)	4	Elective	2
Principles of Macroeconomics <sup>3</sup>	50	6	Economics	3	Elective	3
Principles of Management	50	6	BA 370	6		
Principles of Marketing	50	6	Economics	3	Elective	3
Principles of Microeconomics <sup>3</sup>	50	6	BA 340	6		
Social Science/History	50	6	Sociology & Criminology	3	Elective	3
Spanish Level I & II <sup>7,8</sup>	50	6	Humanities (SPAN 106)	3	SPAN 105	3
Spanish Level I & II <sup>7,8</sup>	63	9	Humanities (SPAN 107/DCG-N*)	4	SPAN 207/DCG-N*, Elective	4, 1
Western Civilization I <sup>7</sup>	50	6	History (HIST 104) or Humanities	3	Elective	3
Western Civilization II <sup>7</sup>	50	6	History (HIST 105)	3	Elective	3

\* Diversity & Common Ground - Non-Domestic

**NOTE:** A maximum of 30 units of external exams (excluding AP and IB) will count toward degree requirements.

- <sup>1</sup> Minimum score for Calculus increased from 50 to 51 effective Fall 2009. Reduced to 50 Fall 2010.
- <sup>2</sup> Chemistry approved effective Fall 2009. Minimum score increased from 48 to 50 Fall 2010.
- <sup>3</sup> If both Principles of Macroeconomics and Principles of Microeconomics are passed, 12 units will be applied to the baccalaureate degree and will be distributed thusly: 3 units Economics, 4 units ECON 210, 5 units elective.
- <sup>5</sup> INST 1 meets the US History requirement.
- <sup>6</sup> When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: Psychology: 6 units distributed thusly: 3 units to PSYC 104 and 3 elective units. PSYC 104 is an approved general education course and will automatically be routed to general education Psychology.
- <sup>7</sup> Reduction in minimum score effective Fall 2010.
- <sup>8</sup> Credit and articulations for these exams are determined by score. A maximum of 9 units may be applied to the baccalaureate degree.
- <sup>9</sup> Redistribution of units effective Fall 2013 (increase units for BA 210 from 3 to 4).

## Defense Language Proficiency Test (DLPT) Passing Scores

Utilizing the American Council on Education (ACE) recommendations as described below, three lower division semester hours for language shall equate to three semester units in CSU GE Breadth Subarea C2 Humanities. When assigning academic credit using the DLPT, campus articulation officers and credit transfer evaluators should refer to the [ACE National Guide to College Credit for Workforce Training](#). This ACE online guide organizes foreign language test scores and credit recommendations by language, version of test and modality of language. The Guide then provides lower and upper division credit recommendations based on the DLPT test score in the following modalities: listening, reading, and oral.

DSST Examination	Minimum Score	Total Credit in Semester Units	Course Distribution			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Art of the Western World	48 or 400	3	Arts (ART 103A or ART 103B)	3		
Astronomy	48 or 400	3	Physical Universe without lab	3		
Business Ethics & Society	400	3			Elective	3
Business Law II	44 or 400	3	BA 210	3		
Business Math	48 or 400	3			Elective	3
Civil War and Reconstruction	47 or 400	3			Elective	3
Criminal Justice	49 or 400	3			Elective	3
Environment and Humanity	46 or 400	3	Interdisciplinary Social or Behavioral Science (ESM 105)	3		
Ethics in America	46 or 400	3	Humanities (PHIL 106)	3		
Foundations of Education	46 or 400	3	EDUC 110	3		
Fundamentals of College Algebra	50 or 400	3			Elective	3
Fundamentals of Counseling	45 or 400	3			Elective	3
Health & Human Development	48 or 400	3	Lifelong Learning & Self-Development (HED 100)	3		
History of the Vietnam War	44 or 400	3			Elective	3
Human/Cultural Geography	48 or 400	3	Geography (GEOG 105/DCG-N*)	3		
Human Resource Management	46 or 400	3	BA 370	3		
Introduction to Business	46 or 400	3	BA 110	3		
Introduction to Computing	45 or 400	3			Elective	3
Introduction to Law Enforcement	45 or 400	3			Elective	3

DSST Examination	Minimum Score	Total Credit in Semester Units	Course Distribution			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Introduction to Modern Middle East	47 or 400	3	History	3		
Introduction to World Religions	48 or 400	3	Humanities (RS 105/DCG-N*)	3		
Lifespan Developmental Psychology	46 or 400	3			Elective	3
Management Information Systems	46 or 400	3			Elective	3
Organizational Behavior	48 or 400	3	BA 370 or BA 470	3		
Personal Finance	46 or 400	3			Elective	3
Physical Geology	46 or 400	3	Physical Universe without lab <sup>1</sup>	3		
Principles of Finance	46 or 400	3	BA 360	3		
Principles of Financial Accounting	47 or 400	3	BA 250	3		
Principles of Physical Science I	47 or 400	3	Physical Universe without lab	3		
Principles of Public Speaking	47 or 400, with pass on oral exam	3	Oral Communication (COMM 100)	3		
Principles of Statistics	50 or 400	3	Mathematical Concepts & Quantitative Reasoning (MATH 103)	3		
Principles of Supervision	46 or 400	3	BA 370	3		
Substance Abuse	49 or 400	3			Elective	3
Technical Writing	46 or 400	3			Elective	3

**NOTE:** A maximum of 30 units of external exams (excluding AP and IB) will count toward degree requirements.

<sup>1</sup> A passing score of 46 on the Physical Geology exam meets GEOL 109 lecture content without the lab, satisfying general education Physical Universe without lab. One unit of GEOL 399 must be taken to earn credit for both lecture and lab requirements of GEOL 109.

EEE Examination	Minimum Score	Total Credit in Semester Units	Course Distribution <sup>1</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
EEE	n/a	6	Written Communication (ENGL 104)	3	Elective	3

**NOTE:** A maximum of 30 units of external exams (excluding AP and IB) will count toward degree requirements.

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

International Baccalaureate Exam HL = Higher Level SL = Standard Level	Minimum Score <sup>1</sup>	Total Credit in Semester Units	Course Distribution <sup>4</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Anthropology, Social & Cultural, HL	4, 5, 6, or 7	6	Anthropology (ANTH 104)	3	Elective	3
Anthropology, Social & Cultural, SL	4, 5, 6, or 7	3	Anthropology	3		
Biology HL <sup>2</sup>	4, 5, 6, or 7	6	Life Forms with lab	3	Elective	3
Biology SL	4, 5, 6, or 7	3	Life Forms with lab	3		
Business & Management HL	4, 5, 6, or 7	6	BA 110	3	Elective	3
Business & Management SL	4, 5, 6, or 7	3			Elective	3
Chemistry HL <sup>3</sup>	4, 5, 6, or 7	6	Physical Universe with lab	3	Elective	3
Chemistry SL	4, 5, 6, or 7	3	Physical Universe without lab	3		

\* Diversity & Common Ground - Non-Domestic



International Baccalaureate Exam HL = Higher Level SL = Standard Level	Minimum Score <sup>1</sup>	Total Credit in Semester Units	Course Distribution <sup>4</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Classical Languages HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
Classical Languages SL	4, 5, 6, or 7	3	Humanities	3		
Computer Science HL	4, 5, 6, or 7	6	Critical Thinking (CS 100)	3	Elective	3
Computer Science SL	4, 5, 6, or 7	3	Critical Thinking (CS 100)	3		
Dance HL	4, 5, 6, or 7	3	Arts	3		
Dance SL	4, 5, 6, or 7	3	Arts	3		
Design Technology HL	4, 5, 6, or 7	6	ENGR 215	3	Elective	3
Design Technology SL	4, 5, 6, or 7	3			Elective	3
Economics HL	4, 5, 6, or 7	6	Economics (ECON 104)	3	Elective	3
English A Language & Literature HL <sup>2</sup>	4, 5, 6, or 7	6	Written Communication (ENGL 104)	3	Humanities (ENGL 105)	3
English A Language & Literature SL	4, 5, 6, or 7	3	Written Communication (ENGL 104)	3		
English A Literature HL <sup>2</sup>	4, 5, 6, or 7	6	Humanities (ENGL 105)	3	Elective	3
English A Literature SL	4, 5, 6, or 7	3			Elective	3
Environmental Systems & Societies	4, 5, 6, or 7	3		3	Elective	3
Film HL	4, 5, 6, or 7	3	Arts	3		
Film SL	4, 5, 6, or 7	3	Arts	3		
French ab initio SL	4, 5, 6, or 7	3	Humanities	3		
French A Literature HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
French A Literature SL	4, 5, 6, or 7	3	Humanities	3		
French A Language & Literature HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
French A Language & Literature SL	4, 5, 6, or 7	3	Humanities	3		
French B HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
French B SL	4, 5, 6, or 7	3	Humanities	3		
Further Mathematics HL	4, 5, 6, or 7	6	Mathematical Concepts & Quantitative Reasoning	3	Elective	3
Geography HL	4, 5, 6, or 7	6	Geography (GEOG 105)	3	DCG-N*	3
Geography SL	4, 5, 6, or 7	3	Geography	3		
German ab initio SL	4, 5, 6, or 7	3	Humanities	3		
German A Literature HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
German A Literature SL	4, 5, 6, or 7	3	Humanities	3		
German A Language & Literature HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
German A Language & Literature SL	4, 5, 6, or 7	3	Humanities	3		
German B HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
German B SL	4, 5, 6, or 7	3	Humanities	3		
Global Politics HL	4, 5, 6 or 7	6	Political Science, Government & Legal Institutions	3	Elective	3
Global Politics SL	4, 5, 6 or 7	3	Political Science, Government & Legal Institutions	3		
History (any region) HL	4, 5, 6, or 7	6	History or Humanities	3	Elective	3
History (any region) SL	4, 5, 6, or 7	3	History	3		
Information Technology in a Global Society HL	4, 5, 6, or 7	6	Geography	3		
Information Technology in a Global Society SL	4, 5, 6, or 7	3	Geography	3		
Islamic History HL	4, 5, 6, or 7	6	History	3	Elective	3
Islamic History SL	4, 5, 6, or 7	3	History	3		
Language HL (any)	4, 5, 6, or 7	6	Humanities	3	Elective	3

International Baccalaureate Exam HL = Higher Level SL = Standard Level	Minimum Score <sup>1</sup>	Total Credit in Semester Units	Course Distribution <sup>4</sup>			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Language SL (any)	4, 5, 6, or 7	3	Humanities	3		
Literature & Performance SL	4, 5, 6 or 7	3	Arts or Humanities	3		
Mathematics HL <sup>5</sup>	4, 5, 6, or 7	6	Mathematical Concepts & Quantitative Reasoning	3	Elective	3
Mathematics SL	4, 5, 6, or 7	3	Mathematical Concepts & Quantitative Reasoning	3		
Mathematical Studies SL	4, 5, 6, or 7	3	Mathematical Concepts & Quantitative Reasoning (MATH 103)	3		
Music HL	4, 5, 6, or 7	3	Arts	3		
Music SL	4, 5, 6, or 7	3	Arts	3		
Philosophy HL	4, 5, 6, or 7	6	Critical Thinking	3	Humanities (PHIL 107)	3
Philosophy SL	4, 5, 6, or 7	3	Humanities (PHIL 107)	3		
Physics HL <sup>3</sup>	4, 5, 6, or 7	6	Physical Universe with lab	3	Elective	3
Physics SL	4, 5, 6, or 7	3	Physical Universe with lab	3		
Psychology HL	4, 5, 6, or 7	6	Psychology (PSYC 104)	3	Elective	3
Psychology SL	4, 5, 6, or 7	3	Psychology	3		
Spanish ab initio SL	4, 5, 6, or 7	3	Humanities	3		
Spanish A Literature HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
Spanish A Literature SL	4, 5, 6, or 7	3	Humanities	3		
Spanish A Language & Literature HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
Spanish A Language & Literature SL	4, 5, 6, or 7	3	Humanities	3		
Spanish B HL <sup>5</sup>	4, 5, 6, or 7	6	Humanities	3	Elective	3
Spanish B SL	4, 5, 6, or 7	3	Humanities	3		
Sports, Exercise and Health Science SL	4, 5, 6, or 7	3			Elective	3
Theatre HL	4, 5, 6, or 7	6	Arts	3	Elective	3
Theatre SL	4, 5, 6, or 7	3	Arts	3		
Visual Arts HL	4, 5, 6, or 7	6	Arts (ART 105B)	3	Arts (ART 105C)	3
Visual Arts SL	4, 5, 6, or 7	3	Arts	3		
World Religions SL	4, 5, 6, or 7	3	Humanities	3		

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

<sup>1</sup> Prior to summer 2007 a score of 5, 6, or 7 was required for HL exams.

<sup>2</sup> Course content for ENGL 105 is fully met if exam was passed summer 2007 or later. Contact the Registrar's Office for further information.

<sup>3</sup> Units increased from 3 to 6 effective Fall 2009 for HL Biology, Chemistry, Physics.

<sup>4</sup> When a course is an approved general education course and a course equivalency also exists, usually units are first routed to general education, then course content for the equivalent course is met. Example: Psychology HL: 6 units distributed thusly: 3 units to PSYC 104 and 3 elective units. PSYC 104 is an approved general education course and will automatically be routed to general education Psychology.

<sup>5</sup> Units increased from 3 to 6 effective Fall 2010 for HL Languages and Mathematics.

Military Service	Minimum Score	Total Credit in Semester Units	Course Distribution			
			GE Assignment and/or Course Equivalency	Units	Elective/Course/Additional GE Credit	Units
Basic Training (other than Marines)	n/a	4	Lifelong Learning & Self-Development	3	Elective	1
Basic Training (Marines)	n/a	8	Lifelong Learning & Self-Development	3	Elective	5

\* Diversity & Common Ground - Non-Domestic

# FEES & FINANCIAL AID

## CSU Funding

### Average Support Cost Per Full-Time Equivalent Student and Sources of Funds.

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2018/19 budget amounts were \$3,627,143,000 from state General Fund (GF) appropriations and before adding \$22.5 million CalPERS retirement adjustment, \$2,479,020,000 from gross tuition revenue, and \$639,084,000 from other fee revenues for a total of \$6,745,247,000. The 2018/19 resident FTES target is 364,131 and the nonresident FTES based on past-year actual is 24,416 for a total of 388,547 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load (e.g. 15 units per semester) (the figure used here to define a full-time student's academic load).

The 2017/18 average support cost per FTES based on GF appropriation and tuition revenue only is \$15,687 and when including all three sources as indicated below is \$17,217, which includes all fee revenue (e.g. tuition, application fees, and other campus mandatory fees) in the CSU Operating Fund. Of this amount, the average tuition and other fee revenue per FTES is \$7,905.

## Fees

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

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

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

**Fee Waivers and Exemptions.** The California Education Code provides for the waiver of mandatory systemwide tuition fees as follows:

Section 66025.3 – Military. Dependent eligible to receive assistance under Article 2 of Chapter 4 of Division 4 of the Military and Veterans Code; child of any veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability, and meets specified income provisions; dependent, or surviving spouse who has not remarried of any member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; and

any undergraduate student who is a recipient of a Medal of Honor; or undergraduate student who is a child of a recipient of a Medal of Honor who is no more than 27 years old, who meets the income restriction and California residency requirement.

**Foster Youth.** Current or former foster youth who are 25 years of age or younger; have been in foster care for at least 12 consecutive months after reaching 10 years of age; meet one of the following: is under a current foster care placement order by the juvenile court, was under a foster care placement order by the juvenile court upon reaching 18 years of age, or was adopted, or entered guardianship, from foster care; completes and submits the Free Application for Federal Student Aid (FAFSA); maintains a minimum grade point average and meets the conditions necessary to be in good standing at the campus; and meets the financial need requirements established for Cal Grant A awards. The waiver of mandatory systemwide tuition and fees under this section applies only to a person who is determined to be a resident of California pursuant to Chapter 1 (commencing with Section 68000) of Part 41 of the California Education Code.

Section 66602 – A qualifying student from the California State University who is appointed by the Governor to serve as Trustee of the California State University for the duration of his or her term of office.

Section 68120 – Surviving spouse or child of a deceased resident who was employed by a public agency, or was a contractor or an employee of a contractor, performing services for a public agency, and was killed or died as a result of an industrial injury or illness arising out of and in the course of the

2018/19	Amount	Average Cost per FTES	Percentage
State Appropriation (GF) <sup>1</sup>	\$3,627,143,000	\$ 9,961	55.4%
Gross Tuition Revenue <sup>2</sup>	\$2,479,020,000	\$6,380	35.5%
Other Fees Revenue <sup>2</sup>	\$639,084,000	\$1,645	9.1%
<b>Total Support Cost</b>	<b>\$6,745,247,000</b>	<b>\$17,986</b>	<b>100%</b>

The average CSU 2018/19 academic year, resident, undergraduate student basic tuition and other mandatory fees required to apply to, enroll in, or attend the university is \$7,303 (\$5,742 tuition fee plus \$1,561 average campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

<sup>1</sup>Represents state GF appropriation in the Budget Act of 2018/19; GF is divisible by resident students only (364,131 FTES).

<sup>2</sup>Represents CSU Operating Fund, gross tuition and other fees revenue amounts submitted in campus August 2018/19 final budgets. Revenues are divisible by resident and nonresident students (388,547 FTES).

## Fees at Humboldt State University

<p><b>Registration Fees</b> (per semester)*</p> <p>Student Association fee.....            fall = \$59; spring = \$58</p> <p>Campus Union fee.....            fall = \$93; spring = \$92</p> <p>Facilities fee.....33</p> <p>Instructionally-related activities fee</p> <p>    0-6 units.....201</p> <p>    6.1 or more units.....337</p> <p>Student health &amp; counseling fee.....333</p> <p>Materials, services &amp; facilities fee</p> <p>    0-6 units.....86</p> <p>    6.1 or more units.....174</p> <p>Tuition fee (<i>undergraduate</i>)*</p> <p>    0-6 units.....1,665</p> <p>    6.1 or more units.....2,871</p> <p>Tuition fee (<i>graduate</i>)*</p> <p>    0-6 units.....2,082</p> <p>    6.1 or more units.....3,588</p> <p>Tuition fee (<i>teacher credential</i>)*</p> <p>    0-6 units.....1,932</p> <p>    6.1 or more units.....3,330</p>	<p>Tuition fee (<i>Western Undergraduate Exchange</i>)</p> <p>    0-6 units.....2,498</p> <p>    6.1 or more units.....4,307</p> <p>Student Involvement Fee (optional).....2</p> <p style="text-align: center;"><b>Professional Program Fee</b></p> <p>The Professional Program Fee is charged at a rate of \$270 per unit for students in the Master of Business Administration (MBA) program. The fee is charged in addition to the tuition fee, campus registration fees, and applicable nonresident fees.</p> <p style="text-align: center;"><b>Nonresident Tuition Fee</b></p> <p>Non-California residents pay tuition in addition to the fees above (fall &amp; spring terms), per unit* ..... \$396</p> <p style="text-align: center;"><b>Other Fees</b></p> <p>Administrative charge for dropping to lower fee category or withdrawing .... 27</p> <p>Application..... 55</p> <p>Application for graduation..... 64</p>	<p>Check returned (includes e-checks)..... 25</p> <p>Checks returned (includes e-checks) for payment of registration fees also assessed late registration fee ..... 25</p> <p>Failure to meet administratively required appointment or time limit..... 2 - 30</p> <p>Humboldt Orientation Fee..... 50</p> <p>Identification card (or replacement)..... 5</p> <p>Late payment fee ..... 30</p> <p>Late registration fee..... 25</p> <p>Late schedule adjustments ..... 20</p> <p>Library materials service charge, loss of or damage to..... varies</p> <p>Parking (per semester)</p> <p>    automobile ..... 157.50</p> <p>    motorcycles, motorized bicycles..... 40</p> <p>Replacement diploma..... 25</p> <p>Transcript..... 4</p> <p>    2nd through 10th transcript, prepared at same time as first, each..... 2</p> <p>    additional copies over ten, prepared at same time as above, each..... 1</p> <p style="text-align: right;">*Fees based on 2018-19 levels.</p>
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**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 reserves the right, even after tuition or fees are initially charged or initial payments are made, to increase or modify any listed tuition or fees. All CSU-listed tuition and fees should be regarded as estimates that are subject to change upon approval by the Board of Trustees, the chancellor or the presidents, as appropriate.**

performance of his/her principal duties of active law enforcement or active fire suppression and prevention duties (referred to as Alan Pattee Scholarships). Additionally, a person who qualifies for the waiver under this section as a surviving child of a contractor or of an employee of a contractor, who performed services for a public agency, must have enrolled as an undergraduate student at the California State University and meet the applicable income restriction requirement with supporting documentation (i.e. his/her income, including the value of parent support, does not exceed the maximum household income and asset level for an applicant for a Cal Grant B award).

Section 68121 – A qualifying student enrolled in an undergraduate program who is 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 Government Code 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 the above benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

The California Education Code provides for the following nonresident tuition exemptions as summarized below:

Section 68075 - A student who is a member of the Armed Forces of the United States stationed in this state, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States who is in attendance at an institution is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, he or she shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

Section 68075.7 – A nonresident student is exempt from paying nonresident tuition or any other fee that is exclusively applicable

to nonresident students if the student (1) resides in California, (2) meets the definition of "covered individual" as defined in either: (A) Section 3679(c)(2)(A) or (B)(ii)(I) of Title 38 of the United States Code, as that provision read on January 1, 2017 or (B) Section 3679(c)(2)(B)(i) or (ii)(II) of Title 38 of the United States Code, as that provision read on January 1, 2017, and (3) is eligible for education benefits under either the federal Montgomery GI Bill®-Active Duty program (30 U.S.C. § 3001 et seq.) or the Post-9/11 GI Bill® program (38 U.S.C. § 3301 et seq.) as each read on January 1, 2017.

Section 68122 – A student who is a victim of trafficking, domestic violence, and other serious crimes who has been granted T or U visa status (respectively under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii), of Title 8 of the United States Code) shall be exempt from paying nonresident tuition to the same extent as individuals who are admitted to the United States as refugees under Section 1157 of Title 8 of the United States Code.

Section 68130.5 – A student, other than a nonimmigrant alien (8 U.S.C. § 1101(a)(15)), who is not a resident of California is exempt from paying nonresident tuition if

the student meets the requirements of (1) through (4), below:

(1) Satisfaction of the requirements of either subparagraph (A) or subparagraph (B):

(A) A total attendance of, or attainment of credits earned while in California equivalent to, three or more years of full-time attendance or attainment of credits at any of the following:

(i) California high schools.

(ii) California high schools established by the State Board of Education.

(iii) California adult schools established by a county office of education, a unified school district or high school district, or the Department of Corrections and

Rehabilitation (subject to the class hours' requirement).

(iv) Campuses of the California Community Colleges (subject to the credit requirements).

(v) A combination of those schools set forth in clauses (i) to (iv), inclusive.

(B) Three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and secondary schools.

(2) Satisfaction of any of the following:

(A) Graduation from a California high school or attainment of the equivalent thereof.

(B) Attainment of an associate degree

from a campus of the California Community Colleges.

(C) Fulfillment of the minimum transfer requirements established for the California State University for students transferring from a campus of the California Community Colleges.

(3) Registration as an entering student at, or current enrollment at, an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001–02 academic year:

(4) In the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application

## CSU Schedule of Tuition and Fees - 2019-2020

The CSU makes every effort to keep student costs to a minimum. Tuition and fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU reserves the right, even after tuition or fees are initially charged or initial payments are made, to increase or modify any listed tuition or fees. All listed fees, other than mandatory systemwide tuition, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU-listed tuition and fees should be regarded as estimates that are subject to change upon approval by the Board of Trustees, the chancellor or the presidents, as appropriate. Changes in mandatory systemwide tuition will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 – 66028.6 of the Education Code).

**The following reflects applicable systemwide tuition and fees for both semester and quarter campuses that were authorized by the Board of Trustees at the March 2017 meeting. These rates are subject to change.**

**All Students:** Application fee (nonrefundable), payable online at time of application via credit card, e-check or PayPal: \$55

### 2019/20 Basic Tuition

<i>Units</i>	<i>Per Semester</i>	<i>Per Quarter</i>
<b>Undergraduate</b>		
6.1 or more	\$2,871	\$1,914
0 to 6.0	\$1,665	\$1,110
<b>Credential Program Participants</b>		
6.1 or more	\$3,330	\$2,220
0 to 6.0	\$1,932	\$1,288
<b>Graduate</b>		
6.1 or more	\$3,588	\$2,392
0 to 6.0	\$2,082	\$1,388

### 2019/20 Doctorate Tuition \*

<i>Units</i>	<i>Per Semester</i>	<i>Per Quarter</i>	<i>Per Academic Year</i>
Audiology (all students)	\$7,317		\$14,742
Education (all students)	\$5,919	\$3,946	\$11,838
Nursing Practice (all students)	\$7,635		\$15,270
Physical Therapy (all students)	\$8,598		\$17,196

\*Applicable term tuition applies for campuses with special terms, as determined by the campus. Total college year tuition cannot exceed the academic year plus summer term tuition. The summer term tuition for the education doctorate at quarter campuses is equal to the per semester tuition listed in the table. Total tuition for the education doctorate over the college year equals the per academic year tuition plus the per semester tuition for the summer term at all CSU campuses.

### 2019/20 Graduate Business Professional Fee

Charge per unit	\$270	\$180
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The graduate business professional fee is paid on a per unit basis in addition to basic tuition and campus fees for the following graduate business programs: Master of Business Administration (M.B.A.), Master of Science (M.S.) programs in Accountancy, Master of Science (M.S.) programs in Business Administration, Master of Science (M.S.) programs in Health Care Management, Master of Science (M.S.) programs in Business and Technology, Master of Science (M.S.) programs in Information Systems, Master of Science (M.S.) programs in Taxation

### Nonresident Students (U.S. and Foreign)

Nonresident Tuition (in addition to basic tuition and other systemwide fees charged all students) for all campuses at a charge per unit of \$396 (semester) and \$264 (quarter). The total nonresident tuition paid per term will be determined by the number of units taken.

Mandatory systemwide tuition is waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers). Students are charged campus fees in addition to tuition and systemwide fees. Information on campus fees can be found by contacting the individual campus(es).

Credit Cards: Visa, MasterCard, and Discover credit cards may be used for payment of student tuition and fees but may be subject to a non-refundable credit card processing fee.

to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

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

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1102, Section III. The campus president may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus president. The president may adjust campus-based mandatory fees but must request the chancellor to establish a new mandatory fee. The president shall provide to the campus fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

**Materials, Services, and Facilities Fees.** Students pay additional fees for courses with activities such as field trips. Some

courses require insurance. The current semester class schedule has fee information; available online at [registrar.humboldt.edu/class-schedule](http://registrar.humboldt.edu/class-schedule).

**Department of Veterans Affairs and Department of Defense Education Benefits and Assistance.** Veteran service members, dependents of deceased or disabled veterans, and reservists are eligible for VA educational benefits. Please visit [benefits.va.gov/gibill](http://benefits.va.gov/gibill) or eBenefits for more information.

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

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

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

## Debts & Refunds

**(Revised 06 January 2020 per AB1313) Fees and Debts Owed to the Institution.**

Should a student or former student fail to pay a fee or a debt owed to the institution, including tuition and student charges, the institution may "withhold permission to register; to use facilities for which a fee is authorized to be charged; to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381).

Prospective students who register for courses offered by the university are obligated for the payment of charges and 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 charges and fees including any tuition for the reservation of space in the course.

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

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

The institution may not withhold an official transcript of grades by the institution from anyone owing fees or another debt to the institution (see Title 1.6C.7 (commencing with Section 1788.90) Part 4 of Division 3 of the Civil Code). The institution can still charge a fee for the issuance of the transcript pursuant to their published transcript processing fees.

**Refund of Tuition and Mandatory Fees, Including Nonresident Tuition Fee.**

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

In order to receive a full refund of tuition and mandatory fees, less an administrative charge established by the campus, 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 Student Financial Services.

For state-supported semesters, quarters and non-standard terms or courses of four weeks or more, a student who withdraws during the term in accordance with the university's established procedures or drops all courses prior to the campus-designated drop period will receive a refund of tuition and mandatory fees, including nonresident

tuition, based on the portion of the term during which the student was enrolled. No student withdrawing after the 60 percent point in the term will be entitled to a refund of any mandatory fees or nonresident tuition. A student who, within the campus designated drop period and in accordance with campus procedures, drops units resulting in a lower tuition and/or mandatory fee obligation shall be entitled to a refund of applicable tuition and mandatory fees less an administrative charge established by the campus.

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

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

- The tuition and fees were assessed or collected in error;
- The course for which the tuition and 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 tuition and 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.

Students who are not entitled to a refund as described above may petition the university for a refund demonstrating exceptional circumstances and 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, SBS 257, 707-826-4407.

### **Determination of Residency for Tuition Purposes**

University requirements for establishing residency for tuition purposes are independent from requirements for establishing residency for other purposes, such as for tax purposes, or other state or institutional resi-

gency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student qualifies to pay university fees at the in-state or out-of-state rate. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68086, 68120-68133, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900- 41915. This material can be viewed by accessing the California State University's website at [www.calstate.edu/residency](http://www.calstate.edu/residency).

Each campus's Admissions Office is responsible for determining the residency status of that campus's new and returning students based, as applicable, on the student's Application for Admission, Residency Questionnaire, Reclassification Request Form and, as necessary, other information the student furnishes. A student who fails to provide sufficient information to establish resident status will be classified a nonresident.

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely in the State of California. An adult who, at least 366 days prior to the residency determination date for the term in which resident status is sought, can demonstrate that both physical presence in the state combined with evidence of intent to remain in California indefinitely, may establish California residency for tuition purposes. A student under the age of 19 by the residency determination date derives residency from the parent[s] with whom he/she resides or most recently resided.

Evidence demonstrating intent to remain in the State of California indefinitely may vary from case to case, but will include, and is not necessarily limited to, the absence of residential ties to any other state, California voter registration and history of actually 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 a residence 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.

A nonresident student seeking reclassification is required to complete a Residency Questionnaire that includes questions concerning his/her financial independence. Financial independence is required, in addition to physical presence and intent to remain in California indefinitely, for reclassification eligibility. Financial independence is established if in the calendar year the reclassification application is made – and in any of the three calendar years preceding the reclassification application – the student:

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

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

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

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68086 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906- 41906.6, 41910. Whether an exception applies to a particular student can only be determined after the submission of an application for admission and, as necessary, additional supporting documentation. Because neither the campus nor the Chancellor's Office staff may give legal advice, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. At Humboldt State University, they are:

Fall - September 20  
Spring - January 25

CalState TEACH operates on a trimester system. The residency determination dates for CalState TEACH are as follows:

Fall - September 20  
Spring - January 5  
Summer - June 1

A student classified as a nonresident may appeal a final campus decision within 30 days of notification by the campus. Information on the appeal process may be found at: [calstate.edu/sas/residency/](http://calstate.edu/sas/residency/)

[appeals.shtml](#). A campus residency classification appeal must be submitted via the InfoReady online Residence Appeal Form to the California State University Chancellor's Office at: [calstate.infoready4.com/#competitionDetail/1760156](http://calstate.infoready4.com/#competitionDetail/1760156):

Appeals via email, fax and U.S. mail will not be accepted. A student with a documented disability that prohibits the student from submitting an appeal through the InfoReady site should contact Student Academic Services:

California State University  
Attn: Student Academic Services  
401 Golden Shore, 6th Floor  
Long Beach, CA 90802-4210  
Email: [residencyappeals@calstate.edu](mailto:residencyappeals@calstate.edu)

The Chancellor's Office will either decide the appeal or send the matter back to the campus for further review.

A student incorrectly classified as a resident or incorrectly granted an exception from nonresident tuition is subject to reclassification as a nonresident or withdrawal of the exception and subject to payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student may also be subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. A student previously classified as a resident or previously granted an exception is required to immediately notify the Admissions Office if the student has reason to believe that the student no longer qualifies as a resident or no longer meets the criteria for an exception.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residency for tuition purposes in California between the time this information is published and the relevant residency determination date. Students are urged to review the statutes and regulations stated above.

## Financial Aid

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

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

You may apply for aid via FAFSA online at [fafsa.gov](http://fafsa.gov); remember to set up your FSA ID for FAFSA and also have your parents set up a FSA ID, if needed for signatures.

**Deadlines.** File the Free Application for Federal Student Aid (FAFSA), and list Humboldt (our school code is 001149)

as a school choice to be considered for all federal aid, state grants, and scholarships administered by the Financial Aid Office. New Cal Grant applicants also need to obtain and file the required Cal Grant GPA Verification form. To be considered for a scholarship or grant, both forms must be filed by March 2 for the 2018-2019 FAFSA, although applicants are advised to file as soon as possible after October 1, 2017.

## Types of Aid

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

A partial list of aid sources follows:

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

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

**Federal Supplemental Educational Opportunity Grants.** Awarded to a limited number of undergraduates.

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

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

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

**Federal Direct Loans.** Long-term federal loans available to students and the parents of dependent students. Interest rates are variable and adjusted each year on July 1. The current maximum interest rates are 6.8% for students, 8% for parents.

Repayment and deferment plans vary. For comprehensive information, contact the Financial Aid Office.

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

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

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

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

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

## Humboldt State Scholarships

**Financial Aid Office Scholarships.** Financial Aid awards scholarships, averaging \$800, primarily on the basis of need. Other donor interests, such as community of residence, may be factors in determining recipients.

Applications for HSU scholarships are available from January 1 through March 2 via our online application, accessible via the student portal. Financial Aid measures academic achievement by grade information obtained from the Office of the Registrar.



## Estimated Cost of Attendance

The following estimates for 2019-20 will give you a general idea of costs; summer attendance costs are not included. Fees are based on 6.1 or more units per semester. The CSU makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester or quarter has begun. All CSU listed fees should be regarded as estimates that are subject to change upon approval by The Board of Trustees.

UNDERGRADUATES	Living with parents	Living on campus	Living off campus
books & supplies*	1,820	1,820	1,820
tuition & fees**	7,780	7,780	7,780
food & housing	5,420	13,120	13,120
transportation	1,080	1,080	1,080
miscellaneous	1,460	1,460	1,460
<b>TOTAL</b>	<b>\$17,560</b>	<b>\$25,260</b>	<b>\$25,260</b>
<b>WUE (Western Undergraduate Exchange)</b>			
books & supplies*		1,820	1,820
tuition & fees**		10,652	10,652
food & housing		13,120	13,120
transportation		1,080	1,080
miscellaneous		1,460	1,460
<b>TOTAL</b>		<b>\$28,132</b>	<b>\$28,132</b>
<b>CREDENTIAL CANDIDATES</b>			
books & supplies*	1,820	1,820	1,820
tuition & fees**	8,698	8,698	8,698
food & housing	5,420	13,120	13,120
transportation	1,080	1,080	1,080
miscellaneous	1,460	1,460	1,460
<b>TOTAL</b>	<b>\$18,478</b>	<b>\$26,178</b>	<b>\$26,178</b>
<b>POST BACCALAUREATE/GRADUATES</b>			
books & supplies*	1,820	1,820	1,820
tuition & fees**	9,214	9,214	9,214
food & housing	5,420	13,120	13,120
transportation	1,080	1,080	1,080
miscellaneous	1,460	1,460	1,460
<b>TOTAL</b>	<b>\$18,994</b>	<b>\$26,694</b>	<b>\$26,694</b>

\*\*Tuition and fees subject to change.

\*The estimate includes books, supplies, computer expenses, and course materials fees.

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

**Nonresident Tuition:** Out-of-state and international students must pay nonresident tuition of \$396 per semester unit in addition to the registration fees listed above. For example:

12 units x 2 semesters = 24 units x \$396 per unit = \$9,504 nonresident fees  
 Undergraduates: \$9,504 nonresident fees + \$25,260 attendance costs = \$34,764 per year cost of attendance  
 Graduates: (9 units) \$7,128 + \$26,694 = \$33,822 per year cost of attendance

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

# ACADEMIC TERMINOLOGY

## The Language of Program & Requirement Descriptions

The following sections of the catalog use terms and numbering systems which may be unfamiliar to a new student. The most common of these, printed in bold, are explained here.

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

**College:** an administrative division of the university that houses a number of academic departments. Humboldt State University has four colleges: the College of Arts, Humanities, and Social Sciences; the College of Extended Education & Global Engagement; the College of Natural Resources & Sciences; and the College of Professional Studies.

**Concentration:** a significant subdivision of a major that appears on a student's transcript, but not on the diploma.

**Department:** an organizational division that offers and administers academic programs. The name of the department usually matches the program it administers, but not always. For example, the Political Science major is offered by the Department of Politics.

**Discipline:** a conventional academic perspective or area of study. Chemistry, psychology, and marine biology, for example, are disciplines at Humboldt State University.

**Emphasis:** a subdivision of a concentration or major that does not appear on a student's transcript or diploma.

**Major:** Primary area of study.

**Program:** a set of requirements met by certain courses. Programs may be associated with one or more academic departments.

## Course Numbering System

001-099	pre-baccalaureate courses
100-199	lower division, appropriate for freshmen
100-109	courses satisfying lower division general education (GE) requirements in breadth areas A, B, C, D & E. Exception: world language courses numbered 105.
200-299	courses appropriately taken in the sophomore year
200-209	courses satisfying lower division GE requirements in breadth areas A, B, C, D & E.
300-399	courses appropriately taken in the junior year
300-309	upper division courses meeting GE requirements in breadth areas B, C & D
400-499	courses appropriately taken in the senior year.
500-599	graduate courses which may be taken by qualified seniors on an elective basis
600-699	graduate level, open only to graduate students
700-799	credential/licensure courses

**Reserved Numbers** 180, 280, 380, 480, 580, 680, and 780 indicate special topics courses on current issues or specialized subjects offered on an as needed basis. Course descriptions are available at registrar.humboldt.edu/class-schedule.

**Letter suffixes** are used to distinguish between courses assigned the same number and may also indicate a sequence, course attribute, or component. Courses lasting two or more terms have sequential numbers, not letter suffixes.

Letters B, C, E, F, G, H, I, J, K, N, O, P, Q, T, U and V are used to distinguish between courses assigned the same number (for example, ART 104B Ancient Art and ART 104C Medieval Art). Courses may or may not be part of a sequence.

The letter S indicates that a course includes a service learning component.

Letters W, X, Y and Z are used for a sequence of courses that meet a general education requirement. Limitations: the entire sequence must be completed before any units will count toward the requirement, and

not all the units earned for the sequence will count toward the requirement, only the number specified (usually 3 units).

Activity, discussion, laboratory, additional for major, and research courses associated with a lecture will have the same number as the appropriate lecture course, plus one of the following letter suffixes A, D, L, M, and R, respectively. Courses may be offered independently from the lecture.

## Other Terminology

**Class 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. For example, to say "there are four sections of American History offered this fall", means the course is offered at four different times that semester, possibly in four different locations or with different instructors.

**Lower Division** courses are appropriately taken in the freshman and sophomore year to make reasonable and orderly progress toward satisfying baccalaureate degree requirements.

**Units** indicate how much time a course will meet and the minimum out-of-class student work required. The amounts vary with type of instruction:

- 1 unit of lecture or discussion = 50 minutes of classroom time and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester.
- 1 unit of activity = 100 minutes of classroom time and a minimum of one hour of out-of-class student work each week for approximately 15 weeks for one semester.
- 1 unit of laboratory = 150 minutes of classroom time per week. Most of the student work is done in lab.

**Upper Division** courses are appropriately taken in the junior and senior year to make reasonable and orderly progress toward satisfying baccalaureate degree requirements.

**Variable Unit Courses.** Some courses may be taken for different unit amounts. Different requirements exist for completion of different unit amounts.

# THE BACHELOR'S DEGREE

## Requirements

Students' baccalaureate programs must conform to specific guidelines:

**Limits.** In certain kinds of courses, only a limited number of units apply toward graduation requirements. The maximum number of units of each type that will apply toward a bachelor's degree are as follows:

- 24 semester units of extension or correspondence courses (These may not count toward the residency requirement)
- 24 semester units of Open University / Special Session courses
- 70 semester units earned at an accredited community college may transfer to Humboldt State University (California Code of Regulations, Title 5).
- 6 units earned in intercollegiate athletics
- 2 units of intramural courses
- 24 semester units of credit/no credit (mandatory and/or optional) taken at HSU (Courses used to fulfill major requirements may not be taken on an optional credit/no credit basis.)

**Residency Requirement.** For both Bachelor of Arts and Bachelor of Science degrees, students must earn a minimum of 30 units in regular courses at HSU. 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 HSU. None of these resident course units may be satisfied through extension, (24 units of Open University courses excepted), or credit earned through examination.

**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 HSU, and all work taken in the major.

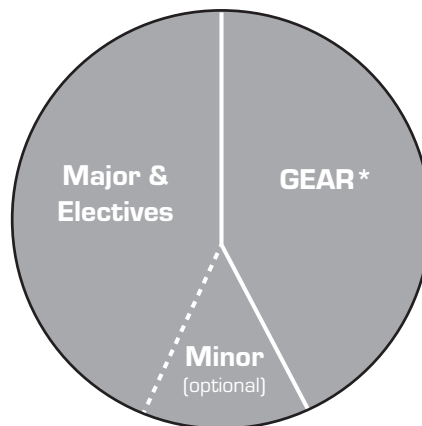
**Graduation Writing Requirement.** All students must demonstrate competency in writing skills as a requirement for graduation. The Graduation Writing Proficiency Examination (GWPE) is used to determine competency in writing and fulfills the graduation writing requirement at HSU.

Students may take the GWPE after completing 60 semester units (junior standing) in addition to completing a GE Area A1 Written Communication course (or an equivalent

college composition course with a grade of C- or better). All students should take the GWPE before their last semester and must pass this test to graduate. Information on currently available ways to meet this graduation requirement may be obtained from [humboldt.edu/gwpe](http://humboldt.edu/gwpe).

## Components of the Degree

The undergraduate (or baccalaureate) degree program has two forms: the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). Both degrees require a minimum of 120 semester units.



\*General Education & All-University Requirements: Lower Division General Education, Upper Division General Education, Diversity and Common Ground, American Institutions

## General Education & All-University Requirements

The General Education and All-University (GEAR) component requires a minimum of 48 units. Some of these units may simultaneously satisfy major, minor, or Diversity & Common Ground (DCG) requirements. General Education (GE) courses meet CSU breadth requirements and help students meet the goals of the bachelor's degree program. The GEAR component educates students in three ways:

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

Within various disciplines, GEAR courses enable the student to explore fundamental

knowledge, perspectives, methods of inquiry, assumptions, and values. Such exploration helps the student perceive relationships between the disciplines in preparation for lifelong commitment to scholarship and learning.

## Additional GEAR Rules

Students may elect to take approved GEAR courses offered by their major department. Other HSU courses may not be substituted for the approved GEAR courses on the following pages.

Students must complete the four GE Basic Subjects courses (Written Communication, Oral Communication, Critical Thinking and Mathematics/Quantitative Reasoning) with a C- or better.

Students shall enroll in GE Area A: Written Communication and Mathematics/Quantitative Reasoning (a portion of Area B) courses during their freshman year. Students must complete the remaining GE Basic Subjects (Area A) 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 HSU.

Information and advice regarding GE requirements are available from your advisor and at the Academic & Career Advising Center, GH 114.

## Lower Division Component

Students must complete a minimum of 39 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, plus three units in Area E (lifelong learning and self-development). Each area has specific requirements and outcomes, described on the following pages.

## Upper Division Component

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

## Transfer Students

Students who transfer to HSU 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 HSU's all-university requirements (general education, American institutions, diversity and common ground, unit minimums and limits, etc.) and in many cases, the major program. The DARS report also reflects HSU courses completed and in progress, and is available to enrolled students whose first term of enrollment was fall 2003 or later.

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

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

## Majors, Minors, Electives

The **major** provides depth of study. For the B.A. (Bachelor of Arts) degree, the major consists of a minimum of 33 semester units. At least 12 units in the major must be upper division level. For the B.S. (Bachelor of Science) degree, a major requires a minimum of 36 semester units, with at least 18 upper division units.

Major programs must be approved by the university. A list of approved baccalaureate or undergraduate majors offered at HSU appears at the beginning of the Degree Programs section in this catalog and is followed by detailed descriptions of the majors.

The **minor** is similar to the major but less comprehensive. Although a minor is not required for graduation, many students find a minor complements their studies and enhances their career opportunities.

A minor consists of 15-30 units, six of which must be upper division. A minimum 2.0 (C) GPA is required. Courses used for a minor can also be used for general education.

Students are generally prohibited from earning a major and minor from the same degree program. Exceptions can be made in combinations in which: [1] at least 9 units required for the minor are not already required for the major. In cases where there are "options" within the minor or major, a student must take options such that at least 9 units for the minor are not counted towards the major; and [2] the major and minor must be distinctly different programs.

Although minors are posted on the transcript, they are not listed on the diploma. A minor cannot be posted if completed after the degree has been awarded. It must be completed in conjunction with a degree or credential program.

Students choose **elective** courses (outside of specific degree requirements) to fulfill total unit requirements for the degree. An elective component may be part of the degree, depending on the chosen major and/or minor.

Because electives do not meet specific requirements, a student may use them to pursue individual goals and interests. A student also may use electives to complete a minor. Most HSU courses may be taken as electives.

## HSU Institutional Learning Outcomes

In the course of achieving competence in a major area of study, HSU students will acquire intellectual skills and knowledge of cultures, history, and the physical and natural world that will prepare them for fulfilling careers, for thoughtful and civic participation in democratic society, and to work for sustainable, just societies.

Specifically, the HSU curriculum ensures that all graduating students (baccalaureate level) will achieve competence in the seven areas of concentration and assessment described below:

**Equity & Social Justice.** HSU graduates will be able to identify and evaluate systems of power and privilege and identify methods for creating diverse, inclusive, and racially just and equitable communities.

**Sustainability & Environmental Awareness.** HSU graduates will be able to explain how the functions of the natural world, society, and the economy depend on the resilience, sustainability, and conservation of ecological systems.

**Information Literacy.** HSU graduates will be able to locate, evaluate, and employ information effectively and ethically for a wide range of purposes.

**Critical Thinking.** HSU graduates will be able to critically evaluate issues, ideas, artifacts, and evidence to guide their thinking.

**Written Communication.** HSU graduates will be able to develop and express ideas effectively in writing.

**Oral Communication.** HSU graduates will be able to effectively communicate orally for informational, persuasive, and expressive purposes.

**Quantitative Reasoning.** HSU graduates will be able to apply math concepts and skills to the interpretation and analysis of quantitative information in context.

### Guidelines for Completing Graduation Requirements in Four Years

In general, 15 units per semester each fall and spring semester leads to graduation in four years.

**Declare a major** at the time of admission or during your first semester. A change of major may increase the time to degree.

**Build your four-year plan** with DARS Degree Planner. Review your DARS Audit to see all completed, in progress and outstanding degree requirements.

Satisfactorily **complete a minimum of 30 semester units per year**, as required to complete your bachelor's degree. Maintain a grade point average of 2.0 or better.

**Meet each semester with your assigned academic advisor** to plan an appropriate course of study. Also, meet with an Office of the Registrar Transfer & Graduation Counselor (Office of the Registrar, SBS 133) each semester to review academic progress.

**Pass the Graduation Writing Proficiency Exam (GWPE)** as soon as possible after completion of 60 semester units.

**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



# GENERAL EDUCATION & ALL-UNIVERSITY REQUIREMENTS

Make sure you have a copy of your DARS report handy to view all degree requirements!

Did you know? Many of the GEAR courses can fulfill two requirements at once: (GE/Major, GE/Minor, GE/DCG, GE/AI)

At least 9 of your GE units must be completed at HSU

	COURSE	UNITS	TERM & YEAR	GRADE	CAMPUS	
<b>GENERAL EDUCATION</b>	<b>A BASIC SUBJECTS   9 units   Page 70</b>					Complete with a C- or higher within first 60 units.  (Within first 30 units for transfer students)
	Written Communication (A1)					
	Oral Communication (A2)					
		Critical Thinking (A3)				
	<b>B MATH &amp; SCIENCE   9 units   Page 71</b>					
		Mathematics/Quantitative Reasoning				
		Life Forms				
		Physical Universe				
		<b>C ARTS &amp; HUMANITIES   9 units   Page 72</b>				
		Arts (C1)				
	Humanities (C2)					
	Arts OR Humanities (C1 or C2)					
<b>EDUCATION</b>	<b>D SOCIAL SCIENCE   9 units   Page 73</b>					
		Subarea (_____)				
		Subarea (_____)				
		Subarea (_____)				
	<b>E LIFELONG LEARNING &amp; SELF-DEVELOPMENT   3 units   Page 74</b>					
	<b>TOTAL Lower Division</b>			39 unit minimum		
<b>UPPER DIVISION</b>	<b>UPPER DIVISION GE   9 units   Page 75</b>					
		Area B (UD B)				
		Area C (UD C)				
		Area D (UD D)				
	<b>TOTAL General Education</b>			48 unit minimum		
<b>ALL UNIVERSITY</b>	<b>A AMERICAN INSTITUTIONS   Page 78</b>					One may double count with Area D
		US History				
		US Government				
		CA State & Local Government				
	<b>D DIVERSITY &amp; COMMON GROUND   Page 79</b>					
	Domestic					
	Domestic or Non-Domestic					
	<b>G GRADUATE WRITING PROFICIENCY EXAM   Page 67</b>					
	Must have Junior Standing					

120 Total Units

30 Units Completed @ HSU

# LOWER DIVISION GE AREA A: BASIC SUBJECTS

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

### A1: Written Communication

Upon completing this requirement, students will be able to:

- demonstrate mastery of writing a well-composed and mechanically competent essay consisting of an introduction, claim (thesis), support (argument), and conclusion
- explain how the effectiveness of communication is influenced by the form, content, and context of someone's writing
- practice the discovery, critical evaluation, reporting, and appropriate citation of information.

ENGL 102 [3] Composition & Rhetoric A  
and

ENGL 103 [3] Composition & Rhetoric B  
(complete both courses to meet requirement)

ENGL 104 [3] Accelerated Composition  
& Rhetoric

ENGL 104S [3] Accelerated Composition  
& Rhetoric

### A2: Oral Communication

Upon completing this requirement, students will be able to:

- demonstrate the discovery, critical evaluation, and reporting of information by designing an appropriately organized and credibly supported speech, using techniques to inform and/or persuade an audience
- deliver a speech using effective verbal and nonverbal skills
- critically listen to and analyze oral communication
- explain the role that oral communication plays in human societies.

COMM 100 [3] Fundamentals of Speech  
Communication

### A3: Critical Thinking

Upon completing this requirement, students will be able to:

- identify the premises and conclusion of an argument and determine its validity and soundness
- analyze, criticize, and advocate ideas
- distinguish deductive from inductive argument forms, identify their fallacies, and reason inductively and deductively
- distinguish matters of fact from issues of judgment or opinion and reach well-supported factual or judgmental conclusions from a wide diversity of real world examples.

BA 105 [3] Critical Thinking in  
Organizations

COMM 103 [3] Critical Listening &  
Thinking

CS 100 [3] Critical Thinking with  
Computers

ENGL 107<sup>‡</sup> [3] Critical Writing

FOR 100 [3] Critical Thinking & Social  
& Environmental  
Responsibility

FREN 100 [3] Enlightenment & Post-  
Colonialism

GEOG 100 [3] Critical Thinking: Technology  
& the Digital World

INTL 100 [3] Thinking Critically About  
Globalization

INTL 100S [3] Thinking Critically About  
Globalization

PHIL 100 [3] Logic

PSYC 100 [3] Psychology of Critical  
Thinking



Students in the Environmental Resources Engineering program should refer to the ERE program description for this area of general education.

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

<sup>‡</sup> Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# LOWER DIVISION GE AREA B: MATH & SCIENCE

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

## Mathematics/Quantitative Reasoning

Upon completing this requirement, students will be able to:

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

- MATH 101 [3] College Algebra
- MATH 101i [3] College Algebra with Integrated Support [Coreq: MATH 1]
- MATH 101T<sup>‡</sup>[3] Trigonometry
- MATH 102 [4] Algebra & Elementary Functions
- MATH 103 [3] Mathematics as a Liberal Art *(not for science or NR majors)*
- MATH 103i [3] Mathematics as a Liberal Art with Integrated Support [Coreq: MATH 3] *(not for science or NR majors)*
- MATH 104 [3] Finite Mathematics
- MATH 104i [3] Finite Mathematics with Integrated Support [Coreq: MATH 4]
- MATH 105<sup>‡</sup> [3] Calculus for the Biological Sciences & Natural Resources
- MATH 108 [3] Critical Thinking in Math *(for prospective elementary teachers)*
- MATH 109<sup>‡</sup> [4] Calculus I
- STAT 108 [3] Elementary Statistics
- STAT 108i [3] Elementary Statistics with Integrated Support [Coreq: STAT 8]
- STAT 109<sup>‡</sup> [4] Introductory Biostatistics

## Life Forms

Upon completing this requirement, students will be able to:

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

- ANTH 103 [3] Biological Anthropology [lect/lab]
- BIOL 102 [3] Human Biology **and**
- BIOL 102L [1] Human Biology Laboratory [lect/lab] *(not for most science or NR majors; chemistry or physics majors may take this course.)*
- BIOL 104 [3] General Biology [lect/lab] *(not for most science or NR majors; chemistry or physics majors may take this course)*
- BIOL 105<sup>‡</sup> [4] Principles of Biology [lect/lab]
- BOT 105 [4] General Botany [lect/lab]
- SOIL 104 [3] Introduction to Sustainable Agriculture [lect/lab]

## Physical Universe

Upon completing this requirement, students will be able to:

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

- CHEM 107 [4] Fundamentals of Chemistry [lect/lab]
- CHEM 109 [5] General Chemistry I [lect/lab]
- ESM 108 [3] Environmental Science & Climate Change [lect]
- GEOG 106 [3] Physical Geography [lect] *(May enroll in GEOG 106L to fulfill lab requirement)*
- GEOG 103 [3] The Water Planet [lect]
- GEOG 106 [3] Earthquake Country [lect] *(not for geology majors)*
- GEOG 109 [4] General Geology [lect/lab]
- OCN 109 [3] General Oceanography **and**
- OCN 109L [1] General Oceanography Lab [lect/lab]
- PHYX 104 [4] Descriptive Astronomy [lect/lab]
- PHYX 104S [4] Descriptive Astronomy [lect/lab]
- PHYX 106<sup>‡</sup> [4] College Physics: Mechanics & Heat [lect/lab] *(not calculus-based)*
- PHYX 107<sup>‡</sup> [4] College Physics: Electromagnetism & Modern Physics [lect/lab] *(not calculus-based)*
- PHYX 109<sup>‡</sup> [4] General Physics A: Mechanics [lect/lab]

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

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

**Science:** One course must include a lab. Courses that include a lab component fulfill the science lab requirement.



<sup>‡</sup> Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# LOWER DIVISION GE AREA C: ARTS & HUMANITIES

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

Upon completing this requirement, students will be able to:

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

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

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

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

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

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

ART 100	[3]	Global Perspectives in Art [DCG-n]
ART 103A	[3]	Survey of Art History I: Prehistory-Medieval
ART 103B	[3]	Survey of Art History II: 1400CE - Contemporary
ART 104 (B-N)	[3]	Art History
ART 104J	[3]	American Art [DCG-d]
ART 104K	[3]	Africa, Oceania, the Americas [DCG-n]
ART 104M	[3]	Latin American Art [DCG-n]
ART 104N	[3]	Asian Art & Culture [DCG-n]
ART 105 (B-D)	[3]	Studio Art
ART 106	[3]	Painting I
ART 107	[3]	Printmaking I
ART 108	[3]	Graphic Design I
ART 109	[3]	Sculpture I
DANC 103	[3]	Modern/Contemporary I
DANC 104 <sup>‡</sup>	[3]	Modern/Contemporary II
FILM 102	[3]	Introduction to Radio, TV & Film
FILM 109	[3]	Film Comedy Around the World [DCG-n]
MUS 103	[3]	Listening to the Movies
MUS 104	[3]	Introduction to Music
MUS 105	[3]	The American Musical
MUS 106 (any)		Musical Ensembles
MUS 107 (any)		Chamber Ensembles
MUS 108 (any)		Applied Instruction
MUS 109 (any)		Applied Instruction
TA 104	[4]	Story Through Word & Image
TA 105	[3]	Acting I: Principles of Performance
TA 106	[3]	Behind the Scenes in Theatre
TA 107	[3]	Dramatic Writing

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

CD 109Y & CD 109Z		American Sign Language: Level I & II <i>(complete both courses for three units of GE credit)</i>
CHIN 106	[4]	Chinese Level II
CHIN 107	[4]	Chinese Level III [DCG-n]
CHIN 207	[4]	Chinese Level IV [DCG-n]
COMM 108	[3]	Oral Interpretation
ENGL 105	[3]	Literature, Media, & Culture
ES 106	[3]	Introduction to Black Studies [DCG-d]
ES 107	[3]	Chican@/Latin@ Lives [DCG-d]
FREN 106	[4]	French Level II
FREN 107	[4]	French Level III [DCG-n]
FREN 207	[4]	French IV & Intro to Francophone Studies [DCG-n]
GERM 106	[4]	German Level II
GERM 107	[4]	German Language & Culture III [DCG-n]
GERM 207	[4]	German Language & Culture IV [DCG-n]
JMC 105	[3]	Introduction to Mass Communication
PHIL 104	[3]	Asian Philosophy [DCG-n]
PHIL 106	[3]	Moral Controversies
PHIL 107	[3]	Introduction to Philosophy
RS 104	[3]	Asian Religions: Exploring Buddhism
RS 105	[3]	World Religions [DCG-n]
SPAN 106	[4]	Spanish Language & Culture II
SPAN 107	[4]	Spanish Language & Culture III [DCG-n]
SPAN 108	[4]	Level III Heritage Speakers [DCG-n]
SPAN 108S	[4]	Level III Heritage Speakers [DCG-n]
SPAN 207	[4]	Spanish Language & Culture IV [DCG-n]
SPAN 208	[4]	Level IV Heritage Speakers [DCG-n]
SPAN 208S	[4]	Level IV Heritage Speakers [DCG-n]
WS 107	[3]	Women, Culture, History [DCG-d]



<sup>‡</sup> Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;



# LOWER DIVISION GE AREA D: SOCIAL SCIENCES

## Required Units: 9 | minimum of two subareas

Upon completing this requirement, students will be able to:

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

### D1: Anthropology & Archaeology

ANTH 104 [3] Cultural Anthropology  
ANTH 105 [3] Archaeology & World Prehistory

### D2: Economics

ECON 104 [3] Contemporary Topics in Economics

### D3: Ethnic Studies

CHIN 109 [3] Introduction to Chinese Studies [DCG-n]  
ES 105 [3] Introduction to US Ethnic Studies [DCG-d]  
NAS 104 [3] Introduction to Native American Studies [DCG-d]

Students in the Environmental Resources Engineering program should refer to the ERE program description for this area of general education.

### D4: Gender Studies

CRGS 108 [3] Power/Privilege: Gender & Race, Sex, Class [DCG-d]  
WS 106 [3] Introduction to Women's Studies [DCG-d]

### D5: Geography

GEOG 105 [3] Human Geography [DCG-n]  
GSP 101 (2) Geospatial Concepts &  
GSP 101L (1) Geospatial Concepts Lab

### D6: History

HIST 104 [3] Western Civilization to 1650  
HIST 105 [3] Western Civilization, 1650 to Present  
HIST 106B [3] Islamic Societies: The Making of the Muslim Middle East [DCG-n]  
HIST 107 [3] East Asian History to 1644  
HIST 108 [3] East Asian Civilization, Since 1644  
HIST 109 [3] Colonial Latin American History  
HIST 109B [3] Modern Latin America

### D7: Interdisciplinary Social or Behavioral Science

BA 106 [3] Advocating for Sustainability  
COMM 105 [3] Introduction to Human Communication  
ESM 105 [3] Natural Resource Conservation  
SW 101 [3] Introduction to Social Work & Social Work Institutions [E-LD; DCG-d]

### D8: Political Science, Government, and Legal Institutions

PSCI 104 [3] People & Politics

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

### D9: Psychology

PSYC 104 [3] Introduction to Psychology

### D0: Sociology & Criminology

SOC 104 [3] Introduction to Sociology



Courses that meet outcomes of more than one GE area, may only be used to satisfy one of those areas.

‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# LOWER DIVISION GE AREA E: LIFELONG LEARNING & SELF-DEVELOPMENT

## Required Units: 3

Upon completing this requirement, students will be able to:

- evaluate and explain how physiological, psychological, and sociocultural factors influence the continuum of personal and professional development.

Students with a catalog year prior to 2018-19 should refer to DARS Degree Audit for information about GE Area E.

Students in the Environmental Resources Engineering program should refer to the ERE program description for this area of general education

Courses that meet outcomes of more than one GE area, may only be used to satisfy one of those areas.

AHSS 100	(3)	Argonauts of Human Life	HED 100	(3)	Sound Mind Sound Body
AHSS 101	(3)	The Stories We Tell	LSEE 101	(4)	Foundations of Education
AHSS 102	(3)	Humboldt Peoples & Places	PHYX 100	(3)	From Stars to Rocks: Being a Scientist in the 21st Century
AHSS 103	(3)	Your Voice Your Story	SCI 100	(3)	Becoming a STEM Professional in the 21st Century
AHSS 104S	(3)	Global Meets Local in Humboldt	SW 101	(3)	Introduction to Social Work & Social Work Institutions [D-LD; DCG-d]
AHSS 106	(3)	Humboldt in Popular Media			
AHSS 108	(3)	Nature, Culture, & Food [DCG-d]			
AHSS 109	(3)	Bilingual Experience in California			
AHSS 201	(3)	Evolution, Creation, & the Robot Apocalypse			
CHEM 100	(3)	From Stars to Rocks: Being a Scientist in the 21st Century			
CD 209	(3)	Middle Childhood Development			
GEOL 100	(3)	From Stars to Rocks: Being a Scientist in the 21st Century			



‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# UPPER DIVISION GE AREA B: MATH & SCIENCE

## Required Units: 3

Upon completing this requirement, students will be able to:

- apply scientific concepts and theories to develop scientific explanations of natural phenomena
- critically evaluate conclusion drawn from a particular set of observations or experiments
- discuss value systems and ethics associated with scientific endeavors.

The following majors have Upper Division GE Area B requirements incorporated into the major requirements: Chemistry, Environmental Resources Engineering, Fisheries Biology, Kinesiology, Oceanography, Physics (B.S. options only).

Students can also satisfy three units of Upper Division GE Area B by completing an approved minor in one of the disciplines in the College of Natural Resources and Sciences.

**NOTE:** A minor cannot be awarded to a student receiving a related major of the same name.

Courses that meet outcomes of more than one GE area, may only be used to satisfy one of those areas.

ANTH 305	[3]	Human Evolutionary Biology, Diversity, & Health [DCG-n]	MATH 301 ‡	[3]	Mathematics & Culture: Historical Perspective [DCG-n]
BIOL 301	[3]	History of Biology	MATH 308B	[3]	Mathematics for Elementary Education OR
BIOL 304	[3]	Human Genetics [DCG-n]	MATH 308C ‡	[3]	Mathematics for Elementary Education ( <i>for prospective elementary teachers</i> )
BIOL 305	[3]	Social Behavior & Biology	OCN 301 ‡	[3]	Marine Ecosystems – Human Impact
BIOL 306	[3]	California Natural History	OCN 304	[3]	Resources of the Sea
BIOL 307 ‡	[4]	Evolution	PHIL 309B#	[3]	Perspectives: Humanities /Science/ Social Science [B-UD, C-UD or D-UD]
BIOL 308	[3]	Environment & Culture: How People Transformed a Continent	PHYX 303	[3]	Life in the Universe
BOT 300	[3]	Plants & Civilization	PHYX 304	[4]	Cosmos
CHEM 308	[3]	Alchemy	RRS 306	[3]	Wildland Resource Principles
CS 309	[3]	Computers & Social Change [B-UD, C-UD or D-UD]	WLDF 300B	[3]	Wildlife Ecology & Management
ENGR 305 ‡	[3]	Appropriate Technology	WLDF 301 ‡	[3]	Principles of Wildlife Management
ENGR 308	[3]	Technology & Environment	WLDF 309	[3]	Case Studies in Environmental Ethics [B-UD, C-UD or D-UD]
ESM 302	[3]	Biodiversity on Earth			
ESM 303 ‡	[4]	Applied Natural History & Ecology			
ESM 308	[3]	Ecotopia			
FISH 300	[3]	Introduction to Fishery Biology			
FOR 302	[3]	Forest Ecosystems & People			
FOR 307	[3]	California's Forests & Woodlands			
GEOG 302 ‡	[3]	Global Ecology & Biogeography			
GEOG 308	[3]	Social Justice and the Environment in Africa			
GEOL 300 ‡	[3]	Geology of California			
GEOL 303	[3]	Earth Resources & Global Environmental Change			
GEOL 305	[3]	Fossils, Life & Evolution			
GEOL 306 ‡	[3]	General Geomorphology			
GEOL 308 ‡	[3]	Natural Disasters			
LSEE 308	[4]	Algebra, Geometry, & Data in the Elementary Classroom			

‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# UPPER DIVISION GE AREA C: ARTS & HUMANITIES

## Required Units: 3

Upon completing this requirement, students will be able to:

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

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

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

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

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

ART 301	[3]	Topics in Western Art History	JMC 309	[3]	Analyzing Mass Media Messages [C-UD or D-UD]
ART 302	[3]	Topics in Global Art History [DCG-n]	MUS 301	[3]	Rock: An American Music [DCG-d]
ART 303	[3]	Global Contemporary Art [DCG-n]	MUS 302	[3]	Music in World Culture [DCG-n]
ART 304	[3]	Topics in American Art [DCG-d]	MUS 305	[3]	Jazz: An American Art Form
COMM 300	[3]	American Public Discourse [DCG-d]	NAS 301	[3]	Native American Literature [DCG-d]
COMM 309B	[3]	Gender & Communication [DCG-d; C-UD or D-UD]	NAS 302	[3]	Oral Literature & Oral Tradition [DCG-d]
CS 309	[3]	Computers & Social Change [B-UD, C-UD or D-UD]	PHIL 301	[3]	Reflections on the Arts
DANC 303	[3]	Dance in World Cultures [DCG-n]	PHIL 302	[3]	Environmental Ethics
ESM 309B	[3]	Environmental Communication [C-UD or D-UD]	PHIL 303	[3]	Theories of Ethics
ENGL 305	[3]	Postcolonial Perspectives: Literature of the Developing World [DCG-n]	PHIL 304	[3]	Philosophy of Sex & Love
ENGL 306	[3]	Contemporary Texts	PHIL 306	[3]	Race, Racism & Philosophy [DCG-d]
ENGL 308B	[3]	Women in Literature [DCG-d]	PHIL 307	[3]	Philosophy of Law [C-UD or D-UD]
ENGL 308C	[3]	Women in Literature [DCG-n]	PHIL 309B	[3]	Perspectives: Humanities / Science / Social Science [B-UD, C-UD or D-UD]
ES 305	[3]	African American Cultural History [DCG-d]	RS 300	[3]	Living Myths
FILM 305	[3]	Art of Film: Beginning -1950s	RS 301	[3]	Religion in America [DCG-d]
FILM 306	[3]	Art of Film: 1950s to Present	RS 304	[3]	Cultural & Religious Heritage of Africa [DCG-n]
FREN 300	[3-4]	African Storytelling [DCG-n]	SPAN 306	[3]	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories [DCG-n]
FREN 306	[3]	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories [DCG-n]	SPAN 308S	[3]	Introduction to Translation & Interpretation [DCG-d]
GERM 305	[3]	Marx, Nietzsche, Freud & German Literature	TA 307	[3]	Theatre of the Oppressed [DCG-d]
GERM 306	[3]	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories [DCG-n]	WLDF 309	[3]	Case Studies in Environmental Ethics
JMC 302	[3]	Mass Media/Popular Arts	WS 306	[3]	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories [DCG-n]
			WS 308B	[3]	Women in Literature
			WS 308C	[3]	Women in Literature [DCG-n]
			WS 309B#	[3]	Gender & Communication [DCG-d; C-UD or D-UD]

Courses that meet outcomes of more than one GE area, may only be used to satisfy one of those areas.



‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# UPPER DIVISION GE AREA D: SOCIAL SCIENCES

## Required Units: 3

Upon completing this requirement, students will be able to:

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

ANTH 302	[3]	Anthropology of Religion [DCG-n]	JMC 306	[3]	History of Mass Communication
ANTH 306	[3]	World Regions Cultural Studies [DCG-n]	JMC 309	[3]	Analyzing Mass Media Messages [C-UD or D-UD]
BA 304	[3]	Business Psychology	NAS 306	[3]	Indigenous Peoples of the Americas [DCG-d]
CS 309	[3]	Computers & Social Change [B-UD, C-UD or D-UD]	NAS 307	[3]	Nature & Issues of Genocide [DCG-n]
COMM 309B	[3]	Gender & Communication [DCG-d; C-UD or D-UD]	PHIL 307	[3]	Philosophy of Law [C-UD or D-UD]
ECON 305	[3]	International Economics & Globalization	PHIL 309B	[3]	Perspectives: Humanities /Science/Social Science [B-UD, C-UD or D-UD]
ECON 306	[3]	Economics of the Developing World [DCG-n]	PSCI 303	[3]	Third World Politics [DCG-n]
ECON 308	[3]	History of Economic Thought	PSCI 306	[3]	Environmental Politics
ECON 309	[3]	Economy of a Sustainable Society	PSYC 300	[3]	Psychology of Women [DCG-d]
ESM 301	[3]	International Environmental Issues & Globalization	PSYC 302	[3]	Psychology of Prejudice [DCG-d]
ESM 305	[3]	Environmental Conflict Resolution	PSYC 303	[3]	Family Relations in Contemporary Society
ESM 309B	[3]	Environmental Communication [C-UD or D-UD]	PSYC 304	[3]	Business Psychology
ES 304	[3]	Migrations & Mosaics [DCG-d]	PSYC 309	[3]	The Thinking Consumer in a Materialistic Society
ES 306	[3]	World Regions Cultural Studies [DCG-n]	REC 302	[3]	Inclusive Recreation [DCG-d]
ES 307	[3]	Multicultural History of Africa	RS 306	[4]	Gods & Kings in the Ancient Near East
ES 308	[3]	Multi-Ethnic Resistance in the US [DCG-d]	SOC 302	[3]	Forests & Culture
GEOG 300	[3]	Global Awareness [DCG-n]	SOC 303	[3]	Race and Inequality [DCG-d]
GEOG 301	[3]	International Environmental Issues & Globalization	SOC 305	[3]	Global Transformations
GEOG 304	[3]	Migrations & Mosaics [DCG-d]	SOC 306	[3]	The Changing Family [DCG-d]
HIST 300	[3]	The Era of World War I	SOC 308	[3]	Sociology of Altruism & Compassion
HIST 301	[3]	The Era of World War II	WLDF 309	[3]	Case Studies in Environmental Ethics [B-UD, C-UD or D-UD]
HIST 306	[4]	Gods & Kings in the Ancient Near East	WS 300	[3]	Psychology of Women [DCG-d]
JMC 305	[3]	International Mass Communication [DCG-n]	WS 303	[3]	Anticolonial Women's Movements [DCG-n]
			WS 309B	[3]	Gender & Communication [DCG-d; C-UD or D-UD]

Courses that meet outcomes of more than one GE area may only be used to satisfy one of those areas.



‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# AMERICAN INSTITUTIONS

## Required Units: 6 | 3 units each area

### US History

Upon completing this requirement, students will be able to:

- explain significant events covering a time span of at least 100 years of US history, including the relationships of US regions and relationships with foreign nations
- analyze the roles of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred
- explain how these events illustrate both the continuity of “the American experience” and its derivation from other cultures by considering at least three of the following: politics, economics, social movements, and geography.

### Area D6:

ECON 323	[3]	Economic History of the US
HIST 110	[3]	United States History to 1877
HIST 111	[3]	United States History from 1877
NAS 200	[3]	Indigenous Peoples in US History [DCG-d]

### US & California Government\*

Upon completing this requirement, students will be able to:

- distinguish the key philosophies of the framers of the US Constitution
- demonstrate an understanding of the nature and operation of major US political institutions and processes
- identify the liberties, rights, and responsibilities of citizens under the political system established by the US Constitution
- demonstrate an understanding of the California Constitution and state and local government within the framework of evolving Federal-State relations.

### Area D8:

FOR 359	[3]	CA & US Forest and Wildland Policy
PSCI 110	[3]	American Government
PSCI 159	[3]	California Government
PSCI 410‡	[4]	American Constitutional Law

\*A student who has earned credit for a course on US Government via an AP exam, CLEP exam, or at a university outside of California will have met the US Government portion of this requirement, but not the "California state and local government" requirement. In this case, a student may enroll in **PSCI 160 California Institutions**, a 1-unit CR/NC course that meets only this portion of the requirement.



Though the American Institutions requirement is separate from general education, one of the eight courses listed above can count in Lower Division GE Area D. Regardless of whether a lower or upper division American Institutions course is applied to GE, it will count for lower division GE, not upper division GE.

Students in the Environmental Resources Engineering program should refer to the ERE program description for this area of general education.

‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# DIVERSITY & COMMON GROUND [DCG]

## Required Units: 6 | at least one course must be designated domestic

Upon completing this requirement, students will be able to:

- analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.

Undergraduates must complete at least two DCG courses; one of these courses must

be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. Students may meet the DCG requirement with courses that simultaneously meet other degree requirements (general education, the major or minor, U.S. Government, or the elective component).

Following is a list of courses currently approved to count towards satisfaction of the Diversity and Common Ground requirement

### DCG Domestic (focused within the boundaries of the US)

Course	Title	GE Area
ART 104J	American Art	C-LD
ES 106	Introduction to Black Studies	C-LD
ES 107	Chican@/Latin@ Lives	C-LD
WS 107	Women, Culture, History	C-LD
CRGS 108	Power & Privilege: Gender, Race, Sex, Class	D-LD
ES 105	Introduction to US Ethnic Studies	D-LD
NAS 104	Introduction to Native American Studies	D-LD
SW 101	Introduction to Social Work	D-LD or E-LD
WS 106	Introduction to Women's Studies	D-LD
AHSS 108	Nature, Culture, and Food	E-LD
SW 101	Introduction to Social Work	E-LD or D-LD
ART 304	Topics in American Art	C-UD
COMM 300	American Public Discourse	C-UD
COMM 309B	Gender & Communication	C-UD or D-UD
ENGL 308B	Women in Literature	C-UD
ES 305	African American Cultural History	C-UD
MUS 301	Rock: An American Music	C-UD
NAS 301	Native American Literature	C-UD
NAS 302	Oral Literature & Oral Tradition	C-UD
PHIL 306	Race, Racism & Philosophy	C-UD
RS 301	Religion in America	C-UD
SPAN 308S	Introduction to Translation & Interpretation	C-UD
TA 307	Theatre of the Oppressed	C-UD
WS 308B	Women in Literature	C-UD
WS 309B	Gender & Communication	C-UD or D-UD
COMM 309B	Gender & Communication	D-UD or C-UD
ES 304	Migrations & Mosaics	D-UD
ES 308	Multi-Ethnic Resistance in the US	D-UD
GEOG 304	Migrations & Mosaics	D-UD
NAS 306	Indigenous Peoples of the Americas	D-UD
PSYC 300	Psychology of Women	D-UD
PSYC 302	Psychology of Prejudice	D-UD
REC 302	Inclusive Recreation	D-UD
SOC 303	Race and Inequality	D-UD

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

Courses that meet outcomes of more than one GE area may only be used to satisfy one of those areas.

**Approved DCG courses are subject to change. Courses used to count towards this requirement must be DCG approved at the time the course is taken.** Students are advised to check the current online class schedule for the most current list of DCG-approved courses.

‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

## DCG Domestic (focused within the boundaries of the US)

Course	Title	GE Area
SOC 306	Changing Family	D-UD
WS 300	Psychology of Women	D-UD
WS 309B	Gender & Communication	D-UD or C-UD
AIE 330	History of Indian Education	
AIE 335	Social & Cultural Considerations	
AIE 340†	Educational Experiences	
CD 310	Perspectives: History & Theory	
CD 352‡	Parent-Child Relationships	
CD 467	Working with Culturally Diverse Families	
CD 467S	Working with Culturally Diverse Families	
COMM 315†	Communication & Social Advocacy	
COMM 322	Intercultural Communication	
CRGS 313	Community Activism	
CRGS 330‡	Women of Color Feminisms	
CRGS 360	Race, Gender & US Law	
EDUC 313	Community Activism	
EDUC 318	Gay & Lesbian Issues in Schools	
ENGL 232	Survey of American Literature	
ENGL 336	American Ethnic Literature	
ENGL 465B†	Multicultural Issues in Literature/Languages	
ENST 295	Power, Privilege & the Environment	
ES 245†	Hip Hop & the Black Experience	
ES 314	Chicano Culture & Society in America	
ES 325	From Civil Rights to Black Power	
ES 326	Media and the Politics of Representation	
ES 336	American Ethnic Literature	
ES 465B†	Multicultural Issues in Literature/Languages	
HIST 372	Rise of Modern America (1877-1929)	
HIST 374	Contemporary America, 1929 to the Present	
KINS 474	Psychology of Sport & Exercise	
NAS 200	Indigenous Peoples in US History	
NAS 331	Indigenous Natural Resource Management Practices	
NAS 332	Environmental Justice	
NAS 392	Indigenous Identities in Film	
NAS 468	Tribal Justice Systems	
PSYC 437	Sexual Diversity	
SOC 316	Gender & Society	
SPAN 408S	Field Experience: Translation and Interpretation	
WS 316	Gender & Society	
WS 318	Gay & Lesbian Issues in Schools	
WS 336	American Ethnic Literature	
WS 350	Health & Body Politics	
WS 465B†	Multicultural Issues in Literature/Languages	

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

Courses that meet outcomes of more than one GE area may only be used to satisfy one of those areas.

**Approved DCG courses are subject to change. Courses used to count towards this requirement must be DCG approved at the time the course is taken.** Students are advised to check the current online class schedule for the most current list of DCG-approved courses.

† Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;



## DCG Non-Domestic (international/transnational focus)

Course	Title	GE Area
ART 100	Global Perspectives in Art	C-LD
ART 104K	Africa, Oceania, the Americas	C-LD
ART 104M	Latin American Art	C-LD
ART 104N	Asian Art & Culture	C-LD
CHIN 107	Chinese Level III	C-LD
CHIN 207	Chinese Level IV	C-LD
FILM 109	Film Comedy Around the World	C-LD
FREN 107	French Level III	C-LD
FREN 207	French IV & Intro to Francophone Studies	C-LD
GERM 107	German Language & Culture III	C-LD
GERM 207	German Language & Culture IV	C-LD
PHIL 104	Asian Philosophy	C-LD
RS 105	World Religions	C-LD
SPAN 107	Spanish Language & Culture III	C-LD
SPAN 108	Level III Heritage Speakers	C-LD
SPAN 108S	Level III Heritage Speakers	C-LD
SPAN 207	Spanish Language & Culture IV	C-LD
SPAN 208	Level IV Heritage Speakers	C-LD
SPAN 208S	Level IV Heritage Speakers	C-LD
CHIN 109	Introduction to Chinese Studies	D-LD
GEOG 105	Cultural Geography	D-LD
HIST 106B	Islamic Societies: The Making of the Muslim Middle East	D-LD
ANTH 305	Human Evolutionary Biology, Diversity, & Health	B-UD
BIOL 304	Human Genetics	B-UD
MATH 301 <sup>‡</sup>	Math & Culture: Historical Perspective	B-UD
ART 302	Topics in Global Art History	C-UD
ART 303	Global Contemporary Art	C-UD
DANC 303	Dance in World Cultures	C-UD
ENGL 305	Post Colonial Literature	C-UD
ENGL 308C	Women in Literature	C-UD
FREN 300	African Storytelling	C-UD
FREN 306	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories	C-UD
GERM 306	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories	C-UD
MUS 302	Music in World Culture	C-UD
RS 304	Cultural & Religious Heritage of Africa	C-UD
SPAN 306	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories	C-UD
WS 306	Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories	C-UD
WS 308C	Women in Literature	C-UD
ANTH 302	Anthropology of Religion	D-UD
ANTH 306	World Regions Cultural Studies	D-UD
ECON 306	Economics of the Developing World	D-UD
ES 306	World Regions Cultural Studies	D-UD
GEOG 300	Global Awareness	D-UD
JMC 305	International Mass Communication	D-UD
NAS 307	Nature and Issues of Genocide	D-UD
PSCI 303	Third World Politics	D-UD
WS 303	Anticolonial Women's Movements	D-UD

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

Courses that meet outcomes of more than one GE area may only be used to satisfy one of those areas.

**Approved DCG courses are subject to change. Courses used to count towards this requirement must be DCG approved at the time the course is taken.** Students are advised to check the current online class schedule for the most current list of DCG-approved courses.

<sup>‡</sup> Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

## DCG Non-Domestic (international/transnational focus)

Course	Title	GE Area
ANTH 315	Sex, Gender & Globalization	
BA 410‡	International Business	
CHIN 207	Chinese Level IV	
CRGS 390‡	Theory & Methods	
ENGL 465C‡	Multicultural Issues in Literature/Languages	
ES 310	US and Mexico Border	
ES 465C‡	Multicultural Issues in Literature/Languages	
FREN 207	French IV & Introduction to Francophone Studies	
FREN 311	French V & Stories from the Francophone World	
GEOG 376	Tibet and the Himalaya	
GERM 207	German Language & Culture IV	
HIST 323	Gender and Sexuality in East Asian History	
HIST 327‡	History of Brazil	
HIST 328	Women & Gender in Latin America	
HIST 345	Imperialism	
HIST 377	Vietnam War	
RS 340	Zen, Dharma & Tao	
SPAN 207	Spanish Language & Culture IV	
SPAN 208	Level IV Heritage Speakers	
SPAN 208S	Level IV Heritage Speakers	
TA 341	Theatre History and Criticism II	
WS 315	Sex, Gender & Globalization	
WS 340	Ecofeminism: Global Women & Environment	
WS 465C‡	Multicultural Issues in Literature/Languages	

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

Courses that meet outcomes of more than one GE area may only be used to satisfy one of those areas.

**Approved DCG courses are subject to change. Courses used to count towards this requirement must be DCG approved at the time the course is taken.** Students are advised to check the current online class schedule for the most current list of DCG-approved courses.

‡ Course requires one or more prerequisites. DCG Diversity & Common Ground; d domestic; n non-domestic LD Lower Division; UD Upper Division; A B C D E General Education (GE) Areas;

# THE MASTER'S DEGREE

## Degree Programs

Humboldt State University is authorized to offer the following programs. Detailed requirements for each program appear in the next section of this catalog.

Master of Arts degree with majors in:

Applied Anthropology\* \*  
Education\*  
English: Applied English Studies  
Psychology  
Public Sociology  
Social Science: Environment & Community

Master of Science degree with majors in:

Biology  
Environmental Systems  
Kinesiology  
Natural Resources

Master of Business Administration degree

Master of Social Work degree

## Admission Procedures & Policies

**Admission Requirements.** See "Graduate Admission Requirements" on page 36.

**Application Procedure.** See "Graduate & Post-Baccalaureate Application Procedures." All graduate and post-baccalaureate applicants (i.e., doctorate, joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates and, where permitted, 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.calstate.edu/apply](http://www.calstate.edu/apply). Applicants seeking a second bachelor's degree must submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements in the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. All CSU applications must be submitted online at [www.calstate.edu/apply](http://www.calstate.edu/apply).

\* program offered through the College of Extended Education & Global Engagement.

\* program is not accepting admissions for the 2019-20 academic year.

An acknowledgement will be sent to the applicant when the online application has been submitted." on page 30.

## Candidacy

Admission to candidacy is an acknowledgement of a student's potential to complete the requirements for the master's degree. Students should apply for advancement to candidacy and graduation at least one semester prior to completion of course requirements. Some programs require earlier application. A student must be enrolled in the semester during which advancement to candidacy takes place.

### Candidacy Requirements

- Graduate classified standing (fulfilled all program admission requirements);
- A GPA of 3.0 or better;
- Completion of 12 to 15 units approved coursework for the master's program;
- Approval of the advisor, committee, and graduate coordinator; and
- Approval of any plan to use humans or animals as subjects in research if applicable. (See "Use of Human Subjects in Research" or "Use of Animals in Research" in the *Graduate Student Handbook* for more information.)

Forms are available on the HSU Forms website. Some programs require their students to advance to candidacy within their first year at HSU.

## Graduate Degree Requirements

General requirements for the master's degree programs as specified by Title 5 are below. Discipline-specific requirements are outlined in the program description section of this catalog.

Completion of a specified program of study, usually requiring approval from the university department.

Completion of a minimum of 30 semester units of approved coursework within a maximum of seven years. (See "Seven-Year Limit"). This standard includes:

- 21 or more semester units must be completed at Humboldt State University, after admission to the graduate program (resident requirement);
- At least half the units must be at the graduate level (500-600 level);
- lower division course (100-200 level)

cannot be counted toward the degree;

- No more than six thesis or project units will apply toward the degree with a maximum of nine total units for independent study, field work, and thesis/project courses.
- No more than nine units of Open University /Special Session courses will apply toward the degree

B- or better in all courses taken to satisfy the requirements for the degree and maintain a grade point average of 3.0 or better. A higher grade standard than the campus minimum of B- may be specified by a graduate degree program.

Completion of an approved thesis, project, or comprehensive examination, as defined by Title 5:

A **thesis** is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Normally, an oral defense of the thesis is required.

A **project** is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

A **comprehensive examination** 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.

The California State University, under Executive Order 665, requires that graduate students demonstrate competency in writing. The graduate writing requirements are built into each program.

## 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.

## Academic Probation & Disqualification

Graduate students, including those who are classified or conditionally classified, will be placed on academic probation if their Humboldt grade point average falls below a 3.0 (B grade average). See Academic Regulations, "Academic Standing" on page 41.

## Administrative-Academic Probation and Disqualification

See Academic Regulations, "Academic Standing" on page 41. All the reasons for administrative-academic probation and disqualification for undergraduate students shall apply to graduate students. In addition:

1. Students may be placed on administrative-academic probation by the Dean of Graduate Studies, following a request from the program/department and consultation with other appropriate offices, for failure to comply, after due notice, with a requirement or regulation, as defined by campus or program policy which is routine for all students or a defined group of students (e.g., demonstrating consistently disruptive behavior; hostile or abusive behavior; failure to advance to candidacy; failure to abide by standards set by approved external placements, etc.). The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/program).
2. The Dean of Graduate Studies shall inform the Office of the Registrar when students have been placed on or removed from administrative-academic probationary status so that student records can be updated. When a student is placed on academic or administrative-academic probation, the student must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative-academic probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan. A student cannot be advanced to candidacy if the student is on either academic or administrative-academic probation.

A student who has been placed on administrative-academic probation may be disqualified from further attendance by the Dean of Graduate Studies if any of the conditions for disqualification apply. In addition:

In the event that a student fails the thesis/project defense, the student may repeat the thesis/project defense once. Failure at the second thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment. Inability to contact a student does not create the right of a student to continue enrollment.

## Continuous Enrollment

In order to maintain continuous enrollment, students 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. Students who do not maintain continuous enrollment (two terms each academic year), and who have not been granted a leave of absence, must reapply for admission to the university and to the graduate program. They will be subject to any new admission requirements and if admitted, will be required to meet the degree requirements in effect at the time of readmit.

## Educational Leave of Absence

An educational leave of absence must be requested if continuous enrollment, as defined above, will be interrupted. At least one term must be completed prior to taking a leave of absence. The maximum duration of a single leave is one academic year; the total duration of combined leaves may not exceed two years. A leave of absence does not extend the seven-year time limit. See

Academic Regulations, "Educational Leave (Leave of Absence)" on page 44 for additional information.

## Extended Education

Some departments allow master's students to register for one unit of a discipline-specific x693 course through the Extended Education. Enrollment in the discipline-specific x693 course maintains continuous enrollment and status in the master's degree program.

The minimum requirements to be eligible to enroll through Extended Education:

- Advancement to candidacy;
- Completion of all the coursework required for the degree; and
- Current graduation date on file with the Office of the Registrar.

The Graduate Continuous Enrollment form is used to request authorization to enroll in one unit of discipline-specific x693 course through Extended Education. Forms are available online on the HSU Forms website [forms.humboldt.edu](http://forms.humboldt.edu).

This policy does not apply to credential candidates.

Additional requirements for registering through extended education vary by program.

## Seven-Year Limit

Title 5 Education of the California Administrative Code of Regulations limits the maximum time for completing a master's degree program to seven years. The seven years is calculated from the time of completion of the oldest course listed on the Approved Graduate Course List. An extension may be granted if warranted by individual circumstances and if the outdated coursework is validated by examination. See the *Graduate Student Handbook* for additional information.

## Graduation

Students apply for graduation at the same time as they apply for advancement to candidacy. The dual application initiates a degree check to ensure that the coursework listed meets the requirements of the master's degree program.

The graduate student application for graduation should be filed at least one semester before finishing all degree requirements. Forms are available online on the HSU Forms website [forms.humboldt.edu](http://forms.humboldt.edu). View deadlines at [registrar.humboldt.edu/academic-deadlines](http://registrar.humboldt.edu/academic-deadlines).

# ACADEMIC SUPPORT PROGRAMS

## INDIAN NATURAL RESOURCES SCIENCE & ENGINEERING PROGRAM (INRSEP)

### Advisor

Lonyx Landry  
Walter Warren House 38  
707-826-5642  
Lonyx.Landry@humboldt.edu

### Administrative Staff

Amanda Staack  
707-826-4998  
Amanda.Staack@humboldt.edu  
humboldt.edu/inrsep

The Indian Natural Resources, Science and Engineering Program (INRSEP) provides academic and research support to underrepresented, low income, and historically disadvantaged students in STEM disciplines with a specific focus on American Indian and Indigenous students. INRSEP serves students by connecting them to research opportunities, providing academic and career counseling, assisting with entrance into graduate programs, and fostering an inclusive and supportive learning community within the INRSEP house. INRSEP is

grounded in a holistic approach to STEM that accommodates diverse approaches to the natural world and draws from the traditional knowledge of Indigenous peoples. INRSEP aims to work as partners with local tribal communities to learn from their wisdom and contribute to their goals. The program's mission is to diversify and decolonize STEM fields by empowering our students to become leaders who give back to their communities, society, and future generations while strengthening connections with their heritage and culture.

INRSEP includes the grant-funded Louis Stokes Alliance for Minority Participation (LSAMP) program, provides support for the HSU chapter of the Society for the Advancement of Chicanos and Native Americans in the Sciences (SACNAS), and supports other similarly purposed programs and campus initiatives. The program is a key component of HSU's many current initiatives to support retention and academic excellence, and is designed to provide

community-based support networks for underrepresented students in the Sciences that blend cultural and community engagement with structured mentoring in order to support students in reaching their academic and career goals – through academic advising and holistic mentorship, by providing bridges to key campus resources, and by helping to foster student-faculty connections.

### INRSEP Affiliated Programs

INRSEP sponsors several student organizations

HSU SACNAS Chapter (Society for the Advancement of Chicano's and Native Americans in Science)

HSU AISES Chapter (American Indian Science and Engineering Society)

CSU HSU-Louis Stokes Alliance for Minority Participation (LSAMP)



## INDIAN TRIBAL & EDUCATIONAL PERSONNEL PROGRAM & CULTURAL RESOURCE CENTER

### ITEPP Coordinator

Adrienne Colegrove-Raymond

### Cultural Resource Center Coordinator

Marlette Grant-Jackson

### Academic Advisors

Marlette Grant-Jackson  
Paula Tripp-Allen

### ITEPP & CRC

Brero House 93  
707-826-3672  
itepp.humboldt.edu

### Mission and Purpose

The Indian Tribal & Educational Personnel Program (ITEPP) and the Cultural Resource Center (CRC) are the anchor programs of the Native American Center for Academic Excellence. The ITEPP/CRC mission is to facilitate and promote academic success and self-efficacy for primarily American

Indian students at Humboldt State University that validates Tribal cultural values, political status, and promotes the federal Indian policy of Indian Self-Determination.

The Indian Tribal and Educational Personnel Program (ITEPP), the Native American Center for Academic Excellence established in 1969, offers academic and culturally relevant support for American Indian students attending Humboldt State University (HSU). Taking into consideration political status, tribal affiliation, family and tribal traditions, staff provide a comprehensive approach to educational planning. Staff assist students with reaching their goals by drawing on their cultural identity, building strong support networks (both on and off campus), academic advising, connecting with tribal representatives, engaging with faculty, setting educational and career goals, and applying for scholarship, internships and graduate school.

The CRC, formally established in 1994, is a public-lending library devoted to expanding the awareness of relevant issues facing Indian Country, Tribal communities, and American Indian peoples. The CRC hosts a collection of over 6,500 print, film, and audio resources focused on the breadth of Native social, political, cultural, and geographic experiences and truths. Its catalogue is searchable online through Library World. HSU students and faculty utilize the CRC to enhance their research, course delivery and publications. The nature of the CRC reflects the pedagogy, philosophies and formal constructs of Native knowledge and contributes to a positive academic experience for HSU Native students.



# CERTIFICATES OF STUDY

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Certificates of study may be awarded upon completion of a collection of required courses in a subject area. A certificate of study is not the same as a teaching certificate, a credential, or a license.

## **Art Museum & Gallery Practices**

Courses provide preparatory experience for working in art museums and commercial galleries, or pursuing graduate studies in the museum field. Study issues and topics related to museum and gallery operations and practice curatorship, registration, exhibition design and art preparation firsthand through production of actual art exhibitions for the on-campus Reese Bullen Gallery, Goudi'ni Gallery, and in local museums and galleries off campus. This certificate may be of particular interest to students majoring in art, anthropology, history, education, Native American studies, education, or business administration. Contact the Department of Art at 707-826-3624 for information.

## **Environmental Education & Interpretation**

Develop basic skills for careers in natural resources interpretation and public information. Contact the Department of Environmental Science & Management at 707-826-4147, or go to: [environment.humboldt.edu/certificates](http://environment.humboldt.edu/certificates).

## **Environmental & Natural Resources Planning**

An overview of effective participation in multidisciplinary planning activities. Contact the Department of Environmental Science & Management at 707-826-4147, or go to: [environment.humboldt.edu/certificates](http://environment.humboldt.edu/certificates).

## **Geospatial**

The Geospatial Certificate Program provides foundational concepts and methods in GIS, remote sensing, and cartography that are transferable and relevant across disciplines and industries. The classes are offered online through the College of Extended Education & Global Engagement and face-to-face classes. Students can also complete an Advanced Geospatial Certificate which includes five additional courses in intermediate and advanced geospatial topics.

Contact Extended Education at 707-826-3731 or go to [extended.humboldt.edu/extended-education/certificates](http://extended.humboldt.edu/extended-education/certificates).

## **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 & Mass Communication at 707-826-4775.

## **Natural Resource 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 Science & Management, 707-826-4147, or go to [environment.humboldt.edu/certificates](http://environment.humboldt.edu/certificates).

## **Women's Studies**

As the academic branch of women's movements, Women's Studies challenges assumptions upon which the Western tradition of scholarship has been based. The curriculum for the Women's Studies certificate focuses on analyzing gender as it is constructed within and through differences of race, ethnicity, class, sexuality, (dis)ability, and nationality. It enables students to interpret the diverse lives, issues, and voices of women in our multicultural and transnational world.

For students who have a bachelor's degree, the certificate program is more in-depth than a minor, offering the opportunity for focused study on a topic or sub-field of interest. This program can be particularly useful for those entering careers in counseling, social work, health care, teaching, human resources, or student affairs. It also helps prepare students for graduate programs in the humanities and/or social sciences. Contact the Department of Critical Race, Gender, & Sexuality Studies at 707-826-4329 for information.



# PREPARATORY COURSES OF STUDY

Preparatory courses of study are non-major programs offering supervised and independent studies to prepare students for specialty educational institutions.

## PRE-LAW (non-major)

### Pre-Law Advisors

Joice Chang, *Politics*  
Lynnette Chen, *Philosophy*  
Marlon Sherman, *Native American Studies*

### 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.

The Academic and Career Advising Center has information on admission to law schools and the Law School Admission Test (LSAT).

More information is available through the Pre-law advising website at:  
[humboldt.edu/prelaw](http://humboldt.edu/prelaw).



## PRE-PROFESSIONAL HEALTH (non-major)

### Pre-Dental Advisor

John Reiss, [jor1@humboldt.edu](mailto:jor1@humboldt.edu)

### Pre-Medical Advisor

Jianmin Zhong, [jz15@humboldt.edu](mailto:jz15@humboldt.edu)

### Pre-Optometry Advisor

Jianmin Zhong, [jz15@humboldt.edu](mailto:jz15@humboldt.edu)

### Pre-Pharmacy Advisors

Jianmin Zhong, [jz15@humboldt.edu](mailto:jz15@humboldt.edu)  
Jeff Schineller, [jbs4@humboldt.edu](mailto:jbs4@humboldt.edu)

### Pre-Physical Therapy

Sheila Alicea, [skk41@humboldt.edu](mailto:skk41@humboldt.edu)  
(see Kinesiology major)

### Pre-Veterinary Advisors

Sharyn Marks, [sbm1@humboldt.edu](mailto:sbm1@humboldt.edu)

### Biological Sciences

Science Complex B 221  
707-826-3245  
[humboldt.edu/biosci](http://humboldt.edu/biosci)

Humboldt's Career Center has information on requirements at medical and other professional schools.

### The Program

Several of Humboldt's undergraduate programs in the biological and physical sciences prepare students to meet admissions requirements for health science professional schools. Usually these schools require a

broad education in biological and physical sciences, which Humboldt provides.

Humboldt offers both supervised and independent studies to prepare for professional schools.

### Requirements

Requirements listed here are typical for health science and related professional schools. Contact individual professional schools for specific requirements and consult pre-professional advisors.

**General education** courses and other requirements for the major: (To demonstrate a well rounded background, the HIST 104-HIST 105 sequence is recommended.)

**Biology:** BIOL 105: Principles of Biology, BIOL 340: Genetics, ZOOL 110: Introductory Zoology, ZOOL 310: Animal Physiology, ZOOL 312: Human Physiology

**Chemistry:** CHEM 109: General Chemistry I, CHEM 110: General Chemistry II, CHEM 324/324L: Organic Chemistry I/Lab, CHEM 325/325L: Organic Chemistry II/Lab. Some schools will accept CHEM 228: Brief Organic Chemistry in place of CHEM 324/324L and CHEM 325/325L. Some schools may require CHEM 438: Introductory Biochemistry or the CHEM 434-435 Biochemistry series. Start the CHEM 109-

CHEM 110 sequence as soon as possible.

**Mathematics:** MATH 109: Calculus I, MATH 110: Calculus II (or MATH 105: Calculus for the Biological Sci, MATH 215: Multivariate Calculus for the Biological Sci for pre-medical students). The amount of calculus required by professional schools varies, but a full year is highly recommended. Start the mathematics sequence in the freshman year, because physics and chemistry courses have mathematics prerequisites. Pre-veterinary students should take STAT 109: Introductory Biostatistics.

**Physics:** PHYX 106, PHYX 107 (College Physics sequence) or PHYX 109, PHYX 210, PHYX 211 (General Physics sequence).

**Zoology:** ZOOL 270: Human Anatomy is strongly recommended for pre-medical students.

Other courses may be required to prepare adequately for appropriate aptitude examinations.

Pre-professional students should remain in close contact with their pre-professional advisors.



# DEGREE PROGRAMS

## MAJORS

### Bachelor of Arts (BA)

Anthropology  
Art  
Chemistry <sup>(STEM)</sup>  
Child Development \* \*  
(Liberal Studies)  
Child Development/Elementary  
Education \* \*(Liberal Studies)  
Communication  
Criminology & Justice Studies  
Critical Race, Gender &  
Sexuality Studies  
Dance Studies \*  
(Interdisciplinary Studies)  
Economics  
Elementary Education \* \*  
(Liberal Studies)  
English  
Environmental Studies  
Film  
French & Francophone Studies  
Geography  
Geology <sup>(STEM)</sup>  
History  
International Studies  
Journalism  
Leadership Studies +  
(Interdisciplinary Studies)  
Liberal Studies/Elementary  
Education  
Mathematics <sup>(STEM)</sup>  
Music  
Native American Studies  
Philosophy  
Physics <sup>(STEM)</sup>  
Political Science  
Psychology  
Recreation Administration  
Religious Studies  
Social Work  
Sociology  
Spanish  
Theatre Arts

### Bachelor of Fine Arts (BFA)

Fine Arts

### Bachelor of Science (BS)

Biology <sup>(STEM)</sup>  
Botany <sup>(STEM)</sup>  
Business Administration  
Chemistry <sup>(STEM)</sup>  
Computer Science <sup>(STEM)</sup>  
Environmental Resources  
Engineering <sup>(STEM)</sup>

Environmental Science &  
Management <sup>(STEM)</sup>  
Fisheries Biology <sup>(STEM)</sup>  
Forestry <sup>(STEM)</sup>  
Geology <sup>(STEM)</sup>  
Kinesiology  
Oceanography <sup>(STEM)</sup>  
Physics <sup>(STEM)</sup>  
Rangeland Resource  
Science <sup>(STEM)</sup>  
Wildlife <sup>(STEM)</sup>  
Zoology <sup>(STEM)</sup>

### MINORS

American Indian Education  
American Sign Language &  
Special Populations  
Anthropology  
Applied Mathematics  
Applied Statistics  
Appropriate Technology  
Art History  
Art Studio  
Astronomy  
Biology  
Botany  
Business Administration  
Chemistry  
Chinese Studies  
Communication  
Computer Science  
Dance  
Early Childhood Development  
Ecological Restoration  
Economics  
English Literature  
English Writing  
Environmental & Natural  
Resources Planning  
Environmental Education &  
Interpretation  
Environmental Ethics  
Environmental Policy  
Ethnic American Literatures  
Ethnic Studies, Comparative  
Family Studies  
Film  
Fire Ecology  
Fisheries Biology  
Forestry  
French & Francophone  
Studies  
Geography  
Geology  
Geospatial Analysis  
German Studies  
Health Education

History  
Indigenous Peoples, Natural  
Resource Use & the  
Environment  
International Studies  
Journalism  
Kinesiology  
Linguistics  
Mathematics  
Multicultural Queer Studies  
Music  
Native American Studies  
Natural Resources  
Natural Resources Recreation  
Oceanography  
Philosophy  
Physics  
Political Science  
Psychology  
Rangeland Resource Science  
Recreation Administration  
Religious Studies  
Scientific Diving  
Social Advocacy  
Sociology  
Spanish  
Teaching English as a  
Second/Foreign Language  
Theatre Arts  
Tribal Leadership  
Water Resource Policy  
Watershed Management  
Wildland Soil Science  
Women's Studies  
Zoology

### CREDENTIALS

#### Elementary Education

Preliminary Credential in  
Multiple Subjects

#### Secondary Education

Art  
English/Language Arts  
Mathematics  
Music  
Physical Education  
Science  
Social Science  
Spanish

#### Educational Leadership

Preliminary Administrative  
Services

#### Specialist Credentials

Adapted Physical Education  
Special Education  
Mild to Moderate &  
Moderate to Severe  
Disabilities

## GRADUATE DEGREES

### Master of Arts (MA)

#### Applied Anthropology<sup>+</sup>

(not accepting admissions for 2019-20)

#### Education

(not accepting admissions for 2019-20)

#### English

Applied English Studies

#### Psychology

Academic Research  
Counseling  
School Psychology

#### Public Sociology

#### Social Science

Environment & Community

### Master of Business Administration (MBA)

### Master of Science (MS)

#### Biology

#### Environmental Systems

Energy Technology & Policy  
Environmental Resources  
Engineering  
Geology

#### Kinesiology

#### Natural Resources

Environmental Science &  
Management  
Fisheries  
Forest, Watershed &  
Wildland Sciences  
Wildlife

### Master of Social Work (MSW)

<sup>(STEM)</sup> STEM majors

\* a concentration within the  
Interdisciplinary Studies degree

\* \* a concentration within  
Liberal Studies degree

+ program offered through the  
College of Extended Education  
& Global Engagement.



# 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

Kinesiology & Athletics 305

707-826-4536

[humboldt.edu/kra](http://humboldt.edu/kra)

### The Program

This program includes extensive fieldwork to prepare students to teach physical education to individuals with disabilities. Students develop teaching competencies in perceptual motor development, aquatics, game and sports skills, and physical fitness.

### Admission Requirements

Submit the following documents to Kinesiology & Recreation Administration:

- letter of application, stating interest in working with a special group
- three letters of recommendation for admission to the program
- transcripts of all previous college work

Applicants must hold a basic teaching credential authorizing the teaching of physical education. A single subject credential with a supplementary authorization in sports and games is not a valid basic credential. The following are acceptable: single subject in physical education; multiple subject;

standard secondary with a major or minor in kinesiology; standard elementary with a major or minor in kinesiology; standard early childhood; special secondary in PE; general elementary; general secondary; junior high school; kindergarten — primary.

### PROGRAM REQUIREMENTS

All students receiving the Adapted Physical Education Specialist Credential must:

- successfully complete the California Basic Education Skills Test (CBEST)
- complete a CCTC-approved subject area program or pass the SSAT and/or Praxis tests authorizing the teaching of physical education
- maintain a 3.0 GPA in the following required courses:

REC 302 (3) Inclusive Recreation [DCG-d]

KINS 385 (3) Adapted Physical Education

KINS 475 (3) Elementary School Physical Education

KINS 484 (3) Motor Development/ Motor Learning

KINS 535 (2) Assessment Techniques

KINS 577 (4) Adapted Physical Education Programs

KINS 578 (2) Adapted Aquatics for Instructors

KINS 695 (1-6) Directed Field Experience



### Programs Leading to Licensure & Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees or any associated costs to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Office of Academic Affairs, Siemens Hall 216, 707-826-3722.

# AMERICAN INDIAN EDUCATION MINOR

## Minor in American Indian Education

This minor is housed within the College of Professional Studies.

### Contact

Department of Child Development  
Department Chair  
Dr. Kishan Lara-Cooper  
707-826-3471  
childdev@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

#### Core Courses (9 units)

- AIE 330 (3) History of Indian Education [DCG-d]  
AIE 335 (3) Social and Cultural Considerations [DCG-d]  
AIE 340 (3) Educational Experiences [DCG-d]

#### Child Growth & Development (3 units)

- Choose one from the following courses:  
CD 209 (3) Middle Childhood Development

- CD 253 (3) Prenatal & Infant Development  
CD 255 (3) Early Childhood Development

#### Language & Communication Awareness (3 units)

- Choose from one of the following courses:  
AIE 380/AIE 580 (3) Special Topics  
NAS 340 (3) Language & Communication in Native American Communities  
NAS 345 (3) Native Languages of North America

AIE courses also comprise a specialization within the Child Development major, as well as a special area of emphasis in the MA Education program.

AIE courses are available to all HSU students. Community members may enroll through Extended Education; call 707-826-3731 for a schedule of classes.



# AMERICAN SIGN LANGUAGE & SPECIAL POPULATIONS MINOR

## Minor in American Sign Language & Special Populations

### Department Chair

Dr. Kishan Lara-Cooper

### Department of Child Development

Harry Griffith Hall 229  
707-826-3471  
childdev@humboldt.edu  
childdev.humboldt.edu

### The Program

The American Sign Language and Special Populations Minor is designed to assist individuals who wish to work with the deaf or hard of hearing and/or children with special needs. Individuals will find the minor useful if they seek employment as early interventionists, family service providers, teachers of special education, teachers of the hard of hearing or deaf, or teachers of children with language delays.

The minor is designed to help prepare students to work in an entry-level position with children and families that use American Sign Language as a means of communication or who might benefit from using signed speech in combination with verbal communication.

The minor provides the student with background in child development, language acquisition, American Sign Language, life and culture of the deaf and hard of hearing communities, and experiences of families with children with special needs.

### REQUIREMENTS FOR THE MINOR

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

#### Children's Growth and Development

(One 3-unit course)

- CD 209 (3) Middle Childhood Development, **or**  
CD 253 (3) Prenatal and Infant Development, **or**  
CD 255 (3) Early Childhood Development, **or**  
CD 350 (3) Perspectives: Life-Span Development

#### American Sign Language (6 units)

- CD 109Y (3) American Sign Language I,\* **and**  
CD 109Z (3) American Sign Language II

#### Language Acquisition (3 units)

- CD 355 (3) Language Development

#### Special Needs Populations (7 units)

- CD 366 (3) Exceptional Children and their Families,

**and**

- COMM 322 (4) Intercultural Communication [DCG-d], **or**  
COMM 324 (4) Nonverbal Communication



\* Students with extensive prior experience using ASL may take the challenge exam to complete CD 109Y.

**NOTE:** Challenge process requires students to inform instructor of desire to challenge and take exam within the first two weeks of the semester. Students should not enroll in the course they wish to challenge. The student must earn a 70% or greater on the challenge exam to earn a credit in CD 109Y and before proceeding to CD 109Z.

# ANTHROPOLOGY

## Bachelor of Arts degree with a major in Anthropology

### Minor in Anthropology

## Master of Arts degree in Applied Anthropology\*\*

### Department Chair

Marissa Ramsier, Ph.D.

### Graduate Coordinator

Rebecca Robertson

### Department of Anthropology

Behavioral & Social Sciences 506

707-826-4124

anthropology.humboldt.edu

## THE BA PROGRAM

Students completing this program will have demonstrated:

- understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic)
- the ability to think critically and to apply the scientific method in the various sub-fields of the discipline (cultural, biological, archaeology, linguistics, and applied)
- understanding of the complex and inter-related processes of change (biological and cultural evolution, diffusion, colonialism, globalization) both within cultures and across cultural boundaries
- a solid grasp of the relevance of anthropology to present-day policy and social issues such as human rights, health, historical preservation, conservation, economic development, language use, and cultural practices.
- practical skills needed to assume the roles and responsibilities of a productive member of an increasingly global society (oral and written skills, research and library skills, technical computer skills) through classroom assignments, fieldwork, and professional service opportunities.

Concerned with the world's diverse cultures, anthropology provides education and experience to help students understand the perspectives of peoples in other places, settings, and times. It develops critical and analytical skills and empathic understanding. Students can pursue a wide number of anthropological fields: social and cultural, archaeological, linguistic, and biological.

\*\* The Applied Anthropology MA program is not accepting applications for the 2019-20 academic year.

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.

Review your degree plan with your advisor each semester, and ask how to best apply international study and field school work toward the requirements of your major.

## REQUIREMENTS FOR THE BACHELOR'S DEGREE

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

### Core Courses

- ANTH 103 (3) Biological Anthropology  
ANTH 104 (3) Cultural Anthropology

- ANTH 105 (3) Archaeology and World Prehistory  
ANTH 310 (4) Theory & History in Anthropology

### Methods Training (Select two.)

- ANTH 318 (4) Ethnography  
ANTH 330 (4) Method & Theory in Bioanth  
ANTH 350 (4) Method & Theory in Archaeology

### Breadth & Emphasis

**Emphasis:** Take at least three courses from your emphasis group (at least 9 units).

**Breadth:** In addition, take at least one course from each non-emphasis group (at least 3 units each).

### Archaeology Emphasis

- ANTH 351 (4) Archaeological Materials Analysis  
ANTH 352 (4) Experimental Archaeology  
ANTH 353 (4) Archaeology of Warfare  
ANTH 354 (4) Cultural Resource Management  
ANTH 357 (3-6) Field Archaeology  
ANTH 358 (1) Archaeology Lab  
ANTH 359 (4) Special Topics in Archaeology

Advisor Approved Elective (e.g., arch lab, field program, independent study)

### Biological Anthropology Emphasis

- ANTH 331 (4) Paleoanthropology  
ANTH 332 (4) Skeletal Biology & Forensics  
ANTH 333 (4) Primate Adaptation & Evolution  
ANTH 334 (4) Anthropology, Ecology & Conservation  
ANTH 335 (4) Topics in Evolutionary Medicine  
ANTH 339 (4) Special Topics in Biological Anthropology

Advisor Approved Elective (e.g., bioanth lab, field program, independent study, anatomy.)

### Sociocultural Anthropology Emphasis

- ANTH 302 (3) Anthropology of Religion [DCG-n]  
ANTH 315 (4) Sex, Gender & Globalization [DCG-n]  
ANTH 316 (4) Anthropology & Development  
ANTH 317 (4) Women & Development  
ANTH 340 (4) Language & Culture  
ANTH 341 (4) Anthropological Linguistics

ANTH 329 (4) Special Topics in Social Anthropology  
Advisor Approved Elective (e.g., field program, independent study.)

#### Additional Requirements

**Regional Course:** Take at least one course (4 units)

ANTH 390 (4) World Regions Cultural Seminar

ANTH 394 (4) Regional Survey of North American Archaeology

ANTH 395 (4) Mesoamerican Archaeology

**Seminars:** Take at least two seminars (at least 2 units). One topic must be Language & Society (or another linguistic topic) unless ANTH 340/341 is taken.

ANTH 482 (1) Applied Anthropology Internship

ANTH 485 (1) Anthropology Seminar (Language & Society)

ANTH 485 (1) Anthropology Seminar (variable topic)

**Capstone:** Take senior year. Must take ANTH 310 first.

ANTH 410 (4) Anthropology Capstone

#### REQUIREMENTS FOR THE MINOR

ANTH 104 (3) Cultural Anthropology

*plus one of the following:*

ANTH 103 (3) Biological Anthropology, **or**

ANTH 105 (3) Archaeology and World Prehistory

Plus 9 units of upper division anthropology courses.

#### THE APPLIED ANTHROPOLOGY MA PROGRAM \*\*

Students completing this program will have demonstrated that they:

- exhibit substantive knowledge of the field of applied anthropology, and an advanced ability to apply disciplinary principles, theories, methods, and approaches to address complex issues within academic and non-academic settings.
- possess professional-level expertise in a concentrated area, an advanced ability to comprehend, conceive, design, and execute meaningful research in that area
- possess a wide range of graduate level practical and professional skills enabling one to function efficiently in academic and non-academic settings, including research and problem-solving skills, effective multi-modal communication, initiative, adaptability perseverance, and capacity to proactively market skills and expertise

- display knowledge and competency in anthropological ethics and embrace social responsibility in research, teaching and service.

The MA in Applied Anthropology is a rigorous yet flexible program focused on building competitive, marketable skills. Applied anthropology is the application of anthropological perspectives, methods, theories, and practices to human and environmental problems in academic, professional, and global contexts. Applied anthropology crosses traditional disciplinary boundaries and is relevant to students of anthropology, history, human biology, environmental studies, religious studies, sociology, art, geography, international studies, political science, and many other areas.

The program begins with a four to six week Summer Institute, part of which is online and part of which is held on the HSU campus, during which students will build camaraderie and be introduced to the program and discipline. After the Summer Institute, students undertake the remaining coursework via online distance learning, typically in either three to four full-time semesters or six part-time semesters. Students who would like to be on campus are welcomed and will have access to departmental facilities. Students also have three flexible options for culminating experience, a comprehensive exam, project or thesis.

Students will be held to rigorous standards and as such, graduates will gain competitive, broadly applicable skills and be in a position to confidently apply anthropological perspectives, theories, and methods to a variety of careers in today's academic, non-academic, and increasingly global job market.

#### REQUIREMENTS FOR THE MASTER'S DEGREE

**Core Courses** (26 units required)

ANTH 670 (2) Introduction to Applied Anthropology

ANTH 671 (3) Methods in Applied Anthropology

ANTH 672 (3) Theory in Applied Anthropology

ANTH 673 (3) Anthropology Careers & Management Strategy

ANTH 674 (3) Research Project Design

ANTH 678 (3) Applied Anthropology Pro Seminar [1 unit course, repeated 3 times]

ANTH 682 (3) Anthropology Internship Field/Placement

ANTH 690 (6) Thesis/Project, **or**

ANTH 691 (3) Comprehensive Exam

#### Elective Courses (9-12 units required)

Students who choose the comprehensive exam option (ANTH 691) are required to complete 12 units of approved elective courses.

Students who choose to complete a thesis or project (ANTH 690) are required to complete 9 units of approved elective courses.

All electives must be advisor-approved as relevant to emphasis or career trajectory. If emphasis changes, alternate electives may be required, at the discretion of the advisor. Electives must be graduate level or upper division undergraduate level and may be taken at HSU or other universities where credits are transferable. Graduate level courses taken prior to the program, may be used to fulfill elective requirements, if not counted toward any other degree, and taken within seven years of completion of the MA degree.

#### Internship/Field Placement Requirement (ANTH 682)

Students are required to complete 180 hours of advisor-approved field placement (internship) that is focused on gaining hands-on applied experience in the emphasis area. The field placement may, but is not required to be, directly related to MA thesis research. Field school(s) may fulfill some but not all internship hours, at the discretion of the advisor, but only if such hours are in excess of any hours for which academic credit (units) are earned and applied to meet the focus elective requirement.

#### Culminating Experience Options

All students enter the program on track to complete a comprehensive exam. The comprehensive exam consists of three areas chosen in consultation with the advisor; writing of annotated bibliographies in these areas, then taking a written and/or practical exam covering the three areas.

Students wishing to complete a thesis or project must submit a proposal, receive approval, and meet the requirements below.

To be eligible for the thesis or project option a student must have: completed at least 15 units of coursework toward the MA degree with a cumulative GPA of 3.5 or above; and demonstrated proficiency in research and writing skills by earning a grade of A- or above in ANTH 674. An exception may be made

\*\* The Applied Anthropology MA program is not accepting applications for the 2019-20 academic year.

on a case-by-case basis if the student can otherwise document sufficient preparation to successfully complete a thesis/project. Any such exception must be approved by the advisor, committee, graduate coordinator and anthropology department chair.

### Skills

In addition to other requirements, students are expected to evince a mastery of subject /skills pertinent to their culminating experience and career trajectories prior to graduation. This may include taking specific elective courses, participating in workshops/trainings/fieldwork, and/or demonstrating practical skills. Any such requirements will set by the advisor with approval from the graduate coordinator, and will be communicated to the student no later than the end of the first semester in the program or within the semester of any approved change in program focus.

### Grade and Progress Requirements, Continuous Enrollment Requirements, and Leave of Absences

Students must pass preliminary exams at the end of the Summer Institute to continue in the program, and each semester students are expected to maintain at least a B (3.0) average and pass all courses with a B- or better. If the culminating experience is not expected to be completed according to the standard timeline, students are required to enroll in at least one unit each fall and spring until work is complete and all committee members have approved the final written thesis and oral defense. Extension of culminating experience completion deadlines must be approved by the advisor and graduate coordinator. Students must file a formal "leave of absence" application if they are unable to continue enrollment. The department reserves the right to dismiss from the program a student who does not make academically adequate and timely progress in moving through degree requirements.

### Conduct Requirements

Students are expected to maintain professional conduct and abide by ethical standards, in all aspects of and activities related to the program, in anthropological research and activities, and in all situations where they represent the program and discipline. The department reserves the right to dismiss from the program a student who does not abide by these rules.

## Typical MA Program Timelines

### Summer Institute (5 units) on-campus

- ANTH 670 (2) Introduction to Applied Anthropology  
ANTH 671 (3) Methods in Applied Anthropology

Milestone: Pass preliminary exams

Following the Summer Institute, students may choose to complete the remainder of the program with a full-time or part-time schedule.

### Full-Time (three semesters) online

#### Semester 1: Fall (10-11 units)

- ANTH 672 (3) Theory in Applied Anthropology  
ANTH 673 (3) Anthropology Careers & Management Strategy  
ANTH 678 (1) Applied Anthropology (3-4) Elective Course

Milestone: Internship

#### Semester 2: Spring (10-11 units)

- ANTH 674 (3) Research Project Design  
ANTH 678 (1) Applied Anthropology Pro Seminar  
ANTH 682 (3) Anthropology Internship Field/Placement (3-4) Elective Course

Milestones: begin internship; advance to candidacy; establish exam areas (Comprehensive Exam Track) or submit full petition after competing ANTH 674 with A- or better (Thesis/Project Track) .

#### Semester 3: Fall (10-11 units)

- ANTH 678 (1) Applied Anthropology Pro Seminar (3-4) Elective Course  
ANTH 690 (6) Thesis/Project, **or**  
ANTH 691 (3) Comprehensive Exam

Milestones: take comprehensive exam or submit and defend thesis/project, and complete internship, or progress toward these goals as approved by advisor.

### Part-Time (Six semesters) online

#### Semester 1: Fall (4 units)

- ANTH 673 (3) Anthropology Careers & Management Strategy  
ANTH 678 (1) Applied Anthropology

Milestone: identify internship location.

#### Semester 2: Spring (6-7 units)

- ANTH 682 (3) Anthropology Internship Field/Placement (3-4) Elective Course

Milestone: Begin internship.

#### Semester 3: Fall (6-7 units)

- ANTH 672 (3) Theory in Applied Anthropology (3-4) Elective Course

Milestones: submit initial petition and preliminary thesis/project plan

#### Semester 4: Spring (4 units)

- ANTH 674 (3) Research Project Design  
ANTH 678 (1) Applied Anthropology  
Milestones: establish exam areas (Comprehensive Exam Track) or submit full petition after competing ANTH 674 with A- or better (Thesis/Project Track)

#### Semester 5: Fall (4-5 units)

- ANTH 678 (1) Applied Anthropology (3-4) Elective Course

Milestones: thesis progress approved by thesis committee.

#### Semester 6: Spring (6 units)

- ANTH 690 (6) Thesis/Project, **or**  
ANTH 691 (3) Comprehensive Exam

Milestones: take comprehensive exam or submit and defend thesis/project, and complete internship, or progress toward these goals as approved by advisor.



# APPLIED STATISTICS MINOR

## Minor in Applied Statistics

### Information

Bori Mazzag, Ph.D., Chair  
Department of Mathematics  
707-826-3143

### The Program

It is increasingly necessary for practitioners in any quantitative discipline to have a substantial background in statistics. Whereas statistics has traditionally played a central role in the biological and natural resources sciences, it is now equally important in business, economics, and the social sciences.

The applied statistics minor is designed to provide the broad statistical knowledge and practical skills needed for application of statistical techniques to research and management problems in a wide variety of disciplines. The introductory, intermediate, and topics courses include computer laboratory sessions, in which students learn to use statistical software. The minor culminates with an upper division applications course.

Different choices for the introductory, intermediate, and applications courses make the applied statistics minor an attractive

complement to bachelor's degree programs in business, economics, psychology, and the biological and natural resources sciences.

### REQUIREMENTS FOR THE MINOR

MATH 102 (4) Algebra & Elementary Functions, **or** equivalent

*One of the following calculus courses:*

MATH 105 (3) Calculus for the Biological Sciences & Natural Resources

MATH 109 (4) Calculus I

*One of the following introductory courses:*

PSYC 241 (4) Introduction to Psychological Statistics

STAT 108 (3) Elementary Statistics

STAT 108i (3) Elementary Statistics with Integrated Support [Coreq: STAT 8]

STAT 109 (4) Introductory Biostatistics

*One of the following intermediate courses:*

BA 332 (4) Intermediate Business Statistics

PSYC 478 (4) Analysis of Variance

STAT 333 (4) Linear Regression Models/ANOVA

*Two topics courses from the following list:*

STAT 323 (4) Probability & Statistics

STAT 404 (4) Multivariate Statistics

STAT 406 (4) Sampling Design & Analysis

STAT 410 (4) Modern Statistical Modeling

STAT 480 (1-3) Special Topics in Statistics

*One advanced applications course from the following list:*

BA 446 (4) Marketing Research

FISH 458 (4) Fish Population Dynamics

FOR 311 (4) Forest Mensuration & Growth

PSYC 488 (4) Regression/Multivariate Topics

WLDF 311 (4) Wildlife Techniques

WLDF 478 (3) Animal Energetics or other applications course with substantial statistics content, as approved by the Applied Statistics coordinator.



# APPROPRIATE TECHNOLOGY MINOR

## Minor in Appropriate Technology

### Advisors

Arne Jacobson, Ph.D.  
Department of Environmental  
Resources Engineering  
Harry Griffith Hall 116B  
707-826-3184

John Meyer, Ph.D.  
Department of Politics  
Founders Hall 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 a student-run, living laboratory and demonstration home on the HSU campus. It models effective energy use, a photovoltaic electrical system, solar hot water heating, graywater recycling, a composting privy, organic gardening, low-impact building materials, and many other technologies, in a residential setting.

The minor can be of particular value to students wishing to pursue careers in science, public policymaking, or community development. It can also be useful for students wishing to volunteer for the Peace Corps or other overseas development work. For those wishing to design and develop technological systems professionally, the minor is not an adequate substitute for a major in Environmental Resources Engineering or a related field.

### REQUIREMENTS FOR THE MINOR

ENST 123 (2) CCAT Practicum (1 unit course taken twice, each with a different topic, for a total of 2 units)

ENGR 305 (3) Appropriate Technology

ENGR 308 (3) Technology and the Environment

PSCI 364 (4) Technology & Development

PSCI 373 (4) Politics of Sustainability

SOC 320 (4) Environmental Sociology



# ART

## **Bachelor of Arts degree with a major in Art —**

concentrations in Art History, Art Studio, and Art Education

## **Bachelor of Fine Arts (BFA) in Fine Art 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 and an approved subject matter waiver program through the California Commission on Teacher Credentialing.

### **Department Chair**

Heather Madar, PhD.

### **Department of Art**

Art Complex 121  
707-826-3624  
art.humboldt.edu

## **REQUIREMENT FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

**Students must receive a minimum grade of C- in any major course for it to count toward the major.**

## **Art History Concentration**

### **The Program**

Students completing this program will have demonstrated:

- recognition of art from a diverse number of periods, cultures, and civilizations
- experience with the materials and working methods of artists
- study of at least one foreign language
- the ability to find information in the library using both traditional and online resources
- recognition of different methods of interpretation
- use of the vocabulary and language of visual analysis
- understanding of the relationship of art to other disciplines in the humanities, social sciences, or sciences
- oral presentation of information and ideas to a group

- written presentation of information and ideas in a formal research paper.

At Humboldt, art history is taught in a variety of ways, based on the visual and historical contexts in which art is created. At the beginning level of instruction, the program features period courses (ART 104 series), such as Renaissance Art and 20<sup>th</sup> Century Art. These courses introduce works of art within their historical contexts.

Upper division courses focus on narrower periods, movements, artists, or problems, such as Rococo & Revolution and Public Art.

The undergraduate seminar provides a capstone experience preparing students for advanced study leading to teaching and curatorial careers.

Besides courses in art history, students enroll in at least two studio art courses to familiarize themselves with materials and creative working methods of artists. Study of gallery and museum methods gives students both theoretical and practical experience in the important areas of art display and management. This can lead to careers in the gallery and museum world. Students also complete a year of language study to learn how language affects thinking and visual experience in other cultures.

### **Preparation**

In high school take as many art courses as possible in a variety of areas.

### **Lower Division Courses**

- ART 103A (3) Survey of Art History I:  
Prehistory-Medieval
- ART 103B (3) Survey of Art History II:  
1400CE-Contemporary

### **Lower Division Elective Courses**

Three courses (9 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 Courses**

- ART 356 (3) Museum & Gallery Practices
- ART 410 (4) Seminar in Art History
- Upper division art history (15 units)

Electives to bring total units to 120 (40 units must be upper division)

## **Art Studio Concentration**

### **The Program**

Students completing this program will have demonstrated:

- perceptual and technical skills and basic fundamentals in a variety of media and have depth of knowledge in one or more studio areas
- familiarity with the history of visual ideas, vocabulary, and the language of visual analysis
- utilization of new technological advances where appropriate
- problem solving abilities, individual intuition, creativity, and vision
- the importance of locating the functions of art in current and historical cultural contexts
- integration of knowledge gained in both studio and art history courses

The studio concentration has classes in painting, ceramics, drawing, graphic design, jewelry and metalsmithing, photography, printmaking, and sculpture. We provide large and well equipped studio facilities (including a computer lab), small classes with individual attention, and a faculty of 20 artists who remain active in their own creative pursuits.

The lower division core has courses common to all areas of inquiry in the visual arts. The upper division component is tailored to each student's individual studio emphasis. Through problem-solving assignments and accompanying instruction, students learn processes and strategies for creating works of art in various media. By concentrating on a particular studio area in depth, students can prepare a portfolio for further professional opportunities or for postgraduate study.

In addition to their studio courses, students must complete 12 units of art history in order to familiarize themselves with the history of visual ideas.

Students can view exhibits at the campus Reese Bullen Gallery as well as at the First Street Gallery in downtown Eureka. Both galleries bring challenging and thoughtful exhibitions of contemporary art to the Humboldt community. Besides curating shows of artists from outside the area, the galleries exhibit the work of faculty members and students.

Student Access Gallery Club, a student-run organization, curates and exhibits student work in three separate venues around campus.

Humboldt's art graduates have gone on to become graphic artists, webpage designers, painters, commercial jewelers, art historians and teachers. Other careers: printmaking, art direction, art museum work, exhibition design, package design, silk screening, sculpting, illustration, photography, jewelry, and ceramics.

### Preparation

In high school take as many art courses as possible in a variety of areas.

### Lower Division Courses

- ART 103A (3) Survey of Art History I: Prehistory-Medieval
- ART 103B (3) Survey of Art History II: 1400 CE-Contemporary
- ART 105B (3) Fundamentals of Drawing
- ART 105C (3) 2D Foundations
- ART 105D (3) 3D Foundations

### Lower Division Studio Electives

Select four courses (12 units) from:

- ART 106 (3) Painting I
- ART 107 (3) Printmaking I
- ART 108 (3) Graphic Design I
- ART 109 (3) Sculpture I
- ART 122 (3) Life Drawing I
- ART 250 (3) Darkroom Photography
- ART 251 (3) Photography I
- ART 282 (3) Jewelry/Small Metals I
- ART 290 (3) Ceramics I

### Upper Division Courses

- ART 437 (3) Professional Practices in Art

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

18 upper division studio units (ART 356 recommended)

### Art Education Concentration

Preparatory to a fifth-year single subject teaching credential program

### 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.

**Please note:** Degree requirements listed here do not include the professional education courses required for the credential. Students earning this degree may waive CSET assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45-hours early field experience or enroll in SED 210/SED 410, and must enroll in EDUC 285. Please notify your advisor at least two semesters prior to applying to the credential program, so that you can clarify state requirement for acceptance.

### Lower Division Core Courses

- ART 103A (3) Survey of Art History I: Prehistory-Medieval
- ART 103B (3) Survey of Art History II: 1400 CE-Contemporary
- ART 105B\* (3) Fundamentals of Drawing
- ART 105C (3) 2D Foundations
- ART 106 (3) Painting I
- ART 105D (3) 3D Foundations, or
- ART 109 (3) Sculpture I, or
- ART 282 (3) Jewelry/Small Metals I
- ART 122 (3) Life Drawing I

\* Prerequisite to further art coursework.

### Lower Division Studio

- ART 108 (3) Graphic Design I
- ART 251 (3) Photography I
- ART 290 (3) Ceramics I

### Upper Division Courses

- ART 357B (3) Curriculum & Development through Art Education I [fall only take in your junior year]
- ART 357C (3) Curriculum & Development through Art Education II [spring only, take in your junior year]
- ART 497S (3) Service Learning & Art Education I [fall only, take in your senior year]
- ART 498S (3) Service Learning & Art Education II [spring only, take in your senior year]

### Upper Division Art History

Select two courses from the following:

- ART 301 (3) Topics in Western Art History
- ART 302 (3) Topics in Global Art History
- ART 303 (3) Global Contemporary Art
- ART 304 (3) Topics in American Art

### Upper Division Studio

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

## REQUIREMENTS FOR THE MINORS

### Art History Minor

#### Lower Division

- ART 103A (3) Survey of Art History I: Prehistory-Medieval
- ART 103B (3) Survey of Art History II: 1400 CE-Contemporary

*Plus one ART 104-series art history courses (3 units)*

#### Upper Division

*Take three upper division art history courses (9 units)*

### Art Studio Minor

#### Lower Division

- ART 105B (3) Fundamentals of Drawing
- Plus 6 units of studio electives

#### Upper Division

9 units of studio electives



## REQUIREMENTS FOR THE MAJOR BACHELOR OF FINE ARTS

The Bachelor of Fine Arts (BFA) in Fine Art is a professional degree that offers courses in painting, drawing, jewelry and small metals, photography, ceramics, printmaking, sculpture, and graphic design. The degree is a 120-unit program requiring 70 units of courses in studio and art history, giving students the opportunity to develop a high level of expertise within their chosen concentration(s). The BFA is the degree of choice for students interested in pursuing graduate studies or other professional opportunities. Admission to the program is competitive and students who apply must submit a portfolio for review in their sophomore year. Once admitted to the BFA program, students must maintain a B (3.0) grade average in all major courses. Students who wish to pursue a minor or second major in another field, will find that the B.A. degree with 54 units of courses in art is a more attractive option.

The lower division core has courses common to all areas of inquiry and is designed to give students a solid technical foundation in art. In the fall semester of their junior year, students will choose an area(s) of concentration and will focus their study on a prescribed list of courses. Students will produce a culminating portfolio of artwork that will be presented in public in their final semester.

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see, "The Bachelor's Degree" section of the catalog, pp. 67-82. Students must maintain a "B" average in coursework in the BFA major.

### Admission Requirements & Procedure

Students should apply to the BFA program in their sophomore year for entrance in the following fall semester. The lower division core courses (15 units) and at least two of the four lower division studio elective courses must be completed at the time of application. A "B" average in all major courses is required to be eligible to apply to the program. Applicants will be required to electronically submit images of work, two academic references, a short essay and an unofficial transcript. Transfer students interested in the BFA program, may apply to the program following the above guidelines. For university transfer requirements, see the "Admission Information" section of the catalog.

Please refer to the Art Department website for current information regarding application guidelines, application forms and timelines.

Students completing this program will be able to:

- Examine the relationship and influence of the visual arts on a historical and cultural context
- Recognize and evaluate critical and aesthetic issues within the history of art and contemporary studio practice.
- Apply aesthetic judgement perceptual sensitivity and critical thinking skill to arts related issues and environments in daily life.
- Demonstrate mastery of specific technical, conceptual and/or critical abilities within each concentration area
- Communicate effectively, in both written and oral formats on research and creative issues
- Demonstrate perceptual acuity conceptual understanding and technical facility at a professional entry level in their chosen field

### Lower Division (27 units)

Courses must be completed with a B average or better.

- ART 103A (3) Survey of Art History I: Prehistory-Medieval  
ART 103B (3) Survey of Art History II: 1400 CE-Contemporary

### Lower Division Studio Courses

- ART 105B (3) Fundamentals of Drawing  
ART 105C (3) 2D Foundations  
ART 105D (3) 3D Foundations

### Lower Division Studio Electives

Take four courses (12 units) from the following:

- ART 106 (3) Painting I  
ART 107 (3) Printmaking I  
ART 108 (3) Graphic Design I  
ART 109 (3) Sculpture I  
ART 122 (3) Life Drawing I  
ART 282 (3) Jewelry & Small Metals I  
ART 290 (3) Ceramics I

### Upper Division (43 units)

- ART 303 (3) Global Contemporary Art

Take two of the following three art history topics:

- ART 301 (3) Topics in Western Art History  
ART 302 (3) Topics in Global Art History [DCG-n]  
ART 304 (3) Topics in American Art History [DCG-d]

### Professional Development

- ART 437 (3) Professional Practices in Art  
ART 356 (3) Museum and Gallery Practices, **or**  
ART 499 (3) Directed Study (Teaching Assistant in Art)  
ART 494 (4) BFA Practicum in Studio Art

### Upper Division Studio Electives

Take eight courses (24 units) from the following lists. At least one course must be from List B.

#### Studio Electives List A

- ART 321 (3) Drawing II  
ART 326 (3) Painting II  
ART 330 (3) Printmaking: Studio Topics  
ART 337 (3) Photography: Studio Topics  
ART 340 (3) Graphic Design II  
ART 345 (3) Sculpture: Studio Topics  
ART 346 (3) Sculpture: Materials & Methods  
ART 348 (3) Jewelry and Small Metals: Casting  
ART 350 (3) Ceramics: High Fire  
ART 351 (3) Ceramics: Low Fire  
ART 367 (3) Photography II  
ART 372 (3) Graphic Design: Studio Topics  
ART 396B (3) Workshops  
ART 499 (3) Directed Study

#### Studio Electives List B

- ART 324 (3) Drawing: Portfolio Development  
ART 329 (3) Painting III  
ART 333 (3) Printmaking: Portfolio Development  
ART 339 (3) Photography: Portfolio Development  
ART 343 (3) Graphic Design: Portfolio Development  
ART 349 (3) Jewelry & Small Metals: Studio Topics  
ART 359 (3) Ceramics: Portfolio Development



# BIOLOGY

## Bachelor of Science degree with a major in Biology —

Concentrations in:

- Cellular/Molecular Biology
- Ecology
- General Biology
- Marine Biology
- Microbiology
- Science Education

## Minor in Biology

## Science Teaching Credential

## Master of Science degree in Biology

### Department Chair

Amy Sprowles, Ph.D.

### Department of Biological Sciences

Science Complex B 221

707-826-3245

[humboldt.edu/biosci](http://humboldt.edu/biosci)

### The Program

Students completing this program will have demonstrated the ability to:

- apply the scientific method to questions in biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses
- present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists
- access the primary literature, identify relevant works for a particular topic, and evaluate the scientific content of these works
- apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations
- identify the major groups of organisms and be able to classify them within a phylogenetic framework. Students will be able to compare and contrast the characteristics of organisms that differentiate the various domains and kingdoms from one another
- use the evidence of comparative biology to explain how the theory of evolution offers the only scientific explanation for the unity and diversity of life on earth. They will be able to use specific examples to explicate how descent with modification has shaped organismal morphology, physiology, life history, and behavior

- explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of different forms of life

- explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment. They will be able to relate the physical features of the environment to the structure of populations, communities, and ecosystems

- demonstrate proficiency in the experimental techniques and methods of analysis appropriate for their area of specialization within biology.

Humboldt's program emphasizes hands-on learning. Our diverse facilities include the largest greenhouse in the California State University system, a vertebrate museum containing mammals, reptiles, and amphibians from around the world, and a vascular plant herbarium with almost 100,000 specimens. Near the campus are many parks, forests, and undisturbed habitats for studying plants and animals in their natural surroundings.

Humboldt's marine laboratory, located on the coast in the nearby town of Trinidad, gives students outstanding opportunities for marine biology projects. The research vessel, the Coral Sea, is used for seagoing field trips. Several smaller boats are used in nearshore waters, coastal lagoons, and Humboldt Bay.

Our well-equipped biotechnology laboratory, cell culture facility, and College Core facility allow modern work in molecular and cellular biology. Scanning and transmission electron microscopes are also available for student use.

Humboldt biology graduates have many job opportunities: teacher, field biologist, marine biologist, museum curator, science librarian, clinical lab technologist, laboratory technician, environmental consultant, microbiologist, and biotechnology research technician. Graduates may also pursue advanced study in biology or a professional degree.

### Preparation

In high school take biology, chemistry, and physics (with labs, if possible); beginning and intermediate algebra; geometry; and trigonometry.

## REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" pp. 83-84.

Students who receive a grade below a C- in any prerequisite course will require instructor approval for enrollment.

### Core Courses (for all concentrations)

Take all lower division courses before beginning upper division work.

#### Lower Division (33-34 units)

BIOL 105	(4)	Principles of Biology
BOT 105	(4)	General Botany
CHEM 109	(5)	General Chemistry I
CHEM 110	(5)	General Chemistry II
MATH 105	(3)	Calculus for the Biological Sciences & Natural Resources, <b>or</b>
MATH 109	(4)	Calculus I
PHYX 106	(4)	College Physics: Mechanics & Heat
STAT 109	(4)	Introductory Biostatistics
ZOOL 110	(4)	Introductory Zoology

#### Upper Division (8 units)

BIOL 307	(4)	Evolution
BIOL 340	(3)	Genetics, <b>and</b>
BIOL 340L	(1)	Genetics Lab

Select one of the following concentrations:

### Cellular/Molecular Biology Concentration

Core courses plus:

#### Lower Division

PHYX 107	(4)	College Physics: Electromagnetism & Modern Physics, <b>or</b>
PHYX 118	(1)	College Physics: Biological Applications
CHEM 228	(4)	Brief Organic Chemistry, <b>or</b>
CHEM 324	(3)	Organic Chemistry I, <b>and</b>
CHEM 324L	(2)	Organic Chemistry I Lab, <b>and</b>
CHEM 325	(3)	Organic Chemistry II, <b>and</b>
CHEM 325L	(2)	Organic Chemistry II Lab

#### Upper Division

BIOL 350	(3)	Cell Biology
BOT 310	(4)	Gen. Plant Physiology, <b>or</b>
ZOOL 310	(4)	Animal Physiology, <b>or</b>
ZOOL 312	(4)	Human Physiology

- BIOL 440 (2) Molecular Genetics Lab, **or**  
 BIOL 450 (2) Cell Biology Laboratory

### Upper Division Restricted Electives

Choose 12 units from the courses below.

**Note:** No more than two units of BIOL 490 or BIOL 499 may be used to fulfill this requirement.

- BIOL 412 (4) General Microbiology  
 BIOL 440 (2) Molecular Genetics Lab (if not already taken)  
 BIOL 450 (2) Cell Biology Lab (if not already taken)  
 BIOL 544 (2) Stem Cell Biology  
 BIOL 544L (2) Stem Cell Biology Lab  
 BIOL 564 (4) Transmission & Scanning Electron Microscopy  
 BIOL 490 (1-2) Senior Thesis, **or**  
 BIOL 499 (1-2) Directed Study  
 CHEM 438 (4) Introductory Biochemistry  
 CHEM 434 (3) Biochemistry I  
 CHEM 434L (2) Biochemistry I Lab  
 CHEM 435 (3) Biochemistry II  
 CHEM 435L (2) Biochemistry II Lab  
 ZOOL 476 (4) Principles of Animal Development

or upper division statistics courses with the approval of your advisor.

### Ecology Concentration

*Core courses plus:*

#### Lower Division

- CHEM 228 (4) Brief Organic Chemistry  
 PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**  
 PHYX 118 (1) College Physics: Biological Applications

One course from the following:

- GEOG 106 (3) Physical Geography  
 GEOL 109 (4) General Geology  
 OCN 109/109L (3/1) General Oceanography/Lab  
 SOIL 260 (3) Intro to Soil Science  
 FISH 320 (3) Limnology

#### Upper Division

- BIOL 330 (4) Principles of Ecology  
 BIOL 434 (4) Population & Community Ecology

Take four to five units from the following:

- BIOL 350 (3) Cell Biology **and** [either  
 BIOL 440 (2) Molecular Genetics Lab **or**  
 BIOL 450 (2) Cell Biology Lab]  
**or**  
 BIOL 412 (4) General Microbiology, **or**  
 BOT 310 (4) General Plant Physiology, **or**  
 ZOOL 310 (4) Animal Physiology

At least three units of additional courses from the following:

- BIOL 412 (4) General Microbiology  
 BOT 350 (4) Plant Taxonomy  
 BOT 354 (4) Agrostology  
 BOT 355 (4) Lichens and Bryophytes  
 BOT 356 (4) Phycology  
 BOT 358 (2) Biology of Microfungi  
 BOT 359 (2) Biology of Ascomycetes and Basidiomycetes  
 FISH 310 (4) Ichthyology  
 WLDF 365 (3) Ornithology I  
 ZOOL 314 (5) Invertebrate Zoology  
 ZOOL 316 (3) Freshwater Aquatic Invertebrates  
 ZOOL 354 (4) Herpetology  
 ZOOL 356 (3) Mammalogy  
 ZOOL 358 (4) General Entomology  
 ZOOL 556 (4) Marine Mammalogy

One upper division statistics course (e.g., STAT 333, STAT 406)

Plus three additional upper division courses (totaling at least seven units) chosen with your advisor and focused on developing your skills as an ecologist.

### General Biology Concentration

*Core courses plus:*

#### Lower Division

- PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**  
 PHYX 118 (1) College Physics: Biological Applications

*Take all lower division courses before beginning upper division work.*

#### Upper Division

- BIOL 330 (4) Principles of Ecology  
 BIOL 412 (4) General Microbiology, **or**  
 BIOL 433 (3) Microbial Ecology **and**  
 BIOL 433D (1) Microbial Ecology Discussion

One course from the following:

- BIOL 350 (3) Cell Biology, **or**  
 BOT 310 (4) Gen. Plant Physiology, **or**  
 ZOOL 310 (4) Animal Physiology, **or**  
 ZOOL 312 (4) Human Physiology

One chemistry option:

- CHEM 228 (4) Brief Organic Chemistry, **or**  
 CHEM 324 (3) Organic Chemistry I **and**  
 CHEM 324L (2) Organic Chemistry I Lab, **and**  
 CHEM 325 (3) Organic Chemistry II **and**  
 CHEM 325L (2) Organic Chemistry II Lab

At least 12 additional units of upper division courses in biological sciences, chosen in consultation with an academic advisor.

### Marine Biology Concentration

*Core courses plus:*

#### Lower Division

- BIOL 255 (3) Marine Biology  
 CHEM 228 (4) Brief Organic Chemistry  
 OCN 109/109L (3/1) General Oceanography/Lab  
 PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**  
 PHYX 118 (1) College Physics: Biological Applications

*Take all lower division courses before beginning upper division work.*

#### Upper Division

- BIOL 330 (4) Principles of Ecology  
 BOT 356 (4) Phycology  
 FISH 310 (4) Ichthyology  
 ZOOL 314 (5) Invertebrate Zoology  
 BIOL 430 (3) Intertidal Ecology, **or**  
 OCN 310 (4) Biological Oceanography  
 BIOL 350 (3) Cell Biology, **or**  
 BOT 310 (4) Gen. Plant Physiology, **or**  
 ZOOL 310 (4) Animal Physiology

One of the following:

- BIOL 490 (1-2) Senior Thesis, **or**  
 BIOL 498 (2) Marine Biology Capstone Research, **or**  
 BIOL 499 (1-2) Directed Study

At least one advanced marine biology elective from the following list, or from any optional course NOT taken above.

- BIOL 418 (3) Marine Microbiology  
 BOT 553 (3) Marine Macrophyte Ecology  
 FISH 375 (3) Mariculture  
 FISH 435 (4) Biology of Marine Fishes  
 OCN 410 (3) Zooplankton Ecology  
 ZOOL 530 (3) Benthic Ecology  
 ZOOL 552 (3) Advanced Invertebrate Zoology  
 ZOOL 556 (4) Marine Mammalogy

### Microbiology Concentration

*Core courses plus:*

#### Lower Division

- PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**  
 PHYX 118 (1) College Physics: Biological Applications

One chemistry option:

- CHEM 228 (4) Brief Organic Chemistry, **or**  
 CHEM 324 (3) Organic Chemistry I **and**

CHEM 324L (2) Organic Chemistry I Lab, **and**

CHEM 325 (3) Organic Chemistry II **and**

CHEM 325L (2) Organic Chemistry II Lab

*Take all lower division courses before beginning upper division work.*

#### Upper Division

BIOL 330 (4) Principles of Ecology

BIOL 412 (4) General Microbiology

BIOL 418 (3) Marine Microbiology, **or**

BIOL 433 (3) Microbial Ecology **and**

BIOL 433D (1) Microbial Ecology Discussion

BIOL 440 (2) Molecular Genetics Laboratory, **or**

BIOL 490 (1-2) Senior Thesis, **or**

BIOL 499 (1-2) Directed Study

#### Upper Division Restricted Electives

Six units from the courses listed below.

BIOL 350 (3) Cell Biology

BIOL 440 (2) Molecular Genetics Lab (if not already taken)

BIOL 450 (2) Cell Biology Lab

BIOL 564 (4) Transmission & Scanning Electron Microscopy

BOT 358 (2) Biology of the Microfungi

BOT 356 (4) Phycology

CHEM 438 (4) Introductory Biochemistry

Or upper division statistics course with the approval of your advisor.

#### Science Education Concentration

*Core courses plus:*

##### Lower Division (12 units)

CHEM 228 (4) Brief Organic Chemistry

GEOL 109 (4) General Geology

PHYX 107 (4) College Physics: Electromagnetism & Modern Physics

*Take all lower division courses before beginning upper division work.*

##### Upper Division (19 units)

BIOL 330 (4) Principles of Ecology

BIOL 350 (3) Cell Biology

BIOL 448 (3) Biogeography

BIOL 499 (1) Directed Study

BOT 350 (4) Plant Taxonomy

ZOOL 312 (4) Human Physiology

Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/SED 410. In addition, they must take EDUC 285 or equivalent.

#### REQUIREMENTS FOR THE MINOR

##### Lower Division (12 units)

BIOL 105 (4) Principles of Biology

BOT 105 (4) General Botany

ZOOL 110 (4) Introductory Zoology

##### Upper Division (11-12 units)

One of the following courses.

BIOL 350 (3) Cell Biology

BOT 310 (4) General Plant Physiology

ZOOL 310 (4) Animal Physiology

ZOOL 312 (4) Human Physiology

Plus an additional eight units of upper division courses (approved by minor advisor) in at least two of these three areas: biology (BIOL), botany (BOT) and zoology (ZOOL). Of these eight units, a minimum of six units must be courses NOT used to satisfy major requirements.

**Note:** BIOL 307 Evolution is the only upper division GE Area B course that can be used to satisfy requirements for the Biology minor.

#### REQUIREMENTS FOR THE MASTER'S DEGREE

##### Program Learning Outcomes

Graduate students will:

- apply a rich body of relevant biological sciences knowledge and information to solve complex scientific problems and challenges
- present a proposal for biological research or project of their own design
- conduct a unique and independent biological investigation or an independent project according to the rigors and conventions of the field
- communicate the results of their scientific investigation or project in an oral format according to conventions of the discipline
- communicate the results of their scientific investigation or project in writing according to the conventions of the discipline

##### 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 Master of Science degree in Biology

##### Required Courses

BIOL 683 [1] Introduction to Graduate Studies

BIOL 684 [1] Introduction to Graduate Research

BIOL 685 [1] Seminar in Biology [take two seminars]

Upper division or graduate units in biological sciences or supporting courses approved by the graduate committee to bring total to 30 units. A minimum of 18 units must be at the graduate level.

While in residence, enrollment in a minimum of two units\* per semester of:

BIOL 690 [1-4] Thesis **or**

BIOL 699 [1-4] Independent Study.

\*Combined total of not less than four nor more than eight units of BIOL 690 and/or BIOL 699 (with a maximum of six units in BIOL 690) and a thesis or project approved by the graduate committee.

##### Culminating Experience

Oral presentation of the thesis or project work and defense of the thesis or project before the graduate committee.



# BOTANY

## Bachelor of Science degree with a major in Botany

### Minor in Botany

## Master of Science degree in Biology (see Biology)

### Department Chair

Amy Sprowles, Ph.D.

### Department of Biological Sciences

Science Complex B 221

707-826-3245

humboldt.edu/biosci

### The Program

Students completing this program will have demonstrated the ability to:

- apply the scientific method to questions in biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses
- present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists
- access the primary literature, identify relevant works for a particular topic, and evaluate the scientific content of these works
- apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations
- identify the major groups of organisms and be able to classify them within a phylogenetic framework. Students will be able to compare and contrast the characteristics of organisms that differentiate the various domains and kingdoms from one another
- use the evidence of comparative biology to explain how the theory of evolution offers the only scientific explanation for the unity and diversity of life on earth. They will be able to use specific examples to explicate how descent with modification has shaped organismal morphology, physiology, life history, and behavior
- explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of different forms of life

- explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment. They will be able to relate the physical features of the environment to the structure of populations, communities, and ecosystems
- demonstrate proficiency in the experimental techniques and methods of analysis appropriate for their area of specialization within biology.

Humboldt State University has the largest greenhouse of all the state campuses, containing an extensive collection of plants from around the world. Students also find a large collection of pressed plants in the herbarium.

Several plant growth chambers allow students to control growing conditions of plants. Native plants in nearby wilderness areas also provide excellent opportunity for study.

Our botany graduates do well in these careers: herbarium curator, naturalist, plant physiologist, technical writer, plant ecologist, environmental consultant, botanist, horticulturist, science librarian, plant pathologist.

### Preparation

In high school take biology, chemistry, and physics (with labs, if possible), algebra (beginning, intermediate), geometry, and trigonometry.

### REQUIREMENTS

*Students who receive a grade below a C- in any prerequisite course will require instructor approval for enrollment.*

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" pp. 83-84.*

#### Lower Division (34-37 units)

- BIOL 105 (4) Principles of Biology  
BOT 105 (4) General Botany  
CHEM 109 (5) General Chemistry I  
CHEM 110 (5) General Chemistry II  
CHEM 228 (4) Brief Organic Chemistry  
MATH 105 (3) Calculus for the Biological Sciences & Natural Resources\*  
PHYX 106 (4) College Physics: Mechanics & Heat

- PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**  
PHYX 118 (1) College Physics: Biological Applications  
STAT 109 (4) Introductory Biostatistics  
ZOO 110 (4) Introductory Zoology

#### Upper Division (38-42 units)

- BIOL 307 (4) Evolution  
BIOL 330 (4) Principles of Ecology  
BIOL 340 (3) Genetics, **and**  
BIOL 340L (1) Genetics Lab  
BOT 310 (4) General Plant Physiology

#### Botanical Diversity

Take three of the five (a-e) options:

- a) BOT 350 (4) Plant Taxonomy  
b) BOT 354 (4) Agrostology  
c) BOT 355 (4) Lichens & Bryophytes  
d) BOT 356 (4) Phycology  
e) BOT 358 (2) Biology of the Microfungi **and** BOT 359 (2) Biology of Ascomycetes & Basidiomycetes, **or**  
BOT 360 (2) Biology of the Fleshy Fungi **and** BOT 360L (2) Biology of the Fleshy Fungi Lab, **or**  
BOT 394 (3) Forest Pathology

#### Plant Structure/Development/Evolution

Take one course.

- BOT 322 (4) Developmental Plant Anatomy  
BOT 372 (4) Evolutionary Morphology of Plants  
BOT 521 (3) Paleobotany

#### Life Science Electives

Take one of the following **or** an upper division zoology (ZOO), fisheries (FISH) or wildlife (WLDF) course with a lab for 3-5 units. The course must be approved by your academic advisor:

- BOT 330 (2) Plant Ecology, **and**  
BOT 330L (1) Plant Ecology Lab  
BOT 553 (3) Marine Macrophyte Ecology  
BIOL 350 (3) Cell Biology  
BIOL 412 (4) General Microbiology  
BIOL 418 (3) Marine Microbiology  
BIOL 433 (3) Microbial Ecology, **and**  
BIOL 433D (1) Microbial Ecology Discussion

\* MATH 109 may substitute for MATH 105.

- BIOL 434 (4) Population & Community Ecology  
BIOL 448 (3) Biogeography  
BIOL 564 (4) Transmission & Scanning Electron Microscopy  
OCN 109 (3) General Oceanography **and**  
OCN 109L (1) General Oceanography Lab  
SOIL 260 (3) Introduction to Soil Science

**Research Requirement**

Take one unit from:

- BIOL 490 (1-2) Senior Thesis, **or**  
BIOL 499 (1-2) Directed Study

**REQUIREMENTS FOR THE MINOR**

- BIOL 105 (4) Principles of Biology  
BOT 105 (4) General Botany

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



# BUSINESS ADMINISTRATION

## **Bachelor of Science degree with a major in Business**

**Administration** — concentrations available in accounting, economics, finance, international business, management, marketing

## **Minor in Business Administration**

## **Master of Business Administration**

### **School Chair**

Hari Singh, Ph.D.

### **School of Business**

Siemens Hall 111  
707-826-3224  
business.humboldt.edu

## **The Program**

Students completing this program will have demonstrated:

- basic knowledge of core business disciplines in a global context
- effective writing and presentation skills
- competent ethical reasoning skills
- understanding of basic sustainability (triple bottom line) from a strategic point of view
- strategic decision making skills that integrate knowledge from various business disciplines.

Our academic programs are infused with sustainability and focused on entrepreneurship. Talk to your advisor if you are interested in focusing your training in entrepreneurship. Our faculty are committed to providing students with opportunities for hands-on learning and collaborative, team-oriented projects. We are inspired to provide our students with a rigorous business training that is comprehensive, practical, and grounded in social and environmental responsibility.

Our goal is to educate students for lifelong learning. Our curriculum emphasizes critical thinking and communication skills stressing integration of business disciplines with concentrations in accounting, economics, finance, international business, management, and marketing.

Humboldt State University is committed to teaching in small classes. Business students learn to produce professional quality written assignments and oral presentations delivered in a realistic business setting.

Business students apply a wide-range of computing skills, including projects that

develop their information research capability. Acquisition, analysis, and presentation of statistical data are quantitative skills that get special emphasis in our program.

Business majors can participate in student club activities, in internships, and in other special events that provide professional, practical experience.

## **Preparation**

High school students should follow preparation requirements for the CSU system.

Community college students should take approved substitutes for lower division core courses. Community college courses may not be transferred to fulfill upper division core or concentration requirements.

Consult your community college advisor or contact the School of Business if you have questions about transfer credit for business courses.

## **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

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

### **Lower Division Core (23 units)**

BA 210	(4) Legal Environment of Business
BA 222	(4) Introductory Business Analytics
BA 250	(4) Financial Accounting
BA 252	(4) Management Accounting
ECON 210	(4) Principles of Economics
MATH 104	(3) Finite Mathematics, <b>or</b>
MATH 104i	(3) Finite Mathematics with Integrated Support [coreq: MATH 4]

### **Upper Division Core (16 units)**

BA 340	(4) Principles of Marketing
BA 360	(4) Principles of Finance
BA 370	(4) Principles of Management
BA 496	(4) Strategic Management

### **Concentrations (22-24 units)**

Select one of the concentrations listed below.

*Be sure to check with the department office or with an advisor regarding the availability of concentration courses.*

### **Accounting Concentration**

BA 450	(4) Intermediate Financial Accounting
Select five courses (20 units) from:	
BA 451	(4) Advanced Financial Accounting
BA 452	(4) Cost Accounting, Planning & Control
BA 453	(4) Tax Accounting
BA 454	(4) Financial Statement Auditing
BA 455	(4) Governmental & Nonprofit Accounting
BA 456	(4) Accounting Ethics

### **Economics Concentration**

BA 332	(4) Intermediate Business Statistics
ECON 310	(4) Intermediate Microtheory & Strategy
ECON 311	(4) Intermediate Macroeconomics
ECON 435	(4) Principles of Money & Banking
ECON 490	(2) Capstone Experience
Elective	(4) Economics course plus Additional Depth [see advisor].

*Students seeking a baccalaureate in business administration with a concentration in economics may not also receive a minor in economics.*

### **Finance Concentration**

BA 332	(4) Intermediate Business Statistics
BA 460	(4) Investment Management
BA 462	(4) Problems in Financial Management
BA 464	(4) International Business Finance
BA 468	(4) Capital Budgeting
ECON 435	(4) Principles of Money & Banking

### **International Business Concentration**

BA 410	(4) International Business
BA 444	(4) International Marketing
BA 464	(4) International Business Finance
BA 475	(4) International Management
ECON 305	(3) International Economics & Globalization
ECON 305D	(1) International Economics & Globalization - Additional Depth
Elective	(international experience encouraged – see advisor)

### Management Concentration

BA 310	(4) Business Law
BA 401	(4) Advanced Sustainable Management Applications
BA 470	(4) Organization & Management Theories
BA 472	(4) Change Management
BA 475	(4) International Management
ECON 309	(3) Economics of a Sustainable Society
ECON 309D	(1) Economics of a Sustainable Society - Additional Depth

### Marketing Concentration

BA 441	(4) Retailing & Services Marketing
BA 444	(4) International Marketing
BA 445	(4) Marketing Communications
BA 446	(4) Marketing Research
BA 447	(4) E-Commerce/ E-Marketing Strategy
BA 448	(4) Consumer Behavior

### Electives for Concentrations

BA 106	(3) Advocating for Sustainability <b>and</b>
BA 106D	(1) Advocating for Sustainability Add'l Depth
BA 120	(1) Business Essentials
BA 304	(3) Business Psychology
BA 378	(4) Small Business Management
BA 379	(4) Business Plan Development
BA 417	(4) Small Business Consulting

These courses may be taken as substitutions upon advisor approval.

### REQUIREMENTS FOR THE MINOR

A minor in business can complement your existing major by adding practical applied skills that are useful for the job market. A minimum of 18 units, nine of which must be upper division.

Suggested tracks for a minor:

#### Entrepreneurship Track

BA 105	(3) Critical Thinking in Organizations
BA 340	(4) Principles of Marketing
BA 370	(4) Principles of Management
BA 378	(4) Small Business Management
BA 379	(4) Business Plan Development

#### Marketing Track

BA 105	(3) Critical Thinking in Organizations
BA 340	(4) Principles of Marketing
BA 444	(4) International Marketing

BA 445	(4) Marketing Communications
BA 448	(4) Consumer Behavior

#### Management Track

BA 105	(3) Critical Thinking in Organizations
BA 370	(4) Principles of Management
BA 470	(4) Organization & Management Theories
BA 472	(4) Change Management
BA 475	(4) International Management

#### Accounting/Finance Track

BA 250	(4) Financial Accounting
BA 252	(4) Management Accounting
BA 360	(4) Principles of Finance
BA 453	(4) Tax Accounting
BA 460	(4) Investment Management

#### General Business Track

BA 105	(3) Critical Thinking in Organizations
BA 210	(4) Legal Environment of Business
BA 340	(4) Principles of Marketing
BA 370	(4) Principles of Management
BA 401	(4) Advanced Sustainable Management Applications

#### MBA Track

STAT 108	(3) Elementary Statistics, <b>or</b>
STAT 108i	(3) Elementary Statistics with Integrated Support [Coreq: STAT 8]
BA 250	(4) Financial Accounting
BA 340	(4) Principles of Marketing
BA 360	(4) Principles of Finance
BA 370	(4) Principles of Management

**NOTE:** Students who minor in Business Administration, who also intend to enter HSU's MBA program, must take ECON 210 Principles of Economics as an additional class.

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

*Before completing two courses in the program, students must meet with the minor advisor.*

### THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

The program focuses on the long term strategic elements of sustainability. We analyze innovative companies that are creating new paradigms of how to create value in sustainable operations.

Students completing this program will have demonstrated the ability to:

- integrate core business concepts with sustainability concepts and frameworks
- apply and evaluate a variety of sophisticated empirical methods to analyze/test strategic sustainability business issues
- think critically and engage in ethical reasoning
- communicate complex business and sustainability concepts clearly and persuasively in writing, presentation, and teamwork.

*Graduate students must maintain a 3.0 minimum GPA. No grade less than a B- will count for progress toward the degree.*

Sustainability is the most important issue of the 21st century. Businesses today are looking for ways to minimize their social and environmental impact while remaining economically viable. As a result they are looking to hire a new type of MBA graduate — one with the skills and desire to promote economic environmental and social responsibility within their organization.

Our MBA is designed for students from any undergraduate major. For students with an undergraduate major in the natural, environmental, or social sciences, adding functional business skills to their existing degree can help boost career success.

Qualified students with an undergraduate business degree may receive a paid graduate research assistantship to collaborate with a faculty member on cutting-edge research projects in finance, accounting, marketing, or management. The resulting conference presentations or publications in academic journals position our students for success in the job market. The graduate program can be completed in one year for full time students.

HSU has a long commitment to social and environmental responsibility. Our MBA program builds on that tradition by challenging our students to grow into innovative and responsible business leaders. We focus on big picture, long term thinking by analyzing accounting, financial, and marketing and strategic management issues based on the best practices of innovative organizations. Our creative entrepreneurial culture fosters critical systems thinking, effective communications, ethical reasoning, and team building.



Qualified students admitted to the program may receive a scholarship and qualified students may receive a paid internship.

Current MBA admission requirements are available on the School of Business website [business.humboldt.edu](http://business.humboldt.edu).

## **REQUIREMENTS FOR THE MBA**

### **Undergraduate Prerequisite Courses**

(16 units)

#### **Accounting**

BA 250 (4) Financial Accounting  
[or equivalent]

#### **Economics**

ECON 210 (4) Principles of Economics  
[or equivalent]

#### **Finance**

BA 360 (4) Principles of Finance  
[or equivalent]

#### **Statistics**

STAT 108 (3) 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 605 (4) Strategic Sustainability  
Foundations

MBA 610 (4) Research Methods

MBA 620 (4) Accounting for Corporate  
Social Responsibility

#### **Spring Semester (12 units)**

MBA 630 (4) Marketing Management  
for Shared Value

MBA 640 (4) Financial Management  
for Sustainable Growth

MBA 650 (4) Designing Sustainable  
Organizations

#### **Summer Capstone Term (8 units)**

MBA 675 (4) Sustainability/Ethics

MBA 679 (4) Strategic Analysis

MBA 691 (0) MBA Comprehensive  
Exam\*

\*Master's Capstone Project (MBA 692)  
available upon approval of the MBA  
program coordinator and faculty advisor  
at the beginning of the program.

#### **Optional**

MBA 682 (1-4) Business Internship



# CHEMISTRY

## Bachelor of Science degree with a major in Chemistry

## Bachelor of Science degree with a major in Chemistry — concentration in Biochemistry

## Bachelor of Arts degree with a major in Chemistry

## Minor in Chemistry

## Department Chair

Matthew Hurst, Ph.D.

## Department of Chemistry

Science Complex A 470  
707-826-3277

[humboldt.edu/chemistry](http://humboldt.edu/chemistry)

## The Program

Students completing this program will have demonstrated:

- understanding of what chemistry reveals about the nature of physical reality
- proficiency in abstract reasoning
- sound abilities in written and oral communications
- understanding of and use of physical and mathematical models
- understanding of the relationship of experimental observation to chemical theory and knowledge
- proficiency in spatial perception
- critical independent thinking
- chemical knowledge and skills needed in chemistry as well as in other disciplines
- breadth, depth, and rigor characteristic of a professional chemist
- proficiency and skill in performing laboratory techniques and in making and interpreting laboratory observations
- understanding of the theory and operation of fundamental modern laboratory instruments.

Students majoring in chemistry may choose either a Bachelor of Science or a Bachelor of Arts degree. Both degrees offer excellent preparation for graduate study and professional schools.

The BS degree with a major in chemistry fulfills requirements for professional training established by the American Chemical Society. Students may choose the biochemistry concentration, which prepares them for careers in biochemistry and related fields, as well as for graduate study.

Students who choose the BA program find less specialization in chemistry and greater opportunity for study in other fields. This program is recommended for students wanting a standard teaching credential with specialization in secondary school teaching.

Potential careers: analytical chemist, biotechnologist, nutritionist, food and drug inspector, toxicologist, organic or inorganic chemist, medical technologist, genetic engineer, physical chemist, pharmacologist, science librarian, biochemist, forensic chemist, sanitarian, geochemist, environmental consultant, chemical engineer.

## Preparation

High school students should take chemistry, English, and mathematics.

## REQUIREMENTS FOR THE MAJOR (Bachelor of Science)

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for either option in the Chemistry major.*

*Students must complete all courses in the major with a C- or better.*

## Lower Division Core

Core courses required for all majors.

CHEM 109 (5) General Chemistry I  
CHEM 110 (5) General Chemistry II  
MATH 109 (4) Calculus I  
MATH 110 (4) Calculus II  
MATH 210 (4) Calculus III  
PHYX 109 (4) General Physics A  
PHYX 210 (4) General Physics B  
PHYX 211 (4) General Physics C

## Upper Division Core

Core courses required for all majors.

CHEM 323 (1) Nuclear Magnetic  
Resonance Spectroscopy  
Techniques  
CHEM 324 (3) Organic Chemistry I  
CHEM 324L (2) Organic Chemistry I Lab  
CHEM 325 (3) Organic Chemistry II  
CHEM 325L (2) Organic Chemistry II Lab  
CHEM 341 (5) Quantitative Analysis  
CHEM 361 (3) Physical Chemistry I  
CHEM 362 (3) Physical Chemistry II  
CHEM 485 (1) Seminar in Chemistry

## Chemistry

Core courses plus

CHEM 310 (3) Inorganic Chemistry I  
CHEM 330 (3) Molecular Modeling  
CHEM 363 (2) Physical Chemistry II Lab  
CHEM 410 (3) Inorganic Chemistry II  
CHEM 410L (2) Inorganic Chemistry II Lab  
CHEM 438 (4) Introductory Biochemistry  
CHEM 441 (4) Instrumental Analysis

## Biochemistry Concentration

Core courses plus

## Lower Division

BIOL 105 (4) Principles of Biology  
BOT 105 (4) General Botany, **or**  
ZOO 110 (4) Introductory Zoology

## Upper Division

CHEM 434 (3) Biochemistry I  
CHEM 434L (2) Biochemistry I Lab  
CHEM 435 (3) Biochemistry II  
CHEM 435L (2) Biochemistry II Lab  
BIOL 340 (3) Genetics **and**  
BIOL 340L (1) Genetics Laboratory

Plus one of the following:

BIOL 412 (4) General Microbiology  
BOT 310 (4) Gen. Plant Physiology  
ZOO 310 (4) Animal Physiology

## REQUIREMENTS FOR THE MAJOR (Bachelor of Arts)

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*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 (5) General Chemistry I  
CHEM 110 (5) General Chemistry II

Plus one of these calculus series:

- MATH 105 (3) Calculus for the  
Biological Sciences &  
Natural Resources  
MATH 215 (3) Multivariate Calculus  
for the Biological  
Sciences & Natural  
Resources, **or**
- MATH 109 (4) Calculus I  
MATH 110 (4) Calculus II  
MATH 210 (4) Calculus III

Plus one of these physics **series**:

- PHYX 106 (4) College Physics: Mechanics and Heat
- PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**
- PHYX 109 (4) General Physics A
- PHYX 210 (4) General Physics B
- PHYX 211 (4) General Physics C

### Upper Division

CHEM 310 (3) Inorganic Chemistry I  
CHEM 323 (1) Nuclear Magnetic Resonance Spectroscopy Techniques  
CHEM 324 (3) Organic Chemistry I  
CHEM 324L (2) Organic Chemistry I Lab  
CHEM 325 (3) Organic Chemistry II  
CHEM 325L (2) Organic Chemistry II Lab  
CHEM 341 (5) Quantitative Analysis  
CHEM 361 (3) Physical Chemistry I

One of the following:

- CHEM 362 (3) Physical Chemistry II  
CHEM 363 (2) Physical Chemistry II Lab, **or**
- CHEM 410 (3) Inorganic Chemistry II  
CHEM 410L (2) Inorganic Chemistry II Lab, **or**
- CHEM 441 (4) Instrumental Analysis

One of the following:

- CHEM 438 (4) Introductory Biochemistry, **or**
- CHEM 434 (3) Biochemistry I  
CHEM 434L (2) Biochemistry I Lab  
CHEM 435 (3) Biochemistry II  
CHEM 435L (2) Biochemistry II Lab

### 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 (5) General Chemistry I  
CHEM 110 (5) General Chemistry II

### Upper Division

15 approved units, including at least one of the following sequences:

- CHEM 323 (1) Nuclear Magnetic Resonance Spectroscopy Techniques  
CHEM 324 (3) Organic Chemistry I  
CHEM 324L (2) Organic Chemistry I Lab  
CHEM 325 (3) Organic Chemistry II  
CHEM 325L (2) Organic Chemistry II Lab, **or**
- CHEM 341 (5) Quantitative Analysis  
CHEM 441 (4) Instrumental Analysis, **or**
- CHEM 361 (3) Physical Chemistry I  
CHEM 362 (3) Physical Chemistry II  
CHEM 363 (2) Physical Chemistry II Lab, **or**
- CHEM 434 (3) Biochemistry I  
CHEM 434L (2) Biochemistry I Lab  
CHEM 435 (3) Biochemistry II  
CHEM 435L (2) Biochemistry II Lab

For the required 15 units, all of the above courses and the following courses are approved for all students:

CHEM 310 (3) Inorganic Chemistry I  
CHEM 330 (3) Molecular Modeling  
CHEM 370 (3) Earth System Chemistry  
CHEM 410 (3) Inorganic Chemistry II  
CHEM 410L (2) Inorganic Chemistry II Lab  
CHEM 495 (1-3) Undergraduate Research

The following courses are approved for all students except those listed:

CHEM 228 (4) Brief Organic Chemistry  
*[not approved for students getting credit for CHEM 324/324L or 325/325L]*

CHEM 438 (4) Introductory Biochemistry  
*[not approved for students getting credit for CHEM 434/434L or 435/435L]*



# CHILD DEVELOPMENT [LIBERAL STUDIES]

**Bachelor of Arts degree with a major in Liberal Studies** — concentration in 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

Dr. Kishan Lara-Cooper

## Department of Child Development

Harry Griffith Hall 229

707-826-3471

childdev@humboldt.edu

childdev.humboldt.edu

## The Program

Students completing this program will have demonstrated:

- description of the principles and patterns of growth and development in the cognitive, physical and motor, communicative, emotional, and social domains
- critical evaluation of literature germane to child development (theories, research, historical viewpoints, current viewpoints, contemporary trends, assumptions, practices)
- identification and evaluation of the variety of factors that influence children's development (personal, familial, social)
- knowledge about child development related professions (services, common foundation, opportunities for collaboration)
- practical skills in working with children (assessment instruments, guidance approaches)
- skills required of professionals in the field (interpersonal communication, collaboration, reflection, ethics, personal decision making, advocacy, writing, presenting, and using information technology).

This major focuses on the ever-growing body of knowledge about children and its applications. This interdisciplinary major provides a holistic approach to the study of children, from birth to age 18, and provides the basis for a variety of careers. These include: preschool or elementary teacher, after-school program leader, child abuse prevention worker, civilian employee for military base family/child services, consultant for employer-sponsored child/family program, early childhood special education teacher, home visitor for at-risk families, infant/toddler intervention worker, licensing representative, parent educator,

Peace Corps/AmeriCorps volunteer, public policy advocate, recreation leader, researcher, resource and referral coordinator, social worker, special education teacher, youth services coordinator, university professor.

Humboldt's program is unique among the child development programs in the CSU system in that:

- core courses (which all students take) give cohesive and comprehensive attention to children's development and socialization;
- an on-campus practicum is required;
- additional practicums with children or families are available in the emphasis 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 emphases: Teaching, Child and Family Services, or Specialized Studies emphasis. Within the first two emphases, students select specialization areas while the Specialized Studies is individually designed between student and advisor.

## Preparation

High school students should take courses in history, political science, English, and speech.

## REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82. The Upper Division Area D General Education requirement is met by the coursework within Liberal Studies: Child Development major.*

Core Courses: 31-32 units

Emphasis (including specialization): 27-34 units

Required for the major: 58-66 units

Students must earn a minimum grade of C- in all courses required for the major, including core, emphasis, and specialization.

## Core Courses (31-32 units)

The core courses are required of all students. See the major academic plan for the suggested course sequence. (There may be scheduling problems that delay graduation if 200- and 300-level courses are postponed.)

CD 211	(3) Perspectives: Professional Development, <b>or</b>
CD 211S	(3) Perspectives: Professional Development

CD 257	(4) Supervised Work with Children I
CD 310	(3) Perspectives: History & Theory, <b>or</b>
AIE 330	(3) History of Indian Education
CD 350	(3) Perspectives: Life-Span Development
CD 354	(3) Methods of Observation
CD 355	(3) Language Development, <b>or</b>
COMM 422	(4) Children's Communication Development
CD 366	(3) Exceptional Children & Their Families
CD 467	(3) Working with Culturally Diverse Families, <b>or</b>
CD 467S	(3) Working with Culturally Diverse Families, <b>or</b>
AIE 335	(3) Social & Cultural Considerations
CD 469	(3) Contemporary Issues in Child Development
CD 479	(3) Policy Analysis & Advocacy

## Emphases (27-34 units)

*Select **one** emphasis (Teaching, Child & Family Services or Specialized Studies).*

## Teaching Emphasis (27-34 units)

CD 356	(3) Curriculum Development for Early Childhood
CD 357	(3) Early Literacy
CD 358	(3) Supervised Work with Children II
CD 446	(3) Structure & Content of Children's Thinking
CD 482 (1-4)	Directed Field Experience / Internship

## Specialization Areas

*Select **one** specialization area within the Teaching Emphasis.*

## Early Childhood Education & Care Specialization

CD 251	(3) Children, Families & Their Communities
CD 255	(3) Early Childhood Development
CD 352	(3) Parent/Child Relationships

‡ Course requires one or more prerequisites that are not required elsewhere in the major.

- CD 362 (3) Children and Stress, **or**  
 CD 464 (3) Atypical Child Development

**NOTE:** Students completing the above specialization qualify to apply for the California Commission on Teacher Credentialing Child Development Permit at the Site Supervisor level. To move to the Program Director level of the permit, students must complete 6 units in early childhood administration and 2 units in adult supervision. In addition, they need at least one year of documented experience as a Site Supervisor.

### Elementary Education Specialization

- CD 209 (3) Middle Childhood Development  
 MATH 308B (3) Mathematics for Elementary Education  
 MATH 308C (3) Mathematics for Elementary Education  
 SCI 331 (3) Fundamental Concepts in Science Education  
 KINS 475 (3) Elementary School Physical Education  
 ART 358 (3) Art Structure

**NOTE:** Students completing the above specialization qualify to apply for the California Commission on Teacher Credentialing Child Development Permit at the Site Supervisor level with a School Age emphasis. Students are also well prepared for Elementary Education Credential programs to become elementary school teachers.

For information about a specific California Teacher Credentialing Subject Matter program, see separate information on the Child Development Elementary Education Program.

### Special Education/Early Intervention Specialization

Take **one** of the following three courses:

- CD 209 (3) Middle Childhood Development  
 CD 253 (3) Prenatal and Infant Development  
 CD 255 (3) Early Childhood Development

and

- CD 352 (3) Parent/Child Relationships

Take **two** of the following courses.

- CD 109Y (3) American Sign Language I, **or**  
 CD 109Z (3) American Sign Language II  
 CD 362 (3) Children and Stress  
 CD 464 (3) Atypical Child Development  
 PSYC 418 † (3) Developmental Psychopathology

### Child & Family Services Emphasis (27 units)

Take **one** of the following courses, selected in consultation with major advisor:

- CD 209 (3) Middle Childhood Development  
 CD 253 (3) Prenatal & Infant Development  
 CD 255 (3) Early Childhood Development  
 PSYC 414 ‡ (3) Psychology of Adolescence & Young Adulthood

Take the following courses.

- CD 251 (3) Children, Families and Their Communities  
 CD 352 (3) Parent/Child Relationships

### Emphasis Electives

In consultation with their major advisor, students identify nine units of coursework in a discipline that provides a foundation for their interests and specialization. Commonly selected disciplines include American Indian education, child development, kinesiology, psychology, recreation, and social work. Courses are chosen based on the student's educational and professional goals.

### Specialization Electives

In consultation with their major advisor, students identify nine units that are specific to their educational and professional goals. Courses may be selected to meet job licensing requirements, certificate requirements, graduate school entrance requirements, professional development opportunities or other specialized needs or interests.

### Specialized Studies Emphasis (27 units)

This emphasis is individually designed for students who require specialized preparation and/or post-graduate studies (e.g. child life specialist). Students select 21 units in consultation with their advisor. The program must include:

Take **one** of the following courses, selected in consultation with major advisor:

- CD 209 (3) Middle Childhood Development  
 CD 253 (3) Prenatal & Infant Development  
 CD 255 (3) Early Childhood Development  
 PSYC 414 ‡ (3) Psychology of Adolescence & Young Adulthood

‡ Course requires one or more prerequisites that are not required elsewhere in the major.

plus **three** units from the following:

- CD 482 (1-4) Directed Field Experience/ Internship, **or**  
 CD 499 (1-4) Directed Study  
 Electives (21 units)

Take 21 units that provide:

- a strong disciplinary perspective,
- a clear theme with regard to practices with children and families, and
- any known prerequisites for anticipated graduate work.

This emphasis is typically used by students who have very specific career goals such as child life specialist, speech pathologist, infant/family/early childhood mental health, or family life educator.

### Programs Leading to Licensure & Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees or any associated costs to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Office of Academic Affairs, Siemens Hall 216, 707-826-3722.

### Early Childhood CAP Transfer

The Early Childhood CAP (Curriculum Alignment Project) transfer emphasis is designed for students who have completed a CA Curriculum Alignment Project (CAP) approved, 24-unit early childhood transfer package at a California community college. Such students should follow the plan of study below to complete the child development major at Humboldt State within two years of full-time study if lower division education coursework is also complete.

## **CAP Transfer Requirements**

### **Required Courses** (27-28 units)

- CD 211 (3) Perspectives: Professional Development, **or**  
CD 211S (3) Perspectives: Professional Development  
CD 310 (3) Perspectives: History & Theory  
CD 350 (3) Perspectives: Life-Span Development  
CD 354 (3) Methods of Observation  
CD 355 (3) Language Development, **or**  
COMM 422 (4) Children's Communication Development  
CD 366 (3) Exceptional Children & Their Families  
CD 467 (3) Working with Culturally Diverse Families, **or**  
CD 467S (3) Working with Culturally Diverse Families  
CD 469 (3) Contemporary Issues in Child Development  
CD 479 (3) Policy Analysis & Advocacy

### **Emphasis and Specialization** (8 units)

- CD 358 (4) Supervised Work with Children II  
CD 482 (1-4) Directed Field Experience / Internship  
CD 499 (1) Family Theory

### **CAP-Approved Transfer Package** (24 units)

Includes one growth and development course and first practicum, as well as curriculum; principles and practices of teaching young children; child, family, and community; child health, safety, and nutrition; teaching in a diverse society; observation and assessment.

## **REQUIREMENTS FOR THE MINORS**

### **Early Childhood Development**

This minor provides a background in the development of children from birth through age eight with a focus on four interrelated areas. The minor is useful to those wishing to work with children and families. Students must complete courses in the following areas:

#### *Growth & Development* (complete two):

- CD 253 (3) Prenatal & Infant Development  
CD 255 (3) Early Childhood Development  
CD 350 (3) Perspectives: Life-Span Development

Completion of one of the above courses is a prerequisite to all other courses in the minor.

#### *Guidance & Discipline*: (complete one):

- CD 257 (4) Supervised Work with Children I  
CD 354 (3) Methods of Observation

#### *Special Needs of Children* (complete one):

- CD 362 (3) Children & Stress  
CD 366 (3) Exceptional Children & Their Families  
CD 464 (3) Atypical Child Development

#### Family Relations (complete one):

- CD 251 (3) Children, Families and Their Communities  
CD 352 (3) Parent/Child Relations [DCG-d]  
CD 467 (3) Working with Culturally Diverse Families [DCG-d]

### **Child Development Permit**

Students who minor in early childhood development may wish to explore requirements for the Child Development Permit, issued by the California Commission on Teacher Credentialing and required for teaching preschool children in state and federally funded programs in California. For permit eligibility and application procedures visit the Child Development Training Consortium's website at [childdevelopment.org](http://childdevelopment.org) or the California Commission on Teacher Credentialing website at [ctc.ca.gov/credentials/CREDS/child-dev-permits.html](http://ctc.ca.gov/credentials/CREDS/child-dev-permits.html).



# CHILD DEVELOPMENT / ELEMENTARY EDUCATION [LIBERAL STUDIES]

**Bachelor of Arts degree  
with a major in Liberal Studies —**  
concentration in Child Development  
/Elementary Education

*This program is distinct from the Child Development (Liberal Studies) and Liberal Studies/Elementary Education programs.*

**Department Chair**  
Dr. Kishan Lara-Cooper

**Department of Child Development**  
Harry Griffith Hall 229  
707-826-3471  
childdev@humboldt.edu  
childdev.humboldt.edu

## The Program

This program is designed for students who wish to become elementary school teachers. It is recommended for transfer students preparing for elementary school teaching. Completion of the Child Development/Elementary Education program (CDEE) requirements also satisfies Humboldt's general education, institutions, and diversity/common ground requirements.

CDEE has several distinct features:

- Students take the traditional disciplines taught in elementary schools alongside courses focusing on developmental characteristics of children.
- The program emphasizes working with children from grades K-6.
- Students learn how classroom, school, home, and community impact the child and the learning process.
- Courses explore different philosophies of education but emphasize those that see children as active learners.
- Students explore careers to clarify their professional goals.
- Students participate in multiple supervised classroom experiences.

Elementary school teachers must be able to teach children basic subjects, but they must also integrate social studies; the visual and performing arts; health and physical education; life, physical, and earth sciences; and literature. CDEE uses the liberal arts to give students background in content areas they will teach. Simultaneously, child development courses orient them to the children with whom they will work.

The depth of study area focuses on teaching 5- to 9-year-old children enrolled in kindergarten through third grade. It provides in-depth exposure to theories and methodologies that consider children as capable and active learners who construct knowledge through meaningful experiences.

The CDEE concentration encourages frequent self-assessment and guided career exploration. Supervised experiences in children's classrooms are key. CDEE students acquire guidance and discipline skills and prepare developmentally appropriate curriculum while working in early primary classrooms.

For admission requirements to a post-baccalaureate credential program, contact the campus credential program of choice. CDEE students must complete all required courses with a grade of C- or better and have at least a 2.7 overall grade-point average.

The CCTC requires all majors to complete subject-matter assessment. The assessment (conducted before the student's final

semester) is required before entering, and in some cases applying for, any CCTC-approved credential programs. (See Education for admission requirements to Humboldt's elementary education credential program.)

## REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*Must see Child Development advisor for requirements.*

**Core Liberal Arts**  
(specific GE requirements)

**Child Development Core Courses** (34 units)

Child Development major includes growth and development courses, practicums with children, and depth of studies options.



## Programs Leading to Licensure & Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees or any associated costs to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Office of Academic Affairs, Siemens Hall 216, 707-826-3722.

# CHINESE STUDIES MINOR

## Minor in Chinese Studies

### Department Chair

Joseph Diémé, Ph.D.

### Program Director

Joseph Diémé, Ph.D.

### Department of World Languages & Cultures

Behavioral & Social Sciences 206  
707-826-3226, fax 826-4320  
wlc.humboldt.edu

### 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 25 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.

**Special Scholarship and Awards.** The Department of World Languages and Cultures has three permanent scholarships and awards:

- The Benavides-Garb Family International Travel Award
- The Joe and Helen Bottino Memorial Travel Award
- The Frank B. Wood Scholarship

All language students are encouraged to apply for these important scholarships and awards to enhance language studies with an international residence. See the department web page for further information.

## REQUIREMENTS FOR THE MINOR

Must complete a minimum of 25 units.

### Core Courses

Must take the following three courses for a total of 11 units:

CHIN 105 (4) Chinese Level I  
CHIN 106 (4) Chinese Level II  
CHIN 109 (3) Introduction to Chinese Studies

### Chinese Program Courses:

Must take a minimum of 5 units from the following list:

CHIN 107 (4) Chinese Level III  
CHIN 207 (4) Chinese Level IV  
CHIN 280 (1-4) Special Topics  
CHIN 396 (1) Chinese Film Seminar  
CHIN 480 (1-4) Special Topics

### Interdisciplinary Courses:

Must take a minimum of three courses (9-12 units) from the following list:

ANTH 306 (3) World Regions Cultural Studies: Chinese Culture  
ANTH 390 (4) Chinese Cultural Heritage Seminar  
GEOG 472 (1-4) China & Inner Asia  
HIST 329 (4) Imperial China  
HIST 338 (4) Modern Chinese History  
PHIL 345 (3) Philosophies of China

Courses offered by various departments, often under the rubric of Special Topics, may be relevant and appropriate to the Chinese Studies minor. Such courses will be approved by the Chinese Studies faculty advisor on a case-by-case basis.

## 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.

The cost of the residency abroad varies according to the program and world region. Students should understand the costs involved and plan ahead. Consult with the HSU Center for International Programs.





# COMMUNICATION

## Bachelor of Arts degree with a major in Communication

### Minor in Communication

#### Department Chair

Armeda Reitzel, Ph.D.

#### Communication Department

Telonicher House, Room 101

707-826-3261

communication.humboldt.edu

### The Program

Students completing this program will have demonstrated:

- the ability to present an original, formal, and researched speech
- competence in reflective analysis of persuasive discourse
- basic competency in written communication
- understanding of diversity in relationship to communication
- fundamental understanding of how knowledge is generated in the communication discipline.

Communication majors develop understanding of communication codes, communication and influence, interpersonal and small group communication processes, public communication, cultural differences in communication, and applied communication in work contexts.

The communication major helps graduates develop skills to become more effective advocates, leaders, decision makers, and citizens.

Communication students can become involved in active learning processes inside and outside the classroom. The Communication Club is open to all; honorary society chapters are available for those who excel. The intercollegiate speech and debate program travels throughout the West Coast, where students participate in both debate and individual-events tournaments.

Communication graduates excel in many career fields, including education, law, business management, marketing, public relations, human relations, social advocacy, communication consulting, and training and development.

### Preparation

High school courses in English, speech, and debate are useful preparation, but are not necessary.

### REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

**NOTE:** The department highly recommends majors take COMM 103 to fulfill GE Area A, Critical Thinking.

#### Introduction to the Field

COMM 105 (3) Introduction to Human Communication

#### Public Communication Skills

Take six units from the following:

COMM 108 (3) Oral Interpretation

COMM 110 (1-3) Intercollegiate Speech & Debate\*

COMM 310 (1-3) Advanced Intercollegiate Speech & Debate\*

COMM 214 (3) Persuasive Speaking

#### Personal Communication Skills

Take one from the following:

COMM 213 (3) Interpersonal Communication

COMM 312 (4) Group Communication

COMM 324 (4) Nonverbal Communication

#### Cultural Studies

Take one from the following:

COMM 309B (3) Gender & Communication [DCG-d]

COMM 322 (4) Intercultural Communication [DCG-d]

#### Communication & Society

Take one from the following:

COMM 300 (3) American Public Discourse [DCG-d]

COMM 315 (4) Communication & Social Advocacy [DCG-d]

#### Research Methods

COMM 319 (4) Communication Research

#### Applied Communication

Take one from the following:

COMM 411 (4) Organizational Communication

COMM 416 (3) Social Advocacy Theory & Practice

#### Theories of Communication

Take two from the following:

COMM 404 (4) Theories of Communication Influence

COMM 414 (4) Rhetorical Theory

COMM 415 (4) Communication Theory

### Special Topics

Must be taken from a single 3- or 4-unit class. Other 480 courses may be used as electives.

COMM 480 (1-4) Seminar in Speech Communication

### Electives

Any upper-division courses needed to complete major requirements of 45 units

COMM 300 (3) American Public Discourse [DCG-d]

COMM 309B (3) Gender & Communication [DCG-d]

COMM 310 (1-3) Advanced Intercollegiate Speech & Debate

COMM 312 (4) Group Communication

COMM 315 (4) Communication & Social Advocacy [DCG-d]

COMM 322 (4) Intercultural Communication [DCG-d]

COMM 324 (4) Nonverbal Communication

COMM 404 (4) Theories of Communication Influence

COMM 414 (4) Rhetorical Theory

COMM 415 (4) Communication Theory

COMM 416 (3) Social Advocacy Theory & Practice

COMM 422 (4) Children's Communication Development

COMM 426 (4) Adolescent Communication

COMM 472 (1) Convention Experience

COMM 480 (1-4) Seminar in Speech Communication

COMM 495 (1-6) Field Experiences in Speech Communication (3-unit max. toward fulfilling major requirements)

COMM 499 (1-4) Directed Study (3-unit max.)

### Capstone

COMM 490 (2) Capstone Experience

### REQUIREMENTS FOR THE MINOR

12 units of communication courses, with six units from upper division courses and no more than three activity units counted toward the minor. If used for general education, COMM 100, and COMM 103 cannot be included in the 12 units for the minor.



\* No more than three units of COMM 110/ COMM 310 may be counted to fulfill this requirement and a total of no more than four units may be used to meet major requirements.

# COMPUTER SCIENCE

## Bachelor of Science degree with a major in Computer Science

### Minor in Computer Science

#### Department Chair

Bori Mazzag, Ph.D.

#### Department of Computer Science

Behavioral & Social Sciences 320

707-826-3143

csdept@humboldt.edu

humboldt.edu/computerscience

### The Program

Students who graduate from this program will have demonstrated:

- computational thinking, a way of problem solving which draws upon central computing concepts, such as abstraction, virtualization, algorithmic development and analysis, recursion, resource management, and induction
- self-directed learning, whereby graduates may maintain their currency in the field by formulating their own learning goals, identifying learning strategies, identifying available resources, implementing learning strategies, and evaluating learning outcomes
- communicating and collaborating, which pairs the written and oral skills to deliver information with the ability to respect and embrace the diversity others bring to a team
- the ability to produce and digest technical documents.

The Computer Science program prepares students for roles across the breadth of computer science, in industry, service, and research. Our approach to computer science includes a rigorous and balanced core of mathematical, theoretical, and practical knowledge about computation. Students in our department spend more instructional hours on topics central to computer science than at many similar institutions, while electives in topics like robotics and bioinformatics programming challenge students to deeply employ the tools of their discipline. Our approach also emphasizes active engagement of students in the learning process both in and beyond the classroom. To support this approach, faculty vigorously pursue professional development.

Majors have access to a departmental lab, which provides dual-booting Linux and Windows platforms with many language compilers. Our Internet Teaching Laboratory (ITL) provides an isolated network for network design experimentation and student

investigations in computer security. The ITL also serves as the home of our parallel cluster mini-supercomputer deus ex machina, and storage for a collection of robot kits used in neighboring lab spaces. Servers for n-tier application development are also available to students.

Students participate in the Computer Science Club, affiliated with the national Association for Computing Machinery (ACM). Many students enjoy internship opportunities. Faculty typically hold memberships with professional organizations including the ACM, IEEE Computer Society, and the Consortium for Computing in Small Colleges.

### Job Prospects

Numerous careers are available to graduates in this major, including software engineering and development; network maintenance, implementation, and design; database design and web interface development; scientific computing; and innumerable more. Many of our students pursue graduate studies in areas such as computer graphics, parallel computing, man-machine interfaces, data communications, computational philosophy, expert systems, artificial intelligence, embedded computer applications, distributed systems, and networking.

The job forecast for computer specialists is outstanding. More than 750,000 new jobs will be created between 2008 and 2018, according to the Federal Bureau of Labor Statistics. An analysis of their data by Calvin College revealed that 71% of the anticipated increase in all science and engineering jobs will be in computing. The National Association of Colleges and Employers reports consistently high wage growth across the industry.

### Preparation

Oral and written communication skills are central to success in college science majors, including computer science. Prospective students should take as many English, speech, and mathematics courses as possible, as well as general science courses.

Students transferring from a community college should also take courses meeting the Transfer Model Curriculum (TMC) for computer science. We strive to quickly graduate students meeting the TMC and general education requirements.

### REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below

for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

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 111	(4) CS Foundations 1
CS 112	(4) CS Foundations 2
CS 211	(4) Data Structures
CS 212	(4) Algorithms
CS 243	(4) Architecture
STAT 108	(3) Elementary Statistics, <b>or</b>
STAT 108i	(3) Elementary Statistics with Integrated Support [Coreq: STAT 8]
MATH 109	(4) Calculus I (preferred), <b>or</b>
MATH 105	(3) Calculus for the Biological Sciences & NR
MATH 253	(3) Discrete Mathematics

### Upper Division

CS 325	(4) Database Design
CS 328	(4) Web Apps Using Databases
CS 346	(4) Telecommunications & Networks
CS 374	(4) Operating Systems
CS 449	(4) Computer Security
CS 458	(4) Software Engineering
CS 461	(4) Computational Models

### Choose two of the following:

CS 232	(3) Python Programming
CS 235	(3) Java Programming
CS 237	(3) Bioinformatics Programming
CS 279	(4) Introduction to Linux
CS 280/CS 280L	(1-3) Selected Topics in Computing
CS 444	(4) Robotics
CS 480/CS 480L	(1-4) Advanced Topics in Computing
CS 482	(1-4) Internship
CS 499	(1-4) Directed Study
MATH 351	(4) Introduction to Numerical Analysis

### REQUIREMENTS FOR THE MINOR

CS 111	(4) CS Foundations 1
CS 112	(4) CS Foundations 2

Plus three additional approved Computer Science courses, at least two of which are upper division, with total units equal to at least 18 units. These courses may not include general education courses.



# CRIMINOLOGY & JUSTICE STUDIES

## Bachelor of Arts degree with a major in Criminology & Justice Studies

### Department of Sociology

Behavioral & Social Sciences 518  
707-826-3139  
humboldt.edu/sociology

### Affiliated Research Institutes

Altruistic Personality and Prosocial  
Behavior Institute

California Center for Rural Policy (CCRP)

Center for Applied Social Analysis and  
Education (CASAE)

Humboldt Institute for Interdisciplinary  
Marijuana Research (HIIMR)

Humboldt Journal of Social Relations (HJSR)

### Department Chair

Mary Vrinoche, Ph.D.

### CJS Coordinator

Michihiro Clark Sugata, Ph.D.

### The Program

Students completing a BA in Criminology and Justice Studies will have demonstrated the following program learning outcomes:

- Effectively communicate orally about social science theory and methods (oral communication)
- Effectively communicate in writing about social science theory and methods (information literacy)
- Think theoretically about crime, justice, and the process and significance of criminalization (social justice)
- Explain the historical evolution of law in relation to social, economic, and political forces (critical thinking – theory)
- Evaluate research designs and analytic techniques (critical thinking – methods)

Criminology & Justice Studies (CJS) students find an active and supportive department culture with a curriculum intentionally focused on a critical criminology perspective. Critical criminology challenges traditional understandings and seeks to unearth the social and historical processes that constitute ‘crime’. Coursework addresses law, policy, social justice and how systems of oppression are produced and reproduced by the criminal punishment system. Faculty members teaching in this major come from multiple disciplines including sociology, ethnic studies, political science, gender & sexuality studies, social work, and Native American studies. CJS core courses are primarily

taught through a sociological perspective, which allows students to develop critical thinking about systems-structures and research skills.

The program prepares students to be transformative leaders in a variety of locations, from probation and legal advocacy to community activism and policy research. Above all students will have a solid foundation to work and effect social change.

Students should know that law enforcement agencies usually have extensive training programs on the specifics of work in their organization (investigation procedures, safety protocols). Our program does not provide that training. Our CJS program provides a liberal arts degree with breadth, adaptability and practical application. Graduates choose to work in many different sectors: non-profit, private business, social services, education, health services, public relations, government, as well as pursuing graduate studies.

Community engagement and social action are important values of the Department of Sociology. Internships and faculty supervised original research are encouraged for the capstone experience. The sociology/ CJS community advisory board assists with developing and maintaining internships and community action research opportunities.

### Preparation

In high school take math, writing, and social science courses (history, psychology, sociology).

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 67-82.*

*A minimum grade of C is required for all courses in the major. Total major units: 39-44.*

#### Core Lower Division (11 units)

CRIM 125	(3) Intro to Criminology and Justice Studies
CRIM 225	(4) Inequalities/ Criminalization, <b>or</b>
CRIM 225S	(4) Inequalities/ Criminalization * *
SOC 282L	(1) Sociological Statistics Lab
STAT 108	(3) Elementary Statistics, <b>or</b>
STAT 108i	(3) Elementary Statistics with Integrated Support [Prereq: STAT 8]

#### Core Upper Division (13 units)

CRIM 325	(4) Law and Society
CRIM 410	(4) Criminological Theory
SOC 382	(4) Intro to Social Research
SOC 372	(1) Proseminar; <b>or</b>
SOC 472	(1) Graduate School Planning

#### Knowledge Based Requirements

(12-16 units)

Choose one course from each of the following four categories:

#### Inequalities, Identities, and Crime

CRIM 362	(4) Gender, Sexualities and Crime
CRIM 431	(4) Juvenile Delinquency
PSYC 419†	(3) Family Violence
SOC 330	(4) Social Deviance
SOC 363	(4) Environmental Crime
SOC 466	(4) Migration & the Global Economy
SOC 480	(4) Special Topics * * *

#### Law

CRIM 455	(4) Policing Bodies: A Biopolitical History of Race, Riots, & Surveillance
CRGS 360	(4) Race, Gender & US Law
ES 306	(3) World Regions Cultural Studies (Topic: Narrating Genocide)
NAS 364	(4) Federal Indian Law I
PSCI 410†	(4) U.S. Constitutional Law
PSCI 441	(4) International Law
SOC 480	(4) Special Topics * * *

#### Justice and Policy

CRIM 420	(4) Drugs and Society
CRIM 430	(4) Law and Dissent
CRIM 433	(4) Punishment and Justice in Cross-National Perspective
ES 310	(4) US & Mexico Border
NAS 332	(3) Environmental Justice
NAS 468	(3) Tribal Justice Systems
PSCI 313	(4) Politics of Criminal Justice
SOC 480	(4) Special Topics * * *

#### Social Research and Action Skills

ANTH 318†	(4) Ethnography
CRGS 313/EDUC 313	(3) Community Activism

† Course requires one or more prerequisites that are not required elsewhere in the major.

\* \* Service Learning component

\* \* \* Course only meets requirements if the specific topic is appropriate to the knowledge based area. Consult with an advisor.

- FILM 362 (4) Social Change Digital Production
- FILM 455 (4) Grant Writing
- FILM 455S (4) Grant Writing\* \*
- GSP 270‡ (3) Geographic Information Science (GIS)
- PSCI 412 (4) Legal Research
- PSYC 478‡ (4) Analysis of Variance
- PSYC 488‡ (4) Regression/Multivariate Topics
- SOC 475 (4) Community Organizing
- SOC 480 (4) Special Topics\* \* \*
- WS 320 (3) Act to End Violence Seminar

**Capstone** (3-4 units)

Choose one course.

- CRIM 487 (4) Community Action Research
- SOC 482 (3) Internship
- SOC 492 (3) Senior Thesis

Many contributing departments to the CJS major offer 1-2 unit workshops around pressing social issues and popular topics. We encourage enrollment in these workshops, but the units may not be counted as part of the required 39-44 unit major requirement. Exception: Units may be used to “make up” 1-2 units if a student is short after transferring 3-unit courses from another college.




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‡ Course requires one or more prerequisites that are not required elsewhere in the major.

\* \* Service Learning component

\* \* \*Course only meets requirements if the specific topic is appropriate to the knowledge based area. Consult with an advisor.

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# CRITICAL RACE, GENDER & SEXUALITY STUDIES

## Bachelor of Arts degree

with a major in Critical Race, Gender and Sexuality Studies

## Minor in Comparative Ethnic Studies

(see Ethnic Studies, Comparative Minor)

## Minor in Multicultural Queer Studies

(see Multicultural Queer Studies)

## Minor in Women's Studies (see

Women's Studies)

## Department Chair

Kim Berry Ph.D.

Behavioral & Social Sciences 246

## Department of Critical Race, Gender and Sexuality Studies

Behavioral & Social Sciences 206

707-826-4329, fax 707-826-4320

crgs.humboldt.edu

## The Program

Our major lies at the intersections of Ethnic Studies (ES), Women's Studies (WS), and Multicultural Queer Studies (MQS). This interdisciplinary program analyzes how notions of race, gender, sexuality, nation, class, physical ability, and other aspects of social location materially influence people's lives. Students take a common core of classes then choose an emphasis in ES, WS, or MQS.

Students completing this program will have demonstrated the ability to:

- use intersectional analysis to examine social issues
- explain prominent debates in critical social theory
- examine gendered, racialized, and/or sexualized relations in a transnational context
- link theory to practice
- write effectively within scholarly contexts
- articulate the relationship between social justice movements and history.

CRGS graduates will be prepared to work in such fields as politics and government, business, social services, activism, and community organizing, and to pursue a variety of other jobs in the non-profit sector. In addition, graduates will be in a strong position to enter and successfully complete graduate study programs in the social sciences and humanities as well as obtain professional degrees and credentials leading to a range of careers. Graduates of our program are likely to pursue professions in, for example, social work, library science, education [K-12, community college, and

university levels], health care [counselor, psychologist, midwife, doctor, nurse, hospice, and hospital counseling], and law [civil rights attorney, legal representation for domestic abuse and violence cases, human rights law].

## REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

All courses required for the major must be completed with a minimum grade of C-.

## Core Courses [26 units]

### Lower Division [9 units]

Required:

CRGS 108 (3) Power/Privilege: Gender & Race, Sex, Class

Historical Content:

Choose one of the following:

ES 105 (3) Intro to Ethnic Studies, **or**  
WS 107 (3) Women, Culture, History

Contemporary Issues:

Choose one of the following:

ES 106 (3) Intro to Black Studies, **or**  
WS 106 (3) Intro to Women's Studies

### Upper Division [12 units]

CRGS 330 (3) Women of Color Feminisms

CRGS 360 (4) Race, Gender & US Law

CRGS 390 (4) Theory & Methods

CRGS 485 (1) Professional Development

Community Engagement & Leadership [5 units required]

CRGS 313/EDUC 313 (3) Community Activism

Plus two units from the following courses:

CRGS 482 (1-3) Internship, **or**

CRGS 491 (1-2) Mentoring

### Select one of the following emphases:

#### Ethnic Studies Emphasis [16 units]

Core courses plus:

ES 310 (4) US-Mexico Border

Take 12 units from the following list, chosen in consultation with major advisor:

CRGS 235 (1) Act to End Sexualized Violence

ES 107 (3) Chican@/Latin@ Lives

ES 245 (3) Hip Hop & the Black Experience

ES 304 (3) Migrations and Mosaics  
ES 305 (3) African American Cultural History  
ES 306 (3) World Regions Cultural Studies  
ES 308 (3) Multi-Ethnic Resistance in the US  
ES 314 (3) Chicano Culture & Society  
ES 325 (3) From Civil Rights to Black Power  
ES 326 (4) Media & the Politics of Representation  
ES 336/WS 336/ENGL 336 (4) American Ethnic Literature  
ES 465B-C/ENGL 465B-C/WS 465B-C [4] Multicultural Issues in Literature/Languages  
ES 480 (1-3) Special Topics in Ethnic Studies

or other advisor approved courses.

#### Multicultural Queer Studies Emphasis [16 units required]

Core courses plus:

CRGS 430/ANTH 430 (3-4) "Queer" Across Cultures

Take 12 units from the following list, chosen in consultation with major advisor:

CRGS 235 (1) Act to End Sexualized Violence

CRGS 321 (3) Trans\* Lives and Theory

ES 336/WS 336/ENGL 336 (4) American Ethnic Literature (when offered as Multicultural Queer Narratives)

ES 465B-C/ENGL 465B-C/WS 465B-C [4] Multicultural Issues in Literature/Languages (when offered as Performing Race & Gender)

FILM 465 (4) Film Seminar (when offered as Queer Movies)

PSYC 236 (1) Choice & Changes in Sexuality

PSYC 436/WS 436 (3) Human Sexuality

PSYC 437 (3) Sexual Diversity

WS 318/EDUC 318 (3) Gay and Lesbian Issues in Schools

WS 350 (4) Health & Body Politics

WS 370 (3-4) Queer Women's Lives, **or**  
ENGL 360 (4) Special Topics in Literature (when offered as Queer Women's Literature)

or other advisor approved courses.

## Women's Studies Emphasis

[16 units required]

Core courses plus:

WS 315/ANTH 315 [4] Sex, Gender, and Globalization\*

Take 12 units from the following list, chosen in consultation with major advisor:

CRGS 235 [1] Act to End Sexualized Violence

CRGS 430/ANTH 430 [3-4] "Queer" Across Cultures\*

ES 336/WS 336/ENGL 336 [4] American Ethnic Literature

WS 303 [3] Anticolonial Women's Movements\*

WS 317/ANTH 317 [4] Women in Development

WS 320 [3] Act to End Violence Seminar

WS 340 [3-4] Ecofeminism\*

WS 350 [4] Health & Body Politics

WS 370 [3-4] Queer Women's Lives, **or**  
ENGL 360 [4] when offered as Queer Women's Literature

WS 419/PSYC 419 [3] Family Violence  
WS 465B-C/ENGL 465B-C/ES 465B-C  
[4] Multicultural Issues in Literature/Languages

WS 480 [1-5] Selected Topics in Women's Studies

*or other advisor approved courses.*

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\* Students must take a minimum of two courses with transnational focus.

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# DANCE MINOR

## Minor in Dance

See also *Dance Studies (Interdisciplinary Studies)* and *Theatre, Film, and Dance*.

## Dance Minor Advisor

Sharon Butcher

707-826-3549

sgb14@humboldt.edu

## Department of Theatre, Film & Dance

Theatre Arts Building, Room 20

707-826-3566

dance.humboldt.edu

## The Program

Minors develop an understanding of dance as an art form and as a unique cultural and social expression. Students develop skills in physical techniques, creative process, collaboration, and performance. Dance minors are encouraged to participate in informal and mainstage dance performances.

## REQUIREMENTS FOR THE MINOR

Complete a minimum of 18 units, six of which must be upper division. The program must be approved by the dance minor advisor. Transfer students must complete nine units at HSU.

## Required Courses (10 units)

DANC 104 [3] Modern/Contemporary II

DANC 288 [1] Music for Dancers

DANC 289 [1] Choreography I

DANC 303 [3] Dance in World Cultures

DANC 389 [2] Choreography II

## Elective Courses (8 units)

Select eight units, one of which must be upper division, from the following:

DANC 103 [3] Modern/Contemporary I

DANC 103T [1] Modern/Contemporary I Skills Maintenance

DANC 104T [1] Modern/Contemporary II Skills Maintenance

DANC 110 [2] Ballet I

DANC 110T [1] Ballet I Skills Maintenance

DANC 120 [2] Jazz Dance Styles I

DANC 120T [1] Jazz Styles I Skills Maint.

DANC 240 [1] African Dance

DANC 243 [1] Tap Dance

DANC 245 [1] Middle Eastern Dance

DANC 247 [1] Mexican Folklorico Dance

DANC 310 [2] Ballet II

DANC 310T [1] Ballet II Skills Maintenance

DANC 320 [2] Jazz Dance Styles II

DANC 320T [1] Jazz Styles II Skills Maint.

DANC 330 [2] Modern/Contemporary III

DANC 330T [1] Modern/Contemporary III Skills Maintenance

DANC 350 [3] Dance Science

DANC 380 [1-3] Special Topics in Dance — Activity Based

DANC 400 [3] Bodyworks

DANC 480 [1-4] Special Topics in Dance

DANC 484 [3] Creative Dance for the Classroom

DANC 488 [1-4] Dance Performance Ensemble

DANC 489 [4] Dance Theatre Production

PE 192 [1] Latin Dance

PE 194 [1] Social Dance

PE 196 [1] Swing Dance



# DANCE STUDIES [INTERDISCIPLINARY STUDIES]

**Bachelor of Arts degree  
with an Interdisciplinary Studies  
major** — concentration in Dance  
Studies

See also *Dance Minor*:

## Academic Advisor

Sharon Butcher  
707-826-3549  
sgb14@humboldt.edu

## Department of Theatre, Film & Dance

Theatre Arts Building, Room 20  
707-826-3566  
dance.humboldt.edu

## The Program

Students completing the program will have:

- Evaluated basic knowledge of dance from the historical, social and cultural contexts by using specific dance vocabulary.
- Executed basic dance technique skills.
- Demonstrated a basic knowledge of the body from anatomical and/or somatic perspectives.
- Demonstrated knowledge of compositional craft for choreography.
- Identified necessary components of dance production.

The dance studies curriculum unifies the physical, intellectual, cultural, and artistic aspects of dance into an invigorating course of study, and prepares students for careers in the dance arts and/or for graduate studies. Experience and practice in a broad range of technical, performance, and creative skills develop the student's capacity to form and transform thought into expressive composition and performance. By investigating the relationship of dance to other art forms, various ethnic groups and cultures, and to social trends through historic and contemporary periods, our students grasp the profound importance of dance as a fine art and as an essential component of human existence.

The Dance Studies program requires 50 units of coursework, including a diverse core of 31 units and 9 units of dance electives. An additional 10 units of interdisciplinary electives allow students to develop skills in a range of areas, including technical production, dance education, various art forms and multicultural studies.

Annually, we offer two informal performances, a Student Choreography Showcase, and one formal Spring Dance Concert involving faculty and student works in our mainstage

theater. In coordination with *CenterArts*, we are able to provide affordable tickets and multiple master class opportunities with internationally-renowned dance artists and companies.

The dance studies program participates annually in American College Dance Festival Association conferences.

Students are highly encouraged to participate in the international exchange programs in order to experience dance as a universal and unifying phenomenon.

Dance studies prepares students for careers as dance teachers, choreographers and performers of innovative and/or multi-cultural works; performance artists; teacher of mind/body integration techniques; special arts events coordinators; designers of lights, sets and costumes; and prepares students for further study at the graduate level.

## Additional Dance at HSU

See PE courses.

Various dance clubs, including

- Interdisciplinary Dance Club
- Middle Eastern Dance Club: medance@humboldt.edu
- Mexican Folklorico Club: Ballet Folklorico de Humboldt: ballet@humboldt.edu
- Salsa Dance Club: salsa@humboldt.edu
- Lindy Hop Club: hsudance@humboldt.edu
- Demolition Dance Team: dsquad@humboldt.edu
- Swing Dance Club

## REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*A minimum grade of C- is required for all courses in the major.*

## Core Courses (31 units)

Majors must be able to place in DANC 310, DANC 320, and DANC 330 to complete degree. Courses taken as prerequisites may count as dance electives. It is highly recommended that majors take a dance technique class every semester. "T" courses offer 1-unit opportunities to maintain technical and artistic performance skills.

DANC 104 (3) Modern/Contemporary II  
DANC 288 (1) Music for Dancers  
DANC 289 (1) Choreography I  
DANC 303 (3) Dance in World Cultures

DANC 310 (2) Ballet I  
DANC 320 (2) Jazz II  
DANC 330 (2) Modern/Contemporary III  
DANC 350 (3) Dance Science  
DANC 389 (2) Choreography II  
DANC 400 (3) Bodyworks  
DANC 488 (1) Dance Performance Ensemble  
DANC 489 (4) Dance Production  
TA 494 (2) Senior Seminar

Take two units from the following courses:

DANC 240 (1) African Dance, or  
DANC 243 (1) Tap Dance, or  
DANC 245 (1) Middle Eastern Dance, or  
DANC 247 (1) Mexican Folklorico Dance

## Dance/Movement Electives (9 units, minimum)

DANC 103 (3) Modern/Contemporary I  
DANC 103T (1) Modern/Contemporary I Skills Maintenance  
DANC 104 (3) Modern/Contemporary II  
DANC 104T (1) Modern/Contemporary II Skills Maintenance  
DANC 110 (2) Ballet I  
DANC 110T (1) Ballet I Skills Maintenance  
DANC 120 (2) Jazz Dance Styles I  
DANC 120T (1) Jazz Styles I Skills Maintenance  
DANC 240 (1) African Dance  
DANC 243 (1) Tap Dance  
DANC 245 (1) Middle Eastern Dance  
DANC 247 (1) Mexican Folklorico Dance  
DANC 310 (2) Ballet II  
DANC 310T (1) Ballet II Skills Maintenance  
DANC 320 (2) Jazz Dance Styles II  
DANC 320T (1) Jazz Dance Styles II Skills Maintenance  
DANC 330 (2) Modern/Contemporary III  
DANC 330T (1) Modern/Contemporary III Skills Maintenance  
DANC 380 (1-3) Special Topics in Dance  
DANC 480 (1-4) Special Topics in Dance  
DANC 484 (3) Creative Dance for the Classroom  
DANC 488 (1-4) Dance Performance Ensemble  
DANC 489 (4) Dance Production  
DANC 499 (1-4) Directed Study  
PE 192 (1) Latin Dance  
PE 194 (1) Social Dance  
PE 196 (1) Swing Dance

## Approved Electives —

### Interdisciplinary (10 units required)

Take **one** course from Group 1 and the remaining units from either Group 2 or Group 3.

#### Group 1: Design and Production for Dance

- TA 237 (3) Production Techniques
- TA 333 (4) Lighting Design Stage & Screen
- TA 336 (4) Costume Design Stage & Screen

#### Group 2: Dance/Art for Self, Society and Culture

- ES 245 (3) Hip Hop & the Black Experience
- MUS 302 (3) Music in World Culture
- PHIL 301 (3) Reflections on the Arts
- PHIL 309B (3) Perspectives: Humanities/ Science/Social Science
- SOC 316 (4) Gender and Society
- TA 104 (4) Story Through Word & Image
- TA 307 (3) Theatre of the Oppressed

#### Group 3: Dance Education

- CD 209 (3) Middle Childhood Development, **or**
- CD 255 (3) Early Childhood Development
- CD 350 (3) Perspectives: Life-Span Development
- DANC 484 (3) Creative Dance for the Classroom
- KINS 313 (2) Concepts of Teaching Dance
- KINS 317 (2) Concepts of Teaching Fitness
- KINS 475 (3) Elementary School Physical Education
- KINS 484 (3) Motor Development/ Motor Learning
- REC 210 (3) Recreation Leadership
- REC 302 (3) Inclusive Recreation
- REC 320 (3) Organization, Administration & Planning





# ECONOMICS

## Bachelor of Arts degree

**with a major in Economics** — with emphases in Traditional Economics; Individually-Designed Interdisciplinary

## Minor in Economics

### Department Chair

Erick Eschker, Ph.D.

### Department of Economics

Siemens Hall 206

707-826-3204

[humboldt.edu/economics](http://humboldt.edu/economics)

See what our students, faculty and alumni have to say about our program at: [humboldt.edu/economics](http://humboldt.edu/economics).

## The Program

Students completing this program will have demonstrated:

- mastery of core microeconomic and macroeconomic concepts, including application and conceptual analysis in evaluating real-world issues/problems
- mastery of computational analysis, including solving problems using economics tools and methods
- effective communication through written summary/analysis and descriptive research papers and oral presentations.
- the ability to present themselves professionally in the job market.

The economics major at Humboldt State University is distinguished by its hands-on approach and close faculty-student relationships. Our "small urban" environment is a wonderful place for economics majors to learn and make a difference in the community through our many research and service learning opportunities. Examples include calculating the economic impact of our annual Oyster Festival, helping prepare the City of Arcata's development strategy, and preparing monthly estimates for the 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 & 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 emphases including banking, government, advocacy organizations, consulting, brokerage, and sales. We have a strong record of helping students realize their career aspirations, whether that be through job placements or preparation for graduate and professional school. Economics majors at Humboldt State University are in the top ten percent in terms of shortest time to graduation.

We believe that 21st century academic training must move toward a more interdisciplinary, team problem-solving approach. Therefore, students may choose from either a traditional economics emphasis or an interdisciplinary emphasis that requires a minor (or equivalent) in applied mathematics, political science, environmental and natural resources planning, business, energy, international studies, and other related disciplines.

## Preparation

High school students should take college preparatory courses, including English, writing, social science, and economics (if available). Math (including calculus) is recommended.

## REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

Students must earn a minimum grade of C- in all required courses for the major and the minor.

## Core Courses

Taken in both emphases (26 units)

### Lower Division

- |           |     |  |
|-----------|-----|--|
| STAT 108  | (3) | Elementary Statistics, <b>or</b>   |
| STAT 108i | (3) | Elementary Statistics with Integrated Support [Coreq: STAT 8], <b>or</b> |
| PSYC 241  | (4) | Intro to Psychological Statistics  |
| MATH 101  | (3) | College Algebra, <b>or</b>   |
| MATH 101i | (3) | College Algebra with Integrated Support [Coreq: MATH 1], <b>or</b>       |
| MATH 102  | (4) | Algebra & Elementary Functions, <b>or</b>                                |
| MATH 109  | (4) | Calculus I   |
| ECON 210  | (4) | Principles of Economics  |

### Upper Division

- |          |     |   |
|----------|-----|---|
| BA 332   | (4) | Intermediate Business Statistics, <b>or</b> |
| STAT 333 | (4) | Linear Regression Models/ANOVA, <b>or</b>   |
| PSYC 488 | (4) | Regression/Multivariate Topics              |
| ECON 310 | (4) | Intermediate Microtheory & Strategy         |
| ECON 311 | (4) | Intermediate Macroeconomics                 |
| ECON 490 | (2) | Capstone Experience                         |

\* **NOTE:** *Students with a higher math aptitude and those considering graduate school should take MATH 109.*

## Economics Electives

Taken in both emphases (16 units)

Students must take 4 upper division electives (with the exception of ECON 320), including the corresponding 1-unit depth of study where offered.

## Traditional Economics

### Emphasis (12 units)

An additional 12 units of upper division economic courses (with the exception of ECON 320) including the corresponding 1-unit depth of study where offered.

### Individually-Designed Interdisciplinary Emphasis

(minimum 18 units, 9 of which must be upper division)

With approval from one's academic advisor and the department chair, students with a good academic record and a clear concept of their personal goals can develop an individually-designed interdisciplinary emphasis. Such emphases will include an area of study in a complementary field, often a minor or equivalent for at least 18 units. Students must write a brief memo that outlines the purpose of the individually designed interdisciplinary emphasis, including intended learning and career outcomes.

*Suggested areas of study include:*

- **Applied Math.** For students who want access to more technically demanding careers requiring extensive knowledge of mathematics. This emphasis will appeal to someone planning to enter a doctorate program in Economics.
- **Business.** For students with career goals that demand specialized business training. This emphasis will appeal to someone planning to enter an MBA program.
- **Energy.** For students interested in combining engineering and environmental science with economics. Career paths include engineering consulting firms, state or federal policy agencies, and private energy industry firms.
- **Environmental & Natural Resource Planning.** For students interested in careers as industry representatives, advocates, consultants, and government planners working on environmental and natural resource issues.
- **International Studies.** For students interested in careers in international business, policy, or advocacy.
- **Political Science.** For students interested in careers in law, business, government and public affairs, advocacy and interest groups, and other nonprofits.
- **Secondary Teacher Education Preparation.** For students interested in pursuing a secondary education credential and teaching high school social studies and economics.

## REQUIREMENTS FOR THE MINOR

ECON 210 (4) 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.

*Students seeking a baccalaureate in business administration with a concentration in economics may not also receive a minor in economics.*



# EDUCATION

## Master of Arts degree in Education \*\*

### Elementary Education:

Preliminary Credential in Multiple Subjects  
See also:

Liberal Studies/Elementary Education  
Child Development/Elementary  
Education

### Secondary Education:\*

Preliminary Credentials in the following  
Single Subjects (You can find more information  
on any of the following undergraduate  
programs, listed under the subject name.):

*Art Education, English/Language Arts  
Education, History Education (Social  
Science), Mathematics Education, Music  
Education, Physical Education, Science  
Education [Biology, Chemistry, Geoscience,  
or Physics], Spanish Education*

### Special Education:

Preliminary Education Specialist Credential  
in Mild/Moderate Disabilities

Preliminary Education Specialist Credential  
in Moderate/Severe Disabilities

### Educational Leadership:

Preliminary Administrative Services Cre-  
dential

*\*Students completing one of the single  
subjects education programs (secondary  
education) may waive the CSET for entering  
credential programs in those areas.*

### School of Education

Harry Griffith Hall 202  
707-826-5873  
707-826-5868 (fax)  
education.humboldt.edu

### Education and Credentialing Office

Harry Griffith Hall 202  
707-826-5867 (Elementary, Secondary Ed.,  
Special Ed, Administration,)  
707-826-3729 (Graduate)

### The Programs

Humboldt State University has a long tradi-  
tion of teacher education dating back to  
1914, when it first opened as a Normal  
School. Over the years, Humboldt has pre-  
pared 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 stu-  
dents is involved in some phase of teacher  
education (including undergraduate prepara-  
tory programs).

### Programs Leading to Licensure & Credentialing

Admission into programs leading to  
licensure and credentialing does not guar-  
antee that students will obtain a license or  
credential. Licensure and credentialing re-  
quirements are set by agencies that are not  
controlled by or affiliated with the CSU and  
requirements can change at any time. For  
example, licensure or credentialing require-  
ments can include evidence of the right to  
work in the United States (e.g., social secu-  
rity number or taxpayer identification  
number) or successfully passing a criminal  
background check. Students are responsi-  
ble for determining whether they can meet  
licensure or credentialing requirements.  
The CSU will not refund tuition, fees or any  
associated costs to students who deter-  
mine subsequent to admission that they  
cannot meet licensure or credentialing re-  
quirements. Information concerning  
licensure and credentialing requirements  
are available from the Office of Academic  
Affairs, Siemens Hall 216, 707-826-  
3722.

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 super-  
visors, candidates receive the individual  
attention that makes their credential-year  
experiences most rewarding. Humboldt  
offers the following credentials/programs:

## ELEMENTARY EDUCATION

### Program Leader

Tom Cook  
Harry Griffith Hall 222  
707-826-5218  
tom.cook@humboldt.edu

### Preliminary Credential

Obtain a preliminary credential by taking  
a 45-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 institu-  
tion of higher learning.

Holders of a preliminary credential are  
eligible to complete requirements for a  
professional clear credential within five years  
through an Induction Program.

### Procedures for Applying

The program begins each year in the fall  
semester. Since the application **deadline  
is February 15**, interested persons should  
begin the process a full year prior to the  
planned term of entry.

The credential program application and  
admission guide are available at [humboldt.  
edu/education/programs/credential-  
programs/elementary-education](http://humboldt.edu/education/programs/credential-programs/elementary-education) and at the  
Education & Credentialing Office (HGH 202).  
Orientation sessions that explain the applica-  
tion process are offered each fall, beginning  
in late September.

Following are some of the items applicants  
must document. The education office has  
more information.

- A minimum of 45 hours of early fieldwork  
(observation/participation) in one or  
more K-12 classrooms. This requirement  
may be met through Humboldt courses  
EED 210/EED 310 (for Elementary) and  
SED 210/SED 410 (for Secondary),  
through comparable courses at another  
university, or through privately ar-  
ranged 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 admis-  
sion to credential programs).
- The California Commission on Teacher  
Credentialing requires that anyone re-  
ceiving a California teaching credential  
have special technology competencies.  
The School of Education offers a pre-  
requisite course, EDUC 285, Technology  
Skills for Educators, each semester. This  
course covers many of the required tech-  
nology competencies, and the remaining  
technologies are addressed during the  
credential program.
- All candidates are required to  
demonstrate entry level computer

\*\* The Education MA program is not  
accepting applications for the 2019-20  
academic year.

competency by one of the following options: (1) Pass EDUC 285, Technology Skills for Educators, three units at HSU, or C103 Intro to Computer Education, two units at Coastline Community College. (2) Pass the Preliminary Education Technology Exam; registration is online, [ctcexams.nesinc.com](http://ctcexams.nesinc.com), cost is \$210. (3) Pass course(s) equivalent to EDUC 285 that meet level 1 standards.

- Verification of passing a basic skills exam. See [humboldt.edu/education](http://humboldt.edu/education) for details.
- Tuberculin clearance (chest x-ray or TB skin test) and rubella immunization.
- Verification of passing the CSET in Multiple Subjects.
- CPR card from American Heart Association Course B or C, American Red Cross Community CPR, or equivalent training in Adult, Child and Infant CPR.
- Prior to beginning the program, either (1) a certificate of clearance from the California Commission on Teacher Credentialing, or (2) evidence of a credential or permit authorizing public school teaching in California. Information can be found in the application at [humboldt.edu/education/programs/credential-programs/elementary-education](http://humboldt.edu/education/programs/credential-programs/elementary-education).
- A set of transcripts (unofficial transcripts are acceptable) and three letters of recommendation.
- Passing of a basic constitution course (PSCI 110, PSCI 159, or PSCI 410) or a passing score on the US Constitution Test administered by the County Office of Education. Most Humboldt graduates have met this requirement. Students from other institutions of higher education should contact Humboldt's credential analyst, 707-826-6217.
- A \$20.00 fee is charged for the phase I fieldwork course to provide coverage of professional liability insurance that is required by the CSU and local school districts prior to student teaching.

February 15 is the deadline for submitting the application packet to the Education and Credentialing office. The deadline for submitting a post-baccalaureate application to the Office of Admissions is February 15.

All packets are reviewed by School of Education faculty. Candidates interview with a faculty committee and with school district administrators and teachers before being admitted to professional education courses.

## PROGRAM REQUIREMENTS (Elementary Education)

**Note: Credential requirements are subject to change** due to action by the state legislature, the California Commission on Teacher

Credentialing, or the CSU chancellor's office. The elementary education coordinator has the most current information on changes and how they affect student programs.

### Professional Education

Elementary education preliminary-credential courses and field experiences ensure that all candidates completing the program will have been introduced to concepts and strategies for working effectively with English language learners. The program implements the edTPA for the state-mandated teacher performance assessment that candidates must pass to be recommended for a credential.

Preliminary credential courses are sequential, beginning in the fall semester. Candidates observe/participate at their field sites full time on the opening day of school. For the first eight weeks, they have courses three afternoons and evenings per week (Tuesday-Thursday and all day Friday) and participate at their field site a minimum of sixteen hours per week. The last seven weeks of the semester, candidates student teach full time and complete a minimum of three days' solo teaching.

The spring semester follows a similar pattern: intersession (first week of January) full-time observation/participation in the second fieldwork placement; seven weeks of coursework (Tuesday-Thursday and all day Friday) with a minimum of sixteen hours per week in the placement; and 13 weeks of full-time student teaching, culminating in a two-week (minimum) solo.

One of the fieldwork placements, either fall or spring, will be in primary grades [K-3]; the other placement will be in upper elementary grades [4-8]. Candidates enroll in the following courses both fall and spring semesters, except as noted.

- EED 720/B (.5-3) The School & the Student
- EED 721/B (.5-2) Multicultural Foundations
- EED 722/B (.5-3) English Language Skills & Reading
- EED 723/B (.5-4) Integrating Math/Science in Elementary School
- EED 724/B (.5-1) Fine Arts in the Integrated Elementary Curriculum
- EED 726/B (.5-1) Professional Development Seminar
- EED 728/B (.5-2) History/Social Science in the Integrated Elementary Curriculum
- EED 733/B (1) Teaching English Language Learners [fall]

- EED 750 (8) Student Teaching in Elementary School [fall]
- EED 758 (11) Student Teaching in Elementary School [spring]

**Note:** Candidates can receive no grade lower than a "C-" in a preliminary credential course and must maintain a B average to remain in the program. For additional information, please read the *Elementary Education Handbook*, available online.

### Supplementary/Subject Matter Authorizations

Supplementary and specific subject matter authorizations may be added to a credential through coursework. A secondary education credential may be added to an elementary education credential by passing the CSET examination for that subject and taking three semester units of secondary education methodology. The department office has the specific requirements.

### Professional Clear Credential

An induction program is the required route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning Teacher Project to support new teachers being inducted into the profession.

## SECONDARY EDUCATION

### Program Leader

Shannon Morago  
Harry Griffith Hall 207  
707-826-5822 / [sm7@humboldt.edu](mailto:sm7@humboldt.edu)

### Coordinator

Heather Ballinger  
Harry Griffith Hall 202D  
707-826-5870 / [hb481@humboldt.edu](mailto:hb481@humboldt.edu)

### The Program

Humboldt meets subject-matter and professional requirements in preparing students to teach in secondary schools (middle school and senior high). Visit our website at [humboldt.edu/education/programs/credential-programs/secondary-education](http://humboldt.edu/education/programs/credential-programs/secondary-education) for additional information.

### Preliminary Credential

Obtain a preliminary credential by taking a 38.5-unit professional education program to qualify for teaching positions including teaching English language learners. This may be taken after graduation or, in exceptional cases, as part of an approved BA/BS subject-matter program. The bachelor's degree must be received from a regionally accredited institution of higher learning.

## Procedures for Applying

See the "Elementary Education, Procedures for Applying" section for items applicants must document.

The credential program application and admission guide are available at [humboldt.edu/education/programs/credential-programs/secondary-education](http://humboldt.edu/education/programs/credential-programs/secondary-education) and at the Education & Credentialing Office (HGH 202). Orientation sessions that explain the application process are offered each fall, beginning in late September.

## PROGRAM REQUIREMENTS (Secondary Education)

**NOTE: Credential requirements are subject to change** due to action by the state legislature, the California Commission on Teacher Credentialing, or the CSU chancellor's office. The coordinator has current information on changes and the ways they affect programs.

### Professional Education

Courses required for the single subjects (secondary education) preliminary credential are listed below. These two semesters **must** be taken in sequence.

#### First Semester

SED 708	(1) Teacher Performance Assessment
SED 711	(1) Nonviolent Crisis Intervention
SED 712	(2) Teaching & Learning in Secondary Schools
SED 713	(1) Classroom Management
SED 714	(2.5) Educational Psychology
SED 715	(2) Multicultural Education
SED 730	(2) ELD Bilingual Theory & Methods
SED 731-SED 741	(2 units each) Secondary Curriculum Instruction [one from: SED 731 Art, SED 733 English, SED 734 Modern Language, SED 736 Industrial Tech, SED 737 Math, SED 738 Music, SED 739 Physical Education, SED 740 Science, SED 741 Social Studies]
SED 743	(2) Content Area Literacy
SED 762	(1-3) Supervised Fieldwork in Student Teaching
SED 776	(2) Teaching in Inclusive Classrooms

During the fall semester candidates will be evaluated by their mentor teacher, supervisor, and both discipline-specific and education faculty in terms of their academic

abilities and suitability for entering the teaching profession.

#### Second Semester

SED 709	(1) PACT Support
SED 744-SED 754	(1 unit each) Secondary Seminar [one from: SED 744 Art, SED 746 English, SED 747 Modern Language, SED 749 Industrial Tech, SED 750 Math, SED 751 Music, SED 752 Physical Education, SED 753 Science, SED 754 Social Studies]
SED 755	(1) Literacy Applications
SED 756	(1) ELD Applications
SED 767	(14) Student Teaching Secondary Education

During the spring semester, candidates spend the entire day in the local school, as any other teacher would. Many candidates find it difficult to hold part-time jobs or take substantial additional coursework during full-time student teaching. **SED candidates must maintain a B average (with no grade lower than a C-) to remain in the program.**

#### Supplementary/Subject Matter Authorizations

Students may add additional subjects to their credential through coursework (as supplementary/subject matter authorizations) or by passing CSET examinations and taking methods courses in additional subject areas. The department office has the specific requirements.

#### Professional Clear Credential

An induction program is the preferred route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning Teacher Project to support new teachers being inducted into the profession.

## SPECIAL EDUCATION

### Program Leader

David Ellerd, Ph.D.  
Harry Griffith Hall 205  
707-826-5851  
dae11@humboldt.edu

### 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 [humboldt.edu](http://humboldt.edu) for new special education programs and updates.

## Preliminary Credential

Obtain a preliminary credential by taking a 49-unit professional education program to qualify for teaching positions. This may be taken after graduation or, in exceptional cases, as part of an approved BA/BS subject-matter program. The bachelor's degree must be received from a regionally accredited institution of higher learning. Holders of a Preliminary credential must complete requirements for a Clear credential within five years.

## Procedures for Applying

### Preliminary Credential:

Applications are accepted throughout the year for admission the **following fall**. Apply early as space is limited.

Admission requires online application and a personal interview.

- By the time of application, a minimum of 45 hours or early fieldwork (observation/participation) in one or more K-12 classrooms. This requirement may be met through Humboldt courses (EED 210/EED 310, SED 210/SED 410), through comparable courses at another university, or through privately arranged experiences (approved by the coordinator) in accredited schools with credentialed teachers.
- An overall GPA at or above 2.67, or 2.75 for the last 60 semester units (CSU systemwide GPS requirement for admission to credential programs).
- EDUC 285 Technology Skills for Educators or passed the California Subject Examinations for Teachers (CSET) Preliminary Education Technology (test codes 133 and 134) exam, or an equivalent course at another university.
- Tuberculin clearance (chest x-ray or TB skin test) and rubella immunization.
- Competency Assessment: Special Education applicants must demonstrate subject-matter competency before they are accepted into the special education credential program. You must pass one of the CSET examinations (Multiple Subjects, English, Math, or Science; [cset.nesinc.com](http://cset.nesinc.com)) or complete an undergraduate major in English, Math, or Science approved by the California Commission on Teacher Credentialing.
- Attempted all three sections of the CBEST (California Basic Educational Skills Test) prior to admission and passed all prior to full-time student teaching.
- CPR certification for infants, children, and adults.

- Prior to beginning the program, either (1) a certificate of clearance from the California Commission on Teaching Credentialing, or (2) evidence of a credential or permit authorizing public school teaching in California.
- A set of transcripts (unofficial are acceptable) and three letters of recommendation.
- Passing a basic constitution course (PSCI 110, PSCI 159, or PSCI 410) at Humboldt State or an equivalent course at another college or university.

## PROGRAM REQUIREMENTS (Special Education)

### Credential Options

A California Education Specialist Credential permits teaching grades K-12, including adults. This credential authorizes teaching individuals with specific learning disabilities, intellectual disabilities, other health impairments, and serious emotional disturbances.

Upon completing all required tests, all assessments and observations, the US Constitution requirement, an accredited bachelor's degree, and the special education course sequence, candidates apply for a **Preliminary Education Specialist Credential in Mild to Moderate Disabilities**. This preliminary credential authorizes teaching for five years, during which time candidates must acquire a Clear Education Specialist Credential in Mild to Moderate Disabilities.

### Preliminary Credential

#### Required Courses

Students must maintain a B average with no grade lower than a C- to remain in the program.

Students must complete 49 units of approved courses in Special Education, including EDUC 377/SPED 777, Education of Exceptional Individuals. The Special Education Program Leader must approve the program of study. Contact the department office for details.

#### Foundation Courses

EDUC 377/SPED 777	(2) Education of Exceptional Individuals
SPED 702	(3) Foundations of General & Special Education
SPED 703	(3) Foundations of Assessment & Program Planning
SPED 705	(2) Multicultural Special Education
SPED 706	(3) Applied Behavior Analysis for Teachers

### Methods Courses

SPED 707	(3) Curriculum & Instruction — Reading & Language Arts
SPED 708	(1) Practicum: Reading Instruction
SPED 709	(2) Curriculum & Instruction — Math
SPED 710	(1) Practicum: Math Instruction
SPED 711	(2) Curriculum & Instruction — Science, History & Social Science
SPED 721	(3) Transition Planning
SPED 722	(2) Autism Intervention Strategies
SPED 731	(1) Classroom Management
SPED 733	(2) Special Education Policies & Procedures
SPED 736	(1) Curricular & Instructional Skills Seminar
SPED 737	(1) Non-violent Crisis Intervention
SPED 738	(9) Fall Special Education Student Teaching
SPED 739	(9) Spring Special Education Student Teaching

## EDUCATIONAL LEADERSHIP PROGRAM

### Program Leader/Coordinator

Kenny Richards, Ed.D.  
Harry Griffith Hall 220  
707-826-5886 / kwr3@humboldt.edu

### The Program

Humboldt State's Educational Leadership Program (EDL) is designed for teacher leaders interested in improving education locally as well as globally. The EDL Program will enhance educators' skills and knowledge base while preparing them to lead the way towards school improvement and increased student performance. This cohort model is designed to accommodate the schedules of busy educators through a blend of classroom, online, and video-conferencing instruction. Candidates who wish to earn their California Administrative Services Preliminary Credential will also complete elementary and secondary fieldwork as required by California Commission on Teacher Credentialing (CCTC). Instruction is delivered by local educational leaders, veteran school administrators, and guest presenters who represent the best within their field.

### Procedures for Applying

Those seeking admission to the program must submit the following documents to the program leader/coordinator:

- a completed application for admission to the program;
- a copy of a valid teaching or pupil personnel services credential;
- participate in an admission interview with the Program Leader of the Educational Leadership Preliminary Administrative Credential Program;
- two letters of recommendation for admission into the Educational Leadership Program: one from the student's current supervisor and one from another administrator;
- documentation of having completed four years upon entry — and (for candidates seeking a California Preliminary Administrative Services Credential), by completion of credential requirements, five years — of successful, full-time teaching or pupil personnel experience in public or private schools; and
- transcripts verifying a university grade-point average of 2.75 on the last 60 semester units.

## PROGRAM REQUIREMENTS (Educational Leadership)

### Preliminary Credential

Students must:

- maintain a 3.0 GPA (with no grade lower than a C-) in the following required courses:

EDL 642	(3) Curriculum: Development & Governance
EDL 645	(3) Personnel Administration & Supervision
EDL 646	(3) The Principal: Leader & Administrator
EDL 647	(2) Practicum: Diversity Issues & School Administration
EDL 648	(3) Legal & Fiscal Aspects of School Administration
EDL 649	(1) Ethics & School Administration
EDL 660	(2) Technology & School Management

- pass a final oral exam on the program's total skills and knowledge.

Candidates seeking to obtain a Preliminary Administrative Credential must:

- document that a district is willing to support the candidate's fieldwork by completing a fieldwork plan sheet with approval signatures from district and university supervisors;
- successfully complete the California Basic Education Skills Test;

- successfully complete the following additional fieldwork courses and seminar:
  - EDL 694 (3) Elementary School Administration Fieldwork
  - EDL 695 (3) Secondary School Administration Fieldwork
  - EDL 696 (1) Fieldwork & Final Evaluation Seminar

## MASTER OF ARTS DEGREE IN EDUCATION \*\*

### Graduate Program Coordinator

Eric Van Duzer, Ph.D.  
Harry Griffith Hall 209  
707-826-3726 / evv1@humboldt.edu

### The Program

Our program helps educators assume an enhanced and more focused leadership role in their schools.

Graduates will:

- demonstrate an informed sensitivity to the social concerns in the field
- develop teaching practice and/or policy reflecting an integrated understanding of the psychology and process of learning
- assess student learning using both formal and informal methods
- present sound theoretical arguments to guide research or inform project designs
- write effectively with authority and clarity regarding their areas of expertise
- develop, validate, and implement research protocols.

The master's in education is designed for educational professionals interested in deepening their understanding of important issues and developing more effective strategies to meet the needs of students of all ages. The program offers extensive support from colleagues and faculty, a collaborative environment, and a curriculum delivered online (in the evenings) for working professionals. The program is designed to allow students to tailor their work towards developing expertise in an area of interest on a broad array of topics, from improving communication through infant massage to models of teacher leadership in managing schools.

### Procedures for Applying

To be admitted candidates must: (1) hold an acceptable baccalaureate degree from a regionally accredited institution (or equivalent academic preparation); (2) be in good academic standing at the last university attended; and (3) have a GPA of at least 3.0 in the last 60 semester units (90 quarter units) attempted.

If the bachelor's degree is from a postsecondary institution where English is not the principal language of instruction, score at least 550 on the Test of English as a Foreign Language (TOEFL).

\*\*The Education MA program is not accepting applications for the 2019-20 academic year.

## MASTER'S DEGREE PROGRAM REQUIREMENTS \*\*

There are two pathways that result in a MA in Education including a:

- Masters of Education
- Educational Leadership Credential/MA

### Master's Degree Program

Students accepted into the traditional master's degree in education program must complete all of the following:

Core courses: 20 units  
Area of emphasis: 9 units  
Thesis preparation: 3 units  
Total: 32 units

#### Core Courses

EDUC 610 (3) Education in Society  
EDUC 620 (3) Pedagogy: Practice & Research  
EDUC 630 (2) Educational Psychology  
EDUC 640 (3) Assessment  
EDUC 645 (2) Academic Writing in Education  
EDUC 655 (3) Educational Research  
EDUC 668 (4) Mixed Methods in Educational Research

Plus 9 units of electives to be taken in consultation with your advisor and three units of thesis or project preparation (EDUC 690 or EDUC 692).

### Educational Leadership Emphasis

Educators enrolled in the Educational Leadership Program (for Preliminary Administrative Services Credential) may apply to earn both a Credential and an MA.

To enter the combined EDL/MA program students must have completed four years of successful full-time teaching.

Core courses: 11-12 units  
Credential coursework: 24 units  
Thesis preparation: 3 units  
Total: 38-39 units

For students earning a combined master's degree in education and an Administrative Services Credential, Students may begin by applying for the EDL credential and then decide during their first semester whether

or not to complete the combined EDL/MA program. To add the MA, students must be admitted to the master's program by the spring semester of their EDL year.

The following courses must be completed in addition to all credential coursework (see Educational Leadership Program).

EDUC 645 (2) Academic Writing in Education  
EDUC 655 (3) Educational Research  
EDUC 668 (4) Mixed Methods in Educational Research

And **one** of the following selected in consultation with your advisor:

EDUC 610 (3) Education in Society  
EDUC 620 (3) Pedagogy: Practice & Research  
EDUC 630 (2) Educational Psychology  
EDUC 640 (3) Assessment

Plus three units of thesis or project preparation (EDUC 690 or EDUC 692).

### Special Education Emphasis

(The Special Education Emphasis will not be offered during the 2019-20 academic year.)

Those enrolled in the Mild to Moderate Special Education credential may also earn an MA. Students must have completed the Preliminary credential program plus two years as a special education teacher in a US public school.

For students earning a combined master's degree in education and Special Education Clear Credential, the following courses must be completed in addition to all credential coursework (see Special Education Credential).

SPED 799 (1-3) Single-Subject Research Methods  
EDUC 645 (2) Academic Writing in Education  
EDUC 655 (3) Educational Research  
EDUC 668 (4) Mixed Methods in Educational Research

And one of the following selected in consultation with your advisor:

EDUC 610 (3) Education in Society  
EDUC 620 (3) Pedagogy: Practice & Research  
EDUC 630 (2) Educational Psychology  
EDUC 640 (3) Assessment

Plus three units of thesis or project preparation (EDUC 690 or EDUC 692).



# ENGLISH

## **Bachelor of Arts degree with a major in English —**

concentrations in Literary Studies, Teaching the Language Arts (English Education), and Writing Practices

## **Minor in English Literature**

## **Minor in English Writing**

## **Minor in Ethnic American Literature**

## **Minor in Teaching English as a Second/ Foreign Language**

## **Master of Arts degree in English — Applied English Studies**

### **Department Chair**

Mary Ann Creadon, Ph.D.

### **Department of English**

Founders Hall 201

707-826-3758

english.humboldt.edu

Please see the department website for updates on changes and additions to our programs.

### **The Program**

Students completing this program will have demonstrated:

- the ability to read and explicate written English precisely
- analysis of literature from several critical perspectives
- meaningful use of literary, linguistic, theoretical, and rhetorical terminology
- an awareness of structures of power in language, literature, and culture
- stimulating and effective writing in a variety of genres according to the accepted conventions of English studies
- knowledge of literary movements and writers from a range of historical periods and cultural frameworks
- the ability to understand and perform rhetorical strategies to inform, persuade, and argue.

The English major at HSU encompasses perspectives derived from literary theory, contextual knowledge about literature, the analysis of language, the close reading of texts, and written expression. Students take a balance of lecture and small-group instruction. This program is excellent preparation for a wide range of careers, all requiring reasoning ability and skill in the use of language. Students in English do well in many occupations, including magazine or book editor, teacher, critic, library assistant, and writer

in many areas such as technology, business, government, non-profit organizations, and other organizations for social change.

### **Preparation**

High school students should take four years of English, including composition and literature. Study of a language other than English is recommended.

### **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

The English major with concentrations in Literary Studies or Writing Practices consist of 16 units of required courses; 16 units in concentration electives; two classes (7-8 units) from the other two concentrations; a capstone course; and one year of college-level study of a language other than English. The English major with a concentration in Teaching the Language Arts (English education) consists of 50 units of required courses and a choice of one of three emphases.

### **Concentrations**

Students will select one concentration and complete all requirements.

Students must have a minimum of 2.0 grade point average in the major to graduate

### **Literary Studies Concentration**

#### **Required Courses** (16 units)

- ENGL 120 (4) Intro to the English Major  
ENGL 220 (4) Literature, Identity & Representation  
ENGL 225 (4) Intro to Language Analysis  
ENGL 320 (4) Practical Criticism

#### **Literary Studies Electives** (16 units)

Select at least 16 units, 12 of which must be at upper division level, from the following:

- ENGL 230 or ENGL 231 (4) Survey of British Literature  
ENGL 240 (4) World Literature  
ENGL 325 (4) History of the English Language  
ENGL 330 (4) American Literature (variable topics)  
ENGL 342 (4) Special Topics in Shakespeare  
ENGL 350 (4) British Literature

- ENGL 360 (4) Topics in Literature/  
Language  
ENGL 370 (4) Topics in the Literature of  
Power and Place  
ENGL 420 (4) Advanced Topics in  
Critical Theory  
ENGL 465B/ENGL 465C (4)  
Multicultural Issues in  
Language & Literature  
ENGL 480 (1-4) Special Topic course with  
a literary emphasis

Select at least 4 units from the following writing practices courses.

- ENGL 211 (4) Introduction to Creative  
Writing  
ENGL 311 (4) Environmental Writing  
ENGL 314 (4) Creative Writing:  
Nonfiction  
ENGL 315 (4) Creative Writing: Fiction  
ENGL 316 (4) Creative Writing: Poetry  
ENGL 318 (4) Rhetoric for Writers  
ENGL 319 (4) Digital Rhetorics & Writing  
ENGL 422 (4) Advanced Research  
Writing  
ENGL 450 (2) Tutoring Developing  
Writers  
ENGL 460 (4) Literary Editing &  
Publishing *Tayon* Literary  
Magazine  
ENGL 461 (4) Literary Magazines &  
Contemporary Audiences  
ENGL 480 (1-4) Special Topic course with  
a writing emphasis

Select one **language arts** course (3-4 units)

- ENGL 328 (4) Structure of American  
English  
ENGL 336 (4) American Ethnic Literature  
ENGL 344 (3) Young Adult Literature  
ENGL 406 (4) Contemporary  
Composition: Traditional  
Studies & Digital Practice  
ENGL 417 (3) Second Language  
Acquisition  
ENGL 426 (3) Communication in Writing II  
ENGL 435 (4) Intro to English as a  
Second/Foreign Language  
ENGL 436 (3) Integrating Language &  
Content in English  
Instruction

### **Language** (0-9 units)

One year of a language other than English taken at the college level (4 units may count as GE Area C)

### **Capstone**

- ENGL 490 (2) Senior Portfolio Seminar



## Writing Practices Concentration

### Required Courses (16 units)

- ENGL 120 (4) Intro to the English Major  
ENGL 220 (4) Literature, Identity & Representation  
ENGL 225 (4) Intro to Language Analysis  
ENGL 320 (4) Practical Criticism

### Writing Practices Electives (16 units)

Select at least 16 units from the following:

- ENGL 211 (4) Introduction to Creative Writing  
ENGL 311 (4) Environmental Writing  
ENGL 314 (4) Creative Writing: Nonfiction  
ENGL 315 (4) Creative Writing: Fiction  
ENGL 316 (4) Creative Writing: Poetry  
ENGL 318 (4) Rhetoric for Writers  
ENGL 319 (4) Digital Rhetorics & Writing  
ENGL 422 (4) Advanced Research Writing  
ENGL 450 (2) Tutoring Developing Writers  
ENGL 460 (4) Literary Editing & Publishing *Toyon* Literary Magazine  
ENGL 461 (4) Literary Magazines & Contemporary Audiences  
ENGL 480 (1-4) Special Topic course with a writing emphasis

Select one literary studies course (4 units)

- ENGL 325 (4) History of the English Language  
ENGL 330 (4) American Literature (variable topics)  
ENGL 342 (4) Special Topics in Shakespeare  
ENGL 350 (4) British Literature  
ENGL 360 (4) Topics in Literature/Language  
ENGL 370 (4) Topics in the Literature of Power and Place  
ENGL 420 (4) Advanced Topics in Critical Theory  
ENGL 465B/ENGL 465C (4) Multicultural Issues in Language & Literature  
ENGL 480 (1-4) Special Topic course with a literary emphasis

Select one **language arts** course (3-4 units)

- ENGL 328 (4) Structure of American English  
ENGL 336 (4) American Ethnic Literature  
ENGL 344 (3) Young Adult Literature  
ENGL 406 (4) Contemporary Composition: Traditional Studies & Digital Practice  
ENGL 417 (3) Second Language Acquisition

- ENGL 426 (3) Communication in Writing II  
ENGL 435 (4) Intro to English as a Second/Foreign Language  
ENGL 436 (3) Integrating Language & Content in English Instruction

### Language (0-9 units)

One year of a language other than English taken at the college level (4 units may count as GE Area C)

### Capstone

- ENGL 490 (2) Senior Portfolio Seminar

## Teaching the Language Arts Concentration (English Education)

### Lower Division Courses (20 units)

- ENGL 120 (4) Introduction to the English Major, **or**  
ENGL 220 (4) Literature, Identity & Representation  
ENGL 225 (4) Intro to Language Analysis  
ENGL 230 or ENGL 231 (4) Survey of British Literature  
ENGL 232 (4) Survey of American Literature  
ENGL 240 (4) World Literature

### Upper Division Courses (30 units)

- ENGL 320 (4) Practical Criticism  
ENGL 328 (4) Structure of American English  
ENGL 336 (4) American Ethnic Literature  
ENGL 342 (4) Special Topics in Shakespeare  
ENGL 344 (3) Young Adult Literature  
ENGL 406 (4) Contemporary Composition: Traditional Studies & Digital Practice  
ENGL 426 (3) Communication in Writing II  
ENGL 435 (4) Intro to English as a Second/Foreign Language

Select one of the following three emphases and complete requirements.

### Literature/Language (8 units)

Select 8 units from the following:

- ENGL 325 (4) History of English Language  
ENGL 330 (4) American Literature  
ENGL 350 (4) British Literature  
ENGL 360 (4) Topics in Literature/Language  
ENGL 370 (4) Topics in the Literature of Power and Place  
ENGL 420 (4) Advanced Topics in Critical Theory  
ENGL 465B/ENGL 465C (4) Multicultural Issues in Language & Literature

## Writing Practices (8 units)

Select 8 units from the following:

- ENGL 211 (4) Introduction to Creative Writing  
ENGL 311 (4) Environmental Writing  
ENGL 314 (4) Creative Writing: Nonfiction  
ENGL 315 (4) Creative Writing: Fiction  
ENGL 316 (4) Creative Writing: Poetry  
ENGL 318 (4) Rhetoric for Writers  
ENGL 319 (4) Digital Rhetorics & Writing  
ENGL 422 (4) Advanced Research Writing  
ENGL 450 (2) Tutoring Developing Writers  
ENGL 460 (4) Literary Editing & Publishing *Toyon* Literary Magazine  
ENGL 461 (4) Literary Magazines & Contemporary Audiences  
ENGL 480 (1-4) Special Topic course with a writing emphasis

## Language Acquisition & Development (6-12 units)

Take all the following courses:

- ENGL 417 (3) Second Language Acquisition  
ENGL 436 (3) Integrating Language & Content in English Instruction

Take a minimum of 6 semester units of a language other than English at a university or intensive language program, or prove second language proficiency.

## REQUIREMENTS FOR THE MINORS

### Minor in English Literature

#### Advisor

Janet Winston, Ph.D.  
Founders Hall 213  
707-826-3913

A minimum of 15 units, 11 of which must be upper division. See the literature minor advisor for course approval and advice in planning a minor appropriate to your needs and interests.

#### Lower Division

- ENGL 120 (4) Intro to the English Major  
ENGL 220 (4) Literature, Identity & Representation  
ENGL 230 (4) Survey of British Literature: Beginnings through the 18th Century  
ENGL 231 (4) Survey of British Literature: 19th and 20th Centuries  
ENGL 232 (4) Survey of American Literature  
ENGL 240 (4) World Literature

## Upper Division

- ENGL 305 (3) Postcolonial Perspectives: Literature of the Developing World
- ENGL 306 (3) Contemporary Texts
- ENGL 308B-C (3) Women in Literature
- ENGL 320 (4) Practical Criticism  
(Prerequisite: ENGL 120 or ENGL 220)
- ENGL 330† (4) American Literature
- ENGL 336 (4) American Ethnic Literature
- ENGL 342† (4) Special Topics in Shakespeare
- ENGL 350† (4) British Literature
- ENGL 360 (4) Special Topics in Literature
- ENGL 370 (4) Topics in the Literature of Power and Place
- ENGL 420† (4) Advanced Topics in Critical Theory
- ENGL 465B-C† (4) Multicultural Issues in Literature/Languages
- ENGL 480 (1-4)† Special Topics  
(must be in a literature topic)

† Requires ENGL 320 Practical Criticism as a prerequisite. Instructors have some discretion to waive this requirement.

## Minor in English Writing

### Advisor

Janelle Adsit, Ph.D.  
Founders Hall 228  
707-826-5936

A minimum of 15 units, 11 of which must be upper division, chosen from the list below. See the Writing Minor Advisor for course approval and advice in planning a minor appropriate to your needs and interests.

- ENGL 211 (4) Introduction to Creative Writing
- ENGL 311 (4) Environmental Writing
- ENGL 314 (4) Creative Writing: Nonfiction
- ENGL 315 (4) Creative Writing: Fiction
- ENGL 316 (4) Creative Writing: Poetry
- ENGL 318 (4) Rhetoric for Writers
- ENGL 319 (4) Digital Rhetorics & Writing
- ENGL 422 (4) Advanced Research Writing
- ENGL 450 (2) Tutoring Developing Writers
- ENGL 460 (4) Literary Editing & Publishing (*Toyon*)
- ENGL 461 (4) Literary Magazines & Contemporary Audiences
- ENGL 480 (1-4) Special Topics (*must be a writing topic*)

With minor advisor's approval, students may substitute one of the following courses, for any one of the upper division courses listed above.

- JMC 324 (3) Magazine Writing, **or**
- FILM 350 (3) Writing for Film

## 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.

### Course Requirements

15 units in approved courses in ethnic studies, Native American studies, and English

- ES 105 (3) Introduction to US Ethnic Studies
- ES 336/ENGL 336 (4) American Ethnic Literature

Eight additional approved units in ethnic American literature and culture. Options include:

- ENGL 330 (4) American Literature [depending on topic; consult advisor]
- ENGL 465 (4) Multicultural Issues in Literature [depending on topic; consult advisor]
- ES 314 (3) Chicano Culture & Society in America
- ES 336/ENGL 336 (4) American Ethnic Literature [topics vary; may be repeated]

- NAS 301 (3) Native American Literature [topics vary; may be repeated]

- NAS 302 (3) Oral Literature & Oral Tradition

Consult with the advisor for approval of special topics courses not on this list.

## Minor in Linguistics

### Advisor

Kathleen Doty, Ph.D.  
Founders Hall, Room 212  
707-826-5917

### The Program

Faculty are drawn from several departments for an interdisciplinary, integrated program of study. Participants analyze language in all its aspects.

Linguistics students find they have a background for careers requiring both written and spoken communication skills. Potential careers: linguist, translator, interpreter, advertising specialist, writer, intelligence specialist, speech/language pathologist, speech writer, materials developer, editor, and ESL teacher. This minor also provides a background for students wanting to do graduate work in linguistics, modern languages, or a social science.

### Course Requirements

Complete a minimum of 19 units in approved courses.

- ENGL 225 (4) Introduction to Language Analysis, **or**
- ENGL 326 (4) Language Study for Teachers

One year of a language other than English in sequence at the university level (6-10 units)

### Select one course each from two of the following options (6-7 units)

- Philosophical & Anthropological Approaches
- ANTH 340 (4) Language & Culture, **or**
- PHIL 100 (3) Logic, **or**
- PHIL 485 (3) Issues & Thinkers of Philosophical Interest [when topic is Philosophy of Language]

- Language Development
- COMM 422 (4) Children's Communication Development, **or**
- ENGL 417 (3) Second Language Acquisition, **or**
- ENGL 328 (4) Structure of American English, **or**
- ENGL 325 (4) History of the English Language

Language Study  
FREN 311 (4) French V & Stories from  
the Francophone World, or  
GERM 311 (4) German Level V, or  
SPAN 311 (4) Spanish Level V

#### Culminating Phase

LING 495 (3) Practicum in Language  
Studies

#### Minor in Teaching English as a Second/ Foreign Language

##### Advisor

Suzanne Scott, Ph.D.  
Founders Hall 217  
707-826-5932

##### The Program

This coursework develops and refines skills necessary in teaching English as a second / foreign language (in the US, foreign schools, and language institutes).

##### Preparation

Take high school or community college courses in English, languages other than English, and ethnic studies.

##### Course Requirements

Six semester units of a language other than English taken at the university level or at an intensive language program.

ENGL 225 (4) Introduction to Language  
Analysis, or  
ENGL 326 (4) Language Studies for  
Teachers, or  
ENGL 328 (4) Structure of American  
English

All of the following:

ENGL 417 (3) Second Language  
Acquisition  
ENGL 435 (4) Intro to English as a  
Second/Foreign Language  
ENGL 436 (3) Integrating Language &  
Content in English  
Instruction

**NOTE:** ENGL 435 is a prerequisite for ENGL 436. Also, ENGL 225, 326 or 328 or the equivalent is a prerequisite for ENGL 417.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

### Graduate Coordinator

Janet Winston, Ph.D.  
Founders Hall 213  
707-826-3913  
Janet.Winston@humboldt.edu

### The Applied English Studies MA Program

The MA in English offers a broad curriculum meant to prepare students for a range of pursuits. The program fosters the development of critical reading, writing, teaching, research and other scholarly skills through focused study of literary and cultural texts, pedagogical theory, curriculum development, composition and rhetoric, digital humanities, linguistics, and ESL/EFL. Students gain an advanced understanding of current disciplinary knowledge, including how texts circulate among audiences and how language shapes the world. We offer a variety of opportunities for hands-on learning in the form of teaching assistantships, tutoring positions, and internships in teaching, editing, library curating and archiving, digital humanities, tutoring, and ESL/EFL. With an emphasis on professional development, the program expands opportunities for K-12 teachers and jobs in college teaching as well as careers in publishing, editing, professional writing, librarianship, digital scholarship, and teaching English abroad. Students have considerable latitude in designing master's projects that match their interests and the expertise of graduate faculty.

Students completing this program will demonstrate:

- the ability to produce professional-quality, research-based analytical writing in various genres and/or media
- the use of a variety of interpretive strategies for analyzing multiple kinds of texts, including digital and new media production
- engagement with theory and an ability to locate a text in its cultural and historical contexts
- skill in applying key theories and practices in the teaching of reading and writing for diverse audiences, including multilingual speakers
- understanding of cultural competency and social justice lenses
- the ability to define an area of inquiry and its relation to the field at large in a project or thesis

### Candidate Admission

In addition to the general CSU requirements for graduate admissions, candidates for the English MA program need to include the following documents with their application:

- three letters of recommendation
- academic writing sample

For complete information on current admission requirements, please consult the English department's website at [english.humboldt.edu](http://english.humboldt.edu).

### General Degree Requirements

Complete 34 units of graduate work (500-600 level) in language, composition, ESL, pedagogy, theory, literature, and digital humanities courses approved by the department.

GPA of 3.0 in all coursework applied to the degree (no individual grade less than B- will apply to the degree).

Reading knowledge of one language other than English or two college semesters of the same language.

### Required Courses

ENGL 536 (4) Problems in Form, Genre,  
Media  
ENGL 546 (4) Reading Historically  
ENGL 600 (4) Graduate Studies  
Introduction  
ENGL 605 (4) Cultural Studies  
Introduction  
ENGL 611 (4) Reading & Writing  
Pedagogy  
ENGL 612 (4) Theory of Rhetoric &  
Composition  
ENGL 614 (4) Teaching ESL Reading &  
Writing  
ENGL 615 (4) Digital Humanities  
ENGL 690 (1-6) Master's Project (vari-  
able units; at least 2 units required; may be  
repeated once if not completed in one se-  
mester for a total of 6 units)

### Graduate Elective Courses

ENGL 560 (4) Special Topics in Literature  
ENGL 570 (4) Topics in the Literature of  
Power and Place  
ENGL 580 (1-3) Special Topics Seminar  
ENGL 581 (3) Practicum in Teaching  
Writing  
ENGL 620 (4) Seminar in Critical Theory  
ENGL 635 (4) Introduction to English as a  
Second/Foreign Language  
ENGL 681 (2) Internship in Teaching of  
Literature  
ENGL 682 (2) Internship in Teaching of  
Writing  
ENGL 684 (2) Internship in Teaching of  
ESL

## Employment, Internships & Funding

**Graduate Teaching Associates.** Select MA students have the opportunity to work as Graduate Teaching Associates in the English department under the leadership of the Writing Program Director. Graduate Teaching Associates teach first-year writing: ENGL 104 Accelerated Composition and Rhetoric. If selected as a Graduate Teaching Associate, you will be required to attend a 2.5-day pre-semester teaching workshop during the week prior to fall semester and enroll in ENGL 581 for 3 units during your first semester teaching. Contingent on the availability of funds and student eligibility (as determined by financial aid awards), select Graduate Teaching Associates may receive a tuition waiver during one or more semester(s) they are teaching. For more information, please contact Professor Lisa Tremain, Writing Program Director, at [ldt142@humboldt.edu](mailto:ldt142@humboldt.edu).

**Writing Consultants in the English Department.** Graduate students are encouraged to work as writing consultants in our Writing in the Disciplines Seminar (AHSS 200). Qualified applicants may become paid Writing Fellows. Successfully completing one semester of ENGL 450 Tutoring Developing Writers is a prerequisite for all paid fellow positions. For more information about becoming a Writing Fellow, please contact Prof. Lisa Tremain, Writing Program Director, at [ldt142@humboldt.edu](mailto:ldt142@humboldt.edu).

Writing Studio Consultants in the Learning Center. Writing Studio consultants help other students organize and revise their writing assignments for courses in any subject area. Consultants meet with individual students in 30-minute blocks of time, either by appointment or on a drop-in basis. Consultants work with students to identify areas in their writing that would benefit from revision, and assist the students' efforts to strengthen their overall papers, rather than proofreading or making changes for students. Regular paid meetings are mandatory. Applicants must have completed ENGL 450 Tutoring Developing Writers or equivalent prior to being hired. Positions typically open before the start of each semester. For more information, please contact Jessica Citti at 707-826-5188 or [jessica.citti@humboldt.edu](mailto:jessica.citti@humboldt.edu).

**Teaching Internships.** Graduate students may intern in literature, composition, business and professional writing, or English as a second language classes, where they work closely with faculty teaching the courses.

Interns are exposed to a wide range of teaching activities and experiences, and receive mentoring from the faculty of record. Certain coursework may be necessary before enrolling in an internship. Consult the catalog and the graduate coordinator before enrolling in a graduate internship. While faculty members typically invite students for these internships. Students are also encouraged to seek out faculty and initiate a conversation about the possibility of working as their teaching interns.

**Library Internships.** Graduate students may intern in HSU Library's Humboldt Room and University Archives. Library Scholar interns gain hands-on experience with archival research and preservation, intellectual property and copyright, scholarly editing and publishing, public history, and museum studies. They work with manuscripts, rare books, and assorted special collections, developing skills including research, publicity, accession processing, digitization, and preparation of exhibits and digital projects. Library Scholar Interns work as a team to complete a variety of projects and receive mentoring from the faculty of record.

**Western Regional Graduate Program.** HSU is a member of the Western Regional Graduate Program (WRGP). WRGP is a program that allows students from fifteen western states to attend HSU and pay California Resident Tuition: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. The English Department participates in this program. For more information, please consult the WRGP website at <http://wiche.edu/wrgp>.

**Federal Work Study Graduate Research Assistantships.** Qualified MA students who are eligible for work-study funding may be matched with faculty or staff members whose research or creative projects require a research assistant. Awards of up to \$5,000 per academic year (up to 15 hours of work per week) are typically available contingent upon federal funding. Students must be enrolled in 6 units or more of course work to be eligible. While faculty members typically nominate students for these positions, students are also encouraged to seek out faculty and have a conversation about the possibility of working as their research assistants.



# ENVIRONMENTAL ETHICS MINOR

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## 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

Courses are listed in preferred sequence:

PHIL 302 (3) Environmental Ethics

#### Introduction to Environment

One of the following:

ESM 365 (3) Local Government  
Planning

FISH 300 (3) Introduction to Fishery  
Biology

FISH 310 (4) Ichthyology

FOR 130 (3) Dendrology  
FOR 302 (3) Forest Ecosystems &  
People

RRS 306 (3) Wildland Resource  
Principles

WLDF 301 (3) Principles of Wildlife  
Management

### Environmental Issues

One of the following:

ESM 215 (3) Natural Resources &  
Recreation

ENGR 305 (3) Appropriate Technology

FISH 443 (3) Problems in Water  
Pollution Biology

FOR 374 (3) Wilderness Area Mgmt.

FOR 432 (4) Silviculture

OCN 301 (3) Marine Ecosystems —  
Human Impact

OCN 304 (3) Resources of the Sea

WLDF 423 (3) Wildlife Management  
(Nongame Management)

One of the following:

ECON 309 (3) Economics of a  
Sustainable Society

ESM 400 (3) Inscape & Landscape

ESM 308 (3) Ecotopia

FOR 400 (3) Forestry in Modern  
Society

PHIL 106 (3) Moral Controversies

PSCI 306 (3) Environmental Politics

### Environmental Decision Making

One of the following:

ESM 305 (3) Environmental  
Conflict Resolution

WLDF 309 (3) Case Studies in  
Environmental Ethics



# ENVIRONMENTAL RESOURCES ENGINEERING

## **Bachelor of Science degree with a major in Environmental Resources Engineering**

See *Environmental Systems for the Master of Science degree with concentrations in Environmental Resources Engineering (ERE) and Energy Technology & Policy (ETaP)*.

### **Department Chair**

Eileen Cashman Ph.D.

### **Department of Environmental Resources Engineering**

Harry Griffith Hall 119

707-826-3619

engineering@humboldt.edu

engineering.humboldt.edu

For a complete description of the ERE program, including its program goals, see our webpage at [engineering.humboldt.edu](http://engineering.humboldt.edu).

### **Mission Statement**

The mission of the ERE program is to educate students to identify and solve complex environmental resources engineering problems. The program prepares responsible leaders who will sustain, restore and protect our natural resources and the environment.

### **The Program**

Students completing this program will have demonstrated:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- an ability to communicate effectively with a range of audiences
- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- an ability to develop and conduct appropriate experimentation, analyze and

interpret data, and use engineering judgment to draw conclusions

- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

HSU offers one of the largest and oldest undergraduate accredited environmental engineering programs in the United States. While studying in one of the most environmentally interesting areas of California, Environmental Resources Engineering students will learn to apply an interdisciplinary approach to understanding and resolving resource planning and management problems in their social, economic, ethical, and historical contexts.

Program coursework and research are in three primary areas: water quality, water resources, and energy resources.

Students prepare for work in industry, private practice, or government, or for continued studies in graduate school.

Potential careers include: environmental engineer; civil engineer; groundwater engineer; energy engineer; air pollution engineer; ecological engineer; fisheries engineer; hazardous waste engineer; hydraulic engineer; hydrologist; public health engineer; public works engineer; sanitary engineer; solid waste engineer; water resources engineer; water quality engineer; building energy efficiency analyst; wind power analyst/engineer; solar power engineer; energy storage systems engineer; habitat restoration engineer.

The Environmental Resources Engineering program at Humboldt State University is accredited by the Engineering Accreditation Commission of ABET, [abet.org](http://abet.org).

### **Preparation**

Students interested in becoming an ERE major should take courses in biology, chemistry, physics, mathematics, critical thinking, and oral/written communications.

### **REQUIREMENTS FOR THE MAJOR**

#### **Modifications to General Education Requirements**

The ERE program has approval for the following GE requirements to be fulfilled by completion of all ERE major coursework. Lower Division GE Areas A2 (3 units), A3 (3 units), D (3 units), and E (3 units); Upper Division GE Area B: (3 units). In addition, the ERE program has approval for courses fulfilling

requirements in American Institutions (6 units) to count as fulfilling Lower Division GE Area D requirements (6 units).

Students who change out of the ERE major are encouraged to contact the Office of the Registrar or the Academic & Career Advising Center regarding completion of GE requirements.

*The following degree requirements must be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

- Lower Division GE Area A1: Written Communication (3 units)
- Lower Division GE Area C (9 units)
- American Institutions (6 units)
- Upper Division GE Area C (3 units)
- Upper Division GE Area D (3 units)
- Diversity & Common Ground (0-6 units)

A minimum grade of C- is required for all courses in the major. Grades of D+, D, F, WU, and NC count as failed attempts. Required courses in the major may not be repeated more than one time. If a student has two failed attempts in a required course, the student will not be able to graduate with an ERE degree.

#### **Lower Division**

BIOL 105	(4)	Principles of Biology
CHEM 109	(5)	General Chemistry I
CHEM 110	(5)	General Chemistry II
MATH 109	(4)	Calculus I
MATH 110	(4)	Calculus II
MATH 210	(4)	Calculus III
PHYX 210	(4)	General Physics B
ENGR 115	(3)	Intro to Environmental Resources Engineering
ENGR 210	(3)	Solid Mechanics: Statics
ENGR 211	(3)	Solid Mechanics: Dynamics
ENGR 215	(3)	Introduction to Design
ENGR 225	(3)	Computational Methods for Environmental Engineering I

#### **Upper Division**

ENGR 313	(3)	Systems Analysis
ENGR 322	(4)	Environmental Data Modeling & Analysis
ENGR 325	(3)	Computational Methods for Environmental Engineering II
ENGR 326	(3)	Computational Methods for Environmental Engineering III
ENGR 330	(3)	Mechanics & Science of Materials

- ENGR 331 (3) Thermodynamics & Energy Systems I
- ENGR 333 (4) Fluid Mechanics
- ENGR 351 (4) Introduction to Water Quality
- ENGR 410 (3) Environmental Health & Impact Assessment
- ENGR 416 (3) Transport Phenomena
- ENGR 440 (3) Hydrology I
- ENGR 492 (3) 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 (4) Principles of Ecology
- CHEM 341 (5) Quantitative Analysis
- CHEM 370 (3) Earth Systems Chemistry
- FISH 320 (3) Limnology
- GEOG 303 (3) Earth Resources & Global Environmental Change
- GEOG 306 (3) General Geomorphology
- PHYX 315 (3) Intro to Electronics & Electronic Instrumentation
- SOIL 360 (3) Origin and Class of Soils
- SOIL 363 (3) Wetland Soils

Three engineering design courses:

- ENGR 418 (3) Applied Hydraulics
- ENGR 421 (3) Advanced Numerical Methods for Engineers I
- ENGR 434 (3) Air Quality Management
- ENGR 435 (3) Solid Waste Management
- ENGR 441 (3) Hydrology II
- ENGR 443 (3) Groundwater Hydrology
- ENGR 445 (3) Water Resources Planning & Management
- ENGR 448 (3) River Hydraulics
- ENGR 451 (4) Water & Wastewater Treatment Engineering
- ENGR 452 (3) Design of Water Treatment & Reuse Systems
- ENGR 455 (3) Engineered Natural Treatment Systems
- ENGR 471 (3) Thermodynamics & Energy Systems II
- ENGR 473 (3) Building Energy Analysis
- ENGR 475 (3) Renewable Energy Power Systems
- ENGR 477 (3) Solar Thermal Engineering
- ENGR 481 (3) Selected Topics with Engineering Design
- ENGR 498 (3) Directed Design Project



# ENVIRONMENTAL SCIENCE & MANAGEMENT

## Bachelor of Science degree with a major in Environmental Science & Management — with concentrations in:

Ecological Restoration  
Energy & Climate  
Environmental Education & Interpretation  
Environmental Planning & Policy  
Geospatial Science  
Natural Resources Recreation

## Minors

Ecological Restoration  
Environmental Education & Interpretation  
Environmental & Natural Resources Planning  
Environmental Policy  
Natural Resources  
Natural Resources Recreation

## Certificates of Study

Environmental Education & Interpretation  
Environmental & Natural Resources Planning  
Geospatial Science  
Natural Resources Policy & Administration

## Master of Science degree in Natural Resources — with a concentration in Environmental Science & Management

### Department Chair

Steven R. Martin, Ph.D.

### Environmental Science & Management

Natural Resources Building 200  
707-826-4147  
environment.humboldt.edu

### Associated Faculty & Advisors

Natalie Arroyo, Gillian Black, Craig Benson, Kerry Byrne, Jeff Dunk, Yvonne Everett, Kevin Fingerman, James Graham, David Gwenzi, Jennifer Kalt, Buddhika Madurapperuma, Nick Malloy, Jennifer Marlow, Steven Martin, Judith Mayer, Melanie McCavour, Jack Murphy, Alison O'Dowd, Jennifer Ortega, Laurie Richmond, Amy Rock, Roxann Schroeder, Jennifer Tarlton, William Trush, Julie Van Sickle, Tashina Welliver

### The Program

Students completing this program will have demonstrated:

- the ability to apply science to understanding ecosystems and natural resources
- the ability to understand the policy and social implications of environmental issues.

- the knowledge and skills to understand, analyze, address and manage the consequences of human actions on the physical, biological, and cultural world.

- the knowledge and skills to seek out the information and resources necessary to understand complex environmental issues.

- the writing, speaking, and electronic communication skills needed to communicate with the public and professionals concerning the environmental sciences.

- the ability to apply critical thinking skills as the basis for decision making and sound value judgments.

Graduates should find work with state, federal, and local governments, nonprofit conservation organizations, private sector consulting firms (particularly those dealing with environmental impact analysis, environmental planning, wetlands delineation, environmental restoration, geospatial applications in natural resources, energy technology and planning, and natural resource management), or go on to professional and graduate schools to study ecology, environmental law, environmental planning, human dimensions of natural resources, outdoor recreation management, geospatial science, natural resources management, wilderness management, public administration, or environmental policy.

### Preparation

High school students need strong academic preparation in math, writing, and the sciences.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

*Complete all courses in the major with a C- or better.*

### Core Courses (24 units)

ESM 105	(3) Natural Resource Conservation
ESM 111	[1] Environmental Science Seminar
GSP 101	[2] Geospatial Concepts <b>and</b>
GSP 101L	[1] Geospatial Concepts Lab
STAT 109†	[4] Introductory Biostatistics
ESM 230	[3] Environmental Methods
ESM 303	[4] Applied Natural History & Ecology

ESM 305	(3) Environmental Conflict Resolution
ESM 325	(3) Environmental Law & Regulation

Select one of the following concentrations:

### Ecological Restoration Concentration

*Core courses plus:*

#### Lower Division

BIOL 105	(4) Principles of Biology
BOT 105	(4) General Botany
CHEM 107	(4) Fundamentals of Chemistry
GSP 270	(3) Geographic Information Science (GIS)
SOIL 260	(3) Intro to Soil Science

#### Upper Division

BOT 350	(4) Plant Taxonomy
ESM 355	(3) Principles of Ecological Restoration
ESM 425	(3) Environmental Impact Assessment
ESM 435	(2) Grant Writing
ESM 455	(4) Applied Ecological Restoration
FOR 315	[3] Forest Management <b>and</b>
FOR 431	[3] Forest Restoration, <b>or</b>
RRS 306	(3) Rangeland Resource Principles <b>and</b>
RRS 430	(3) Wildland Restoration & Development
WSHD 310	(4) Hydrology & Watershed Management

Take **one** upper division course approved by your advisor, from BOT, ESM, FISH, FOR, GEOL, GSP, RRS, SOIL, WSHD, or WLDF. (Prerequisites may be required for some courses, depending on choice.)

**NOTE: 24 units may double-count toward GE requirements.**

### Energy & Climate Concentration

*Core courses plus:*

#### Lower Division

BIOL 105	(4) Principles of Biology, <b>or</b>
BOT 105	(4) General Botany
CHEM 107	(4) Fundamentals of Chemistry **

† Course requires one or more prerequisites that are not required elsewhere in the major.



- ECON 104 (3) Contemporary Topics in Economics  
 MATH 105<sup>‡</sup> (3) Calculus for the Biological Sciences & Natural Resources  
 PHYX 106 (4) College Physics: Mechanics & Heat  
 PHYX 107 (4) College Physics: Electromagnetism & Modern Physics

**Upper Division**

- ECON 450 (4) Energy Economics & Climate Policy  
 ENGR 305 (3) Appropriate Technology  
 ENGR 371 (3) Energy Systems & Technology  
 ESM 370 (3) Energy, Technology & Society  
 ESM 411 (3) Sustainable Campus  
 ESM 425 (3) Environmental Impact Assessment

*Take two climate science courses:*

- CHEM 370 (3) Earth System Chemistry  
 OCN 420<sup>‡</sup> (3) Oceans and Climate  
 WSHD 458 (3) Climate Change & Land Use

*Take two tools courses:*

- ECON 423 (3) Environmental & Natural Resource Economics  
 ESM 309B (3) Environmental Communication  
 ESM 435 (2) Grant Proposal Writing  
 GSP 270 (3) Geographic Information Science (GIS)  
 GEOG 301 (3) International Environmental Issues & Globalization

**NOTE: 24 units may double-count toward GE requirements.**

**Environmental Education & Interpretation Concentration**

*Core courses plus:*

- BIOL 105 (4) Principles of Biology, **or**  
 BOT 105 (4) General Botany  
 GEOL 109 (4) Introduction to Geology, **or**  
 SOIL 260 (3) Introduction to Soil Science  
 CHEM 107 (4) Fundamentals of Chemistry, **or**  
 GEOG 106 (3) Physical Geography, **or**  
 PHYX 104 (4) Descriptive Astronomy  
 ESM 210 (3) Public Land Use Policies & Management  
 ESM 215 (3) Natural Resources & Recreation  
 ESM 253 (3) Interpretive Computer Graphics

- CD 209 (3) Middle Childhood Development  
 ESM 350 (3) Fundamentals of Environmental Education & Interpretation  
 ESM 351 (1) Environmental Interpretation Field Trip  
 ESM 353 (3) Environmental Education & Interpretation Graphics  
 ESM 430 (3) NR Management in Protected Areas  
 ESM 450 (3) Applied Environmental Education & Interpretation  
 ESM 453 (4) Environmental Education & Interpretation Practicum (capstone)  
 ESM 482 (2) Internship, **or**  
 ESM 499 (2) Directed Study

*Take one skills course:*

- ART 340 (3) Graphic Design II  
 ART 356 (3) Museum & Gallery Practices  
 ESM 309B (3) Environmental Communication  
 ESM 425 (3) Environmental Impact Assessment  
 GSP 270 (3) Geographic Information Science (GIS)  
 REC 330 (3) Adventure Theory & Practice

Plus one upper division science or natural resources depth course approved by advisor (3 units).

**NOTE: 24 units may double-count toward GE requirements.**

**Environmental & Natural Resources Recreation Concentration**

*Core courses plus:*

- BIOL 105 (4) Principles of Biology, **or**  
 BOT 105 (4) General Botany  
 CHEM 107 (4) Fundamentals of Chemistry\*\*  
 ESM 210 (3) Public Land Use Policies & Management  
 ESM 215 (3) Natural Resources & Recreation  
 SOIL 260 (3) Intro to Soil Science  
 GSP 270 (3) Geographic Information Science (GIS)  
 FOR 374 (3) Wilderness Area Management  
 ESM 415 (3) Recreation & Park Planning (alternate years)  
 ESM 425 (3) Environmental Impact Assessment  
 ESM 430 (3) NR Management in Protected Areas  
 ESM 435 (2) Grant Proposal Writing

- ESM 440 (2) Managing Recreation Visitors &  
 ESM 440L (1) Managing Recreation Visitors Lab  
 ESM 482 (2) Internship, **or**  
 ESM 499 (2) Directed Study

*Take one of the following skills courses:*

- ESM 253 (3) Interpretive Computer Graphics  
 ESM 309B (3) Environmental Communication  
 ESM 350 (3) Fundamentals of Environmental Education & Interpretation  
 GSP 330 (3) Mobile Mapping  
 GSP 370 (3) Intermediate GIS

Plus one upper division natural resources management course (3 units), approved by advisor; from FISH, FOR, ESM, RRS, SOIL, WSHD, WLDF.

**NOTE: 24 units may double-count toward GE requirements.**

**Environmental Planning & Policy Concentration**

*Core courses plus:*

**Lower Division**

- BOT 105 (4) General Botany  
 CHEM 107 (4) Fundamentals of Chemistry\*\*  
 ESM 210 (3) Public Land Use Policies & Management  
 GSP 270 (3) Geographic Information Science (GIS)

**Upper Division**

- ESM 360 (3) Intro to Environmental Planning Methods  
 ESM 365 (3) Local Government Planning  
 ECON 423 (3) Environmental & NR Economics  
 ESM 425 (3) Environmental Impact Assessment  
 ESM 435 (2) Grant Proposal Writing  
 ESM 460 (3) Environmental Planning for Public Lands & Rural Communities, **or**  
 ESM 462 (3) Coastal & Marine Planning  
 ESM 475 (4) Senior Practicum (Capstone)  
 ESM 482 (2) Internship, **or**  
 ESM 499 (2) Directed Study

<sup>‡</sup> Course requires one or more prerequisites that are not required in the major.

\*\*CHEM 109 & CHEM 110 may be substituted for CHEM 107.

Take one ecology & management course:

- ESM 355 (3) Principles of Ecological Restoration
- ESM 370 (3) Energy Technology & Society
- ESM 420 (3) Ecosystem Analysis
- ESM 430 (3) Natural Resource Management in Protected Areas
- FOR 321 (3) Fire Ecology
- FOR 374 (3) Wilderness Area Management
- FISH 476† (3) Ecology of Running Waters
- WLDF 460† (3) Conservation Biology

Take one natural resource science fundamentals course:

- FOR 130 (3) Dendrology
- GEOG 109 (3) General Geology
- SOIL 260 (3) Intro to Soil Science
- BOT 350† (4) Plant Taxonomy
- WSHD 310 (4) Hydrology & Watershed Management

Take two upper division policy and management courses, chosen from a list of approved courses provided by your advisor, from ENGR, FISH, FOR, GEOG, NAS, PHIL, PSCI, RRS, SOIL, WSHD, WLDF. *(Prerequisites may be required for some courses, depending on choice.)*

**NOTE: 24 units may double-count toward GE requirements.**

### Geospatial Science Concentration

*Core courses plus:*

#### Lower Division

- GEOG 106 (3) Physical Geography
- GSP 216 (3) Intro to Remote Sensing
- GSP 270 (3) Geographic Information Science (GIS)

#### Upper Division

- GSP 316 (4) Cartography
- GSP 318 (3) Geospatial Programming I
- GSP 326 (3) Intermediate Remote Sensing
- GSP 330 (3) Mobile Mapping
- GSP 370 (3) Intermediate GIS
- GSP 418 (3) Geospatial Programming II, **or**
- GSP 436 (3) Advanced Remote Sensing, **or**
- GSP 470 (3) Advanced Geospatial Analysis & Modeling

- ESM 410 (3) Environmental Science Practicum (capstone)
- ESM 425 (3) Environmental Impact Assessment
- ESM 435 (2) Grant Proposal Writing

*Take one natural resources depth or course approved by advisor; minimum three units:*

- ESM 360 (3) Intro to Environmental Planning Methods
- ESM 430 (3) Natural Resource Mgmt. in Protected Areas
- FISH 220 (3) Water Resources & Conservation
- FISH 260 (3) Fish Conservation & Mgmt.
- FISH 300 (3) Intro to Fishery Biology
- FOR 302 (3) Forest Ecosystems & People
- FOR 307 (3) California's Forests & Woodlands
- GEOG 300† (3) Geology of California
- GEOG 303 (3) Earth Resources & Global Environmental Change
- GEOG 306† (3) General Geomorphology
- GEOG 308 (3) Natural Disasters
- OCN 301 (3) Marine Ecosystems — Human Impact
- OCN 304 (3) Resources of the Sea
- RRS 306 (3) Wildland Resource Principles
- WSHD 310 (4) Hydrology & Watershed Management
- WSHD 333 (3) Wildland Water Quality
- WLDF 301 (3) Principles of Wildlife Management
- WLDF 468 (3) Spatial Wildlife Ecology

**NOTE: 27 units may double-count toward GE requirements.**

### REQUIREMENTS FOR THE MINORS

*Complete all courses in the minor with a C- or better.*

#### Ecological Restoration Minor

- BOT 105 (4) General Botany
- SOIL 260 (3) Intro to Soil Science
- ESM 355 (3) Principles of Ecological Restoration

Plus take either:

- FOR 315 (3) Forest Management **and**
- FOR 431 (3) Forest Restoration **or**
- RRS 306 (3) Rangeland Resource Principles **and**
- RRS 430 (3) Wildland Restoration & Development

#### Environmental Education & Interpretation Minor

- ESM 215 (3) Natural Resources & Recreation
- ESM 253 (3) Interpretive Computer Graphics [or equivalent]
- ESM 350/351 (3/1) Fundamentals of Environmental Education & Interpretation, **and** Field Trip
- ESM 353 (3) Environmental Education & Interpretation Graphics
- ESM 430 (3) NR Management in Protected Areas
- ESM 450 (3) Applied Environmental Education & Interpretation

#### Environmental & Natural Resources Planning Minor

- GEOG 106 (3) Physical Geography
- ESM 105 (3) Natural Resource Conservation
- ESM 210 (3) Public Land Use Policies & Management
- ESM 360 (3) Intro to Environmental Planning Methods

Plus two courses from the following:

- ESM 325 (3) Environmental Law & Regulation
- ESM 365 (3) Local Government Planning
- ESM 425 (3) Environmental Impact Assessment

#### Environmental Policy Minor

- ESM 105 (3) Natural Resources Conservation
- ESM 210 (3) Public Land Use Policies & Management
- ESM 325 (3) Environmental Law & Regulation
- ESM 425 (3) Environmental Impact Assessment
- PSCI 306 (3) Environmental Politics

*Take one course from the following:*

- ECON 423 (3) Environmental & Natural Resource Economics
- NAS 332 (3) Environmental Justice
- PSCI 317 (4) Public Policy Process
- PSCI 352 (4) Water Politics
- PSCI 364 (4) Technology & Development
- PSCI 373 (4) Politics of Sustainability
- PSCI 412 (4) Legal Research
- WSHD 430 (3) Water Rights/Water Law

† Course requires one or more prerequisites that are not required in the major.

### Natural Resources Minor

- BIOL 105 (4) Principles of Biology  
ESM 105 (3) Natural Resource Conservation  
SOIL 260 (3) Introduction to Soil Science

At least three courses from the following  
(at least six units must be 300 or above):

- ESM 210 (3) Public Land Use Policies & Management  
ESM 215 (3) Natural Resources & Recreation  
ESM 365 (3) Local Government Planning  
FISH 300 (3) Introduction to Fishery Biology  
FOR 315 (3) Forest Management  
FOR 374 (3) Wilderness Area Mgmt.  
OCN 301 (3) Marine Ecosystems — Human Impact  
OCN 304 (3) Resources of the Sea  
RRS 306 (3) Wildland Resource Principles  
WLDF 301 (3) Principles of Wildlife Management

### Natural Resources Recreation Minor

- ESM 210 (3) Public Land Use Policies & Management  
ESM 215 (3) Natural Resources & Recreation  
ESM 305 (3) Environmental Conflict Resolution, **or**  
ESM 309B (3) Environmental Communication  
FOR 374 (3) Wilderness Area Mgmt.  
ESM 415 (3) Recreation & Park Planning, **or**  
ESM 440 (2) Managing Recreation Visitors  
ESM 430 (3) NR Management in Protected Areas



# ENVIRONMENTAL STUDIES

## Bachelor of Arts degree with a major in Environmental Studies

### Program Chair

Sarah Jaquette Ray, Ph.D.

### Environmental Studies Program

Founders Hall 109

707-826-3946

environmentalstudies@humboldt.edu

enst.humboldt.edu

### Associated Faculty & Advisors

Janelle Adsit, English

Mark Baker, Politics

Tim Bean, Wildlife Management

Rising Baldy Cutcha, Native American  
Studies

Matthew Derrick, Geography

Kevin Fingerma, Environmental Science &  
Management

Nicole Jean Hill, Art

Matthew Johnson, Wildlife Management

Jennifer Maguire, Social Work

John Meyer, Politics

Rosemary Sherriff, Geography

Anthony Silvaggio, Sociology

Jessica Urban, Critical Race, Gender &  
Sexuality Studies

Noah Zerbe, Politics

### The Program

Do you love the natural world but also love thinking about culture, people, politics, media, economics, history, literature, art, and identity? Do you want to save the planet and also make the world a more equitable place for all its inhabitants? Do you want to develop a wide range of skills to address the world's most pressing environmental and social dilemmas? Consider an interdisciplinary Environmental Studies degree at HSU.

Environmental studies provides students with tools for understanding the complex relationships between human communities and both "natural" and built environments. The program cultivates critical analysis of environmental problems using tools from a variety of disciplines, helps students analyze environmental messages and communicate them effectively, and enables them to act as informed citizens and professionals. This requires knowledge of earth systems science as well as human systems, informed by careful reflection upon ethical concerns and societal values. Students tailor their focus in the degree by choosing a suite of applied courses in one of the "em-

phasis area" options: Ecology and Conservation Science, Geospatial Analysis, Media Production, Community Organizing, or Appropriate Technology.

Students completing this program will be able to:

- demonstrate understanding of how environmental challenges involve multiple perspectives and social contexts, and recognize the role of power and privilege in shaping them
- demonstrate literacy with earth systems
- use humanistic, creative, and social scientific approaches to understand environmental challenges
- understand how different research methods lead to diverse environmental knowledges
- critically evaluate normative claims about and representations of the environment.

### REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

Complete all courses in the major with a C- or better:

A total of 55-62 units are required for the major:

#### Lower Division Core (14 units)

- |          |   |
|----------|---|
| ENST 120 | (1) Introductory Seminar to Environmental Studies |
| ENST 195 | (3) Topics in Nature/Culture                      |
| ENST 295 | (4) Power/Privilege & Environment [DCG-d]         |
| GEOG 106 | (3) Physical Geography                            |

Select one of the following:

- |                  |                                   |
|------------------|-----------------------------------|
| ESM 230 ‡        | (3) Environmental Methods         |
| GSP 101/GSP 101L | (2/1) Geospatial Concepts and Lab |

#### Upper Division Core (17 units)

- |           |   |
|-----------|---|
| ECON 423  | (3) Environmental & Natural Resources Economics                     |
| ENST 395  | (4) Environmental Studies Research & Analysis                       |
| ENST 490  | (4) Environmental Studies Capstone Experience, <b>or</b>            |
| ENST 490S | (4) Environmental Studies Capstone Experience with Service Learning |

‡ Course requires a prerequisite that is not required elsewhere in the major.

- |          |   |
|----------|---|
| NAS 331  | (3) Indigenous Natural Resource Management Practices, <b>or</b> |
| NAS 332  | (3) Environmental Justice                                       |
| PSCI 306 | (3) Environmental Politics                                      |

#### Arts and Humanities (6–8 units)

Select 6-8 units from the following:

- |          |                                   |
|----------|-----------------------------------|
| ART 395  | (3) Topics in Art: Art & Place    |
| ENGL 311 | (4) Environmental Writing         |
| ESM 309B | (3) Environmental Communication   |
| GEOG 311 | (3) Geographic Research & Writing |
| PHIL 302 | (3) Environmental Ethics          |
| RS 361   | (3) Environment & Religion        |
| WS 340   | (3-4) Ecofeminism                 |
| ENST 480 | (1-4) Special Topics              |

#### Earth Systems Science (3–4 units)

Select one of the following:

- |          |   |
|----------|---|
| GEOG 302 | (3) Global Ecology & Biodiversity                 |
| GEOG 352 | (3) Weather, Climate, and Natural Hazards         |
| GEOG 357 | (3) Climate, Ecosystems & People                  |
| GEOL 303 | (3) Earth Resources & Global Environmental Change |
| OCN 304  | (3) Resources of the Sea                          |
| WSHD 310 | (4) Hydrology & Watershed Management              |

#### Social Sciences (6–8 units)

Select two of the following:

- |                   |  |
|-------------------|--|
| ECON 309          | (3) Economics of Sustainable Society                   |
| GEOG 301          | (3) International Environmental Issues & Globalization |
| GEOG 365/PSCI 365 | (4) Political Ecology                                  |
| NAS 366           | (4) Tribal Water Rights                                |
| PSCI 364          | (4) Technology & Development                           |
| PSCI 373          | (4) Politics of Sustainability                         |
| SOC 320           | (4) Environmental Sociology                            |
| SOC 370           | (3) Environmental Inequality & Globalization           |

#### Emphases — Choose one (9–11 units)

The emphasis areas are designed to provide students with skills that complement the core Environmental Studies curriculum. Emphases are not listed on your diploma or transcripts, but you can highlight this additional skill-set on your resume and elsewhere.

**Appropriate Technology Emphasis**  
(10 units)

Take all of the following:

- ENST 123 (1) CCAT Practicum (Take twice with different topics for a total of 2 units.)  
SOIL 104 (3) Intro to Sustainable Agriculture  
ENGR 305 (3) Appropriate Technology  
ENGR 308 (3) Technology & the Environment

**Community Organizing Emphasis**  
(10-11 units)

- COMM 315 (4) Communication & Social Advocacy  
COMM 416 (3) Social Advocacy Theory & Practice  
CRGS 313/EDUC 313 (3) Community Activism, **or**  
SOC 475 (4) Community Organizing

**Ecology & Conservation Science Emphasis** (9-11 units)

- BIOL 105 (4) Principles of Biology, **or**  
BOT 105 (4) General Botany, **or**  
WLDF 210 (3) Intro to Wildlife Conservation, **or**  
ZOO 110 (4) Introductory Zoology  
BIOL 330<sup>†</sup> (4) Principles of Ecology, **or**  
WLDF 301<sup>†</sup> (3) Principles of Wildlife Management  
WLDF 460<sup>†</sup> (3) Conservation Biology

**Geospatial Analysis Emphasis** (9-10 units)

GSP 101/GSP 101L (2/1) Geospatial Concepts & Lab (optional course in core)

Take two of the following:

- GSP 216<sup>†</sup> (3) Introduction to Remote Sensing  
GSP 270<sup>†</sup> (3) Geographic Information Science (GIS), **or**  
GSP 280<sup>†</sup> (3) Special Topics in GSP (when offered as GIS for the Social Sciences)  
GSP 316<sup>†</sup> (4) Cartography  
**or both of**  
GSP 270<sup>†</sup> (3) Geographic Information Science (GIS), **or**  
GSP 280<sup>†</sup> (3) Special Topics in GSP (when offered as GIS for the Social Sciences)  
GSP 370<sup>†</sup> (3) Intermediate Geographic Information Science (GIS)

**Media Production Emphasis** (10 units)

Take six units from the following:

- ART 108 (3) Graphic Design I  
ART 251 (3) Photography I  
JMC 120 (3) Beginning Reporting  
JMC 125 (3) Intro to Journalism Tools  
JMC 156 (3) Video Production

Take at least three units from the following:

- ENGL 460 (4) Literary Editing & Publishing (*Toyon*)  
FILM 360 (4) Science, Environment & Natural History Digital Production  
FILM 362 (4) Social Change Digital Production  
JMC 325 (2) Magazine Production Workshop  
JMC 327 (2) Multimedia News Workshop  
JMC 336 (3) Advanced Video Production  
JMC 490 (1) Seminar in Journalism (Topic: El Leñador)

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<sup>†</sup> See course description for prerequisites.

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# ENVIRONMENTAL SYSTEMS

## Master of Science degree in Environmental Systems —

with concentrations in Energy Technology & Policy; Environmental Resources Engineering; and Geology

*This program is administered by the coordinator of the environmental systems graduate program of the College of Natural Resources and Sciences.*

### Coordinator

Margaret Lang, Ph.D.

### Graduate Office

College of Natural Resources & Sciences  
Forestry 101  
707-826-3256

### The Program

Students completing this program will have demonstrated:

- the ability to read the current literature in their area with understanding and insight
- the ability to apply that current research to the solution of environmental and resource management problems in their area of interest
- the ability to successfully work as a team member on the solution of environmental and resource management problems
- the ability to clearly articulate an understanding of and solutions to environmental and resource management problems
- the ability to define and conceptualize an environmental problem, develop an appropriate approach to its solution, successfully complete the project, and clearly communicate the results.

The **Energy Technology and Policy Concentration** is an interdisciplinary program for students interested in issues ranging from renewable energy engineering to climate change mitigation, and from international development to energy policy in California. The program offers a rigorous curriculum for students who are interested in making a difference in these important areas of work.

Career possibilities: energy engineer, energy policy analyst, environmental projects manager, international development worker.

The **Environmental Resources Engineering Concentration** focuses on the design, testing, and analysis of natural and engineered systems applied to advanced water and wastewater treatment, water resources, and renewable energy. Career

possibilities: environmental engineer, water quality engineer, energy engineer, water resources engineer.

The **Geology Concentration**, 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.

### Preparation

Earn an approved bachelor's degree for the selected concentration.

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 concentration.

### 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 concentration. Background deficiencies may be satisfied by taking approved undergraduate courses.

Complete the **core course requirement**:

SCI 698 [1-3] Graduate Colloquium in Environmental Systems

Complete one of the following concentrations: Energy Technology and Policy; Environmental Resources Engineering; or Geology.

Write an acceptable thesis/project.

### Energy Technology & Policy Concentration

**Prerequisites.** An appropriate undergraduate degree and sufficient preparation is required. Prior coursework in areas including elementary statistics and probability, calculus, physics, and chemistry is expected. Engineering, math, and natural science students will benefit from having had at least six semester units of sociology, anthropology, economics, political science, or another

related social science. Students who aspire to work internationally should have at least one year of training in a language other than English, or equivalent experience. Students with deficient preparation will be expected to satisfy background coursework prior to beginning the program. Deficiencies may be made up concurrently with prior approval in some cases, but this may extend time in the program.

**Required courses.** All core requirements listed under Requirements for the Degree plus the following concentration requirements:

ENGR 532 [4] Energy, the Environment, and Society  
ECON 550 [4] Economics of Energy & Climate Policy  
STAT 630 [4] Data Collection & Analysis

And at least one additional course from the following:

ENGR 533 [4] Energy & Climate Change  
ENGR 535 [4] Development Technology

**Approved upper division and graduate courses** in a coherent package of a minimum of four elective courses that bring the total to at least 30 units.

### Environmental Resources Engineering Concentration

**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, associated sciences, economics, and policy to bring the total number of units to at least 30. Up to 6 units of thesis or project 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.

Approved coursework must include one course each in economics and policy.

Allowable courses include those listed below or appropriate alternative non-general education upper division or graduate level courses approved by the student's academic advisor.

**Approved economics courses:**

- ECON 423\* (3) Environmental & Natural Resources Economics
- ECON 423D (1) Environmental & Natural Resources Economics - Additional Depth
- ECON 550 (4) Economics of Energy & Climate Policy
- ECON 570 (4) Sustainable Rural Economic Development

\*Must be taken concurrently with the corresponding Additional Depth course

**Approved policy courses:**

- ENGR 532 (4) Energy, Environment & Society
- ENGR 545 (3) Water Resources Planning & Mgmt.
- GEOG 473 (1-4) Topics in Physical Geography

**Geology Concentration**

**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 concentration requirements:

- GEOL 550 (3) Fluvial Processes
- GEOL 551 (3) Hillslope Processes
- GEOL 553 (4) Quaternary Stratigraphy
- GEOL 554 (2) Advanced Geology Field Methods
- GEOL 555 (3) Neotectonics
- STAT 630 (4) Data Collection & Analysis

**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.



# ETHNIC STUDIES (COMPARATIVE) MINOR

## Minor in Comparative Ethnic Studies

See also the *Ethnic Studies Emphasis within the Critical Race, Gender and Sexuality Studies (CRGS) major*.

### Department Chair

Kim Berry, Ph.D.

### Department of Critical Race, Gender and Sexuality Studies

Behavioral & Social Sciences 206  
707-826-4329, fax 707-826-4320  
crgs.humboldt.edu

### The Program

Students completing this minor will have demonstrated the ability to:

- use intersectional analysis to examine social issues
- explain prominent debates in critical social theory
- articulate the relationship between social justice movements and history.

Comparative 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 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, Latin@s, 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. Comparative 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, Comparative Ethnic Studies promotes human interactions for social justice in the 21st century.

### Preparation

High school students should take American ethnic literature, social studies, and history.

## REQUIREMENTS FOR THE MINOR

The minor consists of 16 units.

### Core Courses

ES 105	(3)	Introduction to US Ethnic Studies.
ES 308	(3)	Multi-Ethnic Resistance in the US
ES 326	(4)	Media & the Politics of Representation

Plus six additional units from the following:

CRGS 330	(3)	Women of Color Feminisms
ES 245	(3)	Hip Hop & the Black Experience
ES 304	(3)	Migrations & Mosaics
ES 305	(3)	African American Cultural History
ES 306	(3)	World Regions Cultural Studies
ES 314	(3)	Chicano Culture & Society in America
ES 325	(3)	From Civil Rights to Black Power
ES 336/WS 336/ENGL 336	(4)	American Ethnic Literature
ES 480	(1-4)	Selected Topics in ES

or other advisor approved course.



# FAMILY STUDIES MINOR

## Minor in Family Studies

### Department Chair

Dr. Kishan Lara-Cooper

### Department of Child Development

Harry Griffith Hall 229  
707-826-3471  
childdev.humboldt.edu/minors

### 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.

\* Course may not be used for more than one topic section.

## REQUIREMENTS FOR THE MINOR

### Family Foundation

CD 251	(3)	Children, Families & Their Communities
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### Growth & Development Foundation

CD 350	(3)	Perspectives: Life-Span Development
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### Contemporary Family Dynamics

Minimum of one course from:

CD 352	(3)	Parent/Child Relationships [DCG-d]
PSYC 303	(3)	Family Relations in Contemporary Society
SOC 306	(3)	The Changing Family

### Cultural Variations

Minimum of one course from:

AIE 335	(3)	Social Cultural Considerations [DCG-d]
CD 467	(3)	Working with Culturally Diverse Families [DCG-d]
COMM 322	(4)	Intercultural Communication [DCG-d]

## Interacting with Families

Minimum of one course from:

AIE 335	(3)	Social Cultural Considerations [DCG-d]
CD 366	(3)	Exceptional Children & Their Families*

## Special Family Topics

Minimum of three units from:

CD 362	(3)	Children & Stress
CD 366	(3)	Exceptional Children & Their Families*
SW 431	(4)	Juvenile Delinquency
SW 480	[.5-4]	Special Topics [Must be related to the family - Prior permission to count toward minor must be approved]

## Advocacy & Public Policy

CD 479	(3)	Policy Analysis & Advocacy [Completion of other courses in minor required]
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# FILM

## Bachelor of Arts degree with a major in Film

### Minor in Film

**Department Chair / Program Leader**  
Ann Alter, MFA

**Department of Theatre, Film & Dance**  
Theatre Arts Building 20  
707-826-3566  
film.humboldt.edu

### The Program

Students completing this program will have demonstrated:

- fundamental aesthetically-driven technical skills essential to 16mm filmmaking and/or digital media production
- development of films grounded in ethical storytelling and production processes
- application of creative problem solving and collaborative practices in their work
- integration of film vocabulary and/or analyze global film studies
- synthesis of knowledge with skills through the creation and completion of short films.

Steeped within the traditions of independent filmmaking, students learn the fundamentals of fiction and non-fiction film through a production-based, hands-on program. Our curriculum integrates creative exploration and technical skill development with film theory and history, grounded in a liberal arts education that fosters ethical storytellers who artfully explore the human condition in creative ways.

In our foundational Filmmaking I-IV core classes students will develop and master the fundamentals of film and video production while learning industry protocols, practices and technical workflows. Creating impactful, cinematic stories through the craft and artistry of directing, writing, cinematography, and editing are key components of these courses. We offer advanced electives in other areas such as screenwriting, cinematography and directing.

Students have an opportunity to focus on the environment, social change, natural history and science filmmaking. Humboldt County is home to prime location filming: beaches, redwood forests, Victorian villages, rural farmland, coastal port towns and more.

All aspects of the program stress professionalism with an emphasis on quality as well as collaborative and creative processes. Small class size allows for robust

participation and discussion by all students and individualized instruction with faculty who are working professional filmmakers.

Students are encouraged to develop films that will identify and reach underserved audiences that exist outside mainstream media and commercial venues. HSU Film educates students to be an independent voice that is part of the change advocated by HSU's mission statement.

The way audiences consume media and the way filmmakers make and deliver it is constantly evolving. HSU Film prepares graduates who will be flexible in this ever-shifting environment by stressing solid story development, combined with creative and technical agility. Graduates find jobs as cinematographers, videographers, camera assistants, film editors, sound mixers, boom operators, grips, gaffers, associate producers, line producers, documentary directors, media consultants, screenwriters, script supervisors, production designers, production coordinators, art directors and production assistants.

Students are encouraged to have a minor area of study that complements their film interests, expands their skill set, enhances the depth of their culminating reel (i.e. portfolio), and advances their post-education professional employment opportunities. Interdisciplinary studies foster better critical thinkers and more active participants in social change. The combination of a science or social science minor and a film major empowers students to better disseminate their research to new and underserved audiences, which in turn positively impacts society.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*A minimum grade of C- is required for all courses in the major.*

#### Core Courses [24 units]

- |          |   |
|----------|---|
| FILM 305 | (3) Art of Film: Beginning to 1950s, <b>and</b>   |
| FILM 317 | (1) Art of Film Discussion: Pre 1950s             |
| FILM 306 | (3) Art of Film: 1950s to the Present, <b>and</b> |
| FILM 318 | (1) Art of Film Discussion: Post 1950s            |
| FILM 315 | (4) Filmmaking I                                  |

- |          |                    |
|----------|--------------------|
| FILM 375 | (4) Filmmaking II  |
| FILM 415 | (4) Filmmaking III |
| FILM 475 | (4) Filmmaking IV  |

#### Integrated Theatre & Film Core [6 units]

- |        |                                |
|--------|--------------------------------|
| TA 104 | (4) Story Through Word & Image |
| TA 494 | (2) Senior Seminar             |

#### Art Requirement [3 units]

One of the following:

- |            |                           |
|------------|---------------------------|
| ART 104B-N | (3) Topics in Art History |
| ART 250    | (3) Darkroom Photography  |
| ART 251    | (3) Photography I         |

#### Film Electives [16 units]

Two of the following:

- |           |   |
|-----------|---|
| FILM 350  | (4) Writing for Film                      |
| FILM 425  | (4) Film Directing & Production Processes |
| FILM 455  | (4) Grant Writing, <b>or</b>              |
| FILM 455S | (4) Grant Writing                         |
| FILM 465  | (4) Film Seminar                          |

Two of the following:

- |          |   |
|----------|---|
| FILM 360 | (4) Science, Environment & Natural History Digital Production |
| FILM 362 | (4) Social Change Digital Production                          |
| FILM 378 | (1-4) Film/Digital Production Workshop                        |
| FILM 478 | (1-4) Advanced Film/Digital Production Workshop               |

### REQUIREMENTS FOR THE MINOR

#### Course Requirements [20 units]

- |          |                   |
|----------|-------------------|
| FILM 315 | (4) Filmmaking I  |
| FILM 375 | (4) Filmmaking II |

Two of the following [8 units]:

- |          |   |
|----------|---|
| FILM 305 | (3) Art of Film: Beginning to 1950s, <b>and</b>   |
| FILM 317 | (1) Art of Film Discussion: Pre 1950s             |
| FILM 306 | (3) Art of Film: 1950s to the Present, <b>and</b> |
| FILM 318 | (1) Art of Film Discussion: Post 1950s            |
| FILM 465 | (4) Film Seminar                                  |

One of the following [4 units]:

- |          |   |
|----------|---|
| FILM 360 | (4) Science, Environment & Natural History Digital Production |
| FILM 362 | (4) Social Change Digital Production                          |



# FIRE ECOLOGY MINOR

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## Minor in Fire Ecology

### Department Chair

David F. Greene, Ph.D.

### Department of Forestry & Wildland Resources

Forestry Building 205

707-826-3935

[humboldt.edu/fwr](http://humboldt.edu/fwr)

## REQUIREMENTS FOR THE MINOR

FOR 130 (3) Dendrology, **or**  
an approved course in  
Plant Taxonomy

FOR 131 (3) Forest Ecology, **or**  
an approved course in  
Ecology

FOR 321 (3) Fire Ecology

FOR 323 (3) Wildland Fire Behavior

FOR 423 (3) Wildland Fuels  
Management



# FISHERIES BIOLOGY

## **Bachelor of Science degree with a major in Fisheries Biology —**

concentrations available in Freshwater Fisheries and Marine Fisheries

## **Minor in Fisheries Biology**

See *Natural Resources* for details on the Master of Science degree.

## **Department Chair**

Andrew Kinziger Ph.D.

## **Department of Fisheries Biology**

Fisheries & Wildlife Building 220

707-826-3953

[humboldt.edu/fisheries](http://humboldt.edu/fisheries)

## **The Program**

Students completing this program will have demonstrated the ability to:

- provide a description of how physical and biological factors of aquatic ecosystems determine the distribution and abundance of fish populations and pose testable hypotheses and experiments to identify specific factors that constrain population growth or distribution
- select and implement basic data collection protocols appropriate for characterizing status of fish communities, including assessment of species composition, abundance, and population structure (age, size, genetic)
- convey scientific concepts in written, oral, and visual communication formats, including following basic guidelines for format and structure of scientific reports, papers, or presentations
- describe and explain how fisheries management problems can be expressed as quantitative models, produce useful tabular and graphic summaries of quantitative data, and conduct simple tests of statistical hypotheses
- describe the scientific, legal, political, and social factors that determine goals for fisheries management and conservation, and to identify appropriate management strategies that can be used to achieve these goals
- critically evaluate their own fisheries work as well as fisheries data, information, and conclusions reported in published peer-reviewed literature, unpublished technical reports, and popular media.

The overall goal of the Fisheries Biology Program is to provide students with the knowledge, skills, and motivation required to ensure the conservation of fish and aquatic resources that are faced with increasing

societal demands and increasing loss of habitat. We stress development of a field-based understanding of the relationships between freshwater and marine fishes and the habitats upon which they depend, but our program is broad enough to provide specialized training in fish population dynamics and fishery management, restoration ecology, systematics, marine and freshwater aquaculture, fish health management, water pollution biology, and wastewater utilization. Each of these areas has its own important role to play in the overall conservation of fish resources.

Fisheries Biology students have on-campus facilities for hands-on studies: a recirculating freshwater fish hatchery, rearing ponds, spawning pens, and modern laboratories for study of fish genetics, pathology, taxonomy, ecology, and age and growth. Also on campus is the California Cooperative Fish & Wildlife Research Unit, supported by both state and federal government, and a large fish museum collection.

Off campus, students take classes and carry out research projects at the university's marine laboratory in Trinidad, about 12 miles north of campus. A 90' university-owned ocean-going vessel, docked in Eureka, is available for classes and for faculty and graduate student research in nearshore ocean waters. Numerous small boats and a specialized electrofishing boat are available for instruction and research in local bays, lagoons and estuaries.

Our graduates may qualify for certification by the American Fisheries Society as Associate Fisheries Scientists, and many continue their education after HSU, receiving MS or Ph.D. degrees in fisheries biology or other closely related fields.

**Possible careers:** aquarium curator, aquatic biologist, biological technician, environmental specialist, fish culturist, fish health manager, fisheries biologist, fisheries consultant, fisheries geneticist, fisheries modeler, fisheries statistician, hydrologist, museum curator, reservoir manager, restoration ecologist, sewage treatment water analyst, water quality advisor.

## **Preparation**

We recommend that high school students interested in fisheries biology take as many challenging biology, chemistry, mathematics, and computer classes as possible, and that they also stress oral and written communications.

## **REQUIREMENTS FOR THE MAJOR**

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.

The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for either concentration in the Fisheries Biology major:

## **Core Courses**

Shared Requirements for Freshwater Fisheries and Marine Fisheries Concentrations

### **Lower Division**

BIOL 105	(4)	Principles of Biology
CHEM 107	(4)	Fundamentals of Chemistry
CHEM 128	(3)	Introduction to Organic Chemistry
FISH 260	(3)	Fish Conservation & Mgmt.
MATH 105	(3)	Calculus for the Biological Sciences & Natural Resources
STAT 109	(4)	Introductory Biostatistics
ZOOL 110	(4)	Introductory Zoology
FISH 220	(3)	Water Resources & Conservation [ <i>Freshwater Fisheries</i> ], or
OCN 109	(3)	General Oceanography and
OCN 109L	(1)	General Oceanography Lab [ <i>Marine Fisheries</i> ]

### **Upper Division**

BIOL 330	(4)	Principles of Ecology
FISH 310	(4)	Ichthyology
FISH 314	(3)	Fishery Science Communication
FISH 380	(3)	Techniques in Fishery Biology
FISH 460	(3)	Adv. Fish Conservation & Management
FISH 474	(4)	Conservation Genetics of Fish and Wildlife

**One** quantitative course from:

FISH 458/FISH 558	(4)	Fish Population Dynamics
STAT 333	(4)	Linear Regression Models/ANOVA
STAT 404/STAT 504	(4)	Multivariate Statistics
STAT 406	(4)	Sampling Design & Analysis

or an approved upper division quantitative course.

**Select one concentration and complete requirements.**

### **Freshwater Fisheries Concentration**

*Core courses plus:*

FISH 320/FISH 320L (3/1) Limnology  
FISH 370/FISH 370L (3/1) Aquaculture  
FISH 434 (4) Ecology of Freshwater Fish  
FISH 476 (3) Ecology of Running Waters

**Approved Electives\*** (9 units required; General Education classes may not be used as approved electives). Include **at least two** from the following:

FISH 335 (3) US & World Fisheries  
FISH 375 (3) Mariculture  
FISH 410/FISH 510 (3) Topics in Advanced Ichthyology  
FISH 435 (4) Ecology of Marine Fish  
FISH 458/FISH 558 (4) Fish Population Dynamics  
FISH 471 (3) Fish Diseases  
FISH 571 (3) Advanced Fish Disease & Pathology

**One** other course approved by your advisor.

### **Marine Fisheries Concentration**

*Core courses plus:*

FISH 335 (3) US & World Fisheries  
FISH 375 (3) Mariculture  
FISH 435 (4) Ecology of Marine Fish  
ZOO 314 (5) Invertebrate Zoology

**Approved Electives\*** (9 units required; General Education classes may not be used as approved electives). Include **at least two** from the following:

FISH 370 (3) Aquaculture  
FISH 410/FISH 510 (3) Topics in Advanced Ichthyology  
FISH 434 (4) Ecology of Freshwater Fish  
FISH 458/FISH 558 (4) Fish Population Dynamics  
FISH 471 (3) Fish Diseases  
FISH 571 (3) Advanced Fish Disease & Pathology

**One** other course approved by your advisor.

### **REQUIREMENTS FOR THE MINOR**

14-15 units:

FISH 310 (4) Ichthyology  
FISH 460 (3) Adv. Fish Conservation & Management

Plus one of the following pathways:

FISH 320/320L (3/1) Limnology/  
Practicum **or**

FISH 476 (3) Ecology of Running Waters

FISH 434 (4) Ecology of Freshwater Fish

**or**

OCN 109 (3) General Oceanography **and**

OCN 109L (1) General Oceanography Lab  
[*Marine Fisheries*]

FISH 435 (4) Ecology of Marine Fish



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\* Alternative sets of approved electives may be approved under exceptional circumstances. Discuss with your advisor.

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# FORESTRY

**Bachelor of Science degree with a major in Forestry** — concentrations in: Forest Hydrology, Forest Operations, Forest Restoration, Forest Soils, and Wildland Fire Management

## Minor in Fire Ecology

## Minor in Forestry

## Minor in Watershed Management

See *Natural Resources* for details on the *Master of Science* degree.

## Department Chair

David F. Greene Ph.D.

## Department of Forestry and Wildland Resources

Forestry Building 205  
707-826-3935  
humboldt.edu/fwr

## The Program

Students completing this program will have demonstrated:

- understanding of taxonomy, autecology of trees, plant and wood identification; physiology of trees; ecological concepts, ecosystem processes, structure and function; soil formation, classification, composition and properties; silvicultural principles, stand structure and composition; growth and quality of forests and forest health; fire ecology and use of fire; entomology and pathology; wildlife and fish ecology; plant, soil, water interactions, watershed processes, land measurement, mapping, photogrammetry, remote sensing; sampling theory and methods, statistical literacy; measurement of trees, forests, and forest products; wildlife habitat assessment; measurement of water yields and quality; assessment of non-timber forest values; integrated forest management, multiple-use principles; stand scale management; system and landscape management; forest engineering and road design; harvesting systems; utilization; policy development, sociological influences; administration, environmental regulation; land and resource planning; budgeting, finance, personnel management, cost, and economics

- capable practice of critical thinking; writing; quantitative thinking; public speaking, debate and persuasion; leadership; group cooperation; conflict resolution; time management; professional integration; independent life-long learning; computer literacy and skills
- the attributes of adaptability; integrity; open-mindedness; professional decorum.

Humboldt State University is located in the heart of the coast redwood forest. This environment provides outdoor classrooms for more than half of the forestry courses. Field trips illustrate lecture concepts and teach field techniques.

Excellent on-campus laboratories complement the outdoor lab. Students have access to the college forest, the Schatz Tree Farm, public and private forest lands, and various production centers. Because Humboldt County also has a large forest products industry, Humboldt State is an excellent place to study the resolution of environmental issues with economic concerns.

Students and faculty interact with professional forest managers and researchers of the region both in the classroom and in the field.

Forestry is an incorporative discipline, drawing from the biological, physical, social, and managerial sciences. The curriculum aids in understanding the biological complexities of the forest and the interactions between the forest and social and economic demands.

The program provides sufficient background and depth of education to give a sound basis for professional growth within a broad range of forestry-related careers. Our graduates often start as forest rangers, park rangers, fire fighters, timber cruisers, or surveyors. Some hold staff positions in the federal and state agencies, forest products industry, or with environmental organizations. Graduates go on to build careers in: wildland fire management, forest management, forest protection, park management, watershed management, forest biology, forest engineering, industrial management, resource planning, forest restoration, and research and education.

Visit our webpage at [humboldt.edu/fwr](http://humboldt.edu/fwr).

## Preparation

In high school, take a broad background. Biological/physical sciences, mathematics, social sciences, and the arts are helpful.

## REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" pp. 83-84.*

*Students must complete all courses in the major with a C- or better.*

## Core Courses

### Lower Division

At least one course in a basic biological science that meets general education requirements and is comparable to BOT 105 General Botany (4 units);

At least one course in a basic physical science that meets general education requirements and is comparable to CHEM 107 Fundamentals of Chemistry (4 units);

*Plus the following:*

ESM 105	(3)	Natural Resource Conservation
FOR 130	(3)	Dendrology
FOR 131	(3)	Forest Ecology
FOR 210	(4)	Forest Measurements and Biometry
FOR 222	(2)	Forest Health and Protection
FOR 223	(2)	Intro to Wildland Fire
FOR 250	(3)	Intro to Forest Operations
GSP 101	[2]	Geospatial Concepts, <b>and</b>
GSP 101L	(1)	Geospatial Concepts Lab
GSP 216	(3)	Intro to Remote Sensing
GSP 270	(3)	Geographic Information Science (GIS)
SOIL 260	(3)	Intro to Soil Science
STAT 108	(3)	Elementary Statistics, <b>or</b>
STAT 108i	(3)	Elementary Statistics with Integrated Support [Coreq: STAT 8]

*Take all lower division courses before beginning upper division work.*

### Upper Division

ESM 305	(3)	Environmental Conflict Resolution
FOR 311	(4)	Forest Mensuration & Growth
FOR 331	(3)	Silvics — Foundation of Silviculture
FOR 365	(3)	Forest Financial Administration
FOR 432	(4)	Silviculture
FOR 359	(3)	CA & US Forest & Wildland Policy
FOR 471	(3)	Forest Administration & Ethics
FOR 479	(3)	Forestry Capstone
WSHD 310	(4)	Hydrology & Watershed Management

Plus one of the following:

- FISH 300 (3) Intro to Fishery Biology
- GEOL 306 (3) General Geomorphology
- RRS 306 (3) Wildland Resource Principles

### Forest Hydrology Concentration

Core courses plus:

#### Lower Division

- GEOL 109 (4) General Geology
- MATH 105 (3) Calculus for the Biological Sciences & Natural Resources
- PHYX 106 (4) College Physics: Mechanics & Heat, **or**
- PHYX 109 (4) General Physics A: Mechanics

#### Upper Division

- SOIL 467 (3) Soil Physics
- WSD 333 (3) Wildland Water Quality, **or**
- WSD 424 (3) Watershed Hydrology

This program meets the qualifications for "Forester" and for "Hydrologist" in federal employment.

### Forest Operations Concentration

Core courses plus:

- FOR 350 (3) Forest Harvesting Systems
- FOR 353 (3) Forest Road Location & Design
- FOR 450 (3) Harvesting Systems Design & Cost Analysis
- FOR 475 (3) Forest Management Decision Making
- FOR 476 (2) Advanced Forest Management

Plus one of the following:

- FOR 423 (3) Wildland Fuels Management
- FOR 431 (3) Forest Restoration
- WSD 458 (3) Climate Change & Land Use

This program meets the qualifications for "Forester" in federal employment.

### Forest Restoration Concentration

Core courses plus:

- FOR 321 (3) Fire Ecology
- FOR 430 (3) Forest Ecosystems
- FOR 475 (3) Forest Management Decision Making
- FOR 476 (2) Advanced Forest Management

Plus two of the following:

- BOT 394 (3) Forest Pathology
- ESM 425 (3) Environmental Impact Assessment
- FOR 350 (3) Forest Harvesting Systems

- FOR 353 (3) Forest Road Location & Design
- FOR 374 (3) Wilderness Area Management
- FOR 423 (3) Wildland Fuels Management
- FOR 431 (3) Forest Restoration
- GSP 370 (3) Intermediate Geographic Information Science (GIS)
- RRS 430 (3) Wildland Restoration & Development
- SOIL 468 (3) Intro to Agroforestry
- WSD 424 (3) Watershed Hydrology
- WSD 458 (3) Climate Change & Land Use

This program meets the qualifications for "Forester" in federal employment.

### Forest Soils Concentration

Core courses plus:

- GEOL 109 (4) General Geology
- SOIL 360 (3) Origin & Classification of Soils
- SOIL 460 (3) Wildland Soil Management & Erosion Control

Plus two of the following:

- SOIL 363 (3) Wetland Soils
- SOIL 462 (3) Soil Fertility
- SOIL 465 (3) Soil Microbiology
- SOIL 467 (3) Soil Physics

This program meets the qualifications for "Forester," "Soil Scientist," and "Soil Conservationist" in federal employment.

### Wildland Fire Management Concentration

Core courses plus:

- FOR 321 (3) Fire Ecology
- FOR 323 (3) Wildland Fire Behavior
- FOR 423 (3) Wildland Fuels Management
- FOR 476 (2) Advanced Forest Management

Plus two of the following:

- FOR 422 (3) Wildland Fire Use
- FOR 431 (3) Forest Restoration
- FOR 475 (3) Forest Management Decision Making
- GSP 370 (3) Intermediate Geographic Information Science (GIS)
- RRS 370 (3) Wildland Ecology Principles
- WSD 458 (3) Climate Change & Land Use

This program meets the qualifications for "Forester" in federal employment.

## REQUIREMENTS FOR THE MINORS

### Fire Ecology Minor

See Fire Ecology

### Forestry Minor

Required courses:

- FOR 130 (3) Dendrology
- FOR 131 (3) Forest Ecology
- FOR 210 (4) Forest Measurements and Biometry
- FOR 315 (3) Forest Management

Plus one of the following four courses:

- FOR 302 (3) Forest Ecosystems & People
- FOR 321 (3) Fire Ecology
- FOR 374 (3) Wilderness Area Mgmt.
- FOR 431 (3) Forest Restoration

### 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**  
Joseph Diémé, Ph.D.

**Program Director**  
Joseph Diémé, Ph.D.

### Department of World Languages & Cultures

Behavioral & Social Sciences 206  
707-826-3226, fax 826-4320  
wlc.humboldt.edu

### The Program

Students completing this program will have demonstrated:

- analysis, acknowledgement, and respect of cultural expressions and worldviews of others
- the capacity to be responsible, productive and compassionate global citizens in a fragile world
- cultural and linguistic competency
- the ability to collaboratively formulate and solve problems
- independent and critical thinking.

The French and Francophone Studies major emphasizes the use of the French language through a curriculum that closely relates the classroom to the Francophone world; that is, everywhere that French is spoken. Creating a personal environment, French-speaking faculty and students participate in film, creative writing, and cultural workshops and retreats. In small classroom settings students study the literature and culture of France and expand their horizons to cultures of such Francophone regions as West Africa, North Africa, Quebec, Louisiana, the Caribbean, and Vietnam. Visiting literary critics, artists, consular officials, and guests from various regions of the French-speaking world complement classroom studies. Videos, films, and computer software are integral to the program on the HSU campus.

The program prepares students to read, understand, speak, and write the French language with advanced proficiency and to understand the rich fabric of Francophone cultures throughout the world. Courses focus on different themes each year, allowing students to gain an in-depth understanding of issues particularly relevant to their academic goals and future careers.

Students in the major are required to study abroad in France or in a Francophone country. There are many outstanding opportunities to complete this requirement in a meaningful way.

Throughout the world, French is one of the most significant languages of diplomacy, communication, and culture. At the same time, our French program recognizes that in the Francophone world, other languages and indigenous cultures have valuable alternative perspectives important for our students, as future national and global leaders, to understand and consider. For this reason, majors are also encouraged to study a second language spoken in a Francophone region, such as Arabic, Wolof, Pulaar, or Creole.

**Career possibilities.** French and Francophone studies majors can work nationally and internationally in the following areas: non-governmental organization official or employee, interpreter, teacher, ESL teacher, foreign service diplomat, United Nations employee, foreign correspondent, travel agent, airline employee, international business person or banker, literary translator, Francophone country tour guide, museum curator (in conjunction with art history studies), import/export business owner. In the new global economy, many other careers also demand the intercultural expertise acquired by French and Francophone studies majors.

The program prepares students to take advantage of many opportunities for volunteering in international organizations such as the Peace Corps.

**Special Scholarship and Awards.** The Department of World Languages and Cultures has three permanent scholarships and awards:

- The Benavides-Garb Family International Travel Award
- The Joe and Helen Bottino Memorial Travel Award
- The Budig-Markin Family Francophone African Studies Award
- The Frank B. Wood Scholarship

All language students are encouraged to apply for these important scholarships and awards to enhance language studies with an international residence. See the department web page for further information.

### Preparation

All students, with or without any previous French language background, are welcome to the program. Students without previous French language background will have the opportunity to acquire the language from the beginning, following the language course sequence: FREN 105, FREN 106, FREN 107, and FREN 207. Students with prior language background will have a head start on the major. Discuss your particular level with a faculty advisor.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

**NOTE:** All courses are taught in the target language except as noted.

The French and Francophone Studies Major requires a minimum of 42 units, including the Core Courses, Electives, and Study Abroad.

#### Lower Division Core (8 units)

FREN 107 (4) French Level III  
FREN 207 (4) French IV & Intro to Francophone Studies

#### Upper Division Core (16-20 units)

FREN 310 (2-4) Nouvelles en français: Variable Topics  
FREN 311 (4) French V & Stories from the Francophone World  
FREN 312 (4) French VI & (R)evolution in Modern French Lit (Rep)  
FREN 314 (4) Cultural History Topics in Early French Masterpieces (Rep)  
FREN 340 (2-4) Topics in Francophone Culture (Rep)

#### Major Elective Courses (14-18 units)

For the completion of the minimum 42-unit major:

FREN 280 (2-3) French Conversation & Retreat (Rep)  
FREN 300\* (3-4) African Storytelling  
FREN 306\*/GERM, SPAN, WS 306\* (3) Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories

\* Course taught in English.

\*\* Course taught in French or English.

(Rep) Course may be repeated for the major.

FREN 341 \*\*\*(2) Current/Event Topics in the Francophone World (Rep)  
 FREN 370 (1) French Weekend Retreat  
 FREN 390\* (1-2) Topics in Cinema of the Francophone World (Rep)  
 FREN 420 (1-3) French Peer Tutoring  
 FREN 480 (1-4) Special Topics  
 FREN 492 (3) Senior Honors Thesis or Project  
 FREN 499 (1-4) Directed Study

### Required Study Abroad

Complete an approved academic semester program abroad in France or in a Francophone country, equivalent to at least 12 units and normally lasting at least 10 weeks. Students are encouraged to efficiently plan their academic residency abroad to complete major and general education requirements. Program must be selected in consultation with and approved by the major advisor. Students are expected to complete their final semester in residence at Humboldt State University.

Students may study abroad for one summer semester, a regular semester, or one academic year with such programs as the HSU faculty-led programs, the HSU Bilateral Exchange Program at the Université Paul Valéry Montpellier, France; CSU International Programs (IP) study abroad in Aix-en-Provence or Paris; or a semester program in Senegal. Study Abroad languages may be French, Arabic, Wolof, Pulaar, or another Francophone African or Caribbean language.

Cost of residency abroad varies according to program and world region. Be sure to understand the costs involved and plan ahead. Consult with the HSU Center for International Programs.

Under exceptional circumstances the residency abroad requirement can be waived by the major advisor.

### REQUIREMENTS FOR THE MINOR

The minor emphasizes French language proficiency as well as Francophone cultural studies appropriate to the individual student's academic and career objectives.

The French and Francophone Studies Minor requires a minimum of 20 units, including:

- FREN 107 (4) French Level III
- FREN 207 (4) French IV & Intro to Francophone Studies
- FREN 311 (4) French V & Stories from the Francophone World
- FREN 312 (4) French VI and (R)evolution in Modern French Literature

Plus an additional 4 units of upper-division French & Francophone Studies coursework selected with the approval of the minor advisor.





# GEOGRAPHY

## Bachelor of Arts degree with a major in Geography

### Minor in Geography

**Department Chair**  
Matthew Derrick, Ph.D.

### Department of Geography, Environment & Spatial Analysis

Founders Hall 109  
707-826-3946  
humboldt.edu/geography

### The Program

Students completing this program will have demonstrated the ability to:

- collect data; know where to acquire such and what technology should be employed
- layout and design best geographics
- develop and apply information literacy
- understand causes and implications of spatial interactions and movement patterns
- demonstrate skills and competencies of geographic traditions
- analyze, synthesize, and interpret spatial information
- apply geographic thinking in real-world contexts
- analyze and/or appraise real-world societal issues.

We offer a quality undergraduate program incorporating a wide range of courses in human and physical geography, as well as cartography and geospatial techniques. Students obtain a strong geographic foundation through a sequence of introductory classes, along with a skills-based methodology course and research lab. Geographic concepts, ideas, and skills are developed and mastered in upper-division regional, systematic, and in-depth geography courses. Our majors further develop and demonstrate geographic mastery through a research-based senior capstone. While our program is designed to ensure breadth in geographic education, students are also encouraged to develop depth by specializing in one of the department's three emphasis areas:

- The Human World
- The Physical Environment
- Geospatial Systems

The department upholds a strong tradition of field study, including expeditions to the Tibetan Plateau, the Cascades, the Sierra Nevada, and other landscapes of the American west, as well as linkages to overseas programs in China, Europe, and Latin America.

### Preparation

In high school take history, government, mathematics, science, and a foreign language.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*Students must earn a minimum grade of C- in all required courses for the major.*

### Geographic Foundation (14 -18 units)

*The following six foundation courses are required:*

- GEOG 105 (3) Human Geography
- GEOG 106 (3) Physical Geography
- GEOG 106L (1) Physical Geography Lab
- GSP 101 (2) Geospatial Concepts
- GSP 101L (1) Geospatial Concepts Lab
- GEOG 310L (1) Geographic Research Lab

*Select one methodology course:*

- GEOG 311 (3) Geographic Research & Writing, **or**
- ESM 230<sup>‡</sup> (3) Environmental Methods\*  
[Prereq: STAT 109 (4)]

### Regional Synthesis (3-4 units)

*Select one of the regional courses below:*

- GEOG 309 (3) The Silk Road
- GEOG 319 (4) Emergence of the Modern Middle East
- GEOG 322 (3) California
- GEOG 332 (3) Geog. of the Mediterranean
- GEOG 335 (3) Geog. of the Middle East
- GEOG 344 (3) South America
- GEOG 376 (3) Tibet and the Himalaya
- GEOG 472 (3) Topics in Reg. Geography

### Systematic Geography (18-22 units)

*Six systematic geography courses are required, including one course from each of the systematic emphasis areas (the Human World, the Physical Environment, Geospatial Systems). Students are encouraged to specialize in one area of systematic geography by taking at least two of the remaining three required systematic courses in one emphasis area.*

\* Recommended for students who wish to specialize in the physical environment.

‡ Course requires a prerequisite that is not required elsewhere in the major.

### The Human World

- GEOG 300 (3) Global Awareness
- GEOG 301 (3) International Environmental Issues & Globalization
- GEOG 304 (3) Migrations & Mosaics
- GEOG 360 (3) Geography of the World Economy
- GEOG 363 (3) Political Geography
- GEOG 365 (4) Political Ecology
- GEOG 470 (3) Topics in Geography for Teachers
- GEOG 471 (3) Topics in Human Geography

### The Physical Environment

- GEOG 302 (3) Global Ecology and Biogeography
- GEOG 352 (3) Weather, Climate, and Natural Hazards
- GEOG 353 (3) Mountain Geography
- GEOG 357 (3) Climate Change, Ecosystems, and People
- GEOG 473 (3) Topics in Physical Geography
- GEOL 306 (3) General Geomorphology
- WSHD 310 (4) Hydrology and Watershed Management

### Geospatial Systems

- GSP 216 (3) Intro to Remote Sensing
- GSP 270 (3) Geographic Information Science (GIS)
- GSP 316 (4) Cartography
- GSP 318 (3) Introduction to Geospatial Programming
- GSP 326 (3) Intermediate Remote Sensing
- GSP 370 (3) Intermediate GIS
- GSP 416 (4) Advanced Cartography Design Seminar

### Depth Experience (2 units)

*Select a minimum of two upper division depth experience courses:*

- GEOG 300M (1) Global Awareness D.E.
- GEOG 302M (1) Global Ecology and Biogeography D.E.
- GEOG 304M (1) Migrations & Mosaics D. E.
- GEOG 322M (1) California D. E.
- GEOG 332M (1) Geog.: Mediterranean D.E.
- GEOG 344M (1) South America D.E.
- GEOG 352M (1) Weather, Climate, and Natural Hazards D. E.
- GEOG 353M (1) Mountain Geography D. E.
- GEOG 357M (1) Climate Change, Ecosystems, and People D.E.
- GEOG 360M (1) Geography of the World Economy D.E.

GEOG 361M (1) Settlement Geography D. E.  
GEOG 363M (1) Political Geography D.E.  
GEOG 471M (1) Topics in Human  
Geography D. E.  
GEOG 472M (1) Topics in Regional  
Geography D. E.  
GEOG 473M (1) Topics in Physical  
Geography D. E.

**Senior Capstone (4 units)**

*The following capstone course is required.*  
GEOG 411 (4) Senior Field Research

**REQUIREMENTS FOR THE MINOR**

*Students must earn a minimum grade of C-  
in all required courses for the minor.*

*Take two of the following three options within  
the geographic foundation (6 units).*

GSP 101 (2) Geospatial Concepts **and**  
GSP 101L (1) Geospatial Concepts Lab

GEOG 105 (3) Human Geography  
GEOG 106 (3) Physical Geography

Plus at least three upper division electives  
approved by the department chair.



# GEOLOGY

## **Bachelor of Science degree with a major in Geology**

**Bachelor of Arts degree  
with a major in Geology** — Geosciences  
concentration

## **Minor in Geology**

See *Environmental Systems* for details on  
the *Master of Science* degree.

Department Co-Chairs  
Brandon L. Brown, Ph.D.  
Mark Hemphill-Haley, Ph.D.

## **Department of Geology**

Founders Hall 7  
707-826-3931  
humboldt.edu/geology

## **The Program**

The geology program provides students with a solid foundation in Earth system science, how the Earth and its processes affect humans, and how human activities affect the Earth.

Students completing this program will:

- understand the fundamental concepts of Earth's many systems
- be able to find, analyze, and assess scientifically credible information about the Earth in both printed and electronic forms
- communicate about Earth science in a meaningful way both verbally and in writing
- be able to make informed and responsible decisions regarding the Earth and its resources
- possess the skills and background to gain employment and/or admission to graduate studies in the Earth sciences.

The BS degree in geology is recommended for students who plan to seek work as professional geologists (e.g., engineering geology, hydrology, environmental geology, natural resource geology) and/or enter graduate school in the geosciences. The BA degree in geology with a concentration in geoscience is aimed toward students who are interested in careers or pursuing graduate work in broader fields of environmental science, hazard/resource management and planning, environmental policy, and teaching. The second discipline provides greater breadth and expertise in an additional field.

Humboldt's setting provides a natural laboratory to study earthquakes, tsunamis, mountain building, landsliding, river processes, natural mineral and metal resources, volcanism, and rapid coastal erosion. The

area also contains good exposures of nearshore marine deposits and fossils recording the late Cenozoic history of the region. Students frequently take field trips to surrounding areas both along the coast and inland. Geology majors may also pursue a thesis project under the supervision of a faculty mentor.

At Humboldt, you will also be able to use research tools including petrographic microscopes, scanning electron microscope, geophysical exploration equipment and a real-time kinematic GPS unit. Employers seek out Humboldt geology graduates because of their competence in the field and rigorous scientific background.

Career opportunities include positions with local/state/federal government scientific and resource management agencies, geotechnical and environmental consulting firms, nonprofit conservation agencies, and universities/colleges/K-12 schools. Job titles of Humboldt geology graduates include: geologist, petrologist, volcanologist, consultant, technical writer or editor, seismologist, emergency manager, hazards mitigation specialist, field geologist, marine geologist, hydrologist, geomorphologist, museum curator, and science teacher.

## **Preparation**

Students will be most successful if they take mathematics, chemistry, physics, biology and any environmental studies in high school if available. Students need to be able to write and speak effectively in English and are expected to be proficient in computer applications.

## **REQUIREMENTS FOR THE MAJORS**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

## **Core Courses**

### **Lower Division Core**

CHEM 109 [5] General Chemistry I  
GEOL 109 [4] General Geology  
GEOL 210 [3] Earth Systems History  
MATH 109 [4] Calculus I

### **Upper Division Core**

GEOL 306 [3] General Geomorphology  
GEOL 312 [4] Earth Materials

GEOL 332 [4] Sedimentary Geology  
GEOL 335 [2] Geologic Field Methods I  
GEOL 435 [2] Geologic Field Methods II  
GEOL 486 [1] Research Methods

## **BS in Geology**

*Core courses plus:*

### **Lower Division**

CHEM 110 [5] General Chemistry II  
MATH 110 [4] Calculus II

*One of the following:*

MATH 210 [4] Calculus III, **or**  
STAT 108 [3] Elementary Statistics, **or**  
STAT 108i [3] Elementary Statistics with  
Integrated Support  
[Coreq: STAT 8], **or**  
STAT 109 [4] Introductory Biostatistics

*One of the following two series:*

- PHYX 106 [4] College Physics:  
Mechanics & Heat
- PHYX 107 [4] College Physics:  
Electromagnetism  
& Modern Physics

### **OR**

- PHYX 109 [4] General Physics A:  
Mechanics
- PHYX 210 [4] General Physics B:  
Thermodynamics,  
Waves & Optics

### **Upper Division**

GEOL 314 [4] Petrology  
GEOL 334 [4] Structural Geology  
GEOL 475 [4] Geology Field Camp

Five units of approved upper division geology areas of specialization, including at least one of the following:

GEOL 457 [3] Engineering Geology  
GEOL 460 [3] Solid Earth Geophysics  
GEOL 474 [3] Volcanology  
GEOL 482 [1-3] Instrumental Methods  
in Geology  
GEOL 490 [1] Senior Thesis  
GEOL 492 [2] Senior Thesis Project  
GEOL 524 [3] Methods of Geochronology  
GEOL 531 [1-3] Advanced Physical Geology  
GEOL 550 [3] Fluvial Processes  
GEOL 551 [3] Hillslope Processes  
GEOL 553 [4] Quaternary Stratigraphy  
GEOL 554 [2] Advanced Geology Field  
Methods  
GEOL 555 [3] Neotectonics  
GEOL 556 [4] Hydrogeology  
GEOL 561 [3] Applied Geophysics

## **BA in Geology – Geosciences Concentration**

*Core courses plus:*

### **Lower Division**

- PHYX 106 (4) College Physics:  
Mechanics & Heat  
GEOL 110 (1) Field Geology of the  
Western US

*One of the following:*

- STAT 108 (3) Elementary Statistics, **or**  
STAT 108i (3) Elementary Statistics with  
Integrated Support  
[Coreq: STAT 8], **or**  
STAT 109 (4) Introductory Biostatistics

### **Upper Division**

- GEOL 300 (3) Geology of California  
GEOL 300L (1) Geology of California Field  
Trip  
GEOL 455 (1) Geology Colloquium  
GEOL 465 (2) Geosciences Senior  
Project

*One of the following:*

- GEOL 303 (3) Earth Resources & Global  
Environmental Change, **or**  
GEOL 308 (3) Natural Disasters

Complete 5 units of approved upper division geology courses.

### **Second Discipline**

Complete at least 12 units of department approved courses within a discipline outside of the geology discipline (e.g., business chemistry, geospatial analysis). Students are encouraged, though not required, to pursue a minor in one of these fields so as to broaden technical skills and expertise.

## **REQUIREMENTS FOR THE MINOR**

- GEOL 109 (4) General Geology  
GEOL 306 (3) General Geomorphology

*One of the following:*

- GEOL 110 (1-2) Field Geology of the  
Western US  
GEOL 335 (2) Geologic Field Methods I

*At least one of the following four courses:*

- GEOL 300 (3) Geology of California  
GEOL 303 (3) Earth Resources & Global  
Environmental Change  
GEOL 305 (3) Fossils, Life & Evolution  
GEOL 308 (3) Natural Disasters

*One of the following:*

- GEOL 312 (4) Earth Materials  
GEOL 332 (4) Sedimentary Geology

Plus 3 units of approved upper division  
GEOL coursework.



# GEOSPATIAL ANALYSIS MINOR

## Minor in Geospatial Analysis

*This program prepares students to apply the technologies of geographic information systems, cartography, and multispectral remote sensing, to various disciplines. These cross-disciplinary research tools analyze and portray data across time and geographic space. Although offered through the departments of Environmental Science & Management, Forestry, and Geography, each course carries the GSP (Geospatial) prefix.*

### Advisors

Nicholas Perdue  
Founders Hall 134  
707-826-4115  
Nicholas.Perdue@humboldt.edu

Dr. James Graham  
NR 217  
707-826-3823  
James.Graham@humboldt.edu

### The Program

Geospatial technologies portray and analyze geographic location and characteristics of physical and human environments. Applying these software technologies, geospatial data is layered and analyzed to understand and communicate complex phenomena such as natural disasters, environmental impact, land coverage change, migrating populations, crime patterns, global warming, and changing economic trends. Geospatial analysis skills are applicable to a growing list of professions, and increasingly sought after by employers.

### REQUIREMENTS FOR THE MINOR

*Complete all courses in the minor with a C- or better, and maintain a 2.0 or better GPA in the minor.*

GSP 101 (2) Geospatial Concepts  
GSP 101L (1) Geospatial Concepts Lab  
GSP 216 (3) Introduction to Remote Sensing  
GSP 270 (3) Geographic Information Science (GIS)  
GSP 316 (4) Cartography  
GSP 318 (3) Geospatial Programming I,  
**or**  
GSP 326 (3) Intermediate Remote Sensing, **or**  
GSP 330 (3) Mobile Mapping, **or**  
GSP 370 (3) Intermediate GIS, **or**  
GSP 416 (4) Advanced Cartography Design Seminar

## Additional Information on GSP Courses & Departments

Because Geospatial Analysis skills are applicable to many different fields of inquiry, GSP courses are offered by three different departments. Some programs offer Geospatial options within their major and are integrated into curricula as major options. Below is a list of all GSP courses at HSU organized by the departments that offer them.

### Department of Environmental Science & Management

Natural Resources Building 200  
707-826-4147  
environment.humboldt.edu

GSP 270 Geographic Information Science (GIS)  
GSP 318 Geospatial Programming I  
GSP 330 Mobile Mapping  
GSP 370 Intermediate GIS  
GSP 418 Geospatial Programming II  
GSP 470 Advanced Geospatial Analysis & Modeling  
GSP 570 Advanced Geospatial Analysis & Modeling

### Department of Forestry & Wildland Resources

Forestry Building 205  
707-826-3935  
humboldt.edu/fwr

GSP 216 Introduction to Remote Sensing  
GSP 326 Intermediate Remote Sensing  
GSP 436 Advanced Remote Sensing

### Department of Geography, Environment & Spatial Analysis

Founders Hall 109  
707-826-3946  
humboldt.edu/geography

GSP 101 Geospatial Concepts  
GSP 101L Geospatial Concepts Lab  
GSP 280 Special Topics in GSP  
GSP 316 Cartography  
GSP 416 Advanced Cartography Design Seminar  
GSP 426 Cartography Practicum



# GERMAN STUDIES MINOR

## Minor in German Studies

### Department Chair

Joseph Diémé, Ph.D.

### Program Director

Joseph Diémé, Ph.D.

## Department of World Languages & Cultures

Behavioral & Social Sciences 206  
707-826-3226, fax 707-826-4320  
wlc.humboldt.edu

## 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.

**Study Abroad Options.** Students have the opportunity to study abroad with the CSU International Programs in Germany. Students are encouraged to officially plan an academic residency abroad when possible. The cost of the residency abroad varies according to the program and world region. Students should understand the costs involved and plan ahead. Consult with the HSU Center for International Programs.

**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.

**Special Scholarship and Awards.** The Department of World Languages and Cultures has three permanent scholarships and awards:

- The Benavides-Garb Family International Travel Award
- The Joe and Helen Bottino Memorial Travel Award
- The Frank B. Wood Scholarship

All language students are encouraged to apply for these important scholarships and awards to enhance language studies with an international residence. See the department web page for further information.

## 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 MINOR

22 units, including:

GERM 107 (4) German Language & Culture III

GERM 207 (4) German Language & Culture IV

GERM 311 (4) German Level V [Rep]

GERM 312 (4) German Level VI [Rep]

The remaining six units may be selected from any of the following courses (depending upon interests and particular emphasis of the student), with at least one course from outside of the German program.

ART 301 (3) Topics in Western Art History [when appropriate]

ECON 305 (3) International Economics & Globalization

ENGL 240 (4) World Literature [when appropriate]

GEOG 472 (1-4) Topics in Regional Geog. [when appropriate]

GERM 305 (3) Marx, Nietzsche, Freud & German Literature

GERM 306 (3) Sex, Class, and Culture: Gender & Ethnic Issues in International Short Stories

GERM 480 (1-4) Special Topics

GERM 499 (1-3) Directed Study

HIST 300 (3) The Era of World War I

HIST 301 (3) The Era of World War II

HIST 348 (4) Modern Germany

PHIL 343 (3) Kant & the 19th Century

PSCI 330 (4) Political Regimes & Political Change: Europe

Courses offered by various departments, often under the rubric of Special Topics, may be relevant and appropriate to the German Studies minor. Such courses will be approved by the German Studies faculty advisor on a case-by-case basis.

## About Electives

The department encourages students to combine the study of German with their other academic interests. In addition to the courses listed above, students may use relevant courses from other disciplines as elective credit toward the minor in German

Studies. For example: an art history class discussing German art topics; a geography class focused on Western Europe; history and political science classes in which German issues are a major part; or a philosophy class covering German philosophers. Consult with the German advisor about these electives.



# HISTORY

## **Bachelor of Arts degree with a major in History**

**Bachelor of Arts degree  
with a major in History —  
concentration in Education**

### **Minor in History**

#### **Department Chair**

Suzanne Pasztor, Ph.D. (Fall 2019)

Benjamin Marschke, Ph.D. (Spring 2020)

#### **Department of History**

Founders Hall 180

707-826-3641

humboldt.edu/history

### **The Program**

Students completing this program will have demonstrated the ability to:

- Locate diverse types of historical evidence; evaluate credibility, position or perspective; and determine how to use appropriately
- Place primary and secondary sources in appropriate historical and historiographical context, with attention to the chronology, geography (local, national, and global), culture and methodology
- Develop a body of historical knowledge with range and depth that recognizes the causes and consequences of continuity and change over time
- Be able to understand and evaluate different perspectives and arguments, engaging with the ideas of other historians and citing them appropriately
- Create a research question, conduct effective and wide-ranging research to procure evidence, formulate a persuasive analytical argument, and communicate it effectively in a written or oral format
- Apply historical knowledge and analysis to contribute to contemporary social dialogue and to life-long learning and critical habits of mind essential to an effective and engaged citizenship.

This program is excellent preparation for a wide range of careers. The emphasis on broadly applicable skills such as research, writing, face-to-face communication, and critical thinking prepare graduates for any number of jobs. More specifically, history graduates are especially well suited to work not only as archivists, academic historians, public historians and curators, but also as diplomats, editors, law clerks, librarians,

publicists, and writers. A history degree is also superb academic preparation for graduate studies in law, business, and many academic disciplines.

### **Preparation**

In high school take history, English, geography, government, and foreign languages.

### **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*History majors must receive a C- or better in their major courses to pass.*

#### **Lower Division (16 units)**

- HIST 110 (3) U.S. History to 1877  
HIST 111 (3) U.S. History from 1877  
HIST 210 (4) Historical Methods

Two from the following:

- HIST 104 (3) Western Civilization to 1650  
HIST 105 (3) Western Civilization, 1650 to Present  
HIST 106B (3) Islamic Societies: The Making of the Muslim Middle East  
HIST 107 (3) East Asian History to 1644  
HIST 108 (3) East Asian Civilization Since 1644  
HIST 109 (3) Colonial Latin American History  
HIST 109B (3) Modern Latin America

#### **Upper Division Areas (24 units minimum)**

- Take HIST 210 before taking upper-division major courses.
- Take at least four units from each of the three area course lists below.
- Take a minimum of 24 units selected from the area course lists below.
- Special topics courses (HIST 391, HIST 392, HIST 393) may be used in the appropriate areas.
- See an advisor concerning HIST 311 and HIST 312.

#### **European History Area Course List**

- HIST 300 (3) Era of WWI, and  
HIST 300R (1) Era of WWI Research Seminar  
HIST 301 (3) Era of WWII, and  
HIST 301R (1) Era of WWII Research Seminar

- HIST 314 (4) Ancient Greek Civilization & History  
HIST 315 (4) History & Civilization of Rome  
HIST 322 (4) The Age of Knights & Monks  
HIST 342 (4) Musketeers, Witches, & Kings  
HIST 343 (4) French Revolution & Napoleon  
HIST 345 (4) Imperialism  
HIST 348 (4) Modern Germany  
HIST 349 (4) Renaissance & Reformation  
HIST 350 (4) History of the Soviet Union  
HIST 353 (4) Modern Britain  
HIST 392 (1-4) Special Topics in European History

#### **US History Area Course List**

- HIST 368 (4) Colonial & Revolutionary America  
HIST 369 (4) The Age of Jefferson & Jackson  
HIST 371 (4) Civil War & Reconstruction  
HIST 372 (4) Rise of Modern America, 1877-1929  
HIST 374 (4) Contemporary America, 1929 to the Present  
HIST 375A (4) US Foreign Relations, 1789-1943  
HIST 375B (4) US Foreign Relations, 1943-Present  
HIST 383 (4) California History  
HIST 391 (1-4) Special Topics & Interdisciplinary Studies in History

#### **World Regions History Area Course List**

- HIST 319 (4) Emergence of the Modern Middle East  
HIST 323 (4) Gender & Sexuality in East Asian History  
HIST 324 (4) The Arab-Israeli Conflict: History, Narratives & Nationalism  
HIST 326 (4) History of Mexico  
HIST 327 (4) History of Brazil  
HIST 328 (4) Women & Gender in Latin America  
HIST 329 (4) Imperial China  
HIST 338 (4) Modern Chinese History  
HIST 339 (4) Modern Japanese History  
HIST 377 (4) Vietnam Wars  
HIST 393 (1-4) Special Topics in Non-Western History

### Practicum Courses

Take four total units of approved 1-unit courses:

- HIST 387 (1) Int'l Education Colloquium
- HIST 394 (1) History Conference
- HIST 395 (1) Classroom Observation for History Day
- HIST 396 (1) Int'l Latino Film Seminar
- HIST 397 (1) Weekend Workshop
- HIST 398 (1) History Career Workshop
- HIST 482 (1) Internship in History
- HIST 491 (1) Mentoring

### Capstone Course

- HIST 490 (4) Senior Seminar

### History Education Concentration (Social Science Education)

#### The Program

The History major with a concentration in Education prepares students to enter a Single Subject Secondary Education Credential program after they graduate with their B.A. degree. This is a major in History that prepares students to become Social Science teachers in California. In addition to history courses the student must also complete coursework in economics, geography, and politics. This coursework comprises the History Department's Social Science Education waiver major, which waives the state requirement to take and pass the California Subject Examination for Teachers (CSET).

#### Requirements for the Education Concentration

Majors must receive a C- or better in their major courses to pass

#### Lower Division

- HIST 110 (3) U.S. History to 1877
- HIST 111 (3) U.S. History from 1877
- HIST 210 (4) Historical Methods

#### Upper Division

##### World Survey

- HIST 311 (3) World History to 1750
- HIST 312 (3) World History from 1750

##### U.S. History

- HIST 383 (4) California History

Plus at least four (4) additional units selected from the US History area course list on the previous page.

##### European History or World Regions

Take at least seven (7) additional units selected from the European History or World Regions History area course lists on the previous page.

### Social Science Courses

- ECON 323 (3) Economic History of the US
- GEOG 105 (3) Human Geography
- PSCI 230 (3) Introduction to Comparative Politics
- PSCI 303 (3) Third World Politics

### Capstone Courses

- GEOG 470 (3) Topics in Geography for Teachers (fall only)
- HIST 395 (1) Classroom Observation for History Day
- HIST 420 (4) Interpreting History for Teachers (fall only)

### REQUIREMENTS FOR THE MINOR

*History minors must receive a C- or better in their minor courses to pass.*

A total of 22 units are required for the minor:

#### Lower Division (10 units)

- HIST 110 (3) U.S. History to 1877, **or**
- HIST 111 (3) U.S. History from 1877
- HIST 210 (4) Historical Methods

Take one course from the following:

- HIST 104 (3) Western Civilization to 1650
- HIST 105 (3) Western Civilization, 1650 to Present
- HIST 106B (3) Islamic Societies: The Making of the Muslim Middle East
- HIST 107 (3) East Asian History to 1644
- HIST 108 (3) East Asian Civilization Since 1644
- HIST 109 (3) Colonial Latin American History
- HIST 109B (3) Modern Latin America

#### Upper Division (12 units)

Take 12 units of upper division history electives.





# INTERNATIONAL STUDIES

## Bachelor of Arts degree

### with a major in International Studies

— concentrations in Chinese Studies, European Studies, Latin American Studies, Global Cultural Studies, Third World Development Studies

## Minor in International Studies

### Program Leader

Alison Holmes, Ph.D.

### International Studies Program

Founders Hall 180

707-826-4494; fax 707-826-4496

internationalstudies.humboldt.edu

## The Program

The world's biggest challenges are interconnected and the HSU International Studies Program helps students remain rooted in the community while becoming agents of change in the world.

A unique interdisciplinary program, International Studies has four distinct components: a core curriculum based on the cultural, political and economic aspects of globalization; proficiency in a second language; a concentration in one of five areas (China, Europe, Latin America, Global Culture, and Third World Development) and the equivalent of a semester study abroad.

These elements come together in a flexible combination of classroom instruction and direct experience with the regions and issues of interest and make HSU stand out as one of the few universities in the CSU system that requires both a language and study abroad as part of this degree.

Employers also regularly report language skills, intercultural awareness and study abroad as strong indicators of success in the workplace. This is why our graduates can be found in the international labor force in the US and abroad, working in the private sector, for nonprofits and commonly go on to serve in the Peace Corps. The program also provides a strong foundation for graduate work in many fields.

Students completing this major will have demonstrated:

- the ability to analyze regional and global issues from economic, political, and cultural perspectives
- linguistic competency in a second language
- cultural competency in diverse international environments

▪ the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues

▪ proficiency in formal written and oral communication

▪ skills required to build an international career.

## REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

All courses required for the major must achieve a minimum grade of C-, or local equivalent while abroad.

### Core Courses: [25-26 units]

- |                                 |   |
|---------------------------------|---|
| 1) INTL 210                     | (4) Introduction to International Studies                 |
| 2) INTL 220                     | (3) Introduction to Cultural Studies                      |
| 3) PSCI 240                     | (3) Introduction to International Relations,<br><b>or</b> |
| GEOG 363                        | (3) Political Geography                                   |
| 4) ECON 305                     | (3) International Economics & Globalization, <b>or</b>    |
| ECON 306                        | (3) Economics of the Developing World [DCG-n]             |
| 5) Take one methodology course. |   |
| ANTH 318†                       | (4) Ethnography [Prereq: ANTH 104]                        |
| CRGS 390†                       | (4) Theory & Methods [DCG-n]                              |
| GEOG 311                        | (3) Geographic Research & Writing                         |
| HIST 210                        | (4) Historical Methods                                    |
| PSCI 295                        | (4) Political Research & Analysis                         |
| 6) INTL 320                     | (1) Career Workshop                                       |
| 7) INTL 387                     | (1) International Education Week Colloquium               |
| 8) INTL 410                     | (4) Global Issues Analysis                                |
| 9) INTL 490                     | (3) International Studies Capstone                        |

Plus four courses (minimum of 12 units) from one of the following concentrations:

- Chinese Studies
- European Studies
- Latin American Studies
- Global Cultural Studies
- Third World Development Studies

## Second Language

Demonstrate proficiency in a target language pertinent to the concentration area, equivalent to a fifth semester or higher of college-level language. Meet this requirement by taking a fifth-semester-level language course.

This requirement can also be met by examination. Contact the Department of World Languages and Cultures for instructions.

## Residency Abroad

Complete an approved academic semester program abroad equivalent to at least 12 units and normally lasting at least 10 weeks. Program must be selected in consultation with and approved by advisor.

In exceptional circumstances, the program leader may approve an accommodation based on an alternative experience that meets the residency abroad learning outcome. The procedure for requesting such an accommodation, along with the criteria, can be found on the International Studies website.

Residency abroad may begin during the second semester of a student's sophomore year (generally spring) and must be completed by the end of the first semester of a student's senior year (generally fall).

Residency abroad may not occur during a student's last semester. Students are expected to complete their final semester in residence at Humboldt State University.

For some concentrations, courses taken abroad may be necessary to fulfill requirements. Concentration electives may also be completed while abroad. Both require prior advisor approval.

All students are encouraged to use their academic residency abroad efficiently by completing, where possible, language and university general education requirements.

The cost of the residency abroad varies according to the program and world region. Students should understand the costs involved and plan ahead. Consult with the HSU Center for International Programs office.

\* Course only meets requirements if specific topic is appropriate to the concentration area. Consult with an advisor.

## Chinese Studies Concentration

*Core courses plus:*

Take three breadth courses and one or more special topics courses for a minimum of 12 units.

### Breadth Areas [Take three courses]

ANTH 306	(3)	World Regions Cultural Studies: China [DCG-n]*
ANTH 390	(4)	World Regions Cultural Seminar: China*
CHIN 109	(3)	Intro to Chinese Studies
GEOG 472	(3)	Topics in Regional Geography*
HIST 107	(3)	East Asian Civilization to 1644, <b>or</b>
HIST 108	(3)	East Asian Civilization Since 1644
HIST 329	(4)	Imperial China
HIST 338	(4)	Modern Chinese History
PHIL 345	(3)	Philosophies of China
PSCI 376	(2)	Multilateralism & the UN System <b>and</b>
PSCI 377	(1)	Model United Nations
RS 340	(3)	Zen, Dharma & Tao

### Special Topic Research

Take one or more courses for a total of at least two units. (Instructor approval required)

ANTH 499	(1-4)	Independent Study*
CHIN 480	(1-4)	Undergraduate Seminar [Often taught abroad]
GEOG 411	(4)	Senior Field Research in China*

## European Studies Concentration

*Core courses plus:*

For an emphasis on:

- Europe as a whole, take any four of the courses below
- France, take at least two FREN courses
- Spain, take at least two SPAN courses
- Germany, take at least two courses that focus primarily on Germany for a minimum of 12 units.

ART 301-304	(3-4)	Topics in Art History*
ENGL 342	(4)	Special Topics in Shakespeare
ENGL 350	(4)	British Literature
ENGL 465C	(3)	Multicultural Issues in Literature/Languages
FREN 312	(4)	French VI & (R)evolution in Modern French Literature
FREN 314	(4)	Cultural History Topics in Early French Masterpieces
FREN 323	(2)	Culture and Civilization in France [Taught abroad]
FREN 480	(1-4)	Upper Division Seminar/Retreat [in English or French]

GEOG 332	(4)	Geography of the Mediterranean
GEOG 472	(3)	Topics in Regional Geography*
GERM 305	(3)	Marx, Nietzsche, Freud & German Literature
GERM 480	(1-4)	Undergraduate Seminar
HIST 300	(3)	Era of World War I
HIST 301	(3)	Era of World War II
HIST 345	(4)	Imperialism
HIST 348	(4)	Modern Germany
PHIL 355	(3)	Existentialism
PSCI 376	(2)	Multilateralism & the United Nations System <b>and</b>
PSCI 377	(1)	Model United Nations
PSCI 330	(4)	Political Regimes & Political Change*
SPAN 342	(4)	Cervantes
SPAN 343	(4)	The Golden Age
SPAN 349	(4)	Contemporary Spanish Novel
SPAN 401	(4)	Hispanic Civilization: Spain

## Latin American Studies Concentration

*Core courses plus:*

Take at least two courses in each area for a minimum of 12 units.

### Social Sciences

ANTH 306	(3)	World Regions Cultural Studies [DCG-n]
ES 310	(4)	US & Mexico Border [DCG-n]
GEOG 472	(3)	Topics in Regional Geography*
HIST 109	(3)	Colonial Latin American History
HIST 109B	(3)	Modern Latin America
HIST 326	(4)	History of Mexico
PSCI 376	(2)	Multilateralism & the United Nations System <b>and</b>
PSCI 377	(1)	Model United Nations
SPAN 355	(1-4)	Hispanic Civilization: Regional Studies
SPAN 365S	(1-4)	Field Experience: Regional Studies
SPAN 402	(4)	Hispanic Civilization: Latin America

### Arts & Literatures

ART 104M	(3)	Latin American Art [DCG-n]
ART 301	(3)	Topics in Western Art History*
SPAN 335	(1-4)	Reading & Writing: Regional Studies
SPAN 345	(4)	Hispanic Cinema
SPAN 346	(4)	Borges & the Contemporary Spanish American Short Story

SPAN 347	(4)	The "Boom" of the Latin American Novel
SPAN 348	(4)	Contemporary Hispanic Poetry

## Global Cultural Studies Concentration

*Core courses plus:*

Take three required courses and one or more electives for a minimum of 12 units.

### Required Courses

ANTH 306	(3)	World Regions Cultural Studies
ENGL 305	(3)	Postcolonial Perspectives: Literature of the Developing World
MUS 302	(3)	Music in World Culture

### Elective Courses (minimum 3 units)

ART 104K	(3)	Africa, Oceania, the Americas [DCG-n]
ART 104M	(3)	Latin American Art [DCG-n]
ART 104N	(3)	Asian Art [DCG-n]
DANC 303	(3)	Dance in World Cultures
FREN 300	(3-4)	African Storytelling
FREN 326	(1-4)	Culture & Civilization: Reg. Studies [Taught abroad]
FREN 340	(2-4)	Topics in Francophone Culture
GEOG 472	(3)	Topics in Regional Geography*
SPAN 344	(4)	Modern Hispanic Theater Workshop
SPAN 345	(4)	Hispanic Cinema
SPAN 346	(4)	Borges & the Contemporary Spanish American Short Story
SPAN 347	(4)	The "Boom" of the Latin American Novel
SPAN 348	(4)	Contemporary Hispanic Poetry
SPAN 349	(4)	Contemporary Spanish Novel
WS 306/FREN 306/GERM 306/SPAN 306	(3)	Sex, Class & Culture: Gender & Ethnic Issues in Int'l Short Stories

\* Course only meets requirements if specific topic is appropriate to the concentration area. Consult with an advisor.

### **Third World Development Studies Concentration**

Students in this concentration must choose ECON 306 Economics of the Developing World in the program core.

*Core courses plus:*

Take required courses and at least two development electives for a total of 12 units.

#### **Required Courses**

- ANTH 316 (4) Anthropology & Development  
PSCI 303 (3) Third World Politics

**Elective Courses** (at least 5 units).

At least one of these electives may need to be taken as part of study abroad. Prior advisor approval is required.

- ANTH 317 (4) Women & Development  
GEOG 472 (3) Topics in Regional Geography\*  
PSCI 330 (4) Political Regimes & Political Change\*  
PSCI 364 (4) Technology & Development  
PSCI 376 (2) Multilateralism and the UN System  
PSCI 377 (1) Model United Nations

\* Course only meets requirements if specific topic is appropriate to the concentration area. Consult with an advisor.

#### **Miscellaneous**

Students are encouraged to complement the International Studies program and concentrations by selecting electives related to the international studies field that will fulfill the total number of units for graduation.

Equivalent or Special Topic courses offered by any department may fulfill requirements for any concentration. Prior advisor approval is required.

### **Minor in International Studies**

Students completing this minor will have demonstrated:

- the ability to analyze regional and global issues from economic, political, and cultural perspectives
- the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues
- proficiency in formal written and oral communication
- skills needed to build an international career.

#### **REQUIREMENTS FOR THE MINOR**

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

#### **Required Courses [19 units]**

- INTL 210 (4) Introduction to International Studies  
INTL 220 (3) Introduction to Cultural Studies  
PSCI 240 (3) Introduction to International Relations,  
ECON 305 (3) International Economics & Globalization, **or**  
ECON 306 (3) Economics of the Developing World [DCG-n]  
INTL 320 (1) Career Workshop  
INTL 387 (1) International Education Week Colloquium  
INTL 410<sup>†</sup> (4) Global Issues Analysis

Students must complete INTL 210, INTL 220, PSCI 240 and ECON 305 or ECON 306 prior to enrolling in INTL 410. Discuss corequisite options with minor advisor.



# JOURNALISM

## Bachelor of Arts degree

### with a major in Journalism —

concentrations available in News and Public Relations

## Minor in Journalism

### Department Chair

Marcy Burstiner

### Department of Journalism & Mass Communication

Bret Harte House 52

707-826-4775

journalism.humboldt.edu

### The Program

Students completing this program will have demonstrated:

- knowledge of media laws and First Amendment rights and limitations
- they understand how media professionals, institutions, and industries produce and shape the news
- they understand ethical principles related to mass media
- they are able to gather information from diverse sources
- they can write clearly in forms and styles appropriate for the communications professions, audiences, and purposes they service
- they can critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- they can tell non-fiction stories across media forms using visual and audio tools and technologies.

The Journalism major prepares students for careers in news, public relations, and related fields. As early as their freshmen year, students can produce multimedia stories for our award-winning student newspaper *The Lumberjack*, *Osprey* magazine, and KRFH radio station.

Our primary focus is on producing good, ethical journalists and media practitioners. But our goal is also to make students more critical thinkers about the media. Students learn ways to communicate information effectively and tell compelling stories across media forms. They study the role of the media in our society and how the media industries shape our culture and are affected by political and economic systems.

Possible careers for our graduating students include: news writer, reporter, editor, magazine writer, page designer, copy editor, photographer, television or radio reporter,

news anchor, broadcast news director, producer, public relations representative, advertising director, sports information director, sports writer, online editor, and webmaster.

### Preparation

In high school take English and government and work on school publications.

## REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

Journalism majors must complete 45 units major specific coursework.

### Core Courses (33 units total)

#### Lower Division (9 units)

JMC 105	(3) Introduction to Mass Communication
JMC 120	(3) Beginning Reporting
JMC 125	(3) Intro to Journalism Tools

#### Upper Division (11 units)

JMC 327	(2) Multimedia News Workshop
JMC 328	(3) Media Law
JMC 332	(3) Media Ethics
JMC 480	(3) Special Topics

*Take one upper division elective from the following:*

JMC 302	(3) Mass Media & Popular Arts
JMC 305	(3) International Mass Communication
JMC 306	(3) Mass Communication History
JMC 309	(3) Analyzing Mass Media Messages

### Experiential Learning Courses (10 units)

*Take 6 units of lower division experiential learning courses.*

JMC 134	(3) Photojournalism & Photoshop
JMC 150	(3) Digital Design
JMC 154	(3) Radio Production
JMC 155	(1) KRFH Workshop
JMC 156	(3) Video Production
JMC 160	(2) El Leñador Newspaper

*Take 4 units of upper division experiential learning courses.*

JMC 325	(2) Magazine Production Workshop
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JMC 333	(2) Radio News Workshop
JMC 355	(2) Advanced KRFH Workshop
JMC 360	(2) Advanced El Leñador Newspaper
JMC 427	(2) Advanced Multimedia News Workshop
JMC 482	(1-3) Mass Media Internship
JMC 490	(1-4) The KHSU Experience

### Select one concentration:

#### News Concentration (12 units)

*Take one of the following:*

JMC 318	(3) Media Research, or
JMC 322	(3) Editing

*Take 9 units from the following:*

JMC 320	(3) Advanced Reporting
JMC 324	(3) Advanced News Writing
JMC 334	(3) Advanced Photojournalism
JMC 336	(3) Advanced Video Production
JMC 450	(3) Media Management

#### Public Relations Concentration

(12 units)

JMC 322	(3) Editing
JMC 323	(3) Public Relations
JMC 429	(3) Advanced Public Relations

*Take one of the following:*

JMC 318	(3) Media Research
JMC 354	(3) Media Advertising
JMC 450	(3) Media Management

## REQUIREMENTS FOR THE MINOR

Students must complete 16 units in the journalism minor. Completion of this minor will prepare students for careers as reporters, writers, editors, producers, publishers, broadcasters, photographers, page and web designers, public relations and advertising professionals, and media scholars and researchers.

JMC 105	(3) Introduction to Mass Communication
JMC 120	(3) Beginning Reporting

Plus one of the following courses:

JMC 305	(3) International Mass Communication
JMC 306	(3) Mass Communication History

JMC 318	(3) Media Research
JMC 328	(3) Media Law
JMC 332	(3) Media Ethics

Plus seven units of approved courses from those required for the journalism major, including any of the courses listed above.



# KINESIOLOGY

## **Bachelor of Science degree with a major in Kinesiology —**

concentrations available in Exercise Science/Health Promotion, Physical Education Teaching, or Pre-Physical Therapy

## **Minors in Kinesiology & Health**

**Education** (20 units of coursework approved by the department chair)

## **Master of Science degree in Kinesiology —**

Advanced study to prepare graduate students for doctoral and professional programs and careers in the promotion of physical activity.

**Single Subject Credential** (see Physical Education Teaching Concentration leading to a single subject credential)

## **Department Chair**

Rock Braithwaite, Ph.D.

## **Department of Kinesiology & Recreation Administration**

Kinesiology & Athletics 305  
707-826-4536  
humboldt.edu/kra

## **The BS Program**

Students completing this program will have demonstrated the ability to:

- identify and explain the concepts of kinesiology
- analyze, synthesize, and evaluate relevant information from scientific literature to inform professional practice
- demonstrate effective written and oral communication for the discipline of kinesiology
- apply knowledge and skills from kinesiology to promote health and physical activity, and optimize performance among diverse populations.

Humboldt provides students with three new state-of-the-art laboratory facilities, including the human performance, biomechanics, and behavioral performance labs. A natatorium, plus two gymnasiums, dance studio, an all-weather track and field, cross-country trails, stadium, and two playing fields round out the facilities. In addition to their academic coursework, students develop their skills through fieldwork and practicum experiences in their areas of study.

## **Preparation**

High school students should take the college preparatory program plus biology, math, anatomy, and physiology. Participation in

intercollegiate sports, physical activities, and a computer course are encouraged.

## **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82. The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for Kinesiology.*

*Students must earn a C- or better in all required courses for the major that have a KINS, ZOOL, REC, or HED prefix (or their equivalent, in the case of courses transferred from another institution).*

## **Core Courses** (for all concentrations)

### **Lower Division** (15-16 units)

BIOL 104	(3) General Biology, <b>or</b>
BIOL 105*	(4) Principles of Biology (required for pre-physical therapy concentration)
HED 120	(1) Responding to Emergencies — CPRFPR
KINS 165	(3) Foundations of Kinesiology
ZOOL 113	(4) Human Physiology
ZOOL 270	(4) Human Anatomy

### **Upper Division** (20 units)

KINS 379	(4) Exercise Physiology
KINS 386	(4) Structural Kinesiology
KINS 474	(3) Psychology of Sport & Exercise
KINS 483	(3) Evaluation Techniques in Kinesiology
KINS 484	(3) Motor Development/ Motor Learning
KINS 492	(3) Senior Seminar in Kinesiology

*Select one of the following concentrations and complete all requirements. (33-38 units)*

### **\*Students in the Pre-Physical Therapy concentration must take BIOL 105.**

Students in the Exercise Science/Health Promotion or Physical Education Teaching concentrations may take BIOL 104 or BIOL 105.

## **Exercise Science/Health Promotion Concentration**

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.

Kinesiology Core: 35-36 units + Exercise Science Health Promotion Concentration 33 units = 68-69 units for the major.

### **Lower Division Requirements**

HED 231 (3) Basic Human Nutrition

### **Upper Division Requirements**

KINS 325	(2) Health Related Exercise, <b>or</b>
KINS 339	(2) Group Exercise Instruction, <b>or</b> 2 units of PE courses.
KINS 456A	(4) Fitness Assessment & Exercise Programming
KINS 456B	(4) Fitness Assessment & Exercise Programming
KINS 460	(1) Human Performance Lab Techniques
KINS 482	(7) Internship in Kinesiology

### **Select one emphasis** (12 units)

Students select coursework in consultation with and approval of their advisor. Suggested coursework includes, but is not limited to:

### **Exercise Science Emphasis**

KINS 425	(3) Strength & Conditioning
HED 342	(3) Nutrition for Athletic Performance

Select six units from KINS 480/580, 600-level courses and/or courses from the following Health Promotion Emphasis.

### **Health Promotion Emphasis**

In consultation with an advisor, students may select courses that qualify them to sit for the Certified Health Education Specialist (CHES) examination.

HED 342	(3) Nutrition for Athletic Performance
HED 344	(3) Weight Control
HED 345	(3) Health Messaging & Mass Media
HED 388	(3) Community Based Health Promotion Programs

HED 390	(3) Design & Implementation of Health Promotion Programs
HED 392	(3) Community & Population Health
HED 446	(3) Optimal Bone & Muscle Development
KINS 447	(3) Pharmacology & Ergogenic Aids

### Physical Education Teaching Concentration

Prepare to teach physical education in junior high and high school. (For information on the preliminary teaching credential, see Education. See the program listing for Adapted Physical Education for credential information.)

Graduates also enter careers as intramural directors, health spa instructors, coaches, recreational directors, sports program directors, and camp directors.

In addition to core academic courses, students enroll in activity courses which help them develop fitness and performance skills. Humboldt's Human Performance Laboratory offers modern equipment. Other facilities include two gymnasiums, an indoor pool, an all-weather track, cross-country trails, a field house, weight room, and stadium.

Kinesiology core (35-36 units) + Physical Education Teaching Concentration (31 units) = 66-67 units for the major.

#### Concepts of Teaching (14 units)

KINS 311	(2) Concepts of Teaching Aquatics
KINS 313	(2) Concepts of Teaching Dance
KINS 315	(2) Concepts of Teaching Dynamic Movement
KINS 325	(2) Health-Related Exercise
KINS 327	(3) Games Concepts 1
KINS 329	(3) Games Concepts 2

#### Additional Requirements (17 units)

REC 302	(3) Inclusive Recreation (DCG-d)
HED 405	(3) School Health Programs
KINS 384	(3) Curriculum & Instructional Strategies in Physical Education
KINS 385	(3) Adapted Physical Education
KINS 475	(3) Elementary School Physical Education
KINS 486	(2) Theory of Coaching

**Please note:** Degree requirements listed above do not include the professional education courses required for a teaching

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 KINS 490, and must enroll in EDUC 285 or equivalent.

### Pre-Physical Therapy Concentration

Careers in the health care industry are increasing and completion of this concentration provides the academic requirements necessary to enter a graduate program for physical therapy or other health professions such as occupational therapy, nursing, physician assistant programs, medical school, or prosthetics and orthotics. Upper division electives built into the curriculum (upon consultation with and approval of their advisor) allow students the flexibility to take additional classes required for the graduate program(s) they are interested in attending.

Students also have the opportunity to gain more knowledge and experience in the physical therapy (and related) fields through a practica experience. During these placements in local physical therapy clinics and hospitals, students learn the basic skills to provide patient care and the essentials of evidence-based practice alongside physical therapists. In addition to being immersed in the field and accumulating observational hours needed to apply to graduate programs, students also attend presentations by current graduate students, physical therapists, and other health professionals, as well as workshops to help students' preparation for applying to graduate school.

Kinesiology core (36 units) + Pre-Physical Therapy Concentration (38 units) = 74 units for the major. (15 units double-count for LD GE requirements).

#### Lower Division (27 units)

CHEM 109	(5) General Chemistry I
CHEM 110	(5) General Chemistry II
PHYX 106 <sup>‡</sup>	(4) College Physics: Mechanics & Heat
PHYX 107	(4) College Physics: Electromagnetism & Modern Physics
PSYC 104	(3) Introduction to Psychology
SOC 104	(3) Introduction to Sociology
STAT 108	(3) Elementary Statistics, <b>or</b>
STAT 108i	(3) Elementary Statistics with Integrated Support [Coreq: STAT 8]

<sup>‡</sup> Course has a prerequisite of MATH 101T (3) or MATH 102 (4)

#### Upper Division (11 units)

PSYC 438	(3) Dynamics of Abnormal Behavior; <b>plus</b>
	(8) Upper-Division Major Electives

### REQUIREMENTS FOR THE MINORS

Please consult the department chair for current requirements.

### REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Graduates are prepared for careers in a wide range of professional roles that include worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, obesity/diabetes and heart disease prevention and treatment, teaching/coaching, independent research in a field of specialization, or continued graduate study at doctoral granting institutions. The curriculum and coursework in the Kinesiology MS degree program is designed to meet the mission of preparing students to be leaders in the fields of physical activity, health, and disease prevention and treatment. The common theme that binds us together is the study of physical activity and relationships with health and human performance.

#### The MS Program

Students completing this program will have demonstrated the ability to:

- apply advanced concepts and theoretical constructs in kinesiology
- design and implement research in kinesiology
- critically analyze, evaluate, and synthesize the scientific literature in kinesiology
- synthesize and present data relevant to specialization areas within kinesiology
- interpret, evaluate, and apply the scientific literature in kinesiology to promote health and optimize performance among diverse populations.

#### Admission

Applicants must submit the names of three references, including contact information, and a statement of intent with their application. Two admission options are available:

#### Postbaccalaureate

In addition to Humboldt State University requirements, the Department of Kinesiology and Recreation Administration requires the following criteria be met for admission to the program as a classified graduate student:

- a bachelor's degree in Kinesiology or Exercise Science from an accredited

institution, or equivalent. Students may be required to complete foundational coursework depending on their selected graduate program of study.

- a minimum undergraduate grade-point average (GPA) of 2.75 in the last 60 semester units (a 3.0 GPA is preferred).
- completion of the Graduate Record Examination (GRE) for verbal reasoning (148 minimum), quantitative reasoning (140 minimum), and analytical writing (3.5 minimum) must be submitted as part of the application process prior to admission.

A student may be conditionally admitted to the program if:

- The undergraduate degree is in a field other than Kinesiology or Exercise Science. Students will be required to complete 12-15 units of foundational coursework as approved by the graduate program coordinator. These courses must be satisfactorily completed with a grade of B- or better.
- The GRE scores or GPA are below the required minimum.

#### **Four plus One (4+1) Program (pre-baccalaureate)**

A student can apply in the junior year after completion of at least 24 units of undergraduate coursework in Kinesiology, with a GPA of 3.25 or higher in KINS coursework.

#### **International Student Addendum**

International students must achieve a minimum TOEFL score of 550 (213 on computer-based test; 80 on internet-based test) that was received within two years of applying to HSU. The score must be sent to us directly by the Educational Testing Service (ETS); **or**

a minimum IELTS score of 6.5 that was received within two years of applying to HSU. The score must be sent to us directly by the English Language Testing System (IELTS).

#### **Course Of Study**

Required Core: 9 units

In-Depth Area of Study: 9 units

Directed Elective Courses: 9 units

Capstone: 6 units

Total: 33 units

#### **Required Core (9 units)**

All students must complete the following core courses:

KINS 610 (3) Statistics for Kinesiology

KINS 635 (3) Research Methods in Kinesiology

KINS 695 (3) Directed Field Experience,

**or**

KINS 699 (3) Independent Study

#### **In-Depth Area of Study (9 units)**

Students select an in-depth area of study in consultation with a major advisor. Courses should support the student's area of research and professional goals. These courses should be graduate level (500-699), with allowance for upper division level courses (300-499) on a case-by-case basis.

#### **Directed Elective Courses (9 units)**

Courses should support the student's professional goals. These courses should be graduate level (500-699), with allowance for upper division level courses (300-499) on a case-by-case basis.

#### **Capstone (6 units)**

**Thesis/Project Option.** Recommended for those planning to attend a doctoral/advanced professional program or preparing for a research-based career. An oral defense of the thesis/project is required.

KINS 690 (1-6) Thesis Writing Seminar  
**or**

**Comprehensive Exam Option.** Students in this option will complete a comprehensive written exam based on the focus of the curriculum.

KINS 691 (0) Comprehensive Exam  
**and**

Students in this option will complete an **additional six units** of coursework.



# LEADERSHIP STUDIES [INTERDISCIPLINARY STUDIES]

**Bachelor of Arts degree  
with an Interdisciplinary Studies  
major** — Concentration in Leadership  
Studies\*

## College of Extended Education & Global Engagement

[humboldt.edu/leadership](http://humboldt.edu/leadership)  
707-826-3769  
[leadership@humboldt.edu](mailto:leadership@humboldt.edu)

### The Program

The Leadership Studies Bachelor's degree-completion program is designed for students who have completed 60 units of undergraduate coursework [see transfer requirements below] and want to gain foundational leadership skills in: planning, critical thinking, sustainability, and organizational transformation. All courses for the major are fully online. Leadership Studies is offered via self-support through the College of Extended Education & Global Engagement. Self-support programs are subject to program specific fees.

For more information about the program contact Extended Education at 707-826-3769 or visit [humboldt.edu/leadership](http://humboldt.edu/leadership).

### Upper Division Transfer Requirements

To be considered an Upper Division Transfer student, you must have:

- Completed a minimum of 60 semester or 90 quarter units of transferable coursework (if transferring from a community college, it is advised to complete 70 semester units or 105 quarter units as allowed);
- have an overall college GPA of at least 2.00;
- be in good standing at the last college or university attended. In simple terms, "good standing" means you are eligible to re-enroll at your last college or university;
- have completed 10 general education courses (30 semester units or 45 quarter units) of basic skills courses, with a grade of C- or better; and, specifically, four courses completed in the following GE breadth areas: Written Communication (A1), Oral Communication (A2), Critical Thinking (A3), and Mathematics/Quantitative Reasoning (B4).

## REQUIREMENTS FOR THE DEGREE

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

### Required Courses

LDRS 311	(3)	Foundations of Leadership
LDRS 321	(3)	Data Driven Leadership
LDRS 331	(3)	Leadership Communication
LDRS 341	(3)	Strategic Planning & Forecasting
LDRS 351	(3)	Project Implementation/ Evaluation
LDRS 411	(3)	Managing Employees/ Stakeholders
LDRS 421	(3)	Strategic Sustainability
LDRS 431	(3)	Technology & Leadership
LDRS 441	(3)	Developing Dynamic Organizations
LDRS 451	(3)	Capstone in Leadership



### Self-Support Program Fees

The Interdisciplinary Studies: Leadership Studies program is offered through self-support mode by the College of Extended Education & Global Engagement.

Self-support programs are subject to program specific fees. Fee information is available on the College of Extended Education & Global Engagement website: [extended.humboldt.edu](http://extended.humboldt.edu)

This major is not offered as a state-supported program and is not an option for a change of major.



# LIBERAL STUDIES / ELEMENTARY EDUCATION

**Bachelor of Arts degree  
with a major in Liberal Studies –  
concentration in Elementary Education**

**Liberal Studies Elementary Education  
Office**

Harry Griffith Hall 202A  
707-826-3752  
humboldt.edu/lsee

**Program Leader**

John Y. Lee, Ph.D.  
707-826-5822  
john.lee@humboldt.edu

**Program Advisor**

Tyler Bradbury  
707-826-3752  
tbr597@humboldt.edu

**The Program**

The Liberal Studies Elementary Education program provides focused, hands-on university coursework aligned with clinical practice in elementary schools that allows undergraduate students who complete the Integrated Credential Pathway\*\* to earn a bachelor's degree, and to be recommended for a Multiple Subject Credential in four years. A Non-Integrated Pathway is available for students who wish to earn a bachelor's degree only.

Students completing this program will have:

- demonstrated an ability to work effectively with diverse students, parents, colleagues, staff, and others in the community;
- developed and maintain safe, positive, and productive educational environments;
- used research-based practice to inform their work;
- demonstrated a coherent theoretical framework of learning and human development that supports reflection on their practice;
- collaborated on efforts to improve education opportunities for all students.

Additionally, candidates in the LSEE Program acquire the knowledge, skills, experiences, and perspectives necessary to:

- demonstrate subject matter content knowledge aligned to the California K-8 Content standards in language arts, mathematics, science, history /social science, health, physical education, and the visual and performing arts as outlined in the Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential

- apply pedagogical content knowledge to teach specific subjects clearly and knowledgeably and to effectively integrate pedagogical content knowledge and skill across disciplines in lesson design and implementation.

The carefully sequenced academic plan provides:

- excellent preparation to teach elementary school subjects including language arts, mathematics, science, history /social science, health, physical education, visual and performing arts
- courses that focus on 21st century teaching approaches
- a series of structured classroom experiences with students from kindergarten to 8th grade
- dedicated faculty and advisors
- support to complete university and credential requirements including subject matter competency

*Students must complete the Certificate of Clearance from the California Commission on Teacher Credentialing, and provide proof of tuberculin clearance and rubella immunization to participate in the clinically-based LSEE classes that begin in the freshman year.*

**REQUIREMENTS FOR THE DEGREE**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*Students must earn a minimum grade of C- in all major requirements.*

*Students who complete the LSEE Lower Division Core will have met Lower Division GE and American Institutions requirements. Students who change out of the LSEE major are encouraged to contact the Office of the Registrar or the Academic & Career Advising Center regarding completion of degree requirements.*

**Lower Division Core**

- BIOL 104 (3) General Biology
- COMM 100 (3) Fundamentals of Speech Communication
- CD 209 (3) Middle Child Development
- COMM 103 (3) Critical Listening & Thinking
- CRGS 108 (3) Power/Privilege: Gender & Race
- EDUC 285 (3) Technology Skills for Educators

- ENGL 104\* (3) Accelerated Composition & Rhetoric
- ENGL 105 (3) Literature, Media & Culture
- GEOL 109 (4) General Geology (or other Lower Division GE Area B: Physical Universe course)
- HIST 104 (3) Western Civilization to 1650
- HIST 110 (3) United States History to 1877
- LSEE 101 (4) Foundations of Teaching
- LSEE 211 (4) Developmental Literacy
- LSEE 212 (4) Language and Literacy
- PSCI 110 (3) American Government

*Plus one of the following:*

- ES 106 (3) Introduction to Black Studies
- ES 107 (3) Chican@/Latin@ Lives
- WS 107 (3) Woman, Culture, History

*Plus one of the following:*

- TA 104 (4) Story Through Word & Image
- DANC 103 (3) Modern/Contemporary I
- DANC 104 (3) Modern/Contemporary II

*Plus one of the following:*

- MATH 103 (3) Mathematics as a Liberal Art
- MATH 103i (3) Mathematics as a Liberal Art with Integrated Support [Coreq: MATH 3]
- MATH 108 (3) Critical Thinking in Mathematics

**Upper Division Core**

- ART 358 (3) Art Structure
- LSEE 308 (4) Algebra, Geometry, and Data in the Elementary Classroom
- LSEE 313 (4) Science for Elementary Education
- LSEE 315 (4) Social Science for Elementary Education
- LSEE 316 (4) Language Arts for Elementary Education
- LSEE 317 (4) Number Sense & Operations in Elementary School Math

\*or ENGL 102 & ENGL 103 Composition & Rhetoric A & B or ENGL 104S

\*\*Subject to WSCUC & CSU Chancellor's Office approval

- LSEE 333 (4) English Language & Bilingual Development  
 LSEE 377 (4) Education of Exceptional Individuals

### Integrated Credential Senior Year Pathway\*\*

#### Admission Requirements

Admission into the Senior Year Integrated Credential Pathway requires:

- An overall GPA at or above 2.67 in all baccalaureate course work.
- Junior status (earned 60 semester units)
- Satisfactory completion of all program core courses and other requirements, including passing the Graduation Writing Proficiency Exam (GWPE).
- Pass with a C- or better: EDUC 285; equivalent course at another regionally accredited institution, or California Subject Examination for Teachers (Test Code 133 and 134)
- Pass with a C- or better U.S. Constitutions course (PSCI 110, PSCI 159, or PSCI 410), or the U.S. Constitutions Test administered by the County Office of Education.
- Current CPR certification from the American Heart Association Course B or C, American Red Cross Community CPR, or equivalent training in adult, child and infant CPR.
- Proof of tuberculin clearance (chest x-ray or skin test) and rubella immunization
- A Certificate of Clearance from the California Commission on Teacher Credentialing.
- Verification of passing a basic skills exam (Details are available on the School of Education website [humboldt.edu/education](http://humboldt.edu/education))
- Verification of passing the CSET in Multiple Subjects

#### Integrated Credential Pathway Requirements

The LSEE Integrated Credential Pathway program includes courses needed to apply to and complete the teacher credential program. Upper division GE Area C and D requirements are fulfilled by completion of the following coursework.

*The following credential pathway professional education courses must be completed with no grade lower than a C-, and a minimum GPA of 3.0 must be maintained.*

- LSEE 413 (4) Integrated Elementary Science & Mathematics Methods I

- LSEE 414 (4) Integrated Elementary Science & Mathematics Methods II  
 LSEE 415 (4) Integrated Art, Language Arts and Social Studies I  
 LSEE 416 (4) Integrated Art, Language Arts & Social Studies II  
 LSEE 421 (4) Critical Multicultural Education  
 LSEE 423 (4) School, Student & Social Development  
 LSEE 475 (4) Health & Physical Education  
 MUS 322 (3) Music in the K-8 Classroom

#### Capstone

- LSEE 455 (4) Senior Credential/ Capstone

#### Additional Requirements

Pay professional liability insurance fee, required by the CSU and local school districts prior to student teaching (\$20)

Pass the Reading Instruction Competence Assessment (RICA)

Pass the Teacher Performance Assessment (edTPA)

### Non-Integrated Senior Year Pathway

This pathway is designed for students who wish to earn a bachelor's degree only or have not met the credential admission requirements.

*Complete core courses, plus the following:*

- LSEE 443 (4) Action Research I  
 LSEE 444 (4) Action Research II  
 LSEE 453 (3) Senior Seminar I  
 LSEE 454 (3) Senior Seminar II

and

9 units in one of the following areas: child development, creative dramatics, English as a second language, music, physical education, history/ social science, mathematics, psychology, Spanish, studio art or science.



#### Programs Leading to Licensure & Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees or any associated costs to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Office of Academic Affairs, Siemens Hall 216, 707-826-3722.

\*\*This program is subject to WSCUC & CSU Chancellor's Office approval

# MATHEMATICS

## **Bachelor of Arts degree with a major in Mathematics**

**Bachelor of Arts degree  
with a major in Mathematics —**  
concentrations in Applied Mathematics,  
Mathematics Education

## **Minor in Mathematics**

## **Minor in Applied Mathematics**

See also the minor in Applied Statistics.

## **Department Chair**

Bori Mazzag, Ph.D.

## **Department of Mathematics**

Behavioral & Social Sciences 320

707-826-3143

[humboldt.edu/math](http://humboldt.edu/math)

## **The Program**

Mathematics students at HSU find an active and supportive atmosphere that provides preparation for mathematics-related careers and mentorship for graduate studies. The department offers a variety of scholarships, need-based and merit-based, for mathematics majors at every level and including transfer students. Students have access to several campus computer labs including one dedicated to mathematical applications. There are many activities outside the classroom including: a weekly Mathematics Colloquium series; the endowed Kieval Mathematics Lecture every semester; a variety of competitions, from our local Integration Bee to the International Mathematical Contest in Modeling; and a very active Mathematics Club. Mathematics is challenging, rewarding, and fun.

Students completing this program will have demonstrated:

- competence in the field of mathematics, including the ability to apply mathematics to problems in the natural and social sciences; the ability to read, evaluate, and create mathematical proofs; the ability to write algorithms to investigate questions, solve problems, or test conjectures using standard software tools or specialized mathematical or statistical programs; the ability to analyze the validity and efficacy of mathematical work
- fundamental understanding of the discipline of mathematics including the historical development of mathematical and statistical areas central to the undergraduate curriculum; fundamental understanding of the role and responsibilities of mathematicians and

mathematical work in science, engineering, education, and society as a whole

- fluency in mathematical language demonstrated by written work and oral presentations; ability to conduct individual and collaborative project work in which a question or problem is described, methodology is discussed and implemented, results are analyzed, and justifiable conclusions are drawn.

Mathematics majors may enter the workforce in a wide variety of positions. Potential careers include: mathematics consultant, statistician, computer programmer, actuary, mathematician, analyst (systems analyst, statistics methods analyst, financial investment analyst, economic analyst...), teacher, demographer.

## **Preparation**

Take mathematics courses every year in high school. Creative writing, art, music, and computer programming are also helpful.

## **REQUIREMENTS FOR THE MAJOR**

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

A minimum grade of C- is required for all courses in the major (all concentrations).

## **Lower Division**

CS 111 (4) Computer Science Foundations I

or an approved course in computer programming

MATH 109 (4) Calculus I

MATH 110 (4) Calculus II

MATH 210 (4) Calculus III

MATH 240 (3) Introduction to Mathematical Thought

MATH 241 (3) Elements of Linear Algebra

## **Upper Division**

MATH 313 (4) Ordinary Differential Equations

MATH 316 (4) Real Analysis I

STAT 323 (4) Probability & Statistics

MATH 343 (4) Introduction to Algebraic Structures

MATH 344 (3) Linear Algebra

Plus one of the following:

MATH 416 (3) Real Analysis II, or

MATH 443 (3) Advanced Algebraic Structures

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26.

## **Applied Mathematics Concentration**

This concentration provides a theoretical foundation and skills necessary to apply mathematics or mathematical computing to problems encountered in other disciplines.

## **Lower Division**

Same as the major in mathematics

## **Upper Division**

MATH 313 (4) Ordinary Differential Equations

MATH 316 (4) Real Analysis I

STAT 323 (4) Probability & Statistics

MATH 351 (4) Introduction to Numerical Analysis

MATH 361 (4) Introduction to Mathematical Modeling

Plus one of the following:

MATH 315 (4) Advanced Calculus, or

MATH 344 (3) Linear Algebra

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26.

## **Mathematics Education Concentration**

leading to a single subject teaching credential

This concentration prepares students primarily for teaching math in junior high school and high school. (For information on preliminary and professional clear teaching credentials, see Education.)

Courses in calculus, computer programming, number theory, geometry, statistics, and history of mathematics comprise the program's core. Humboldt State offers several computer laboratories with a variety of computers, including mainframe, mini, and microcomputers.

An active Math Club meets weekly and sponsors various activities and talks. A special scholarship fund for outstanding mathematics students was established by professor emeritus Harry S. Kieval.

## Preparation

Take mathematics each year in high school. Creative writing, reading, art, and computer programming are also helpful.

## REQUIREMENTS

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see *The Bachelor's Degree* section of the catalog, pp. 61-78,

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

Students earning this degree may waive CSET assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/SED 410.

### Lower Division

CS 111 (4) Computer Science Foundations I

or an approved course in computer programming

MATH 109 (4) Calculus I

MATH 110 (4) Calculus II

MATH 210 (4) Calculus III

MATH 240 (3) Introduction to Mathematical Thought

MATH 241 (3) Elements of Linear Algebra

### Upper Division

MATH 301 (3) Mathematics & Culture: Historical Perspective\*, or

MATH 401 (3) History of Mathematics I

MATH 340 (3) Number Theory

MATH 343 (4) Introduction to Algebraic Structures

MATH 370 (3) School Mathematics from Advanced Viewpoint I

MATH 371 (3) Geometry

MATH 470 (3) School Mathematics from an Advanced Viewpoint II

STAT 323 (4) Probability & Statistics

Students also should take:

▪ sufficient units in approved upper division mathematics courses to bring the total to 26 — recommended:

MATH 316 (4) Real Analysis I

MATH 474 (3) Graph Theory

MATH 481 (1) Workshop in Tutoring Mathematics

▪ an approved, coherent program of not less than eight units in a field of study in which mathematics is applicable (see advisor)

▪ strongly recommended:

PHIL 100 (3) Logic

ART 105B (3) Fundamentals of Drawing

## REQUIREMENTS FOR THE MINORS

### Mathematics Minor

#### Lower Division

MATH 109 (4) Calculus I

MATH 110 (4) Calculus II

MATH 210 (4) Calculus III

MATH 240 (3) Introduction to Mathematical Thought

MATH 241 (3) Elements of Linear Algebra

#### Upper Division

MATH 340 (3) Number Theory, or

MATH 343 (4) Introduction to Algebraic Structures

Plus approved courses to bring the total to 10 upper division units.

### Applied Mathematics Minor

#### Lower Division

STAT 108 (3) Elementary Statistics, or

STAT 108i (3) Elementary Statistics with Integrated Support [Coreq: STAT 8], or

STAT 109 (4) Introductory Biostatistics

Plus either of the following groups:

▪ MATH 109 (4) Calculus I

MATH 110 (4) Calculus II

MATH 210 (4) Calculus III

MATH 241 (3) Elements of Linear Algebra

#### OR

▪ MATH 105 (3) Calculus for the Biological Sciences & Natural Resources

MATH 215 (3) Multivariate Calculus for the Biological Sciences & Natural Resources

MATH 241 (3) Elements of Linear Algebra

### Upper Division

MATH 313 (4) Ordinary Differential Equations, or

MATH 361 (4) Introduction to Mathematical Modeling

Plus approved courses to bring the total to 10 upper division units.

\* MATH 301 does not count toward 26 units of 300-level (or above) courses.



# MULTICULTURAL QUEER STUDIES MINOR

## Minor in Multicultural Queer Studies

See also the *Multicultural Queer Studies Emphasis within the Critical Race, Gender and Sexuality Studies (CRGS) major*.

### Department Chair

Kim Berry, Ph.D.  
Behavioral & Social Sciences 246

### Department of Critical Race, Gender and Sexuality Studies

Behavioral & Social Sciences 206  
707-826-4329, fax 826-4320  
crgs.humboldt.edu

### The Program

Students completing this minor will have demonstrated the ability to:

- use intersectional analysis to examine social issues
- explain prominent debates in queer theory
- link theory to practice

The minor in Multicultural Queer Studies provides a rich mixture of interdisciplinary courses and community engagement and leadership opportunities. Students draw on classes from critical race, gender and sexuality studies, women's studies, ethnic studies, political science, psychology, education, sociology, theater arts, English, and other disciplines to study political and cultural issues related to sexual identity, sex, gender identity, and sexuality in a multicultural, multiracial, and multidisciplinary context.

All minors gain an understanding of the intersections of race, gender, sexuality and class through CRGS 108. Through engagement with debates in queer theory, students explore the workings of power and the dynamics of resistance. Minors take another seven units in approved Multicultural Queer Studies elective classes. Finally, the minor has a 2- to 3-unit component providing field-based opportunities to grapple with issues of gender and sexual identity in a political, service, or cultural context. Sites for internships might include the Raven Project, Peer Education Program for the Consent Project or Health & Wellness Program, MultiCultural Center, North Coast Rape Crisis Team, Planned Parenthood, Humboldt Domestic Violence Services, and local high-school-based gay-straight alliances.

This minor can be particularly useful for those planning careers in education, social work, human services, public health, law, psychology, journalism and media, social justice activism, and community development.

### REQUIREMENTS FOR THE MINOR

The minor consists of 15-17 units.

#### Introduction

CRGS 108 (3) Power/Privilege: Race, Class, Gender & Sexuality

#### Queer Theory

Choose one of the following courses.

CRGS 430/ANTH 430 (3-4) "Queer" Across Cultures  
ENGL 360 (4) Special Topics in Literature when offered as Queer Theory

#### Community Engagement and Leadership

Choose one of the following courses.

CRGS 313/EDUC 313 (3) Community Activism  
CRGS 482 (2-3) Internship Course

Consult with the advisor for approval for community engagement courses not on this list.

#### Elective Courses

Choose seven units from the following courses.

CRGS 235 (1) Act to End Sexualized Violence  
CRGS 321 (3) Trans\* Lives and Theory  
CRGS 430/ANTH 430 (3-4) "Queer" Across Cultures (when not taken to fulfill "Queer Theory" requirement above)  
ENGL 360 (4) Special Topics in Literature when offered as Queer Theory and (when not taken to fulfill "Queer Theory" requirement above)  
ES 336/WS 336/ENGL 336 (4) American Ethnic Literature when offered as Multi-cultural Queer Narratives  
FILM 465 (4) Film Seminar when offered as Queer Movies  
PSYC 236 (1) Choices & Changes in Sexuality  
PSYC 437 (3) Sexual Diversity

WS 316/SOC 316 (4) Gender & Society  
WS 318/EDUC 318 (3) Gay & Lesbian Issues in Schools

WS 350 (4) Health & Body Politics  
WS 436/PSYC 436 (3) Human Sexuality

WS 370 (3-4) Queer Women's Lives, or  
ENGL 360 (4) Special Topics in Literature when offered as Queer Women's Literature

Consult with the advisor for approval for special topics courses not on this list.



# MUSIC

## Bachelor of Arts degree

**with a major in Music** — with the following concentrations:

- Composition
- Performance
- Music Studies
- Music Education

## Minor in Music

### Department Chair

Cindy Moyer, Ph.D.

### Department of Music

Music Complex 143

707-826-3531

music.humboldt.edu

## The Program

Students completing this program will have demonstrated:

- the ability to hear, identify, and work conceptually with the elements of music; rhythm, melody, harmony, and structure
- familiarity with and an ability to perform a wide selection of musical literature representing principal eras, genres, and cultural sources
- ability in performance areas appropriate to their needs, interest, and degree path.

For students wishing to pursue music as a career, the department is committed to helping:

- perfect skills as a performer or leader
- study the rich legacy and tradition of music literature and history
- identify, understand, and use the concepts which underlie and give order to the study of music
- prepare for graduate study or for a career in a music-related field.

The degree prepares performers, composers, and teachers. Some students prepare for advanced degrees in musicology, composition, and performance. Our graduates typically enjoy careers such as: instrumentalist, conductor, composer/arranger, music editor, critic, pianist, vocalist, disc jockey, studio teacher, accompanist, recording engineer, instrument repairer, copyist, or piano technician.

The department is committed to providing quality education directed to individual student needs. Students receive studio instruction in voice, piano, or instruments from highly qualified faculty who are active performers. Quality performance organizations (wind ensemble, symphony, chamber music ensembles, opera workshop, jazz

band, vocal jazz ensemble, combos, percussion ensemble, and calypso band) allow study of the finest musical literature.

The music complex features a 227-seat recital hall, a 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

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

Music majors must participate in a performance ensemble each semester. Students who receive a scholarship from the music department must participate in at least two ensembles during each semester in which they receive the award, with one ensemble being assigned by the department. Most large ensembles require an audition, usually signified by IA (Instructor Approval) in the course description. Specific audition requirements are available from the ensemble's conductor/director.

All those taking studio lessons (majors, minors, nonmajors) will take a jury examination each semester. The complete policy is available from the department.

The music major consists of a 43-unit core (providing foundation courses in music theory, music history, and music performance) and four separate major concentrations.

All entering majors begin in the **music studies concentration**, emphasizing a liberal arts orientation with a broad view. It involves guided electives, requiring 11 additional

units beyond the core, yielding a total of 54 units for the music studies major.

The **performance concentration** requires selection of a performing emphasis area (voice, piano, orchestral instrument, guitar) and a successful audition. A senior recital is required in all areas of emphasis. For students in the piano emphasis and guitar emphasis, a junior recital is also required. The vocal and piano emphases consist of 22 units beyond the core, yielding a total of 65 units for the major. The instrumental emphasis and guitar emphasis both consist of 18 units beyond the core, yielding a total of 61 units for the major.

The **composition concentration** gives a practical background in music composition with an emphasis on the use of music technology. Students must audition to enter this concentration. It requires 18 units beyond the core, yielding a total of 61 units for the major. A senior recital is also required.

The **music education concentration** prepares students to teach music in elementary, middle, and high schools. The department is vitally concerned with providing quality experiences to prepare future music educators. A broad spectrum of course offerings provides opportunities to learn all aspects of music education. Following graduation with a Bachelor of Arts in music education, students may be eligible to enter a professional preparation program leading to a music teaching credential. (For information on preliminary and professional clear teaching credentials, see the Education section of this catalog.)

Students in the music education concentration receive instruction in all instrumental areas, keyboard, and voice. They may choose from a wide variety of performance organizations — wind ensemble, choir, symphony, madrigals, chamber ensembles, opera workshop, jazz band, chorale, vocal jazz ensemble, and jazz combos. The high quality of these ensembles allows students to perform the finest of musical literature from a wide variety of historical eras and musical styles, while observing a conductor's effective rehearsal techniques that are vital for success as a teacher.

Entrance into the music education concentration involves four steps:

1. Complete an application, including questionnaire, available from the Music Department office.

- An audition demonstrating performance skills on the student's primary instrument or voice.
- An interview before a panel of faculty and local practitioners.
- A transcript evaluation by the Coordinator of Music Education. Courses are assigned based on the results of this evaluation regardless of courses completed at other institutions.

Prior to graduation, music education majors must take the Subject Matter Competency Exam. This comprehensive test, spread out over several days, is taken during the spring term prior to graduation. It includes competency tests in lesson planning, conducting, score reading and preparation, and performance on voice, piano, and selected orchestral instruments. Majors must also demonstrate proficiency in guitar. Detailed competency requirements are available in the department office.

### Core Courses

*(Required of all music majors)*

- MUS 104 (3) Introduction to Music
- MUS 106, MUS 107 (1) Ensembles\* [Four required.]
- MUS 110 (3) Fundamentals of Music
- MUS 112 (1) Piano I
- MUS 113 (1) Piano II
- MUS 130 (1) Piano III
- MUS 214 (3) Theory I
- MUS 215 (3) Theory II
- MUS 216 (1) Ear Training I
- MUS 217 (1) Ear Training II
- MUS 302 (3) Music in World Culture
- MUS 314 (3) Theory III
- MUS 315 (3) Theory IV
- MUS 316 (1) Ear Training III
- MUS 317 (1) Ear Training IV
- MUS 330 (1) Piano IV
- MUS 348 (3) Music History: Antiquity to 1750
- MUS 349 (3) Music History: 1750 to Present
- MUS 406, MUS 407 (1) Ensembles\* [Four required.]

\* See separate list of specific ensemble requirements for each instrument, available from the Music Department.

### Music Studies Concentration

Five semesters of group or individual applied instruction chosen from MUS 220 - MUS 237. (MUS 108, or MUS 109. MUS 108K and MUS 109K may not be used to fulfill this requirement.)

*Six upper division elective units selected from the following:*

- MUS 301 (3) Rock: An American Music
- MUS 305 (3) Jazz: An American Art Form
- MUS 318 (2) Jazz Improvisation
- MUS 319 (2) Elementary Music Methods
- MUS 320 (3) Composition: Film Scoring
- MUS 320B (3) Composition: Jazz & Pop Arranging
- MUS 323 (2) Jazz Pedagogy
- MUS 324 (2) Contemporary Composition Techniques
- MUS 326 (2) Counterpoint
- MUS 334 (2) Fundamentals of Conducting
- MUS 338 (3) Vocal & Instrumental Scoring
- MUS 356 (2) Lyric Diction
- MUS 360 (2) Music Technology: Midi & Finale
- MUS 361 (2) Music Technology: Recording & Playback
- MUS 391 (1) Piano Pedagogy (MUS 391L is not acceptable for credit)
- MUS 392 (1) Vocal Pedagogy (MUS 392L is not acceptable for credit)
- MUS 384 (2) Advanced Choral Conducting & Literature
- MUS 387 (2) Advanced Instrumental Conducting & Literature
- MUS 453 (2) Career Skills for Musicians

### Performance Concentration

Listed below are the four emphasis areas within the performance concentration.

#### Instrumental Emphasis

- MUS 222-MUS 236 (1) Studio Instruction [4 semesters.]
- MUS 334 (2) Fundamentals of Conducting
- MUS 406-MUS 407 (1) Performance Ensemble\* [4 semesters.]
- MUS 422-MUS 436 (1) Studio Instruction for Performance and Music Education [4 semesters.]
- MUS 440 (0) Senior Recital

*Four upper division elective units selected from the following:*

- MUS 305 (3) Jazz: An American Art Form
  - MUS 318 (2) Jazz Improvisation
  - MUS 319 (2) Elementary Music Methods
  - MUS 320 (3) Composition: Film Scoring
  - MUS 320B (3) Composition: Jazz & Pop Arranging
  - MUS 323 (2) Jazz Pedagogy
  - MUS 324 (2) Contemporary Composition Techniques
  - MUS 326 (2) Counterpoint
  - MUS 334 (2) Fundamentals of Conducting
  - MUS 338 (3) Vocal & Instrumental Scoring
  - MUS 360 (2) Music Technology: Midi & Finale
  - MUS 361 (2) Music Technology: Recording & Playback
  - MUS 384 (2) Advanced Choral Conducting & Literature
  - MUS 387 (2) Advanced Instrumental Conducting & Literature
  - MUS 453 (2) Career Skills for Musicians
- #### Guitar Emphasis
- MUS 237 (1) Studio Guitar [4 semesters.]
  - MUS 334 (2) Fundamentals of Conducting
  - MUS 340 (0) Junior Recital
  - MUS 406-MUS 407 (1) Performance Ensemble\* [4 semesters.]
  - MUS 437 (1) Studio Guitar for Performance and Music Education [4 semesters.]
  - MUS 440 (0) Senior Recital
- Four upper division elective units selected from the following:*
- MUS 305 (3) Jazz: An American Art Form
  - MUS 318 (2) Jazz Improvisation
  - MUS 319 (2) Elementary Music Methods
  - MUS 320 (3) Composition: Film Scoring
  - MUS 320B (3) Composition: Jazz & Pop Arranging
  - MUS 323 (2) Jazz Pedagogy
  - MUS 324 (2) Contemporary Composition Techniques
  - MUS 326 (2) Counterpoint
  - MUS 334 (2) Fundamentals of Conducting
  - MUS 338 (3) Vocal & Instrumental Scoring
  - MUS 360 (2) Music Technology: Midi & Finale

- MUS 361 (2) Music Technology:  
Recording & Playback
- MUS 384 (2) Advanced Choral  
Conducting & Literature
- MUS 387 (2) Advanced Instrumental  
Conducting & Literature
- MUS 453 (2) Career Skills for Musicians

### Piano Emphasis

- MUS 220 (1) Studio Piano [4 semesters.]
- MUS 334 (2) Fundamentals of  
Conducting
- MUS 340 (0) Junior Recital
- MUS 353 (1) Accompanying  
[4 semesters.]
- MUS 385P (1) Performance Seminar  
[2 semesters.]
- MUS 391 (1) Piano Pedagogy
- MUS 391L (1) Piano Pedagogy Lab
- MUS 420 (1) Studio Piano for  
Performance and Music  
Education [4 semesters.]
- MUS 440 (0) Senior Recital

### Vocal Emphasis

- MUS 221 (1) Studio Voice [4 semesters.]
- MUS 334 (2) Fundamentals of  
Conducting
- MUS 356 (2) Lyric Diction
- MUS 385V (1) Performance Seminar  
[4 semesters.]
- MUS 392 (1) Vocal Pedagogy
- MUS 392L (1) Vocal Pedagogy Lab
- MUS 406-MUS 407 (1) Performance  
Ensemble\*  
[4 semesters.]
- MUS 421 (1) Studio Voice for  
Performance and Music  
Education [4 semesters.]
- MUS 440 (0) Senior Recital

### Composition Concentration

- MUS 220-MUS 237 (1) Studio  
Instrument or Voice  
Instruction [2 semesters.]
- MUS 320 (3) Composition: Film Scoring,  
**or**
- MUS 320B (3) Composition: Jazz & Pop  
Arranging
- MUS 324 (2) Contemporary  
Composition Techniques
- MUS 326 (2) Counterpoint
- MUS 338 (3) Vocal & Instrumental  
Scoring
- MUS 360 (2) Music Technology:  
Midi & Finale

- MUS 438 (1) Studio Composition Adv.  
[4 semesters]\*\*
- MUS 440 (0) Senior Recital

\*\*An additional semester of MUS 324 or MUS 238 may be substituted for one of the four semesters of MUS 438 with advisor approval.

### Additional recommended electives:

- Courses in the MUS 320 series (above)  
not already taken
- MUS 220/MUS 420 (1) Studio Piano  
Instruction
- MUS 318 (2) Jazz Improvisation
- MUS 334 (2) Fundamentals of  
Conducting
- MUS 370-MUS 373 (.5) Instrumental  
Techniques
- MUS 453 (2) Career Skills for  
Musicians

### Music Education Concentration

- MUS 109V (1) Voice  
[Vocal emphasis students  
must take MUS 356 (2)  
Lyric Diction instead]
- MUS 220-MUS 237 (1) Studio  
Instruction [4 semesters]
- MUS 319 (2) Elementary Music  
Methods
- MUS 320C (3) Composition: Electronic  
Music
- MUS 323 (2) Jazz Pedagogy
- MUS 334 (2) Fundamentals of  
Conducting
- MUS 338 (3) Vocal & Instrumental  
Scoring
- MUS 360 (2) Music Technology:  
Midi & Finale
- MUS 370-MUS 373 (.5) Instrumental  
Techniques
- MUS 384 (2) Advanced Choral  
Conducting & Literature
- MUS 387 (2) Advanced Instrumental  
Conducting & Literature
- MUS 420-MUS 437 (1) Studio  
Instruction for  
Performance and Music  
Education [4 semesters]
- MUS 455 (3) Secondary Music  
Methods

**NOTE:** Courses listed above satisfy requirements for the music education major, but not for a teaching credential. Students must be admitted to the HSU Secondary Education Program in order to begin taking the professional education courses needed to earn a California teaching credential. Completing the requirements of the music education major obviates the need to take the CSET exam for entrance to a credential program at most universities. Before applying to the

Secondary Education Program, students must meet the prerequisite of 45 hours of early field experience or enroll in SED 210/SED 410. In addition, students must take EDUC 285, Technology for Educators.

## REQUIREMENTS FOR THE MINOR

### Core Courses

- MUS 104 (3) Introduction to Music
- MUS 110 (3) Fundamentals of Music

### Applied Instruction

Three semesters (3 courses) chosen from:

- MUS 108 (1) Class Applied Instruction
- MUS 109 (1) Class Applied Instruction
- MUS 112 (1) Piano I
- MUS 113 (1) Piano II
- MUS 130 (1) Piano III
- MUS 330 (1) Piano IV
- MUS 222-236 Studio Instruction.

At least one semester of piano instruction is recommended.

### Ensembles

Three semesters (3 units) from:

- MUS 406 or MUS 407 (1) Performance  
Ensemble

Plus 6 units of electives to be chosen from:

- MUS 214 (3) Theory I
- MUS 301 (3) Rock: An American Music
- MUS 302 (3) Music in World Culture
- MUS 305 (3) Jazz: An American Art  
Form
- MUS 318 (2) Jazz Improvisation
- MUS 320 (3) Composition: Film Scoring
- MUS 323 (2) Jazz Pedagogy
- MUS 324 (2) Contemporary  
Composition Techniques
- MUS 361 (2) Music Technology:  
Recording & Playback
- MUS 453 (2) Career Skills for Musicians

Total Units: 18

Upper Division Units: 6 to 9.



\* See separate list of specific ensemble requirements for each instrument, available from the Music Department.



# NATIVE AMERICAN STUDIES

## **Bachelor of Arts degree with a major in Native American Studies**

### **Minor in Indigenous Peoples, Natural Resource Use & the Environment**

### **Minor in Native American Studies**

### **Minor in Tribal Leadership**

#### **Department Chair**

Cutcha Risling Baldy, Ph.D.

#### **Department of Native American Studies**

Behavioral & Social Sciences 206

707-826-4329

[humboldt.edu/nasp](http://humboldt.edu/nasp)

#### **The Program**

The Department of Native American Studies is an independent academic department, where students are prepared for careers and advanced study in which collaboration with native communities plays a vital role. Students are provided with quality instruction utilizing interdisciplinary, research and public service curriculum that foregrounds Native American epistemologies and knowledges. Our students gain skills in and are challenged to think creatively, logically, and critically with regard to literature, art, history, law, environment and politics. This prepares them to go out into the world with a knowledge of Native American issues that will make them assets to the communities in which they work and live.

Native American Studies maintains the core position that cultural, spiritual and educational growth are inseparable. With that in mind, we are committed to guiding students toward becoming productive and socially responsible individuals. To achieve this the program curriculum fosters diversity, social justice and cultural democracy with a commitment to scholarly rigor, theoretical clarity, and critical/creative pedagogy, all while recognizing our responsibility to indigenous communities.

Students graduating with a major in Native American Studies will have demonstrated:

- Mastery of the ability to engage in critical dialogue utilizing various aspects of Native American Studies through oral presentations that convey diverse and complex viewpoints.
- Mastery of the ability to write clearly and effectively about the histories, politics, and social issues confronting Indigenous people

in the context of colonization, imperialism, globalization, decolonization, and Indigenous autonomy.

- Mastery of the ability to research issues affecting life in Indian Country by determining the extent of information needed, accessing the various sources, and using the information effectively, and do so in a manner that is culturally responsible, ethical and legal.

- Mastery of the ability to identify and navigate the system of state, federal and tribal agencies and policies to further the objectives of tribal governments and tribal sovereignty.

- Mastery of the ability to identify, analyze and respond to environmental issues affecting Indigenous communities by identifying responsible policies that are free from discrimination, and take into account the diverse Indigenous cultural perspectives of natural resource management.

- Mastery of the ability to think in a clear, reasoned and reflective manner that is informed by evidence about the unique federal-tribal relationship, Indigenous ways of governing and the principles of Native American justice.

- Ability to present themselves professionally and appropriately in an academic or career setting.

Unique among the CSU campuses in its close proximity to eleven federally recognized tribes and the largest population of Native Americans in the state of California, HSU provides a rich environment for studying federal Indian law, tribal government and justice systems, natural resource management, linguistics and culture. Faculty in the Department of Native American Studies are experts in the areas of arts, humanities, linguistics, social sciences, natural resources and federal Indian law.

The major in Native American Studies, particularly when combined with a minor in a specific field, is good preparation for graduate work in several social sciences, as well as for professional training in law, business, or social work. It also provides an excellent background for prospective teachers.

Other career opportunities: student services counselor, mental health worker, cultural resources specialist, tribal museum curator, Indian language teacher, and tribal administrator.

#### **Preparation**

High school students should take writing, literature and social science courses (history, psychology, sociology).

Community college students should take introductory courses in Native American Studies and courses that meet lower division general education requirements.

#### **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

#### **Core Courses (31 units)**

##### **Lower Division (6 units)**

NAS 104	(3) Introduction to Native American Studies
NAS 200	(3) Indigenous Peoples in US History

##### **Upper Division (25 units)**

NAS 301	(3) Native American Literature
NAS 306	(3) Indigenous Peoples of the Americas
NAS 325	(3) Native Tribes of California
NAS 331	(3) Indigenous Natural Resource Management Practices
NAS 340	(3) Language & Communication in Native American Communities
NAS 362	(3) Tribal Governance & Leadership
NAS 364	(4) Federal Indian Law I
NAS 492	(3) Native American Studies Capstone Experience

After taking the required core courses, all students will select an additional 6 to 7 units of coursework. Students may pursue a "General" NAS degree and choose courses from any of the 4 elective areas, or choose an emphasis in which to specialize (Law & Government, Environment & Natural Resources, Language & Literature, Society & Culture). If a student chooses an optional emphasis, the student must take two courses in that area.

#### **Electives (6-7 units)**

A student may choose an optional emphasis from the following electives by taking two of the courses listed under a category below.

## Law & Government

- NAS 365 (4) Federal Indian Law II
- NAS 468 (3) Tribal Justice Systems

## Environment & Natural Resources

- NAS 332 (3) Environmental Justice
- NAS 366 (4) Tribal Water Rights

## Language & Literature

- NAS 302 (3) Oral Literature & Oral Tradition
- NAS 345 (3) Native Languages of North America

## Society & Culture

- NAS 307 (3) Nature & Issues of Genocide
- NAS 320 (3) Native American Psychology
- NAS 374 (3) Native American Health

## Supplement/Substitute in Major If Offered

Upper division elective courses are recommended for those who would like to pursue interests in subjects or to engage in more in-depth study of an area not required as part of the NAS curriculum. Before enrolling in these elective courses, students will consult with their major advisor. These courses will be offered on an infrequent schedule.

- NAS 361 (3) Tribal Sovereignty, Tribal Citizens
- NAS 392 (3) Indigenous Identities in Film
- NAS 480 (1-4) Special Topics [Topics vary and may be repeated.]

## REQUIREMENTS FOR THE MINORS

The three NAS minors require a total of 15-17 units each, as follows:

### Minor in Native American Studies

Students take a total of 9 units of required core courses plus 6-8 units (two courses) from one of two emphasis categories below,

#### Core Courses (9 units)

- NAS 104 (3) Introduction to Native American Studies
- NAS 200 (3) Indigenous Peoples in US History
- NAS 306 (3) Indigenous Peoples of the Americas

#### Emphasis Categories (6-8 units)

In addition to the core, students select two upper-division courses from one of the following emphasis categories:

## Culture & Community Emphasis

- NAS 301 (3) Native American Literature
- NAS 325 (3) Native Tribes of California
- NAS 374 (3) Native American Health

## Law & Policy Emphasis

- NAS 331 (3) Indigenous Natural Resource Management Practices
- NAS 364 (4) Federal Indian Law I
- NAS 366 (4) Tribal Water Rights

## Minor in Tribal Leadership

### Lower Division (6 units)

- NAS 104 (3) Introduction to Native American Studies
- NAS 200 (3) Indigenous Peoples in US History

### Upper Division (10 units)

- NAS 362 (3) Tribal Governance & Leadership
- NAS 468 (3) Tribal Justice Systems
- NAS 364 (4) Federal Indian Law I, **or**
- NAS 365 (4) Federal Indian Law II

## Minor in Indigenous Peoples, Natural Resource Use & the Environment

### Lower Division (3 units)

- NAS 104 (3) Introduction to Native American Studies

### Upper Division (14 units)

- NAS 331 (3) Indigenous Natural Resource Management Practices
- NAS 332 (3) Environmental Justice
- NAS 364 (4) Federal Indian Law I, **or**
- NAS 365 (4) Federal Indian Law II
- NAS 366 (4) Tribal Water Rights



# NATURAL RESOURCES

## Master of Science degree in Natural Resources — concentrations in:

Environmental Science & Management  
Fisheries  
Forest, Watershed & Wildland Sciences  
Wildlife

**Minor in Natural Resources** (see  
Environmental Science & Management)

## Natural Resources Graduate Program

Forestry Building 101  
707-826-3256  
CNRSmast.humboldt.edu

Erin Kelly, Graduate Coordinator  
707-826-4150  
eck107@humboldt.edu

## The Program

A student in this program will:

- carry out a scientific investigation of phenomena in a natural system that includes: a) Formulation and statement of a research question based on literature review, b) Design and implementation of study using appropriate quantitative or qualitative methodology, c) Presentation of research results, and d) Discussion of the relationship of the research results to the field of study and their broader relevance.
- communicate scientific investigation in writing, using accepted structure, style, and format for scientific reports and papers in the discipline.
- communicate scientific investigation in oral presentation, using accepted structure, format, and visual aids for scientific presentations in the discipline
- apply appropriate mathematical, computer simulation, statistical models and/or qualitative methods in their research
- articulate the relationship of his/her scientific investigation to the physical, ecological, and/or socioeconomic aspects of a problem in the natural environment.

## Admission Requirements

Applicants must possess preparation equivalent to the baccalaureate degree. Adequate academic preparation can best be demonstrated by a baccalaureate degree in the chosen option or in a closely related field. Applicants who lack adequate preparation may be required to make up academic deficiencies through additional course work.

Such course work may not be used toward the graduate degree.

Applicants must have a minimum GPA of 3.0 for the last sixty undergraduate units. Applicants with extensive work experience, exceptional GPA, or GRE scores may be reconsidered by appeal to the department faculty to the Graduate Advisory Council through the Graduate Coordinator.

Graduate Record Exam (GRE) scores are required for all applicants. Mean GRE scores of recent applicants accepted to the Natural Resources graduate program were 155 GRE Verbal and 151 GRE Quantitative.

Please refer to the College of Natural Resources & Sciences website at [cnrs.humboldt.edu](http://cnrs.humboldt.edu) or contact [CNRSmast@humboldt.edu](mailto:CNRSmast@humboldt.edu) for additional information.

## REQUIREMENTS FOR THE DEGREE

### Master of Science degree in Natural Resources with a concentration in Environmental Science & Management

ESM graduate studies are oriented toward environmental analysis and land use planning; environmental science, particularly ecological restoration, renewable energy, and energy policy; recreational use of natural resources; and geospatial analysis of environmental and natural resource-related topics.

## Required Courses

ESM 685 [1-3] Graduate Seminar

Enrollment in ESM 685 is required during two semesters of residence. A maximum of two units is applicable to the 30-unit requirement.

ESM 690 [1-4] Thesis (units as below)

ESM 695 [1-4] Field Research (units as below)

Students must enroll in one unit of both ESM 690 and ESM 695 during each semester of residence. Students may enroll in one unit through the College of Extended Education & Global Engagement their final semester if approved by their advisor.

## Approved Electives

Approved upper division and graduate electives to bring total units to no fewer than 30 units. At least half of these units must be courses organized and conducted at the graduate level.

## Culminating Experience

A thesis, a public oral presentation, and a closed formal defense are required.

## Master of Science degree in Natural Resources with a concentration in 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 [4] Ichthyology

FISH 460 [3] Adv. Fish Conservation & Management

FISH 558 [4] Fish Population Dynamics

FISH 685 [1] Graduate Fisheries Seminar

FISH 690 [1-4] Thesis (units as below)

FISH 695 [1-4] Research Problems in Fisheries (units as below)

## Approved Electives

Approved upper division and graduate electives to bring total units to no fewer than 30 and no more than 60 units. At least half of these units must be courses organized and conducted at the graduate level.

During the first four semesters at HSU, all graduate students shall enroll in three units each of FISH 690 and FISH 695. In all subsequent semesters in residence, students shall enroll in at least one unit each of FISH 690 and FISH 695.

## Culminating Experience

A thesis, a public oral presentation, and a closed formal defense are required.

## Master of Science degree in Natural Resources with a concentration in Forest, Watershed & Wildland Sciences

Graduate studies in Forest, Watershed & Wildland Sciences are oriented toward generating a greater understanding of the ecology and management of forests, rangelands, and the soils and watersheds that support them. Graduate research is focused on a wide variety of topics, including forest ecology, fire science, forest growth and dynamics, forest operations analysis,

watershed processes, rangeland ecology soil science, and integrative analyses across these areas.

#### **Required Courses**

FWWS 501 [2] Research Methods & Planning

All students are required to enroll in at least one unit of at least two of the following courses every semester:

FWWS 690 [1-3] Thesis Research

FWWS 695 [1-3] Field Research Problems

FWWS 699 [1-4] Directed Study

#### **Approved Electives**

Approved upper division and graduate electives bringing the total units to no fewer than 30 units. At least half of these units must be courses organized and conducted at the graduate level.

#### **Culminating Experience**

A thesis, a public oral presentation, and a closed formal defense are required.

### **Master of Science degree in Natural Resources with a concentration in 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 [1-3] Seminar in Wildlife Management

WLDF 690 [1-3] Thesis

WLDF 695 [1-3] Advanced Field Problems

#### **Approved Electives**

Approved upper division and graduate electives to bring total units to no fewer than 30 units. At least half of these units must be courses organized and conducted at the graduate level.

#### **Culminating Experience**

A thesis, a public oral presentation, and a closed formal defense are required.



# OCEANOGRAPHY

## Bachelor of Science degree with a major in Oceanography

### Minor in Oceanography

#### Department Chair

Jeffrey Abell, Ph.D.

#### Department of Oceanography

Natural Resources Building 200  
707-826-3540, fax 707-826-4145  
humboldt.edu/oceanography

### 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

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82. The Upper Division Area B General Education requirement is met by the coursework within the major:*

#### Core Courses

##### Lower Division Core

BIOL 105	(4) Principles of Biology
CHEM 109	(5) General Chemistry I
CHEM 110	(5) General Chemistry II
GEOL 109	(4) General Geology
OCN 109	(3) General Oceanography &
OCN 109L	(1) General Oceanography Laboratory
OCN 260	(1) Sampling Techniques & Field Studies

##### Upper Division Core

OCN 310	(4) Biological Oceanography
OCN 320	(4) Physical Oceanography
OCN 330	(4) Chemical Oceanography
OCN 340	(4) Geological Oceanography
OCN 370	(2) Library Research & Report Writing
OCN 420	(3) Oceans & Climate
OCN 485	(1) Undergraduate Seminar
OCN 495	(3) Field Cruise I
OCN 496	(2) Field Cruise II

*And one of the following two groups:*

##### Group 1:

MATH 109	(4) Calculus I
MATH 110	(4) Calculus II
MATH 210	(4) Calculus III
PHYX 109	(4) General Physics A
PHYX 210	(4) General Physics B

Plus an 11-unit package of approved electives, tailored individually to the student's educational goals.

##### Group 2:

MATH 105	(3) Calculus for the Biological Sciences & Natural Resources
MATH 215	(3) Multivariate Calculus for the Biological Sciences & NR
PHYX 106	(4) College Physics: Mechanics & Heat
PHYX 107	(4) College Physics: Electromagnetism & Modern Physics
STAT 109	(4) Introductory Biostatistics

Plus a 13-unit package of approved electives, tailored individually to the student's educational goals.

Besides satisfying the major requirement, the elective package commonly leads to completion of a minor in a related field of study.

### REQUIREMENTS FOR THE MINOR

OCN 109	(3) General Oceanography &
OCN 109L	(1) General Oceanography Laboratory
OCN 260	(1) Sampling Techniques & Field Studies

*Two of the following:*

OCN 310	(4) Biological Oceanography
OCN 320	(4) Physical Oceanography
OCN 330	(4) Chemical Oceanography
OCN 340	(4) Geological Oceanography

*One additional course from the 300-level classes listed above or a course below:*

OCN 301	(3) Marine Ecosystems – Human Impact
OCN 304	(3) Resources of the Sea
OCN 410	(3) Zooplankton Ecology
OCN 420	(3) Oceans & Climate
OCN 495	(3) Field Cruise I
BIOL 430	(3) Intertidal Ecology
CHEM 370	(3) Earth System Chemistry
FISH 310	(4) Ichthyology
FISH 335	(3) US & World Fisheries
GEOL 460	(3) Solid Earth Geophysics



# PHILOSOPHY

## Bachelor of Arts degree with a major in Philosophy

**Minor in Philosophy** — Asian Aspects,  
Ethics & Values, Fundamental Aspects,  
History of Western Philosophy

### Department Chair

Dave Heise, Ph.D.

### Department of Philosophy

Behavioral & Social Sciences 506  
707-826-4124, fax 707-826-4122  
phil@humboldt.edu  
philosophy.humboldt.edu

### The Program

Students completing this program will have demonstrated the ability to:

- define concepts and use traditional vocabulary of philosophy
- use the logical methods of analysis to critically assess philosophical arguments
- apply methods of philosophy to specific issues and problems
- identify, articulate, and evaluate philosophical arguments.

The Philosophy major provides its students with the opportunity to engage in critical as well as constructive dialogue with the greatest thinkers in both the Eastern and Western traditions. This includes ideas and values, from ancient through contemporary works, which continue to influence and challenge our thinking in all areas of human thought and action. While learning how to read such works philosophically, both class discussions and writing assignments will assist the student in learning how to think, speak, and write philosophically. These skills will cultivate the power to logically analyze and holistically integrate concepts and theories, as well as lay the foundations for a lifetime of learning in that students will learn how to learn for themselves. A degree in philosophy will provide one of the best preparations both for an academic career, as well as for many other professions, such as law, medicine, government and education.

## REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

Philosophy majors must earn a minimum grade of "C-" in all courses taken to fulfill the major requirements; and must earn a minimum overall GPA of 2.0 in the major.

### Lower Division

PHIL 100 (3) Logic

### Upper Division

PHIL 302 (3) Environmental Ethics

PHIL 303 (3) Theories of Ethics

PHIL 341 (3) Presocratics, Plato,  
Aristotle

PHIL 342 (3) Descartes, Locke, Hume

PHIL 343 (3) Kant and the 19th Century

PHIL 345 (3) Philosophies of China, or

PHIL 346 (3) Philosophies of India

PHIL 371 (3) Contemporary Social &  
Political Philosophy

PHIL 420 (3) Contemporary  
Epistemology &  
Metaphysics

PHIL 425 (3) Philosophy of Science

Two seminars selected from offerings of  
PHIL 485.

Two electives chosen from the following:

PHIL 301 (3) Reflections on the Arts

PHIL 304 (3) Philosophy of Sex & Love

PHIL 306 (3) Race, Racism & Philosophy

PHIL 309B (3) Perspectives: Humanities  
/Science/Social Science

PHIL 355 (3) Existentialism

PHIL 415 (3) Symbolic Logic

PHIL 485 (3) Seminar in Philosophy

(Three units of PHIL 391 may be used in lieu of one of the electives and must be approved by the Department Chair for credit.)

## REQUIREMENTS FOR THE MINORS

Philosophy minors must earn a minimum grade of "C-" in all courses taken to fulfill the minor requirements; and must earn a minimum overall GPA of 2.0 in the minor.

For the four minors listed below, take the indicated courses and confer with members of the philosophy faculty for assistance in selecting suitable electives.

### Minor in Philosophy — Asian Aspects

Take two courses from:

PHIL 104 (3) Asian Philosophy

PHIL 345 (3) Philosophies of China

PHIL 346 (3) Philosophies of India

Plus two 3-unit electives in philosophy, one of which must be upper division.

### Minor in Philosophy — Ethics & Values

PHIL 303 (3) Theories of Ethics

Plus six units from the following:

PHIL 106 (3) Moral Controversies

PHIL 301 (3) Reflection on the Arts

PHIL 302 (3) Environmental Ethics

PHIL 304 (3) Philosophy of Sex & Love

PHIL 306 (3) Race, Racism & Philosophy

PHIL 371 (3) Contemporary Social &  
Political Philosophy

Plus one lower or upper division 3-unit elective in philosophy.

### Minor in Philosophy — Fundamental Aspects (recommended minor for pre-law)

PHIL 100 (3) Logic

PHIL 303 (3) Theories of Ethics

PHIL 420 (3) Contemporary  
Epistemology &  
Metaphysics

Plus one upper division, 3-unit philosophy elective. (If pre-law, PHIL 415: Symbolic Logic, is recommended.)

### Minor in Philosophy — History of Western Philosophy

PHIL 341 (3) Presocratics, Plato,  
Aristotle

PHIL 342 (3) Descartes, Locke, Hume

PHIL 343 (3) Kant and the 19th Century

Plus one lower or upper division 3-unit elective in philosophy.



# PHYSICS

## **Bachelor of Science degree with a major in Physics** (traditional)

## **Bachelor of Science degree with a major in Physics — concentration in astronomy**

## **Bachelor of Arts degree with a major in Physics**

## **Minor in Astronomy**

## **Minor in Physics**

## **Department Chair**

Monte Mola, Ph.D.

## **Department of Physics and Astronomy**

Science Complex A 470

707-826-3277

humboldt.edu/physics

## **The Program**

Students completing this program will have demonstrated:

- understanding of how physics attempts to describe processes in nature
- competency in abstract reasoning and problem-solving skills
- understanding and use of physical and mathematical models
- knowledge of physics concepts applicable to a range of disciplines
- understanding of how physics relates and applies to studies in other disciplines
- breadth, depth, and rigor expected of a student with an undergraduate degree in physical science
- proficiency and skill in constructing and performing laboratory experiments and in the interpretation of experimental observations
- understanding the theories that support modern physical science.

This program is the prerequisite to many research positions offered by government and industry, and to graduate study. Careers in physics often require advanced degrees beyond the BS. Typical opportunities: aerospace scientist, medical technologist, systems analyst, astronomer, meteorologist, industrial hygienist, electronics engineer, fusion engineer, oceanographer, physical chemist, geophysicist, physicist.

The university's nearby observatory on Fickle Hill has a 16-inch telescope, a 12-inch telescope, and several 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**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82. The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for either option in the Physics major.*

*A minimum grade of C- is required for all courses with the "PHYX" prefix for the BS physics major degree.*

## **Lower Division Core**

Core courses required for all majors:

CHEM 109	(5)	General Chemistry I
CHEM 110	(5)	General Chemistry II
MATH 109	(4)	Calculus I
MATH 110	(4)	Calculus II
MATH 210	(4)	Calculus III
MATH 241	(3)	Elements of Linear Algebra
PHYX 109	(4)	General Physics A: Mechanics
PHYX 210	(4)	General Physics B: Thermodynamics, Waves & Optics
PHYX 211	(4)	General Physics C: Electricity & Magnetism

## **Upper Division Core**

Core courses required for all majors:

MATH 311	(2)	Vector Calculus
MATH 313	(4)	Ordinary Differential Equations
PHYX 320	(3)	Modern Physics
PHYX 324	(4)	Analytical Mechanics
PHYX 325	(4)	Thermal Physics
PHYX 340	(2)	Mathematical and Computational Methods
PHYX 441	(3)	Electricity & Magnetism I
PHYX 442	(3)	Electricity & Magnetism II
PHYX 450	(4)	Quantum Physics I
PHYX 484	(0.5)	Physics Seminar I
PHYX 485	(0.5)	Physics Seminar II

## **Astronomy Concentration**

PHYX 310	(3)	Spacetime & Relativity
PHYX 360	(4)	Physics of Stars & Planets
PHYX 361	(4)	Galaxies and Cosmology

## **Physics (Traditional)**

PHYX 315	(3)	Intro to Electronics & Electronic Instrumentation
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PHYX 316	(4)	Electronic Instrumentation & Control Systems
PHYX 462	(2)	Senior Lab

Those students intending to enter graduate school in physics should take more courses in physics and mathematics. For example:

MATH 240	(3)	Intro to Mathematical Thought
MATH 314	(3)	Partial Differential Equations
MATH 343	(4)	Intro to Algebraic Structures
MATH 344	(3)	Linear Algebra
MATH 351	(4)	Intro to Numerical Analysis
MATH 418	(3)	Intro to Complex Analysis
PHYX 495	(1-3)	Selected Topics in Physics for Seniors — Undergraduate Research

## **REQUIREMENTS FOR THE MAJOR: BACHELOR OF ARTS**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

*A minimum grade of C- is required for all courses with the "PHYX" prefix for the BA physics major degree.*

## **Lower Division**

CHEM 109	(5)	General Chemistry I
CHEM 110	(5)	General Chemistry II
MATH 109	(4)	Calculus I
MATH 110	(4)	Calculus II
MATH 210	(4)	Calculus III
MATH 241	(3)	Elements of Linear Algebra

Plus one of these physics series:

- PHYX 106 (4) College Physics:  
Mechanics & Heat, **and**
- PHYX 107 (4) College Physics:  
Electromagnetism &  
Modern Physics, **and**
- PHYX 399 (1-3) Supplemental Work  
in Physics

## **OR**

- PHYX 109 (4) General Physics A:  
Mechanics, **and**
- PHYX 210 (4) General Physics B:  
Thermodynamics,  
Waves & Optics
- PHYX 211 (4) General Physics C:  
Electricity & Magnetism

### Upper Division

- MATH 313 (4) Ordinary Differential Equations  
PHYX 304 (4) The Cosmos (recommended early in your program)  
PHYX 315 (3) Intro to Electronics & Electronic Instrumentation  
PHYX 320 (3) Modern Physics  
PHYX 324 (4) Analytical Mechanics  
PHYX 441 (3) Electricity & Magnetism I  
PHYX 442 (3) Electricity & Magnetism II  
Plus 12 units from the following physics courses:  
PHYX 310 (3) Spacetime & Relativity  
PHYX 316 (4) Electronic Instrumentation & Control Systems  
PHYX 325 (4) Thermal Physics  
PHYX 360 (4) Physics of Stars & Planets  
PHYX 420 (4) Optical Systems Design  
PHYX 430 (3) Computerized Instrumentation  
PHYX 450 (4) Quantum Physics I  
PHYX 462 (2) Senior Lab

### REQUIREMENTS FOR THE MINORS

#### Minor in Astronomy

A minimum grade of C- is required for all courses with the "PHYX" prefix for the physics minor degree.

#### Lower Division

Take one of the following series of courses.

- MATH 101T (3) Trigonometry, **or**  
MATH 102 (4) Algebra & Elementary Functions  
PHYX 104 (4) Descriptive Astronomy  
PHYX 106 (4) College Physics: Mechanics & Heat  
PHYX 107 (4) College Physics: Electromagnetism & Modern Physics

#### OR

- MATH 109 (4) Calculus I  
MATH 110 (4) Calculus II  
MATH 210 (4) Calculus II  
PHYX 109 (4) General Physics A: Mechanics  
PHYX 210 (4) General Physics B: Thermodynamics, Waves & Optics  
PHYX 211 (4) General Physics C: Electricity & Magnetism

#### Upper Division

Take two of the following courses.

- PHYX 303 (3) Life in the Universe  
PHYX 304 (4) Cosmos  
PHYX 310 (3) Spacetime & Relativity

- PHYX 360 (4) Physics of Stars & Planets  
PHYX 361 (4) Galaxies and Cosmology

#### Minor in Physics

A minimum grade of C- is required for all courses with the "PHYX" prefix for the physics minor degree.

#### Lower Division

- MATH 109 (4) Calculus I  
MATH 110 (4) Calculus II  
MATH 210 (4) Calculus II  
PHYX 109 (4) General Physics A: Mechanics  
PHYX 210 (4) General Physics B: Thermodynamics, Waves & Optics  
PHYX 211 (4) General Physics C: Electricity & Magnetism

#### Upper Division

- PHYX 320 (3) Modern Physics, **or**  
CHEM 362 (3) Physical Chemistry II

Plus 3 additional units of upper division physics courses:

- PHYX 310 (3) Spacetime & Relativity  
PHYX 315 (3) Intro to Electronics & Electronic Instrumentation  
PHYX 324<sup>†</sup> (4) Analytical Mechanics  
PHYX 325 (4) Thermal Physics  
PHYX 340<sup>†</sup> (2) Mathematical & Computational Methods  
PHYX 420<sup>†</sup> (4) Optical Systems Design  
PHYX 441<sup>†</sup> (3) Electricity & Magnetism I  
PHYX 450<sup>†</sup> (4) Quantum Physics I  
PHYX 495 (1-3) Selected Topics in Physics for Seniors – Undergraduate Research



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<sup>†</sup> Course requires one or more prerequisites that are not required elsewhere in the minor. See course description for prerequisites.

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# POLITICAL SCIENCE

## Bachelor of Arts degree

### with a major in Political Science —

with concentrations also available in:

Law & Policy

Politics of Environment & Sustainability

Global Politics

## Minor in Political Science

### Department Chair

John Meyer, Ph.D.

### Department of Politics

Founders Hall 180

707-826-4494

politics.humboldt.edu

## The Program

Our classes focus on critical engagement with current political practices globally and in the U.S. The Political Science major will give you the skills you need to pursue a career in political organizing, public policy, government, or law. Learn how to save the world... one step at a time.

Students completing this program will have demonstrated:

- knowledge of political theories, institutions, and processes in the U.S. and internationally
- the ability to identify, access, read, and evaluate political science research
- the ability to critically analyze social, political, and environmental challenges facing contemporary polities, using support from appropriate sources
- knowledge of the practice of politics through experience and reflection on their experience in relation to social responsibility, sustainability, and/or the obligations of citizenship in a globalized world
- proficiency in written and oral communication.

For students who wish to concentrate on the study of politics as a 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 concentrations focused upon major challenges and opportunities of the 21st century. The experience component of our program recognized the importance of “hands on” learning outside the classroom. We strongly encourage our students to include an international experience, such as a semester-long study abroad, and/or to gain competence in a language in addition to English as part of their major in political science.

## Preparation

In high school take courses in English, history, and government.

## Dual Degree Pathway (BA & MA)

Students interested in pursuing a graduate degree while at HSU may wish to consider the dual degree pathway with the Master of Arts in Social Science, Environment and Community graduate program. The dual degree pathway enables exceptional students to earn a bachelor's and a master's degree in five years. Please refer to the Social Science M.A. program description in this catalog for more information.

## REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor's Degree” section of the catalog, pp. 67-82.

**All courses required for the major must be completed with a minimum grade of C-.**

A total of 41 units are required for the major.

### Required Courses (21 units total)

for all Political Science Majors.

#### Lower Division

##### Core

- PSCI 220 (3) Intro to Political Theory  
PSCI 230 (3) Intro to Comparative Politics  
PSCI 240 (3) Intro to International Relations

##### Skills

- PSCI 280 (1) Core Discussion Seminar  
PSCI 295 (4) Political Research & Analysis

#### Upper Division

##### Experience

Select at least one of the following:

- PSCI 413 (3) Moot Court  
PSCI 376 (2) Multilateralism & the UN System, **and**  
PSCI 377 (1) Model United Nations  
PSCI 482 (3) Internship

##### Capstone

- PSCI 485 (4) Capstone Seminar in Politics

## Select one of the following:

### Political Science — Traditional (20 units)

Select a minimum of 20 units of upper division political science coursework in consultation with major advisor.

### Law & Policy Concentration (20 units)

- PSCI 317 (4) Public Policy Process  
PSCI 350 (4) U.S. National Politics, **or**  
PSCI 410 (4) U.S. Constitutional Law

Complete at least one of the following courses, or all three of the courses above.

- CRGS 360 (4) Race, Gender & US Law [DCG-d]  
PSCI 313 (4) Politics of Criminal Justice  
PSCI 347 (4) U.S. Foreign Policy  
PSCI 358 (4) Political Advocacy  
PSCI 412 (4) Legal Research  
PSCI 441 (4) International Law

Plus additional upper division PSCI courses from any concentration or the list below to total 41 units for the major.

### Politics of Environment & Sustainability Concentration (20 units)

- PSCI 306 (3) Environmental Politics &  
PSCI 306M (1) Environmental Politics:  
Majors Research Seminar

Complete at least two of the following courses:

- PSCI 352 (4) Water Politics  
PSCI 364 (4) Technology & Development  
PSCI 365 (4) Political Ecology  
PSCI 373 (4) Politics of Sustainability

Plus additional upper division PSCI courses from any concentration or the list below to total 41 units for the major.

### Global Politics Concentration (20 units)

- PSCI 343 (4) Global Governance

Complete at least 8 units from the following courses.

- PSCI 303 (3) Third World Politics [DCG-n]  
PSCI 324 (4) The Arab-Israeli Conflict: History, Narratives & Nationalism  
PSCI 330 (4) Political Regimes & Political Change (May be repeated with different world regions or topics)  
PSCI 340 (4) Ethnicity & Nationalism  
PSCI 347 (4) U.S. Foreign Policy  
PSCI 360 (4) Political Economy  
PSCI 441 (4) International Law

Plus additional upper division PSCI courses from any concentration or the list below to total 41 units for the major.

#### **Additional Upper Division Courses**

- PSCI 323 (4) Topics in Political Theory
- PSCI 327 (4) Radical Political Thought
- PSCI 354 (4) Media & Public Opinion
- PSCI 371 (1-4) Experiential Workshop
- PSCI 387 (1) International Education Colloquium
- PSCI 491 (1-4) Mentoring
- PSCI 495 (1-4) Field Research
- PSCI 499 (1-4) Directed Study

#### **REQUIREMENTS FOR THE MINOR**

All courses required for the minor must be completed with a minimum grade of C-.

#### **Lower Division**

*Complete two of the following:*

- PSCI 220 (3) Intro to Political Theory
- PSCI 230 (3) Intro to Comparative Politics
- PSCI 240 (3) Intro to International Relations

#### **Upper Division Electives**

Complete a minimum of 16 units of 300 or 400 level coursework.



# PSYCHOLOGY

## **Bachelor of Arts degree with a major in Psychology**

### **Minor in Psychology**

**Master of Arts degree in Psychology —**  
Academic Research, Counseling (MFT),  
School Psychology

### **Department Chair**

Tasha R. Howe, Ph.D.

### **Department of Psychology**

Behavioral & Social Sciences 410  
707-826-3755  
humboldt.edu/psychology

### **The BA Program**

There are two program pathways for the BA in Psychology. The *Graduate Study Preparation Pathway* is for students who desire an advanced degree in psychology or related discipline or seek a greater understanding of research methods. The *General Psychology Pathway* is designed for students who plan on obtaining a bachelor's degree in Psychology and then either entering the workforce or obtaining a degree in another field.

Students will demonstrate:

- knowledge of the major concepts, theories, and empirical findings in the core content areas of psychology.
- knowledge of methodological, analytical, and research skills appropriate to the field of psychology.
- knowledge of the sociocultural and contextual nature of psychology.
- knowledge of ethics involved in conducting research and working in the field of psychology.
- skills needed for postbaccalaureate employment, graduate, or professional school.

The Department of Psychology at HSU offers an undergraduate major leading to the BA degree, a minor program, course options for general education requirements and electives, service courses for other majors, and three graduate programs leading to the MA degree, including preparation for

the California School Psychology credential, preparation for licensure as a Marriage-Family Therapist (MFT), and an MA program with content emphases in Neuroscience, Social and Environmental Psychology, Developmental Psychology, and Behavior Analysis.

Students have access to physiological and neuroscience laboratories, research and computer labs, a library of psychological tests and measurements, and other resources for psychological research and applications.

The BA degree with a major in psychology from HSU is an excellent background for graduate school and many careers. Many of our students have been accepted into prestigious nationally recognized Ph.D. programs and many have gone on to master degree programs. The psychology major (Graduate Study Preparation Pathway) provides the basis for a career as a psychologist or mental health care worker. Typically, those professions require a Ph.D. or MA degree. There are also a number of executives, lawyers, and business professionals who earned a bachelor's degree in psychology before they obtained advanced degrees. If you are not planning on graduate school, psychology graduates (in both paths) still leave with a number of highly marketable skills such as the ability to collect, organize, analyze, and interpret data; write reports and proposals clearly and objectively; communicate effectively and sensitively in both individual and group situations; obtain information about problems through library research and personal contacts; and identify problems and suggest solutions on the basis of research findings. An undergraduate degree is also helpful in many health and social service professions. A psychology major is helpful for careers in areas such as a college admissions or employment counselor, media, management, survey researcher, or human resources, among others.

The master's degree in psychology, combined with an appropriate credential or

license, may lead to careers such as school psychologist, counselor in a human service agency, marriage and family therapist, or board certified behavior analyst.

Traineeships and internships with local public and private agencies are arranged for graduate students in counseling, behavior analysis and school psychology. The department's counseling clinic provides additional supervised opportunities for counseling graduate students.

### **Preparation**

High school algebra is required and courses in biology are recommended.

### **REQUIREMENTS FOR THE BACHELOR'S DEGREE**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

### **Lower Division**

Select **one** pathway.

#### **General Psychology Pathway:**

PSYC 104 (3) Introduction to Psychology  
PSYC 240 (3) Understanding Research  
in Psychology

#### **Graduate Study Preparation Pathway:**

PSYC 104 (3) Introduction to Psychology  
PSYC 241 (4) Introduction to  
Psychological Statistics  
PSYC 242 (4) Introduction to  
Psychological Research  
Design & Methodology

Graduate Study Preparation Pathway students must also complete at least one upper-division course from the core or breadth courses listed here:

PSYC 311D (2) Human Development  
Discussion  
PSYC 320 (4) Behavior Analysis  
PSYC 324D (2) Cognitive Psychology  
Discussion  
PSYC 325 (4) Advanced Behavioral  
Neuroscience  
PSYC 335D (2) Social Psychology  
Discussion  
PSYC 337D (2) Personality Theory &  
Research Discussion  
PSYC 345L (4) Psychological Testing &  
Measurement

**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.

## Upper Division Coursework

Required for all undergraduate psychology majors (either pathway)

### Core Content Areas in Psychology (18 units)

Select six of the following seven courses.

- PSYC 311 (3) Human Development  
PSYC 321 (3) Intro Behavioral Neuroscience  
PSYC 322 (3) Learning & Motivation  
PSYC 324 (3) Cognitive Psychology  
PSYC 335 (3) Social Psychology  
PSYC 337 (3) Personality Theory & Research  
PSYC 438 (3) Dynamics of Abnormal Behavior

### Breadth Requirements (12 units)

**Note:** Courses taken to meet requirement above cannot also count for requirements in this area.)

Select 12 units from the following:

- PSYC 300 (3) Psychology of Women [DCG-d]  
PSYC 302 (3) Psychology of Prejudice [DCG-d]  
PSYC 303 (3) Family Relations in Contemporary Society  
PSYC 304 (3) Business Psychology  
PSYC 309 (3) Thinking Consumer in Materialistic Society  
PSYC 320 (4) Behavior Analysis  
PSYC 323 (3) Sensation & Perception  
PSYC 325 (4) Advanced Behavioral Neuroscience  
PSYC 336 (3) Social Influence & Persuasion  
PSYC 345L (4) Psychological Tests & Measurement  
PSYC 400 (3) Health Psychology  
PSYC 404 (3) Industrial/Organizational Psychology  
PSYC 405 (3) Environmental Psychology  
PSYC 406 (3) Forensic Psychology  
PSYC 414 (3) Psychology of Adolescence & Young Adulthood  
PSYC 415 (3) Psychology of Aging & Older Adulthood  
PSYC 418 (3) Developmental Psychopathology  
PSYC 419 (3) Family Violence  
PSYC 436 (3) Human Sexuality  
PSYC 437 (3) Sexual Diversity [DCG-d]  
PSYC 454 (3) Interviewing & Counseling Techniques  
PSYC 473 (3) Substance Use & Abuse  
PSYC 478 (4) Analysis of Variance  
PSYC 488 (4) Regression/Multivariate Topics

No more than 3 units from the following section may be applied to the Breadth requirement.

- PSYC 480 (.5-3) Selected Topics in Psychology  
PSYC 482 (1-4) Field Study  
PSYC 495 (1-4) Research in Psychology  
PSYC 496 (3) Psychology Research Seminar  
PSYC 497 (1-3) Mentoring  
PSYC 499 (1-3) Independent Study

### Capstone Experience (3 units)

Choose from the following:

- PSYC 485 (3) Senior Seminar  
PSYC 486 (3) History & Systems of Psychology  
PSYC 487 (3) Evolutionary Psychology  
PSYC 490 (3) Senior Honors Thesis  
PSYC 600 series Advanced Seminars (IA)

## REQUIREMENTS FOR THE MINOR

Complete at least 15 units, 9 of which must be upper division. At least 3 units must be completed at Humboldt.

### Introductory Phase (3 units)

- PSYC 104 (3) Introduction to Psychology

### Core Areas (6 units)

Two courses from this area in the approved major courses.

### Upper Division Breadth (6 units)

Two courses from this area in the approved major courses.

## REQUIREMENTS FOR THE MASTER'S DEGREE

Humboldt offers an MA in psychology under three separate concentrations – Academic Research, Counseling (MFT), and School Psychology.

### Admission Procedures

For all three graduate programs the following are necessary to submit to the Office of Admissions, Humboldt State University, Arcata, CA 95521.

- A California State University application form. All applicants apply to the university through [calstate.edu/apply](http://calstate.edu/apply).
- Official transcripts of all college-level work (from every institution attended). Current HSU students need not request transcripts.
- Three letters of recommendation demonstrating academic and professional potential. At least one from faculty, the others can come from employers or professionals.

Each concentration maintains different admission requirements and prerequisites. It is essential, therefore, that students contact the Department of Psychology for specific information.

### Programs Leading to Licensure & Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees or any associated costs to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Office of Academic Affairs, Siemens Hall 216, 707-826-3722.

## Program Requirements

All three concentrations 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 concentration requires a separate program of coursework. Contact the Department of Psychology for further information.

### Master of Arts degree in Psychology: Academic Research Concentration

This Academic Research Program offers a master's degree with a focus of study in one of four emphasis areas: Social/Cognitive, Neuroscience, Developmental, and Behavior Analysis. Each area provides a background in methodology and statistics that is paired with courses relevant to the area.

### Program Coordinator

Chris Aberson, Ph.D.  
707-826-3670

## Prerequisites & Admission Requirements Academic Research Concentration

In addition to Humboldt State University requirements, the Department of Psychology requires the following criteria be met for admission to the program as a classified graduate student:

- A bachelor's degree from an accredited institution or equivalent
- Statement of purpose
- Selection of a specialization area and desired thesis advisor
- Completion of 24 units of undergraduate coursework in psychology including PSYC 104 (Introduction to Psychology), PSYC 241 (Introduction to Psychological Statistics), and PSYC 242 (Introduction to Research Design & Methodology) or equivalent course(s).
- A minimum undergraduate grade-point average (GPA) of 3.25 in Psychology courses.
- Neuroscience Emphasis  
BIOL 105 (Principles of Biology), CHEM 107 (Fundamentals of Chemistry), PSYC 321 (Intro Behavioral Neuroscience), and PSYC 325 (Advanced Behavioral Neuroscience) or equivalent.
- Social & Cognitive Emphasis  
PSYC 302 (Psychology of Prejudice) and PSYC 335 (Social Psychology) or equivalent.
- Developmental Emphasis  
PSYC 311 (Human Development) or CD 350 (Perspectives: Life-Span Development), PSYC 438 (Dynamics of Abnormal Behavior), and CD 464 (Atypical Child Development) or PSYC 418 (Developmental Psychopathology) or equivalent.
- Behavior Analysis Emphasis  
PSYC 320 (Behavior Analysis) and PSYC 322 (Learning and Motivation) or equivalent.
- Admission will also be based on a match between student and faculty interests and the willingness of a faculty member to supervise the student's thesis or project research. We strongly recommend that students contact faculty in their area prior to application.
- A student may be conditionally admitted to the program if the undergraduate degree lacks one or more prerequisite courses within their area of specialization.

## Requirements for the Degree: Academic Research Concentration (all emphasis areas)

At least 30 units in psychology or supporting courses as defined by emphases or approved by graduate committee. At least half of these must be at the graduate (500-600) level.

Complete the following three courses during the first year:

PSYC 641	(3)	Research Methods: Philosophy & Design
PSYC 642	(2)	Research Methods: Evaluation
PSYC 647	(3)	Academic Research Proseminar

Complete one of the following:

PSYC 578	(4)	Analysis of Variance, <b>or</b>
PSYC 588	(4)	Regression/Multivariate Topics

Continuous enrollment in:

PSYC 690	(1-6)	Thesis, <b>or</b>
PSYC 692	(1-3)	School Psychology Portfolio Project

Completion of either a thesis or project as a culminating experience.

Completion of additional courses outlined in one of the following emphases.

### Neuroscience Emphasis

Neuroscience is the study of the physiological bases of behavior, particularly how the brain affects behavior. The Neuroscience Emphasis provides an extensive background in biological bases of behavior and numerous research opportunities. Our program prepares students for application to Ph.D. programs in the field of biological psychology and neuroscience. Students with degrees in biology (or closely related fields) may apply for conditional admission to the neuroscience emphasis without 24 units of psychology courses, if they have completed PSYC 104, PSYC 241, and PSYC 242 (or equivalents). These students would complete prerequisite undergraduate courses, in addition to the required program coursework, after admission to the program to bring their total undergraduate psychology coursework to 24 units.

### Required Courses (6 units)

PSYC 625	(3)	Advanced Psychobiology
PSYC 672	(3)	Psychopharmacology

### Elective Courses (9-19 units)

PSYC 487	(3)	Evolutionary Psychology
PSYC 578	(4)	Analysis of Variance, <b>or</b>
PSYC 588	(4)	Regression/Multivariate Topics

PSYC 683 (1-3) Graduate Teaching Assistantship

PSYC 684 (1-3) Graduate Teaching Internship

PSYC 480/680 or other courses relevant to the concentration as approved by advisor and AR coordinator.

Students may count 578/588 toward one elective if they complete both courses (see Requirements for Degree)

### Social & Cognitive Emphasis

The Social and Cognitive emphasis focuses on how thoughts, feelings, and behaviors are influenced by others and the mental processes underlying these influences. Our program prepares students for application to Ph.D. programs in either Social or Cognitive Psychology.

### Required Courses (7 units)

PSYC 345L (4) Psychological Tests & Measurement

PSYC 405 (3) Environmental Psychology

### Elective Courses (8-19 units)

PSYC 336 (3) Social Influence & Persuasion

PSYC 487 (3) Evolutionary Psychology

PSYC 578 (4) Analysis of Variance, **or**

PSYC 588 (4) Regression/Multivariate Topics

PSYC 635 (3) Advanced Social Psychology

PSYC 683 (1-3) Graduate Teaching Assistantship

PSYC 684 (1-3) Graduate Teaching Internship

PSYC 480: Selected Topics in Psychology; PSYC 680: Selected Topics in Contemporary Psychology, or other courses relevant to the concentration as approved by advisor and graduate coordinator.

Students may count PSYC 578: Analysis of Variance/PSYC 588: Regression/Multivariate Topics toward one elective if they complete both courses (see Requirements for Degree)

### Developmental Emphasis

Developmental psychology is the study of human development from both normal and atypical development. The Developmental Emphasis prepares students to work with a wide variety of children and their families or pursue Ph.D. study.

### Required Courses (13 units)

PSYC 345L (4) Psychological Tests & Measurement

PSYC 419 (3) Family Violence

- PSYC 518 (3) Advanced Developmental Psychopathology
- PSYC 638 (3) Adv. Psychopathology: Diagnosis of Mental Disorder

#### Elective Courses (2-19 units)

- PSYC 303 (3) Family Relations in Contemporary Society
- PSYC 414 (3) Psychology of Adolescence & Young Adulthood
- PSYC 578 (4) Analysis of Variance, **or**
- PSYC 588 (4) Regression/Multivariate Topics
- PSYC 632 (3) Advanced Developmental Psychology
- PSYC 683 (1-3) Graduate Teaching Assistantship
- PSYC 684 (1-3) Graduate Teaching Internship

PSYC 480/680 or other courses relevant to the concentration as approved by advisor and AR coordinator.

Students may count PSYC 578: Analysis of Variance/PSYC 588: Regression/Multivariate Topics toward one elective if they complete both courses (see Requirements for Degree)

#### Behavior Analysis Emphasis

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 Emphasis 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.

#### Required Courses (21 units)

- PSYC 622 (3) Advanced Learning and Behavior
- PSYC 655 (3) Social-Behavioral Evaluation
- PSYC 680 (1) Professional Ethics in Behavior Analysis
- PSYC 682 (6) Fieldwork [6 units total over two semesters]
- PSYC 683 (3) Teaching Assistantship (for PSYC 320)
- EDUC 680 (2) Single-Subject Research Methods
- SPED 654 (3) Advanced Behavioral, Emotional, and Environmental Supports

#### 5th Year (Blended) Pathway

Students may also apply while in undergraduate status to begin graduate coursework, allowing for the completion of the B.A. and M.A. in five years total. We strongly encourage HSU students who satisfy the admission requirements below to apply for the program in their junior year. Students applying for this program should discuss applying with their desired thesis chair.

#### 5th Year Prerequisites and Requirements for Admission

- All requirements listed in the section above titled Prerequisites and Requirements for Admission, except completion of B.A.
- Completion of the departmental application (contact department office for form)
- Admission is also based on a match between student and faculty interests and the willingness of a faculty member to supervise the student's thesis or project research.

#### 5th Year Requirements for Degree

All requirements listed in the section above titled Requirements for Degree [All Specializations] with the following deviations:

- Complete PSYC 641: Research Methods: Philosophy & Design and PSYC 642: Research Methods: Evaluation during undergraduate senior year.
- Complete PSYC 647: Academic Research Proseminar during the 5th year.

#### Master of Arts degree in Psychology: Counseling Concentration

This master's degree in psychology is accredited by the California Board of Behavioral Sciences and provides most coursework for the Marriage and Family Therapist (MFT) and Licensed Professional Clinical Counselor licenses. Successful completion will allow the candidate to apply for internship status with the Board to accrue the post-degree hours of supervised practice necessary for state licensure.

#### Program Coordinators

Carrie Aigner, Ph.D.  
Jen Petullo, M.A., LMFT.  
707-826-3757

#### 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 in our on-site counseling clinic. Students are required to either pass a cumulative exam or complete a master's thesis. The cumulative exam is given in the fourth semester. The program is administered by a faculty committee that plans the curriculum, makes program policy, and selects students for admission.

#### Prerequisites for Admission

The following courses must be completed before the start of the program: Introduction to Psychology, Introduction to Research Design in Psychology, and Introductory Statistics.

At least two courses in: Abnormal Psychology, Human Development, Personality Theory, Neuroscience, Cognitive Psychology, Interviewing and Counseling.

#### Requirements for Admission

- A bachelor's degree with a GPA of minimum of 3.0
- Some experience in human services and/or research
- Goals that match the program's objectives
- The potential for becoming an effective and ethical psychotherapies
- Resume
- Prerequisite Verification Form
- Demonstrated excellence in oral and written communication

#### Courses

##### First Semester (sample schedule)

- PSYC 641 (3) Research Methods: Philosophy & Design
- PSYC 654 (3) Interviewing & Counseling Techniques
- PSYC 658 (3) Theories of Individual Counseling & Psychotherapy
- PSYC 660 (3) Law & Ethics in Psychology
- PSYC 662 (1) Practicum Preparation

## Second Semester

- PSYC 518 (3) Advanced Developmental Psychopathology
- PSYC 636 (1) Sexuality Counseling
- PSYC 638 (3) Advanced Psychopathology: Diagnosis of Mental Disorders
- PSYC 642 (2) Research Methods: Evaluation
- PSYC 656 (3) Couples Therapy (includes spousal abuse treatment requirement)
- PSYC 682 (1-6) Fieldwork (to include individual supervision)
- PSYC 690 (2) Thesis (optional)

## Third Semester

- PSYC 653 (3) Advanced Psychotherapy with Children & Families
- PSYC 663 (1) Licensed Supervision
- PSYC 664 (3) Assessment & Testing for Psychotherapists
- PSYC 676 (3) Cross Cultural Counseling for Individuals, Children & Families
- PSYC 682 (1-6) Fieldwork
- PSYC 690 (2) Thesis (optional)

## Fourth Semester

- PSYC 636 (1) Sexuality Counseling
- PSYC 640 (1) Aging & Long-Term Care
- PSYC 657 (3) Group Counseling & Group Psychotherapy
- PSYC 663 (1) Licensed Supervision
- PSYC 672 (3) Psychopharmacology
- PSYC 673 (1) Mental Health Addiction & Recovery
- PSYC 682 (1-6) Fieldwork
- PSYC 690 (2) Thesis (optional)
- PSYC 691 (2) Comprehensive Exam for Counselors (optional)

**NOTE:** Some one-unit courses may be offered as a weekend course or on a Friday.

**NOTE:** Students who are unable to complete the required number of practicum hours by the end of their fourth semester, must register for an additional semester of PSYC 682 and PSYC 663.

## Master of Arts degree in Psychology: School Psychology Concentration

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. Students are eligible to sit for the national licensing exam to become a Nationally Certified School Psychologist (NCSP).

### Program Coordinator

Francis De Matteo, Ed. D., NCSP  
707-826-4047

## The Program

Graduates of this program enter careers as school psychologists in California public schools and assume positions as educational leaders in the area of pupil personnel services. Sequenced coursework and integrated field experience in school and community settings are integral aspects of the program. In addition to all course and fieldwork requirements, each candidate for the MA degree with a concentration in school psychology is required to complete a comprehensive portfolio containing examples of work in all of the California domains of professional practice. Students may also choose to complete a formal thesis as part of their MA degree.

### Prerequisites for Admission

Courses in:

- General Psychology
- Research Methods
- Developmental Psychology
- Introductory Statistics
- Personality Theory or Abnormal Psychology
- Psychological Tests and Measurement

### Admission Requirements

- Resume
- Statement of intent
- Prerequisite Verification Form
- CBEST Exam Verification (to be completed by the end of the first semester.)

## First Semester

- PSYC 605 (3) Psychological Foundations/School Psychology
- PSYC 616 (3) Cognitive Assessment I Cognitive/Biological Bases of Behavior
- PSYC 641 (3) Research Methods Philosophy & Design
- PSYC 654 (3) Interviewing & Counseling Techniques

## Second Semester

- PSYC 606 (2) Educational Foundations/School Psychology
- PSYC 617 (3) Cognitive Assessment II Cognitive/Biological Bases of Behavior
- PSYC 642 (2) Research Methods: Evaluation
- PSYC 651 (3) Diagnosis & Treatment of Children for the School Psychologist I – Cognitive & Academic Difficulties
- PSYC 669 (3) Legal & Ethical Foundations in School Psychology
- PSYC 690 (1-6) Thesis (optional)
- PSYC 692 (1) School Psychology Portfolio Project
- PSYC 783 (4) School Psychology Practicum

## Third Semester

- PSYC 607 (2) Consultation/Collaboration
- PSYC 608 (2) Advanced Assessment/Case Presentation
- PSYC 655 (3) Social-Behavioral Evaluation
- PSYC 676 (3) Cross Cultural Counseling for Individuals, Children & Families
- PSYC 690 (1-6) Thesis (optional)
- PSYC 783 (4) School Psychology Practicum

## Fourth Semester

- PSYC 659 (3) Mental Health in K-12 Schools
- PSYC 690 (1-6) Thesis (optional)
- PSYC 692 (2) School Psychology Portfolio Project
- PSYC 783 (4) School Psychology Practicum

## Internship (Third Year)

- PSYC 692 (3) School Psychology Portfolio Project
- PSYC 693 (0) Comprehensive Exam: School Psychology
- PSYC 784 (6-12) School Psychology Internship



# RANGELAND RESOURCE SCIENCE

## **Bachelor of Science degree with a major in Rangeland Resource Science**

## **Bachelor of Science degree with a major in Rangeland Resource Science** — concentration in Wildland Soil Science

## **Minor in Rangeland Resource Science**

## **Minor in Wildland Soil Science**

See *Natural Resources* for information on the *Master of Science* degree.

## **Department Chair**

David F. Greene, Ph.D.

## **Rangeland Ecology & Management Lead**

Susan Edinger Marshall

## **Department of Forestry & Wildland Resources**

Forestry Building 205  
707-826-3935  
humboldt.edu/fwr

## **The Program**

Students completing this program will be able to:

- Identify plants and quantify vegetation attributes
- Describe, classify and evaluate soil resource attributes
- Evaluate rangeland health using national standards
- Communicate effectively, using oral and written means, the factual basis, interconnectedness, and interpretation of rangeland/wildland soil science and management
- Demonstrate reasoning and critical thinking skills in solving scientific and resource management problems

**Rangeland Resource Science.** Learn to manage rangeland ecosystems wisely. Study forage, timber, wildlife, recreation, watersheds, and their interrelationships.

Classroom instruction is enhanced by the university's plant, soil, and animal science 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.

The Rangeland Resource Science concentration meets the qualifications for "Rangeland Management Specialist" and "Soil Conservationist" classifications for federal employment, and meets the educational requirements to apply to take the California Certified Rangeland Manager examination.

## **Wildland Soil Science Concentration.**

Learn to address the unique management requirements and problems of wildland soils. Wildland soils are uncultivated, natural soils supporting herbaceous and woody plant communities supplying timber, wildlife habitat, livestock forage, watershed values, and other ecosystem services.

Courses in this concentration cover the basic physical and biological sciences, introductory and advanced soil science, and soil and natural 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.

The Wildland Soil Science Concentration meets the qualifications for "Soil Conservationist" and "Soil Scientist" position classifications in federal employment. This concentration also meets the educational requirements to take the Fundamentals of Soil Science Examination.

## **Preparation**

In high school take courses in biology, chemistry, mathematics, and earth sciences.

## **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

*Complete all courses in the major with a C- or better:*

## **Core Courses**

### **Lower Division**

BIOL 105	(4)	Principles of Biology
BOT 105	(4)	General Botany
CHEM 107	(4)	Fundamentals of Chemistry
ESM 105	(3)	Natural Resource Conservation
GSP 101/GSP 101L	(2/1)	Geospatial Concepts and Lab
GSP 216	(3)	Introduction to Remote Sensing, <b>or</b>
GSP 270	(3)	Geographic Information Science (GIS)
PHYX 106	(4)	College Physics: Mechanics & Heat
SCI 100	(3)	Becoming a STEM Professional in the 21st Century
SOIL 260	(3)	Intro to Soil Science
STAT 109	(4)	Introductory Biostatistics

### **Upper Division**

BOT 310	(4)	General Plant Physiology
BOT 350	(4)	Plant Taxonomy
ESM 305	(3)	Environmental Conflict Resolution
FOR 315	(3)	Forest Management
FOR 359	(3)	CA & US Forest & Wildland Policy
RRS 306	(3)	Wildland Resource Principles
RRS 360	(3)	Wildland Plant Communities
RRS 370	(3)	Wildland Ecology Principles
RRS 375	(3)	Vegetation Analysis & Health
SOIL 360	(3)	Origin & Classification of Soils
SOIL 460	(3)	Wildland Soil Management & Erosion Control
WSHD 310	(4)	Hydrology & Watershed Management

*Select Rangeland Resource Science or the Wildland Soil Science Concentration and an associated emphasis.*

## **Rangeland Resource Science**

*Core courses plus:*

ESM 215	(3)	Natural Resources & Recreation, <b>or</b>
FOR 321	(3)	Fire Ecology (required for Fire Emphasis), <b>or</b>
WLDF 301	(3)	Principles of Wildlife Management



- ECON 423 (3) Environmental & Natural Resource Economics  
 RRS 420 (3) Intro to Animal Science  
 RRS 430 (3) Wildland Restoration & Development  
 RRS 460 (3) Rangeland & Ranch Planning

**Approved Electives**

Complete one of the following emphases for the Rangeland Resource Science concentration (5-7 units), or any combination of courses below or advisor-approved electives totaling a minimum of 6 units.

**Botany Emphasis (6 units)**

Take a minimum of 6 units selected from:

- BOT 354 [4] Agrostology  
 BOT 355 [4] Lichens & Bryophytes  
 BOT 358 [2] Biology of the Microfungi  
 BOT 359 [2] Biology of the Ascomycetes & Basidiomycetes  
 BOT 360 [2] Biology of the Fleshy Fungi

**Ecological Restoration Emphasis (7 units)**

- ESM 355 [3] Principles of Ecological Restoration  
 ESM 455 [4] Applied Ecological Restoration

**Geospatial Technology Emphasis (6 units)**

Take 6 units of advisor-approved GSP courses (not already taken in core requirements)

**Fire Emphasis (5 units)**

- FOR 223 (2) Introduction to Wildland Fire  
 and one of the following:  
 FOR 323 (3) Wildland Fire Behavior, or  
 FOR 423 (3) Wildland Fuels Management

**Natural Resource Policy Emphasis (6 units)**

- ESM 210 (3) Public Land Use Policies & Management  
 ESM 325 (3) Environmental Law & Regulation

**Soil Emphasis (6 units)**

Take two of the following courses.

- SOIL 363 [3] Wetland Soils  
 SOIL 462 [3] Soil Fertility  
 SOIL 465 [3] Soil Microbiology  
 SOIL 467 [3] Soil Physics

**Wildland Soil Science Concentration**

Soil courses are embedded in this concentration to meet federal "Soil Scientist" requirements.

In addition to core courses, complete one of the following emphases for the Wildland Soil Science Concentration or any combination of the courses below or advisor-approved electives totaling a minimum of 18 additional units.

**Botany Emphasis (18 units)**

Take minimum of 6 units from :

- BOT 354 [4] Agrostology  
 BOT 355 [4] Lichens & Bryophytes  
 BOT 358 [2] Biology of the Microfungi  
 BOT 359 [2] Biology of the Ascomycetes & Basidiomycetes  
 BOT 360 [2] Biology of Fleshy Fungi

Take 12 units from the following:

- FOR 130 [3] Dendrology  
 SOIL 363 [3] Wetland Soils  
 SOIL 462 [3] Soil Fertility  
 SOIL 465 [3] Soil Microbiology  
 SOIL 468 [3] Intro to Agroforestry

**Earth Sciences Emphasis (19-20 units)**

- GEOL 109 [4] General Geology  
 GEOL 306 [3] General Geomorphology  
 SOIL 467 [3] Soil Physics

Take one additional GSP course not taken in the core (3-4 units)

Take 6 units from the following:

- SOIL 363 [3] Wetland Soils  
 SOIL 462 [3] Soil Fertility  
 SOIL 465 [3] Soil Microbiology

**Ecological Restoration Emphasis (19 units)**

- ESM 355 [3] Principles of Ecological Restoration  
 ESM 455 [4] Applied Ecological Restoration  
 RRS 430 (3) Wildland Restoration & Development  
 SOIL 363 [3] Wetland Soils

Take two of the following courses:

- SOIL 462 [3] Soil Fertility  
 SOIL 465 [3] Soil Microbiology  
 SOIL 467 [3] Soil Physics  
 SOIL 468 [3] Intro to Agroforestry

**Sustainable Agriculture Emphasis (16 units)**

Take three of the following:

- SOIL 363 [3] Wetland Soils  
 SOIL 462 [3] Soil Fertility  
 SOIL 465 [3] Soil Microbiology  
 SOIL 467 [3] Soil Physics  
 SOIL 468 [3] Intro to Agroforestry

Take one of the following:

- BA 378 [4] Small Business Management  
 PSCI 365 [4] Political Ecology  
 PSCI 373 [4] Politics of Sustainability

Take one of the following:

- WSHD 333 [3] Wildland Water Quality  
 WSHD 458 [3] Climate Change & Land Use

**REQUIREMENTS FOR THE MINORS**

**Rangeland Resource Science Minor**

- ESM 105 (3) Natural Resource Conservation  
 SOIL 260 (3) Intro to Soil Science  
 RRS 306 (3) Wildland Resource Principles  
 RRS 360 (3) Wildland Plant Communities  
 RRS 370 (3) Wildland Ecology Principles  
 RRS 375 (3) Vegetation Analysis & Health

**Wildland Soil Science Minor**

- SOIL 260 (3) Intro to Soil Science  
 SOIL 360 (3) Origin & Classification of Soils  
 SOIL 460 (3) Wildland Soil Management & Erosion Control

At least three courses (including one or more with plus signs +) from the following:

- GEOL 306+ (3) General Geomorphology  
 SOIL 363 (3) Wetland Soils  
 SOIL 462 (3) Soil Fertility+  
 SOIL 465 (3) Soil Microbiology+  
 SOIL 467 (3) Soil Physics+  
 SOIL 468 (3) Intro to Agroforestry  
 WSHD 310 (4) Hydrology & Watershed Management, or  
 WSHD 424 (3) Watershed Hydrology



# RECREATION ADMINISTRATION

## **Bachelor of Arts degree with a major in Recreation Administration**

### **Minor in Recreation Administration**

#### **Department Chair**

Chris Hopper

#### **Department of Kinesiology & Recreation Administration**

Kinesiology & Athletics 305

707-826-4538

[humboldt.edu/kra](http://humboldt.edu/kra)

### **The Program**

Students completing this program will be able to:

- develop, implement and evaluate traditional leisure services and programs within their specified professional pathway area;
- identify and create leisure opportunities that maximize participation for diverse populations;
- apply effective professional communication, leadership, and management to the leisure industry;
- select, implement, and evaluate appropriate technologies as related to the leisure industry; and
- apply professional knowledge, skills, and abilities to field-based work experiences within the general area of recreation administration and within their professional pathway.

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. The internship may be taken any semester, with the summer option offered through the College of Extended Education & Global Engagement.

Organizations employing recreation administration graduates include: community parks, volunteer agencies, corporate wellness programs, college recreation programs, commercial recreation centers, therapeutic recreation programs, tourism organizations and outdoor education and recreation programs.

### **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

Students must earn a C- or better in all required courses for the major (or their equivalent, in the case of courses transferred from another institution).

#### **Core Courses**

##### **Lower Division**

- REC 210 (3) Recreation Leadership  
REC 211 (3) Leisure in Society  
REC 220 (3) Leisure Programming  
Plus one physical education course (1)

##### **Upper Division**

- REC 302 (3) Inclusive Recreation  
REC 320 (3) Organization, Admin. & Facility Planning  
REC 420 (3) Legal & Financial Aspects of Recreation  
REC 455 (1) Internship & Career Preparation Workshop  
REC 482 (6) Internship in Recreation  
REC 485 (2) Senior Seminar

#### **Emphases: Select One**

##### **Diving Leadership (16 units)**

Core courses plus:

- REC 252 (1) Diving First Aid, Introduction to HSU Diving  
REC 262 (4) Beginning SCUBA  
REC 362 (4) Master Diver  
REC 383 (3) Rescue Diver  
REC 472 (4) Leadership Diving: Assistant Instructor

##### **Inclusive Communities (15 units)**

Core courses plus:

- REC 410 (3) Healthy Communities Through Recreation  
REC 415 (3) Leisure and Aging

Select three courses from the following:

- HED 392 (3) Community & Population Health  
PSYC 400 (3) Health Psychology  
REC 330 (3) Adventure Theory & Practice  
REC 345 (3) Environmental Education  
REC 481 (3) Recreation Practicum  
(3) Child Development course (advisor-approved)

##### **Outdoor Adventure Recreation (15 units)**

Core courses plus:

- REC 330 (3) Adventure Theory & Practice  
REC 370 (3) Outdoor Adventure Rec  
REC 375 (2) Winter Adventure Leadership  
REC 430 (4) Expedition Planning & Leadership

Select one of the following:

- REC 345 (3) Environmental Education  
REC 435 (3) Sustainable Tourism  
REC 481 (3) Recreation Practicum

##### **Tourism Management (15 units)**

Core courses plus:

- REC 335 (3) Tourism Planning & Development  
REC 365 (3) Travel Industry Mgmt.  
REC 435 (3) Sustainable Tourism

Select two courses from the following:

- REC 330 (3) Adventure Theory & Practice  
REC 345 (3) Environmental Education  
REC 370 (3) Outdoor Adventure Recreation  
REC 415 (3) Leisure and Aging  
REC 481 (3) Recreation Practicum

##### **Self-Designed (15 units)**

Students may design their own emphasis with a minimum of 15 units of thematic upper-division coursework; at least six units must be in recreation administration (REC) courses. The self-designed emphasis must be approved by two members of the Recreation Administration faculty.

##### **Business Minor / Minor Field of Study**

**Minor (18 units — obtain requirements from the School of Business) OR**

A minimum of 12 units of business and/or economics advisor-approved coursework. Eight units must be upper division.

### **REQUIREMENTS FOR THE MINOR**

18 units required

- REC 210 (3) Recreation Leadership  
REC 211 (3) Leisure in Society  
REC 220 (3) Leisure Programming  
REC 302 (3) Inclusive Recreation  
REC 320 (3) Organization, Admin. & Facility Planning  
REC 420 (3) Legal & Financial Aspects of Recreation



# RELIGIOUS STUDIES

## Bachelor of Arts degree with a major in Religious Studies

### Minor in Religious Studies

#### Department Chair

Vincent Biondo, Ph.D.

#### Religious Studies Department

Founders Hall 201  
707-826-4126, fax 826-3205  
religiousstudies.humboldt.edu

### The Program

Students will demonstrate religious literacy, recognizing and understanding diverse cultural expressions as they appear in contexts of religious traditions, sacred texts, international and domestic politics, the arts, and their own interpersonal relationships.

Students will practice authentic self-reflection and decision-making as they determine for themselves matters concerning belief, practice, values, meaning, and purpose in their lives.

Students will master phenomenological approaches to the understanding of religious and cultural variation, enabling them to engage diversity directly, with both generosity and justice.

Through their work in classes, but also in extra-curricular activities, students will manifest sound professionalism in such matters as time management, attendance, fulfillment of responsibilities, the ability to follow directions, comportment, and courtesy.

The objectives of the religious studies major are best attained in the context of a liberal arts education. The curriculum lets students develop an awareness of the capacity for scholarship, and disciplined and objective thought on the subject of religion.

The program avoids dogmatism as well as unquestioning faith or belief, approaching this area of human inquiry with the same objectivity achieved elsewhere in the humanities: requiring fairness with regard to the evidence, respect for reasonable differences in points of view and the avoidance of any attempts to proselytize.

With differing world cultures coming into contact ever more frequently in every field of endeavor, a religious studies undergraduate degree proves highly relevant. It allows students to discover, examine and gain insight into and sensitivity toward the socio-politico-religious similarities and differences in world cultures.

The religious studies major at Humboldt State University is unique in its exploratory nature. Courses cover a variety of subjects, offering the opportunity to understand the meaning of religion as it has been developed both culturally and personally.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

#### Introduction

- RS 105 (3) World Religions
- RS 120 (3) Exploring Religion

#### Religion In Tradition

Five courses from the following:

- RS 301 (3) Religion in America
- RS 320 (3) Sacred Texts: Hebrew Bible
- RS 321 (3) Sacred Texts: New Testament
- RS 322 (4) Sacred Texts: Buddhist Texts
- RS 323 (4) Sacred Texts: Hindu Texts
- RS 330 (3) Introduction to Judaism
- RS 331 (3) Introduction to Christianity
- RS 332 (3) Introduction to Islam
- RS 340 (3) Zen, Dharma & Tao
- RS 341 (3) Spiritual Traditions of India
- RS 342 (3) Buddhism in India & Tibet
- RS 345 (3) T'ai Chi Ch'üan (Taijiquan)
- RS 351 (3) Shamanism & Prophecy
- RS 391 (3) Religion in Tradition: Special Topics
- RS 392 (3) 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 (3) Living Myths
- RS 361 (3) Environment & Religion
- RS 362 (3) Wisdom & Craft
- RS 364 (3) Cinema & the Sacred
- RS 393 (3) Religion in Myth, Culture & Experience: Special Topics
- RS 394 (1-3) Religious Studies Workshop
- RS 394 (1-3) Sufi Mysticism Weekend
- RS 394 (1-3) Jewish Spirituality Weekend
- RS 394 (1-3) Eastern Orthodox Christianity Weekend

- RS 394 (1-3) City of 10,000 Buddhas Weekend
- RS 394 (1-3) Evangelical Christianity Experiential Weekend
- RS 394 (1-3) Tibetan Buddhism Weekend
- RS 394 (1-3) Finding Meaning on an Endangered Planet
- RS 394 (1-3) Zen Experiential Weekend
- RS 394 (1-3) Wiyot
- NAS 302 (3) Oral Literature & Oral Tradition

#### Senior Seminar

- RS 395 (3) Senior Seminar

27 units must be completed in the major prior to enrollment in Senior Seminar.

### REQUIREMENTS FOR THE MINOR

18 units, drawn from courses for the major:

#### Introduction

- RS 105 (3) World Religions
- RS 120 (3) Exploring Religion

#### Religion In Tradition

Three courses from Religion in Tradition courses, listed under the major requirements.

#### Religion In Myth, Culture & Experience

Three units from Religion in Myth, Culture & Experience courses, listed under the major requirements.



# SCIENTIFIC DIVING MINOR

## Minor in Scientific Diving

### Advisor

Richard Alvarez

### Department of Kinesiology & Recreation Administration

Kinesiology & Athletics 310  
707-826-4539  
humboldt.edu/kra

### The Program

This minor within the university's diving program provides broad-based support of subaquatic research, education, and recreational activities.

The courses and certifications within the minor meet diving and training standards of Humboldt State University, the National Association of Underwater Instructors (NAUI), and the American Academy of Underwater Sciences (AAUS).

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 REC 252 (Diving First Aid, Introduction to HSU Diving).

## REQUIREMENTS FOR THE MINOR

13 units:

- |         |   |
|---------|---|
| REC 252 | (1) Diving First Aid, Introduction to HSU Diving                |
| REC 262 | (4) Beginning SCUBA   |
| REC 362 | (4) Master Diver  |
| REC 471 | (3) Scientific Diving   |
| HED 120 | (1) Responding to Emergencies—CPRFPR [required every two years] |



# SOCIAL ADVOCACY MINOR

## Minor in Social Advocacy

### Advisor

Laura Hahn, Ph.D.  
Telonicher House, Room 102  
707-826-3948  
communication.humboldt.edu

### 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

- |          |                                       |
|----------|---------------------------------------|
| JMC 323  | (3) Public Relations                  |
| COMM 315 | (4) Communication & Social Advocacy   |
| COMM 416 | (3) Social Advocacy Theory & Practice |

### Culminating Experience

Two or more units by advisement. For example: COMM 495, JMC 482, PSCI 471, or other internship/service learning courses.

### Electives

- Six units by advisement. Suggested:  
JMC 429 (3) Advanced Public Relations

- |                   |   |
|-------------------|---|
| PHIL 302          | (3) Environmental Ethics                |
| PSCI 358          | (4) Political Advocacy                  |
| COMM 214          | (3) Persuasive Speaking                 |
| COMM 309B/WS 309B | (3) Gender & Communication              |
| COMM 404          | (4) Theories of Communication Influence |
| SOC 475           | (4) Community Organizing                |
| TA 307            | (3) Theatre of the Oppressed            |
| WS 480            | (1-5) Lobbying Women's Issues           |



# SOCIAL SCIENCE

## Master of Arts degree

**in Social Science** — with an concentration in Environment & Community

### Graduate Program Coordinator

Mark Baker, Ph.D.  
Founders Hall 140  
707-826-3907  
envcomm.humboldt.edu

### Program Faculty

Janelle Adsit, *English*  
Mark Baker, *Politics*  
Renee Byrd, *Sociology*  
Leena Dallasheh, *History*  
Matthew Derrick, *Geography*  
Yvonne Everett, *Env. Science & Mgmt.*  
Kevin Fingerma, *Env. Science & Mgmt.*  
Gregg Gold, *Psychology*  
Nikola Hobbel, *English*  
Arne Jacobson, *Env. Res Engineering*  
Matt Johnson, *Wildlife*  
Erin Kelly, *Forestry & Wildland Resources*  
John Meyer, *Politics*  
Nicholas Perdue, *Geography*  
Sarah Ray, *Environmental Studies*  
Laurie Richmond, *Env. Science & Mgmt.*  
Cutcha Risling Baldy, *Native American Studies*  
Maxwell Schnurer, *Communication*  
Marlon Sherman, *Native American Studies*  
Tony Silvaggio, *Sociology*  
Jessica Urban, *Critical Race, Gender & Sexuality Studies (CRGS)*  
Noah Zerbe, *Politics*

### The Program

Students completing this program will have demonstrated:

- skills to analyze the environmental consequences of economic and political structures and decisions
- tools to address issues of race, class, and gender in environment-community relationships
- an understanding of community, place, and sense of place
- knowledge of and experience in diverse approaches to social science research and action
- insight from case studies that offer a problem-solving approach to learning
- preparation for careers in teaching, government, community, and environmental organizations
- an ethic of service and civic engagement.

## Environment & Community

This is a two-year, interdisciplinary graduate program focused on understanding and advancing sustainability and community resilience within the context of social and environmental change at multiple scales. The program is committed to conceptually rigorous, applied research on sustainability and equity in a manner that transcends a nature-society dichotomy. Students explore these topics through graduate seminars in three curriculum areas: economic and political dimensions; socio-cultural dimensions: race, class, gender and place; and environmental dimensions. Capstone topics for graduate students in this program include the following general themes: sustainable food systems, community-natural resource management interactions, environmental and social justice, environmental education, Native American/indigenous natural resource management, and sustainable urban communities. Our graduates pursue successful careers in the nonprofit sector, education, private sector, and public sector.

### ADMISSION/PATHWAYS

#### Postbaccalaureate Candidate Pathway

- Completed BA or BS degree
- GPA not less than 3.0 in the last 60 units of college coursework
- Three letters of recommendation
- Candidate essay describing goals and interests
- Ten-page writing sample
- Graduate coordinator approval after faculty committee review of application file

#### Dual Degree Pathway (3+2 BA and MA Degree)

The E&C program has developed, in conjunction with select undergraduate majors, dual degree (3+2) pathways that enable exceptional students to simultaneously earn a bachelor's and a master's degree in five years. Although the pathway does not change undergraduate major nor graduate degree requirements, students in the program seamlessly progress from undergraduate to graduate status. Students are eligible to apply for the pathway upon completion of 60 units. A faculty committee evaluates student applications. Participation is based on prior academic performance

and other measures of academic excellence. Contact the E&C coordinator for majors that participate.

### Course Requirements (36 units)

- One three unit proseminar, Environment & Community Research (EC 610), taken during first semester
- One three-unit research methods elective, chosen from an approved list, to be completed no later than the third semester.
- One unit Graduate Colloquium (EC 615) for three semesters
- One additional course at the graduate or upper-division undergraduate level from a list of elective options approved by the graduate coordinator.
- Six units of Master's Thesis or Project (EC 690)
- Three units of field research or independent study, (EC 695 Field Research)
- 15 units of graduate seminars developed specifically for this program. Students take at least one seminar from each of the following three curriculum areas. Seminars are developed by the advisory committee comprised of program faculty.

### Curriculum Areas

**Economic & Political Dimensions** (EC 620) (some topics below), or Energy, Environment, & Society (ENGR 532).

- Politics of Sustainability
- Globalism, Capitalism, and Environment
- Political Ecology

**Socio-Cultural Dimensions** (EC 630) (some topics below)

- Community and Place
- Klamath River Issues
- Socioeconomics of Natural Resources in the Mattole

**Ecological Dimensions** (EC 640) (some topics below)

- Ecosystems and Society,
- Conservation Ecology and Society



# SOCIAL WORK

## **Bachelor of Arts degree with a major in Social Work**

On campus and online options

## **Master's Degree in Social Work (MSW)**

Full-time on campus and part-time online options; advanced standing options

## **Stipend Programs**

- California Social Work Education Center Title IV-E Child Welfare Training Program - MSW
- California Social Work Education Center Title IV-E Child Welfare Training Program - BASW

## **Department Chair**

Marissa O'Neill, M.S.W., Ph.D.

## **Bachelor of Arts in Social Work Office**

Behavioral & Social Sciences 514  
707-826-4448  
humboldt.edu/socialwork

## **Master of Social Work /Field Education Office**

Behavioral & Social Sciences 510  
707-826-4443

## **BA PROGRAM**

Humboldt's BA program recognizes specific social work competencies and behaviors as the framework for social work education. These are noted on the department website at [humboldt.edu/socialwork](http://humboldt.edu/socialwork).

Students completing this program will have demonstrated the ability to:

- demonstrate ethical and professional behavior, particularly with respect to work with indigenous and rural communities
- engage diversity and difference in practice, particularly with respect to work with indigenous and rural communities
- advance human rights and social, economic, and environmental justice, particularly with respect to work with indigenous and rural communities
- engage in practice-informed research and research-informed practice, particularly with respect to work with indigenous and rural communities
- engage in policy practice, particularly with respect to work with indigenous and rural communities.
- engage with individuals, families, groups, organizations, and communities, particularly with respect to work with indigenous and rural communities

- assess individuals, families, groups, organizations, and communities, particularly with respect to work with indigenous and rural communities

- intervene with individuals, families, groups, organizations, and communities, particularly with respect to work with indigenous and rural communities

- evaluate practice with individuals, families, groups, organizations, and communities, particularly with respect to work with indigenous and rural communities

The BA program is a professional preparation program rooted in the liberal arts. Students develop knowledge, values, and skills to work with people from diverse cultural, ethnic, and personal backgrounds. The program is fully accredited with the Council on Social Work Education.

Social work students have opportunities to work with local agencies through a highly individualized field experience program. Students find this helpful in building skills and obtaining jobs following graduation. The program emphasis is work with rural and indigenous communities.

Potential careers: services to children, families, and the elderly; rehabilitation; health care; community practice; youth work; corrections; employment services; substance abuse, mental health, and residential treatment.

## **Generalist Social Work Practice**

Generalist social work practitioners work with individuals, families, groups, organizations, social policies, and communities in a variety of settings in pursuit of social and economic justice. Generalist practitioners view people and systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of individuals, families, and collections of people. Generalist practitioners engage in community development, organizational development, and evaluation in order to ensure that services are useful, effective, and ethical.

## **Admission to the BA Program**

Lower division GE courses required for the major can be taken at a community college and can be taken CR/NC. Program faculty can advise students on courses preparing them for their transfer to Humboldt's Social

Work Program. For information and/or appointments, call 707-826-4448.

To be eligible to register for junior-level courses in the social work major, students must have completed, or be in the process of completing, all prerequisites. A cumulative 2.0 GPA and a 2.0 in all social work courses is necessary to be fully accepted to the program.

Students who meet the prerequisites need to submit a "Social Work Major Application Form" with a personal statement to the department. **Applications to begin the fall sequence of courses are due no later than the last Friday in January for continuing students. Transfer applicants should follow the Office of Admissions schedule due to program impaction for transfers only. Applications received after this date may not be reviewed in time for placement in the appropriate major courses.** Notification of acceptance will be made prior to the registration period for fall classes. **Please note that all accepted students will be required to attend a two day on campus orientation the first week of fall semester.**

Full acceptance into junior year coursework requires students to meet all of the admission standards and to submit the formal application. Provisional status may be granted to any student who does not meet requirements. Students who are given a provisional status must work out a plan with their faculty advisor that identifies those areas requiring improvement and how each area will be addressed in order to be accepted as a social work major.

## **REQUIREMENTS FOR THE BA**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

*Upper division area D general education requirement is met by the coursework within the Bachelor of Arts degree with a major in Social Work.*

## **Course Sequencing**

Beyond GE courses, 47 core units are required for the major. Courses prepare students for professional generalist social work and are sequenced to best facilitate learning and acquisition of skills. *Major coursework (300-level) always begins in Fall.*

**Prerequisite courses for acceptance to the Social Work BA Major:**

- NAS 104 (3) Introduction to Native American Studies, **or**  
ES 105 (3) Introduction to Ethnic Studies, **or**  
CRGS 108 (3) Power/Privilege: Gender & Race, Sex, Class, **or**  
a course that is centrally organized around a theme related to the experiences of marginalized groups.
- STAT 108 (3) Elementary Statistics, **or**  
STAT 108i (3) Elementary Statistics with Integrated Support [Coreq: STAT 8], **or**  
PSYC 241 (4) Psychological Statistics
- SW 101 (3) Introduction to Social Work & Social Work Institutions  
SW 255 (2) Beginning Social Work Experience

**Core Program**

**Juniors – Fall**

- SW 340 (3) Social Work Methods I  
SW 340L (1) Social Work Methods I Lab  
SW 350 (4) Human Behavior & the Social Environment I  
SW 355 (2) Social Agency Experience [may be taken in spring or fall]  
SW 382 (4) Social Work Research

**Juniors – Spring**

- SW 330 (4) Social Work Policy  
SW 341 (3) Social Work Methods II  
SW 341M (1) Social Work Methods II Lab  
SW 351 (4) Human Behavior & the Social Environment II  
SW 355 (2) Social Agency Experience [may be taken in fall or spring]  
SW 356 (1) Social Work Field Preparation

**Seniors – Fall**

- SW 455 (5) Field Experience  
SW 456 (2) Field Experience Seminar

plus three units of advanced social work methods courses (see below).

**Seniors – Spring**

- SW 455 (5) Field Experience  
SW 456 (2) Field Experience Seminar

plus three units of advanced social work methods courses (see below).

**Advanced Social Work Methods Courses**

Six units of advanced social work methods courses are to be taken in the senior year.

Courses include:

- SW 411 [1.5] Distributed Learning Community  
SW 431 [4] Juvenile Delinquency  
SW 442 [3] Advanced Social Work Methods  
SW 480 [.5-4] Special Topics  
SW 499 [1-3] Directed Study

**Field Experience**

Field experience courses are restricted to social work majors. Academic credit for life experience or previous work experience shall not be given, in whole or in part, in lieu of any required social work courses.

**MSW PROGRAM**

Humboldt's MSW program recognizes specific social work competencies and behaviors as the framework for social work education. These are noted on the department website at [humboldt.edu/socialwork](http://humboldt.edu/socialwork).

Students completing this program will have demonstrated the ability to:

- demonstrate ethical and professional behavior; particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- engage diversity and difference in practice, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- advance human rights and social, economic, and environmental justice, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- engage in practice-informed research and research-informed practice, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- engage in policy practice, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- engage with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- assess individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.
- intervene with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.

- evaluate practice with individuals, families, groups, organizations, and communities, particularly with respect to work with Indigenous and rural communities, consistent with advanced generalist practice.

**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 (*recommended*).
- Completion of the following courses (with a grade of "C" or better): elementary statistics (math, psychology, or sociology; MATH 103 does not count); a course related to Native American studies. The course must include a general introduction to the history of Native peoples of America and the unique and sovereign relationship between tribal nations and local, state, and federal governments.

- Complete the California State University graduate application via [calstate.edu/apply](http://calstate.edu/apply).

Consult the department website for additional information: [humboldt.edu/socialwork](http://humboldt.edu/socialwork).

**Conditional Program Admission**

Students who lack adequate undergraduate preparation may receive conditional program admission. Conditionally admitted students must complete all undergraduate coursework prior to beginning the master's program, including the elementary statistics and Native American studies prerequisites with a "C" or better.

**Program Schedule Options**

The full-time master's program schedule consists of 60 units over two years of study. Students who have a bachelor's degree in social work from a CSWE accredited program can apply for the **Advanced Standing Program** which consists of 36 units taken over 3 semesters of study, beginning with 6 units offered through the College of Extended Education & Global Engagement in the summer.

**Part-Time Distributed Learning MSW Program**

The department offers a part-time (3.5 year) Distributed Learning MSW Program through the College of Extended Education & Global Engagement. The program is delivered through online coursework, an annual on-campus intensive, and other learning

methodologies. Foundation coursework is completed over the first 5 semesters, while advanced coursework is completed over the final 5 semesters. A Part-Time Advanced Standing Distributed Learning MSW Program (2 years) is also offered, which adds 6 units of summer bridge courses before advanced coursework. Distributed Learning MSW students enroll in an additional 1.5 unit "Distributed Learning Community Seminar" each semester they are in the program. For more information, contact the MSW Programs Office at 707-826-4443.

## **REQUIREMENTS FOR THE MSW**

### **Foundation Coursework**

SW 530	(3) Social Policy & Services
SW 540	(3) Generalist Social Work Practice
SW 541	(3) GSWP: Native American & Rural
SW 543	(3) GSWP II: Macro Practice
SW 550	(3) Human Development, Diversity & Relationships
SW 555	(6) Foundation Internship
SW 570	(3) Dynamics of Groups, Agencies, Organizations
SW 582	(3) Research I: Philosophy & Methods
SW 583	(3) Research II: Qualitative & Indigenous Research Methods

### **Advanced Coursework**

SW 640	(3) AGP: Child & Family Welfare
SW 641	(3) AGP: Integrated Clinical Practice
SW 643	(3) AGP: Community & Organization
SW 648	(3) AGP: Adv. Clinical Practice
SW 649	(3) AGP: Wellness & Sustainability
SW 651	(3) AGP: Indigenous Peoples
SW 655	(6) Advanced Internship
SW 682	(3) Masters Project Development
SW 683	(3) Masters Project Implementation

### **Culminating Experience**

Prior to graduation students must successfully complete a comprehensive exam.

## **Pupil Personnel Services Credential – Social Work (PPSC-SW)**

Two social work courses are required in the summer after completion of the MSW program requirements. These courses are offered online through the College of Extended Education & Global Engagement. Contact the PPSC Coordinator for more information.





# SOCIOLOGY

## **Bachelor of Arts degree with a major in Sociology**

### **Minor in Sociology**

## **Master of Arts degree in Public Sociology**

### **Department of Sociology**

Behavioral & Social Sciences 518  
707-826-3139  
humboldt.edu/sociology

### **Affiliated Research Institutes**

Altruistic Personality and Prosocial  
Behavior Institute

California Center for Rural Policy (CCRP)

Center for Applied Social Analysis and  
Education (CASAE)

Humboldt Institute for Interdisciplinary  
Marijuana Research (HIIMR)

Humboldt Journal of Social Relations (HJSR)

### **Department Chair**

Mary Virnoche, Ph.D.

### **Graduate Coordinator**

Jennifer Eichstedt, Ph.D.

## **THE BA PROGRAM**

Students completing a BA in Sociology will have demonstrated the following program learning outcomes:

- Effectively communicate orally about social science theory and methods (oral communication)
- Effectively communicate in writing about social science theory and methods (information literacy)
- Identify systems of power and privilege and methods for creating diverse, inclusive, and just communities (social justice)
- Explain the relationships between communities, social systems, institutions, and the natural world (sustainability)
- Evaluate research designs and analytic techniques (critical thinking – methods)

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, capstone internships, and faculty-supervised research are integrated into the curriculum.

The Sociology Student Association creates additional opportunities for students to connect with each other, faculty, and local community organizations. Because of the breadth, adaptability, and practical applications of sociology, students with a BA in Sociology choose to work in many different sectors: non-profit, private business, social services, education, health services, public relations, criminal justice, and government.

### **Preparation**

In high school take math, writing and social science courses (history, psychology, sociology).

## **REQUIREMENTS FOR THE BACHELOR'S DEGREE**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" pp. 83-84.*

*A minimum grade of "C" is required for all courses in the major. Total major units: 47-48.*

### **Core Lower Division** [11 units]

SOC 104	(3) Introduction to Sociology
STAT 108	(3) Elementary Statistics, <b>or</b>
STAT 108i	(3) Elementary Statistics with Integrated Support [Coreq: STAT 8]
SOC 225S	(4) Social Issues & Action**
SOC 282L	(1) Sociological Statistics Lab

### **Core Upper Division** [17 units]

SOC 303*/SOC 303M	(3/1) Race and Inequality [DCG-d]
SOC 310	(4) Sociological Theory
SOC 372	(1) Proseminar <b>or</b>
SOC 472	(1) Graduate School Planning
SOC 382	(4) Intro to Social Research
SOC 410	(4) Contemporary Theory

### **Knowledge Based Requirements**

[16 units]

Choose four courses with at least one from each category. Students may request that a Sociology course not listed be approved to count in one of the knowledge areas below.

### **Inequalities and Change**

SOC 305*/SOC 305M	(3/1) Global Transformations
SOC 316	(4) Gender & Society [DCG-d]
SOC 350	(4) Social Movements
SOC 480	(1-4) Special Topics

### **Environment**

SOC 302*/SOC 302M	(3/1) Forests & Culture
SOC 320	(4) Environmental Sociology
SOC 363	(4) Environmental Crime
SOC 370	(4) Environmental Inequality & Globalization
SOC 480	(1-4) Special Topics

### **Communities and Identity**

SOC 306*/SOC 306M	(3/1) Changing Family [DCG-d]
SOC 308*/SOC 308M	(3/1) Sociology of Altruism & Compassion
SOC 330	(4) Social Deviance
SOC 411	(4) Popular Culture
SOC 475	(4) Community Organizing
SOC 480	(1-4) Special Topics

### **Capstone** (3-4 units)

Choose one course.

CRIM 487	(4) Community Action Research
SOC 482	(3) Internship
SOC 492	(3) Senior Thesis

The Department of Sociology offers 1-2 unit weekend workshops around pressing social issues and popular topics. We encourage our students to enroll in these workshops, but the units may not be counted as part of the required 47-48 unit major requirement with the following exception: Workshop units may be used to "make up" 1-2 units that a student may be short after transferring 3-unit courses from another college or university.

## **REQUIREMENTS FOR THE MINOR**

*A minimum grade of "C" is required for all courses in the minor. Total minor units: 20.*

SOC 225S	(4) Social Issues & Action**
SOC 382	(4) Intro to Social Research

Plus twelve units of upper division sociology coursework. No more than one elective for your minor may be a sociology course with general education designation, and must be taken for 4 units.

To best meet student interests, minor electives should be selected in consultation with a sociology faculty advisor.

\* No more than 8 units of upper division SOC courses that have GE designations can be counted toward your major.

\*\* Service Learning Component

## THE PUBLIC SOCIOLOGY MA PROGRAM

Students completing an MA in Public Sociology will have demonstrated the following program learning outcomes:

- Communicate orally at a level appropriate for an advanced professional about social science theory, methods, and/or applied field experience (oral communication)
- Effectively identify and communicate in writing about central social science contemporary theory (critical thinking - written communication)
- Identify systems of power and privilege and methods for creating diverse, inclusive, and just communities (critical thinking - social justice)
- Explain the relationships between communities, social systems, institutions, and the natural world (critical thinking - sustainability)
- Evaluate research designs and analytic techniques (critical thinking - methods)

The master's program in public sociology, focuses on social justice and environmental sustainability, while fostering a network of students, faculty, staff, alumni and community members who are committed to social change. Public sociology translates sociological knowledge and skills for communities where these resources are needed.

The concept of social justice emphasizes a holistic understanding of the relationships between people, built and "natural" systems, and the social implications of particular structures and relationships. Race, class, gender, and the environment are central to analysis, as well as strategies for action. The action component emphasized in our program is tightly linked to the idea of public sociology. We understand public sociology as social change work that draws heavily on knowledge of social movements, community organizing, and applied research methods as particular plans are strategized, implemented, and evaluated.

Our MA students choose an experience emphasis in either Practicing Sociology or Teaching Sociology. Regardless of their emphasis, our alumni graduate with a solid foundation in social theory and social research that is marked by a departmental commitment and curricular integration of public sociology and social justice, as well as knowledge and skills for social action. Sociology faculty members, along with the Sociology and CJS Community Advisory Board, cultivate a range of field placement

opportunities for students emphasizing Practicing Sociology.

Students develop their specialization by drawing on coursework, carefully selecting a field placement and working with faculty mentors.

The Teaching Sociology emphasis introduces students to pedagogy and theories of learning, while providing experience with college classroom teaching. Students explore issues unique to sociology classrooms, while developing approaches effective for education across multiple settings.

The emphasis in Practicing Sociology prepares students for professional positions in research, business, government, non-profits organizations and activist organizations. The emphasis in Teaching Sociology prepares students for community college and other education-related professional positions. Either emphasis is appropriate for students who wish to continue their graduate study in a Ph.D. program.

### REQUIREMENTS FOR THE MASTER'S DEGREE

#### Common Coursework (21 units)

SOC 583	[4] Quantitative Research Methods
SOC 584	[4] Qualitative Research Methods
SOC 605	[1] Graduate Proseminar in Sociology
SOC 610	[4] Contemporary Social Theory
SOC 650	[4] Race, Ethnicity & Gender
SOC 665	[4] Community, Ecology & Social Action

#### Social Action Electives (4 units)

Select one of the following\*:

CRIM 487	[4] Community Action Research
FILM 455	[4] Grant Writing or
FILM 455S	[4] Grant Writing
SOC 350	[4] Social Movements
SOC 475	[4] Community Organizing

\* Other courses that are social action oriented and experience based may be approved by the Graduate Coordinator.

#### Area Seminar Electives (4 units)

Select one course in consultation with the graduate coordinator. A least one of the two program electives (Social Action or Area Seminar) must be at graduate (500-600) level.

### Experience Emphasis Coursework Electives (3 units total)

SOC 590 (1-2) Practicing Sociology (Enroll in one unit fall semester of first year. Enroll in two units spring semester of first year.)

or

SOC 560 (2) Teaching Sociology, and  
SOC 595 (1) Teaching Assistantship

### Thesis or Project (6 units)

SOC 690 (1-5) Master's Degree Thesis, or  
SOC 692 (1-5) Master's Degree Project

The decision to enroll in "project" or "thesis" units is based on the orientation and content of the student work itself and is not dictated by the experience emphasis. Students should review the discussion of thesis and project units in the Public Sociology "Graduate Manual" and work with the Graduate Coordinator and their committee chair in determining the most appropriate course number (SOC 690 or SOC 692) for their work. Students emphasizing Practicing Sociology should enroll in thesis or project units concurrently with their field placements (see below).

### Grade and Progress Requirements

Students must earn a "B" (3.0) or better in all courses taken to satisfy the requirements of the degree. The department reserves the right to dismiss from the program a student who does not make academically adequate and timely progress in moving through degree requirements. For more information, see the graduate school handbook regarding academic probation and disqualification.

### ADDITIONAL MA DEGREE INFORMATION

#### Field Site Placement Requirements

Students emphasizing Practicing Sociology are required to complete 240 hours of field placement work that may include up to 40 hours of academic administrative work such as scheduling and meeting with faculty advisors, preparing and submitting required reporting and evaluation information, and formatting final products as required by the graduate school. Students should work closely with the Graduate Coordinator to identify a placement that will best support their interests and long-term goals.

#### Teaching Assistantship

Students emphasizing Teaching Sociology are required to complete at least one SOC 595: Teaching Assistantship, which provides an opportunity to be mentored and observe/learn in a real classroom. Participation in a teaching assistantship requires prior or concurrent enrollment in SOC 560 Teaching

Sociology. A student must enroll in SOC 595 Teaching Assistantship (1 unit) each time the student accepts a teaching assistantship. Only one teaching assistantship counts toward the 38 units required for the degree, though we encourage you to complete more.

#### **Teaching Associates** (Optional)

Students may apply for a teaching associate position, which is a paid union position. Teaching associates will work with a faculty member in one of two large lecture courses: SOC 104 (Intro to Sociology) or SOC 303 (Race and Inequality). Teaching associates will run up to three recitation (discussion) sections with 25-33 students per section. Teaching associates also grade student work. This model provides teaching associates a hands-on experience in the classroom.

#### **Teaching Internship** (Optional)

In addition, there are occasionally opportunities for students to petition the department to be allowed to engage in a higher level internship with a faculty member. This allows advanced students to co-teach a course with a faculty member. The positions are reserved for only the very strongest of new teachers with evidence for readiness to teach their own class. If selected, one to two students will work with a faculty mentor to teach a section of an appropriate course. The student should enroll in SOC 682 Teaching Internship; the course is not required for the MA. Prerequisites for participating in the Teaching Internship include SOC 560 Teaching Sociology and SOC 595 Teaching Assistantship, and having served as a teaching associate as described in the above paragraph.

#### **Plans of Study Submission Including Committee Identification** (*Semester One*)

Near the end of the first semester in the program, a student should consult with the Graduate Coordinator to develop and submit a "Plan of Study" (see website for sample). The plan sets student goals and strategies for accomplishment including not only coursework, but also additional professional development plans such as professional meeting attendance and networking strategies. The plan also requires that the student, with the help of the Graduate Coordinator, secure the commitment of two sociology graduate faculty members to serve on the thesis or project committee. This plan must be submitted to the Graduate Coordinator and will be placed in the student's permanent file.

#### **Thesis/Project Proposal** (*Semester Two*)

Working with their committee, the student should propose their plan for completing a thesis or project. This proposal should include a potential theoretical foundation, data to be collected, and overview of literature, as applicable. This proposal must be submitted to and approved by the student's full committee.

#### **Advancement to Candidacy Application** (*Semester Three*)

Near the end of the third semester in the program, students submit their applications for candidacy to Graduate Studies. This application includes a list of approved classes, a title and abstract of the thesis or project, internal review board (IRB) approval documentation and the signatures of the committee members, as well as the signature of the Graduate Coordinator. The application when approved places the student on the program for graduation.

#### **Project or Thesis Work, Continuous Enrollment Requirements, and Leave of Absences**

Once a student is approved for candidacy, they are required to enroll in at least one unit of thesis or project work every semester (fall and spring) until work is complete and each committee member has provided formal acceptance of the project or thesis. Students must file a formal "leave of absence" application if they are unable to continue enrollment (see Graduate School Handbook). If thesis/project work is in process after all coursework is complete (except for RP grades for 6 units of SOC 690 or SOC 692), the student may choose to meet the continuous enrollment requirement by taking 1 unit of SOC x693 each term through the College of Extended Education & Global Engagement.

#### **Supplemental Coursework**

Students may enroll in additional courses to supplement their coursework and further develop interests and expertise. Students desiring additional preparation for professional positions in program evaluation are encouraged to take advanced statistical analysis courses in other departments to supplement their core of methodology courses.

#### **Conditional Program Admission**

Students who lack adequate undergraduate preparation in sociological theory and methods may receive conditional program admission. Conditionally admitted students must complete with an "A-" or better all or some of the following undergraduate courses:

SOC 310	(4) Sociological Theory
SOC 382	(4) Intro to Social Research
SOC 410	(4) Contemporary Social Theory
STAT 108	(3) Elementary Statistics



# SPANISH

## Bachelor of Arts degree with a major in Spanish

### Minor in Spanish

#### Department Chair

Joseph Diémé, Ph.D.

#### Program Director

Lilianet Brintrup, Ph.D.

### Department of World Languages & Cultures

Behavioral & Social Sciences 206

707-826-3226, fax 826-4320

wlc.humboldt.edu

### The Program

Students completing this program will have demonstrated:

- analysis, acknowledgement, and respect of cultural expressions and worldviews of others
- the capacity to be responsible, productive and compassionate global citizens in a fragile world
- cultural and linguistic competency
- the ability to collaboratively formulate and solve problems
- independent and critical thinking.

All classes are taught in Spanish, from basic to advanced levels, with all four linguistic skills emphasized: listening, speaking, reading, and writing. Courses in literature and civilization provide the opportunity for critical understanding of the cultural heritage of the Spanish-speaking world, including the US.

Social events, weekend retreats, literary workshops, and discussions on social and political contemporary issues provide ample opportunity for faculty and students to interact.

Graduates of this program have found careers as: teachers, interpreters, literary or technical translators, international bankers or financiers, travel agents, foreign service officers, foreign correspondents, and airline employees. Many county, state, and federal agencies offer jobs for which knowledge of Spanish is either desirable or required.

**Special Scholarship and Awards.** The Department of World Languages and Cultures has three permanent scholarships and awards:

- The Benavides-Garb Family International Travel Award

- The Joe and Helen Bottino Memorial Travel Award

- The Frank B. Wood Scholarship

All language students are encouraged to apply for these important scholarships and awards to enhance language studies with an international residence. See the department web page for further information.

### Certified Education Program

This program is certified by the California Commission on Teacher Credentialing (CCTC). Students who successfully complete this program will have demonstrated subject matter competency in Spanish and therefore, will not be required to take the California Subject Exam for Teachers (CSET) for Spanish.

SPAN 315S, taken for three to four units, satisfies the 45 hours of observation prerequisite by the CCTC for the multiple subject credential program and/or the single subject credential program. Consult with a Spanish program advisor.

### Spanish Advanced Placement (AP)

Students with AP credit should consult with a Spanish program advisor about selecting Spanish courses. Also discuss the possibility of counting Spanish AP credit towards the Spanish minor or, under special circumstances, the major.

### California Seal of Biliteracy (CSB)

Students who have successfully earned the CSB should enroll in upper division Spanish courses at the 300 level and may be granted credit for the Spanish minor through the HSU "Credit by Examination" policy with appropriate documentation. Under special circumstances, such credit may apply to the Spanish major. Consult with a Spanish program advisor.

### Spanish Heritage Speakers

Students who are Heritage Speakers of Spanish should not enroll in Spanish language development courses: SPAN 105, 106, 107, or 207. Instead, they should enroll in Spanish for Heritage Speakers: SPAN 108, 108S, 208, or 208S. Students who have completed a minimum of one year of Spanish for Heritage Speakers at the high school or Community College level should take upper division Spanish courses at the 300 level. Consult with a Spanish program advisor.

### Preparation

A good background in English grammar and syntax is desirable. Previous Spanish study is welcome but not required. Students without previous Spanish language background will have the opportunity to acquire the language from the beginning, following the language and culture course sequence: SPAN 105, SPAN 106, SPAN 107, and SPAN 207. Discuss your particular level with a Spanish program advisor.

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.*

Spanish majors must complete 49 units of upper division major specific coursework. At least 12 units must be completed at the Humboldt campus.

#### Core Courses: 26 units

SPAN 310	(3)	Spanish Advanced Oral Skills
SPAN 311	(4)	Spanish Level V, Advanced Grammar & Composition
SPAN 340	(4)	Introduction to the Analysis of Hispanic Literature
SPAN 401	(4)	Hispanic Civilization: Spain
SPAN 402	(4)	Hispanic Civilization: Latin America
SPAN 435	(4)	Spanish Applied Linguistics
SPAN 492	(3)	Senior Project

#### One course from each of the following pairs: 16 units

SPAN 342	(4)	Cervantes, <b>or</b>
SPAN 343	(4)	The Golden Age
SPAN 344	(4)	Modern Hispanic Theater Workshop, <b>or</b>
SPAN 345	(4)	Hispanic Cinema
SPAN 346	(4)	Borges and the Contemporary Spanish American Short Story, <b>or</b>
SPAN 348	(4)	Contemporary Hispanic Poetry
SPAN 347	(4)	The "Boom" of the Latin American Novel, <b>or</b>
SPAN 349	(4)	Contemporary Spanish Novel

#### Elective Units: 7 units

Take a minimum of seven upper division elective units from the 300/400 series (which may include courses not taken in the pairs above).

## Residency Abroad Requirement

Complete an approved academic semester program abroad in a Spanish-speaking region of the Hispanic world, including Spain and/or Latin America, equivalent to at least 12 units and normally lasting at least 10 weeks. Students are encouraged to efficiently plan their academic residency abroad to complete major and general education requirements. Program must be selected in consultation with and approved by the major advisor. Students are expected to complete their final semester in residence at Humboldt State University.

Cost of residency abroad varies according to program and world region. Be sure to understand the costs involved and plan ahead. Consult with the HSU Center for International Programs office.

Under exceptional circumstances the residency abroad requirement can be waived by the major advisor.

## REQUIREMENTS FOR THE MINOR

28 units, including:

**Core Courses:** 23 units

- SPAN 106 (4) Spanish Language & Culture II
- SPAN 107 (4) Spanish Language & Culture III, **or**
- SPAN 108 (4) Level III Heritage Speakers, **or**
- SPAN 108S (4) Level III Heritage Speakers [Service Learning]
- SPAN 207 (4) Spanish Language & Culture IV, **or**
- SPAN 208 (4) Level IV Heritage Speakers, **or**
- SPAN 208S (4) Level IV Heritage Speakers [Service Learning]
- SPAN 310 (3) Spanish Advanced Oral Skills
- SPAN 311 (4) Spanish Level V, Advanced Grammar & Composition
- SPAN 340 (4) Intro to the Analysis of Hispanic Literature

**Elective Units:** 5 units

Take a minimum of 5 upper division elective units from the SPAN 300/400 series.

Students with a Spanish language background who begin above SPAN 106 should take alternative courses, selected in consultation with their minor advisor, in order to meet the minimum 28 units required for the minor.



# THEATRE ARTS

## Bachelor of Arts degree with a major in Theatre Arts

### Minor in Theatre Arts

See also sections in the catalog on *Dance, Dance Studies, and Film*.

### Department Chair

Ann Alter, MFA

### Department of Theatre, Film & Dance

Theatre Arts Building 20  
707-826-3566  
theatre.humboldt.edu

### Program Leader

Rae Robison, MFA

### The Program

Students completing this program will be able to:

- appropriately use vocabulary and historical knowledge from a wide range of theatre sub-disciplines;
- apply concepts of performance, design and technology;
- analyze and evaluate scripts and projects and contribute to department productions;
- create new designs, scripts, interpretations, and solutions;
- apply principles of effective communication and collaboration

The goal of the theatre arts major is to provide a solid and broad foundation of knowledge, skills, and hands-on practice in performance, design, and technology in order to prepare students for jobs in professional and not-for-profit theatre and other careers; work in community and non-professional theatre, and further graduate study.

At every level of their education, students in our program are strongly encouraged to actively participate in departmental and student productions to translate their classroom knowledge into practical learning and experience. In addition, most of our classes incorporate activities and project work. Students will begin their theatre training by approaching foundational knowledge in history, vocabulary, and other skills that will strengthen their experiential learning. They will build on their understanding of principles of performance, design, and technology in class projects and productions. As they progress through the program, students will be able to analyze productions and apply their skills and knowledge in more sophisticated

and prominent ways. In their project work, students will step beyond standard solutions to develop their creative thinking and problem solving skills. Throughout their education, they develop strong collaboration skills and experiences that enhance their appreciation for the importance of team work in any endeavor.

The theatre arts major allows students the flexibility to study performance or design/technology or a combination of the two through elective units. Six core units are shared with the film major, exploring commonalities and differences between the two popular arts. The theatre arts major prepares students for careers in theatre and offers skills essential in film, television, radio, and other production oriented fields. In addition, students in theatre develop skills in problem solving, teamwork, creative processing, collaboration, accountability, and communication of ideas: skills and practices demanded in a wide range of careers.

Our annual theatre production season involves students at all levels in a variety of plays by the masters, contemporary playwrights, and students. Musical productions, in collaboration with the Music Department, provide opportunities for students every year.

Humboldt's production facilities include a 750-seat proscenium theatre, two smaller studio theatres, and an intimate thrust theatre. The program participates in the Kennedy Center American College Theater Festival and the United States Institute for Theatre Technology.

### REQUIREMENTS FOR THE MAJOR

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82.

A minimum grade of C- is required for all courses in the major.

### Core Courses [34 units]

TA 104	(4) Story Through Word & Image
TA 105	(3) Acting I: Principles of Performance
TA 221	(2) Makeup for Stage & Screen
TA 237	(3) Production Techniques
TA 328	(4) Production Practicum [1 unit course taken for 4 semesters]

TA 340	(4) Theatre History & Criticism I
TA 341	(4) Theatre History & Criticism II [DCG-n]
TA 451	(4) Principles of Stage Directing
TA 494	(2) Senior Seminar
Take one of the following courses:	
TA 331	(4) Scenic Design & Art Direction, <b>or</b>
TA 333	(4) Lighting Design Stage & Screen, <b>or</b>
TA 336	(4) Costume Design Stage & Screen

### Elective Courses [14 units]

TA 215	(4) Acting 2: Principles of Voice & Movement
TA 231	(2) Production & Stage Management
TA 315	(4) Advanced Principles of Acting for the Stage
TA 331	(4) Scenic Design & Art Direction
TA 333	(4) Lighting Design Stage & Screen
TA 336	(4) Costume Design Stage & Screen
TA 367	[1-4] Performance Workshop [2 unit limit toward degree]
TA 415	(4) Acting for the Camera
TA 480	[1-4] Special Topics in Theatre Arts

### REQUIREMENTS FOR THE MINOR

A minor requires a minimum of 15 units, with a minimum of 6 upper division units.

#### Required

TA 340	(4) Theatre History & Criticism I, <b>or</b>
TA 341	(4) Theatre History & Criticism II [DCG-n]
TA 328	(1) Production Practicum

Plus 10 units focused on performance, design and technology, or a combination of the two areas selected in consultation with a departmental advisor.

**Note:** No more than 3 units total of TA 328 may count toward minor unit requirements.



# WATER RESOURCE POLICY MINOR

## Minor in Water Resource Policy

### Advisor

Mark Baker  
Founders Hall 140  
707-826-3907  
J.Mark.Baker@humboldt.edu

### Department of Politics

Founders Hall 180  
707-826-4494

### The Program

Before beginning, make an appointment with the advisor. After completing two courses, file a program plan.

Students find this background helpful for careers with public and private agencies, nonprofit organizations, and the private sector.

Requirements for the minor: eighteen units, composed of at least two courses from each of the following three categories.

## REQUIREMENTS FOR THE MINOR

### Policy/Political Process

*Two courses from the following:*

- ESM 325 (3) Environmental Law and Regulation
- ESM 425 (3) Environmental Impact Assessment, or
- ENGR 410 (3) Environmental Health & Impact Assessment [Prereq: ENGR 313, ENGR 351, ENGR 440]
- PSCI 317 (4) Public Policy Process

### Water Resources – Social Aspects

*Two courses from the following:*

- NAS 366 (4) Tribal Water Rights
- PSCI 352 (4) Water Politics
- PSCI 365/GEOG 365 (4) Political Ecology
- ECON 423 (3) Environmental & Natural Resource Economics

## Water Resources – Physical Aspects

*Two courses from the following:*

- WSHD 333 (3) Wildland Water Quality [Prereq: CHEM 107 or consent of instructor]
  - WSHD 310 (4) Hydrology & Watershed Management
  - FISH 320 (3) Limnology
  - FISH 476 (3) Ecology of Running Waters [Prereq: BIOL 105 or IA]
  - GEOG 473 (1-4) Topics in Physical Geography [when offered as Global Water Resources (3)]
- or other appropriate courses as approved by minor advisor



# WATERSHED MANAGEMENT MINOR

## Minor in Watershed Management

*See Natural Resources for information on the Master of Science degree with an concentration in Watershed Management.*

### Advisor

Andrew Stubblefield  
Forestry Building 212  
707-826-3258  
Andrew.Stubblefield@humboldt.edu

### Department of Forestry and Wildland Resources

Forestry Building 205  
707-826-3935, fax 707-826-5634  
humboldt.edu/fwr

### The Program

Focus on watershed processes and interactions between geophysical, biological, and socioeconomic factors in bounded geographic drainage basins. The interplay between watershed processes and the management of other natural resources is integral to these studies.

Visit our webpage at:  
humboldt.edu/fwr

## REQUIREMENTS FOR THE MINOR

- SOIL 260 (3) Intro to Soil Science
- WSHD 310 (4) Hydrology & Watershed Management

*Plus one of the following two courses:*

- GEOG 306 (3) General Geomorphology
- SOIL 360 (3) Origin & Classification of Soils

*Plus one of the following two courses:*

- WSHD 424 (3) Watershed Hydrology
- WSHD 458 (3) Climate Change & Land Use



# WILDLIFE

## **Bachelor of Science degree with a major in Wildlife —**

concentrations in Wildlife Management & Conservation, Conservation Biology/ Applied Vertebrate Ecology

See *Natural Resources* for information on the Master of Science degree with an concentration in Wildlife.

### **Department Chair**

Richard Brown, DMV, Ph.D.

### **Department of Wildlife**

Wildlife & Fisheries Building 220

707-826-3953

[humboldt.edu/wildlife](http://humboldt.edu/wildlife)

### **The Program**

Students completing this program will have demonstrated:

- knowledge of theories, concepts, and identification procedures in wildlife biology
- use of appropriate evaluative techniques to develop knowledge and to examine questions when conducting wildlife/habitat investigations
- adept presentation of concepts and research findings
- appreciation of sociopolitical factors that affect wildlife conservation and management processes.

Humboldt's wildlife students have the advantage of living close to the ocean, wetlands, and many wildlife sanctuaries. Nearly five million acres of national forest, parks, and public wilderness lands offer hands-on study of wildlife, ecology, and management. Students frequently take field trips to surrounding wildlife areas and focus on laboratory study.

Humboldt's graduates do well as: wildlife biologists, soil scientists, wildlife managers, wildlife refuge managers, park rangers, naturalists, preserve managers, fish and game wardens, conservation officers, fisheries technicians, forestry technicians, range conservationists, agricultural inspectors, and environmental planners.

### **Preparation**

In high school take mathematics, chemistry, biology, and any environmental studies that may be available. Students are expected to be proficient in computer applications.

## **REQUIREMENTS FOR THE MAJOR**

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" pp. 83-84.*

### **Wildlife Management & Conservation Concentration**

#### **Lower Division**

##### **Life Sciences**

- BIOL 105 (4) Principles of Biology  
BOT 105 (4) General Botany  
ZOO 110 (4) Introductory Zoology

##### **Physical Sciences**

- CHEM 107 (4) Fundamentals of  
Chemistry

One of the following:

- CHEM 110 (5) General Chemistry II  
CHEM 128 (3) Introduction to Organic  
Chemistry  
GSP 270 (3) Geographic Information  
Science (GIS) [Prereq: GSP  
101/GSP 101L]  
PHYX 106 (4) College Physics:  
Mechanics & Heat  
SOIL 260 (3) Intro to Soil Science

##### **Mathematics**

- MATH 102 (4) Algebra & Elementary  
Functions or equivalent  
STAT 109 (4) Introductory Biostatistics

##### **Conservation, Policy & Administration**

- WLDF 210 (3) Introduction to Wildlife  
Conservation and  
Administration  
WLDF 244 (1) Wildlife Policy & Animal  
Welfare

#### **Upper Division**

- BOT 330 (2) Plant Ecology (lecture only)  
BOT 350 (4) Plant Taxonomy  
WLDF 301 (3) Principles of Wildlife  
Management  
PHIL 302 (3) Environmental Ethics, **or**  
WLDF 309 (3) Case Studies in  
Environmental Ethics, **or**  
ESM 425 (3) Environmental Impact  
Assessment  
WLDF 311 (4) Wildlife Techniques  
WLDF 365 (3) Ornithology I  
ZOO 356 (3) Mammalogy

- ZOO 354 (4) Herpetology, **or**  
FISH 310 (4) Ichthyology, **or**  
ZOO 314 (5) Invertebrate Zoology, **or**  
ZOO 358 (4) General Entomology

### **Life Forms & Applied Science/Management**

**Two** of the following courses:

- WLDF 420 (3) Wildlife Management  
(Waterfowl)  
WLDF 421 (3) Wildlife Management  
(Upland Game)  
WLDF 422 (3) Wildlife Management  
(Mammals)  
WLDF 423 (3) Wildlife Management  
(Nongame)

### **Habitat Ecology/Management**

**One** of the following courses:

- WLDF 430 (3) Ecology & Management  
of Wetland Habitats  
WLDF 431 (3) Ecology & Management  
of Upland Habitats

### **Advanced Classes**

**Two** of the following courses:

- WLDF 450 (3) Principles of Wildlife  
Diseases  
WLDF 460 (3) Conservation Biology  
WLDF 464 (3) Urban Wildlife Ecology  
WLDF 468 (3) Spatial Wildlife Ecology  
WLDF 470 (3) Animal Energetics  
WLDF 475 (3) Wildlife Ethology  
WLDF 478 (3) Ecology of Wildlife  
Populations

### **Capstone Classes**

- WLDF 485 (1) Senior Seminar  
WLDF 490 (3) Honors Thesis, **or**  
WLDF 492S (3) Senior Project, Service, **or**  
WLDF 495 (3) Senior Project

### **Conservation Biology/Applied Vertebrate Ecology Concentration**

#### **Lower Division**

##### **Life Sciences**

- BIOL 105 (4) Principles of Biology  
BOT 105 (4) General Botany  
ZOO 110 (4) Introductory Zoology

##### **Physical Sciences**

- CHEM 107 (4) Fundamentals of  
Chemistry  
CHEM 128 (3) Introduction to Organic  
Chemistry



### Mathematics

- MATH 105 (3) Calculus for the Biological Sciences & NR  
STAT 109 (4) Introductory Biostatistics

### Conservation, Policy & Administration

- WLDF 210 (3) Intro to Wildlife Conservation and Administration  
WLDF 244 (1) Wildlife Policy and Animal Welfare

### Upper Division

- BOT 330/330L (2/1) Plant Ecology and Plant Ecology Lab  
BIOL 340 (4) Genetics, **or**  
FISH 474 (4) Conservation Genetics of Fish and Wildlife  
BOT 350 (4) Plant Taxonomy  
WLDF 301 (3) Principles of Wildlife Management  
WLDF 311 (4) Wildlife Techniques  
WLDF 365 (3) Ornithology I  
WLDF 460 (3) Conservation Biology  
ZOO 356 (3) Mammalogy

### Life Forms & Applied Science/Mgmt.

**One** of the following courses:

- WLDF 420 (3) Wildlife Management (Waterfowl)  
WLDF 421 (3) Wildlife Management (Upland Game)  
WLDF 422 (3) Wildlife Management (Mammals)  
WLDF 423 (3) Wildlife Management (Nongame)

### Habitat Ecology/Management

**One** of the following courses:

- WLDF 430 (3) Ecology & Management of Wetlands Habitats for Wildlife  
WLDF 431 (3) Ecology & Management of Upland Habitats for Wildlife

### Advanced Classes

**Two** of the following courses:

- WLDF 450 (3) Principles of Wildlife Diseases  
WLDF 464 (3) Urban Wildlife Ecology  
WLDF 468 (3) Spatial Wildlife Ecology  
WLDF 470 (3) Animal Energetics  
WLDF 475 (3) Wildlife Ethology  
WLDF 478 (3) Ecology of Wildlife Populations

### Capstone Classes

- WLDF 485 (1) Senior Seminar  
WLDF 490 (3) Honors Thesis, **or**  
WLDF 492S (3) Senior Project, Service, **or**  
WLDF 495 (3) Senior Project

### Elective Course

**One** of the following courses:

- GSP 270 (3) Geographic Information Science (GIS) [Prereq: GSP 101/GSP 101L]  
FISH 310 (4) Ichthyology  
STAT 333 (4) Linear Regression Models/ANOVA  
STAT 406 (4) Sampling Design & Analysis  
STAT 504 (4) Multivariate Statistics  
ZOO 310 (4) Animal Physiology  
ZOO 314 (5) Invertebrate Zoology  
ZOO 354 (4) Herpetology  
ZOO 358 (4) General Entomology



# WOMEN'S STUDIES MINOR

## Minor in Women's Studies

### Certificate of Study in Women's Studies

(See Certificates of Study)

See also the *Women's Studies Emphasis within the Critical Race, Gender and Sexuality Studies (CRGS) major*.

### Department Chair

Kim Berry, Ph.D.

Behavioral & Social Sciences 246

### Department of Critical Race, Gender and Sexuality Studies

Behavioral & Social Sciences 206

707-826-4329, fax 707-826-4320

crgs.humboldt.edu

## The Program

Students completing this minor will have demonstrated the ability to:

- use intersectional analysis to examine social issues
- explain prominent debates in critical social theory
- examine gendered, racialized, and/or sexualized relations in a transnational context
- articulate the relationship between social justice movements and history.

As the academic branch of the women's movement, Women's Studies challenges assumptions upon which the Western tradition of scholarship has been based and seeks to integrate the diverse experiences and perspectives of women into the curriculum.

Our core curriculum offers students the analytical tools for understanding gender as it is constructed within and through differences of ethnicity, class, sexuality, and nationality. It enables students to interpret the diverse lives, issues, and voices of women in our multicultural and transnational world.

Women's Studies faculty, from departments campuswide, work closely with the program leader to offer a dynamic and student-centered minor; certificate of study, as well as the pathway in Women's Studies within the Critical Race, Gender and Sexuality Studies major. Our program also works with the student-run Women's Resource Center and other women's groups on campus to provide a network of resources, support, and referral on women-centered issues, organizations, and events. We sponsor programs of interest to women, including workshops and speakers.

This program is useful in the following careers: administrator of nonprofit women's organization, affirmative action officer, attorney, community organizer, computer software designer, coordinator of women's programs in government and business, counselor, editor, environmental activist, international development worker, journalist, legal assistant, lobbyist for women's issues, political advocate, psychologist, rape crisis specialist, researcher on women's projects, social worker, teacher, union organizer, urban planner, women's resource center director, women's health care specialist, writer.

## REQUIREMENTS FOR THE MINOR

The minor consists of 16 units: 10 required units plus six elective units. At least one course (3 units minimum) must have significant international content.

### Required (10 units)

- WS 106 (3) Introduction to Women's Studies  
WS 107 (3) Women, Culture, History  
CRGS 390 (4) Theory & Methods

### Electives (minimum 6 upper division units)

At least one course (3 units minimum) must have significant transnational analysis (these courses are marked with an asterisk).

- CRGS 235 (1) Act to End Sexualized Violence  
CRGS 313/EDUC 313 (3) Community Activism  
CRGS 330 (3) Women of Color Feminisms  
CRGS 360 (4) Race, Gender & US Law  
CRGS 430/ANTH 430 (3-4) "Queer" Across Cultures  
WS 300/PSYC 300 (3) Psychology of Women  
WS 303 (3) Anticolonial Women's Movements\*  
WS 306/FREN 306/GERM 306/  
SPAN 306 (3) Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories\*  
WS 308B/ENGL 308B (3) Women in Literature  
WS 308C/ENGL 308C (3) Women in Literature\*  
WS 309B/COMM 309B (3) Gender and Communication  
WS 315/ANTH 315 (4) Sex, Gender & Globalization\*

- WS 316/SOC 316 (4) Gender & Society  
WS 317/ANTH 317 (4) Women in Development\*  
WS 318/EDUC 318 (3) Gay & Lesbian Issues in Schools  
WS 320 (3) Act to End Violence Seminar  
WS 336/ES 336/ENGL 336 (3) American Ethnic Literature  
WS 340 (3-4) Ecofeminism\*  
WS 350 (4) Health & Body Politics\*  
WS 370 (3-4) Queer Women's Lives, or  
ENGL 360 (4) Special Topics in Literature when offered as Queer Women's Literature  
WS 419/PSYC 419 (3) Family Violence  
WS 436/PSYC 436 (3) Human Sexuality  
WS 465B-C/ENGL 465B-C/ES 465B-C [4] Multicultural Issues in Literature / Languages  
WS 480 (1-5) Special Topics

And other advisor-approved courses



\* Courses with significant transnational analysis.

# ZOOLOGY

## Bachelor of Science degree with a major in Zoology

### Minor in Zoology

## Master of Science degree in Biology (see Biology)

### Department Chair

Amy Sprowles, Ph.D.

### Department of Biological Sciences

Science Complex B 221

707-826-3245

[humboldt.edu/biosci](http://humboldt.edu/biosci)

### The Program

Students completing this program will have demonstrated the ability to:

- apply the scientific method to questions in biology by formulating testable hypotheses, gathering data that address these hypotheses, and analyzing those data to assess the degree to which their scientific work supports their hypotheses
- present scientific hypotheses and data both orally and in writing in the formats that are used by practicing scientists
- access the primary literature, identify relevant works for a particular topic, and evaluate the scientific content of these works
- apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations
- identify the major groups of organisms and be able to classify them within a phylogenetic framework. Students will be able to compare and contrast the characteristics of organisms that differentiate the various domains and kingdoms from one another
- use the evidence of comparative biology to explain how the theory of evolution offers the only scientific explanation for the unity and diversity of life on earth. They will be able to use specific examples to explicate how descent with modification has shaped organismal morphology, physiology, life history, and behavior
- explain how organisms function at the level of the gene, genome, cell, tissue, organ and organ-system. Drawing upon this knowledge, they will be able to give specific examples of the physiological adaptations, development, reproduction and behavior of different forms of life
- explicate the ecological interconnectedness of life on earth by tracing energy and

nutrient flows through the environment. They will be able to relate the physical features of the environment to the structure of populations, communities, and ecosystems

- demonstrate proficiency in the experimental techniques and methods of analysis appropriate for their area of specialization within biology.

Zoology students at Humboldt can take advantage of our well-developed vertebrate and invertebrate museums. Nearby coastlines, forests, and mountains offer opportunities for studying animals in their native habitats; we also house animals in on-campus quarters. Molecular biology facilities and electron microscopes are available for student use.

Students interested in marine life have use of Humboldt's marine laboratory, located in nearby Trinidad, and the university's research vessel, the *Coral Sea*.

Zoology graduates pursue such careers as: technical writer, zookeeper, environmental consultant, entomologist, herpetologist, mammalogist, health technician, animal nutritionist, laboratory technician, museum curator, science librarian.

### Preparation

In high school take biology, chemistry, and physics (with labs, if possible) plus algebra, geometry, and trigonometry.

### REQUIREMENTS

*Students who receive a grade below a C- in any prerequisite course will require instructor approval for enrollment.*

### REQUIREMENTS FOR THE MAJOR

*For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see "The Bachelor's Degree" section of the catalog, pp. 67-82., and "The Master's Degree" section of the catalog, pp. 83-84.*

#### Lower Division (34-37 units)

- BIOL 105 (4) Principles of Biology  
BOT 105 (4) General Botany  
CHEM 109 (5) General Chemistry I  
CHEM 110 (5) General Chemistry II  
CHEM 228 (4) Brief Organic Chemistry  
MATH 105 (3) Calculus for the Biological Sciences & NR, **or**  
MATH 109 (4) Calculus I  
PHYX 106 (4) College Physics: Mechanics & Heat

- PHYX 107 (4) College Physics: Electromagnetism & Modern Physics, **or**  
PHYX 118 (1) College Physics: Biological Applications  
STAT 109 (4) Introductory Biostatistics  
ZOO 110 (4) Introductory Zoology

#### Upper Division (38-41 units)

- BIOL 307 (4) Evolution  
BIOL 330 (4) Principles of Ecology  
BIOL 340 (3) Genetics, **and**  
BIOL 340L (3) Genetics Lab  
BIOL 350 (3) Cell Biology  
ZOO 310 (4) Animal Physiology

#### Animal Structure & Function (take one course)

- ZOO 370 (4) Comparative Anatomy of the Vertebrates  
ZOO 430 (4) Comparative Animal Behavior  
ZOO 476 (4) Principles of Animal Development

#### Invertebrate Diversity (take one course)

- ZOO 314 (5) Invertebrate Zoology  
ZOO 316 (3) Freshwater Aquatic Invertebrates  
ZOO 358 (4) General Entomology

#### Vertebrate Diversity (take one course)

- FISH 310 (4) Ichthyology  
WLDF 365 (3) Ornithology I  
ZOO 354 (4) Herpetology  
ZOO 356 (3) Mammalogy

#### Upper Division Life Sciences Electives

Take two courses, totaling at least five units, chosen in consultation with your advisor. Possible courses include:

Any Animal Structure & Function; Invertebrate or Vertebrate Diversity course listed above, if not already taken.

- BIOL 412 (4) General Microbiology  
BIOL 418 (3) Marine Microbiology  
BIOL 433 (3) Microbial Ecology **and**  
BIOL 433D (1) Microbial Ecology Discussion  
BIOL 440 (2) Molecular Genetics Lab  
BIOL 450 (2) Cell Biology Lab  
BIOL 490 (1-2) Senior Thesis  
BIOL 499 (1-2) Directed Study  
BIOL 554 (3) Plant/Animal Interactions  
BIOL 564 (4) Transmission & Scanning Electron Microscopy  
BOT 350 (4) Plant Taxonomy

- CHEM 438 (4) Biochemistry  
 FISH 380 (3) Techniques in Fishery  
 Biology  
 FISH 434 (4) Ecology of Freshwater  
 Fish  
 FISH 435 (4) Ecology of Marine Fish  
 FISH 471 (3) Fish Disease  
 FISH 474 (4) Conservation Genetics of  
 Fish and Wildlife  
 WLDF 450 (3) Principles of Wildlife  
 Diseases  
 WLDF 460 (3) Conservation Biology  
 ZOOL 325 (4) Advanced Behavioral  
 Neuroscience  
 ZOOL 530 (3) Benthic Ecology  
 ZOOL 552 (3) Advanced Invertebrate  
 Zoology  
 ZOOL 556 (4) Marine Mammalogy  
 ZOOL 560 (4) Advanced Mammalogy

### **REQUIREMENTS FOR THE MINOR**

- BIOL 105 (4) Principles of Biology  
 ZOOL 110 (4) Introductory Zoology

Plus 14 units of upper division zoology  
 courses approved by the zoology minor  
 advisor.



# COURSE DESCRIPTIONS

## COURSE INDICATORS



sustainability-focused courses

Sustainability-focused courses concentrate on the concept of sustainability, including its social, economic, and environmental dimensions, or examine a topic using sustainability as a lens.



sustainability-related courses

Sustainability-related courses integrate social or economic issues with environmental dimensions of sustainability.

Please see [facultiesmgmt.humboldt.edu/sustainability](http://facultiesmgmt.humboldt.edu/sustainability) for more information.

<b>activ</b>	activity component
<b>(C)</b>	course may be taken concurrently
<b>coreq</b>	corequisite(s)
<b>CR/NC</b>	mandatory credit/no credit grade mode
<b>DA</b>	department approval required
<b>DCG-d</b>	diversity & common ground course (domestic focus)
<b>DCG-n</b>	diversity & common ground course (non-domestic focus)
<b>disc</b>	discussion component
<b>IA</b>	instructor approval required
<b>lect</b>	lecture component
<b>prereq</b>	prerequisite(s)
<b>rec</b>	recommended preparation
<b>rep</b>	repeatable for credit

<b>A-LD</b>	lower division general education area A course
<b>B-LD</b>	lower division general education area B course
<b>C-LD</b>	lower division general education area C course
<b>D-LD</b>	lower division general education area D course
<b>E-LD</b>	lower division general education area E course
<b>B-UD</b>	upper division general education area B course
<b>C-UD</b>	upper division general education area C course
<b>D-UD</b>	upper division general education area D course

Please see [courserotations.humboldt.edu](http://courserotations.humboldt.edu) for five-year planned course offerings.

## 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. Instructional Practices in American Indian Education** (3). Analyze and implement developmental theory, pedagogical models, and indigenous knowledge systems. [Prereq: Completion of all other minor requirements: AIE 330; AIE 335; (CD 209, CD 253, or CD 255); (NAS 340, NAS 345, AIE 380 or AIE 580). DCG-d.]

**AIE 380. Special Topics** (.5-3). Topics of current interest in education, American Indian health, and tribal professional issues. [Rep.]

**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 103. Biological Anthropology** (3). Introduction to human evolution and adaptation through scientific principles, evolutionary theory, genetic inheritance, nonhuman primates, fossil record, forensics, and evolutionary medicine. *Not intended for most science/natural resource majors.* [Weekly: 2 hrs lect. 3 hrs lab. B-LD.]

**ANTH 104. Cultural Anthropology** (3). World's diverse cultures. Richness of human life in different times and places. Multicultural nature of today's world. [D-LD.]

**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. [D-LD.]

**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. [Coreq: ANTH 104.]

**ANTH 235 / COMM 235 / CRGS 235 / PSCI 235 / SOC 235. Act to End Sexualized Violence** (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC]

### 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. D-UD.]

**ANTH 305. Human Evolutionary Biology, Diversity, & Health** (3). How the biology, behavior, diet, strategies, and experiences of our ancestors are reflected in and affect us today; examination of human biocultural diversity within the context of evolutionary history. [Rec: LD GE Area B: Life Forms. DCG-n, B-UD.]


**ANTH 306 / ES 306. World Regions Cultural Studies** (3). Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Middle East, Asia). [Rep for each different region offered. DCG-n. D-UD.]

**ANTH 310. Theory & History in Anthropology** (4). Examines the shifting paradigms driving anthropological theories and ethnographic research from the foundations of the discipline to the present. [Prereq: ANTH 104; ANTH 103(C) or ANTH 105(C).]

**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.

sustainability-focused; sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; d domestic; n non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division


 **ANTH 317 / WS 317. Women & Development** (4). Role of Third World women in domestic economies and wider political arenas. Focus on paradigm of "development" and differing cultural meanings of household and family.

**ANTH 318. Ethnography** (4). Problems and techniques of describing culture and representing the "other." Critical look at the process and politics of descriptions anthropologists craft. [Prereq: ANTH 104.]


**ANTH 328. Social Anthropology Lab** (1-4). Training in research techniques, including field investigations, appropriate for various topical areas of social and cultural anthropology. [Concurrent enrollment required for certain courses. Rep.]

**ANTH 329. Special Topics in Social Anthropology** (4). [Check with department for topics and prereqs. Rep.]

**ANTH 330. Method & Theory in Biological Anthropology** (4). Introduces major research areas within biological anthropology, including their fundamental theories, scientific concepts, and methods of data collection and analysis. [Prereq: Lower Division GE Area B Life Forms.]

 **ANTH 331. Paleoanthropology** (4). Evolutionary theory, the behavior, ecology, and morphology of human ancestors, and the emergence of our species. This course is framed by the major debates and rivalries within the discipline. [Prereq: Lower Division GE Area B Life Forms.]

**ANTH 332. Skeletal Biology and Forensics** (4). Intensive study of human osteology and skeletal biology, including techniques for creating biological profiles and estimating age, sex, stature, trauma, and disease; application to legal investigations and human rights. [Prereq: Lower Division GE Area B Life Forms.]

 **ANTH 333. Primate Adaptation & Evolution** (4). Nonhuman primate evolution and adaptation; what makes primates unique mammals; models for big evolutionary questions; systematics; anatomy; behavioral ecology and strategies of extant primates; biogeography; primate origins; adaptive radiation; fossils. [Prereq: Lower Division GE Area B Life Forms.]

**ANTH 334. Anthropology, Ecology & Conservation** (4). Interrelationships between humans and the environment, with an eye to conservation. Topics such as: ecology of human and nonhuman primate habitats; biogeography, biodiversity; biotic interactions; globalization; population growth; climate change. [Prereq: Lower Division GE Area B: Life Forms.]

**ANTH 335. Topics in Evolutionary Medicine** (4). Application of principles of evolution, inheritance, and adaptation to understanding human biology, health, and disease in cross-cultural perspective. Varying emphases include: nutrition, reproduction, growth and development, epidemiology, aging, and hygiene. [Prereq: Lower Division GE Area B Life Forms.]

**ANTH 338. Biological Anthropology Lab** (1). This lab course focuses on developing laboratory methods and analytical skills used in biological

anthropology, while introducing the basics of comparative human anatomy and physiology.

**ANTH 339. Special Topics in Biological Anthropology** (1-4). Seminars on topics such as: advanced bioanth methods, evolutionary theory, human osteology, functional/ evolutionary anatomy, primate evolution, ecology, conservation, nutrition, medical anthropology, epidemiology, epigenetics, zooarchaeology, taphonomy and bioarchaeology. [Prereq: Lower Division GE Area B Life Forms. Rep.]

**ANTH 340. Language & Culture** (4). Scope and variety of linguistic research. Emphasis on cross-cultural comparison and relation of languages to culture.

**ANTH 341. Anthropological Linguistics** (4). Introduces formal practice of anthropological linguistics. Structure of human languages; language variation and change; acquisition and meaning. Methodologies include phonetics, phonemics, morphology, and syntax. [Prereq: ANTH 104 (C).]

**ANTH 350. Method & Theory in Archaeology** (4). Roles of theory and scientific method in reconstructing past cultures, culture process, and change. [Prereq: ANTH 105 or IA.]

**ANTH 351. Archaeological Materials Analysis** (4). This course will serve as a hands-on introduction to interpreting artifacts from sites. It will cover phases of analysis including: defining problem, attributes, cataloging data, analyzing data, and interpreting results.

**ANTH 352. Experimental Archaeology** (4). This course will introduce students to experimental archaeology, or the scientific manner in which archaeologists engage in controlled experiments in order to better understand life in the past.

**ANTH 353. Archaeology of Warfare** (4). This course will explore the origins/causes/consequences of warfare. We will gain an understanding of the range of variation in which warfare and human societies have influenced one another.

**ANTH 354. 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 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 387 / COMM 387 / ECON 387 / GEOG 387 / HIST 387 / INTL 387 / PSCI 387. International Education Colloquium** (1). Earn credit by attending International Education Week


events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]

**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. Regional Survey of North American Archaeology** (4). Intensive survey of archaeology in a North American region from the Paleoindian to Spanish contact and methods used to reconstruct this past. Regions vary by semester.

**ANTH 395. Mesoamerican Archaeology** (4). 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 410. Anthropology Capstone** (4). Capstone seminar on contemporary anthropological theory designed to prepare students for an academic or applied career using their anthropology degree. Final course projects may reflect students' sub-disciplinary interests. [Prereq: ANTH 310.]

 **ANTH 430 / CRGS 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 482. Anthropology Internship** (1). Engages students with the work of local museums, community organizations, government agencies, and other institutions to enhance students' knowledge of applied anthropology contexts, research methodologies, institutional cultures, and work environments. [Rep.]

**ANTH 485. Senior Seminar** (1-4). Advanced topics with relevance for the entire anthropology discipline. [Check with faculty for course content and prereqs. Rep.]

**ANTH 490. Senior Thesis** (1-4). Supervised experience formulating research proposals and writing research reports. [Prereq: IA. Rep.]

**ANTH 495. Field Projects in Anthropology** (1-4). Supervised field research. [Rep.]

**ANTH 499. Independent Study** (1-4). Selected topics for advanced students. [Prereq: IA. Rep.]

## GRADUATE

**ANTH 618. Qualitative Methods & Analysis** (1-3). Gain experience in qualitative research methods and analysis (participant observation, interviews, artifact and qualitative data analysis). Students learn to collect and analyze qualitative data as well as present research results. [Prereq: ANTH 670 and ANTH 671.]

**ANTH 621. Anthropology & Globalization** (1-3). Examines fractured nature of globalization in diverse political economies, with focus on

cultural transformation and resistance, changing paradigms of 'development' and Indigenous critiques. (Local, regional, and global markets and institutions.)

**ANTH 637. Applied Biological Anthropology** (1-3). In-depth study of modern approaches and growing fields of interest across biological anthropology and bioarchaeology, such as genetics, stable isotope analysis, pathology, nutrition and foraging ecology, and functional morphology. [Prereq: enrollment in anthropology MA program.]

**ANTH 654. Cultural Resources Management** (1-3). In-depth exploration of skills needed to function in a professional cultural resource management (CRM) environment. Includes historical development of CRM, contemporary regulatory framework, project planning, proposal writing, archival research, project management, and reporting. [Prereq: enrollment in applied anthropology MA program.]

**ANTH 670. Introduction to Applied Anthropology** (2). Introduction to anthropological perspectives, methods, theories and practices applied to human and environmental problems in academic, professional and global contexts; evaluation and debate of current issues; development of research interests. [Prereq: enrollment in applied anthropology MA program. Coreq: ANTH 671.]

**ANTH 671. Methods in Applied Anthropology** (3). Intensive overview of methods and materials used within applied archaeological, biological, and cultural anthropology. Topics include ethnographic data collection, structured observation, interviewing, excavation, lab techniques, materials/artifact/skeletal analysis, and data management. [Prereq: enrollment in applied anthropology MA program. Coreq: ANTH 670.]

**ANTH 672. Theory in Applied Anthropology** (3). Connect anthropological theory and practice in order to address human problems in concrete settings. Develop critical evaluation of and effectively communicate about problems and interactions between humans and their environments. [Prereq: enrollment in applied anthropology MA program.]

**ANTH 673. Anthropology Careers & Management Strategy** (3). In-depth examination of domains in which anthropological principles, theories, and methods are applied; intensive development of professional-level skills, written communication, and portfolios; strategic management of applied projects and their outcomes. [Prereq: ANTH 671, enrollment in applied anthropology MA program.]

**ANTH 674. Research Project Design** (3). Guided preparation of research proposals or grant applications, with a focus on student initiative and responsibility. Theoretical and methodological topics include defining questions, designing fieldwork, proposal evaluation criteria, and peer review. [Prereq: ANTH 671, enrollment in applied anthropology MA program.]

**ANTH 678. Applied Anthropology Pro Seminar** (1). Ongoing seminar/colloquium for MA cohort. Focus on research in progress, developing arguments, and written and oral presentations in

a structured and supervised format. [Prereq: enrollment in applied anthropology MA Program. Rep 3 times.]

**ANTH 679. Applied Anthropology Region** (1-3). Holistic examination of applied anthropology projects in context. Critical analysis of interplay of factors contributing to the complex reality confronting communities and professionals. Regions and sub-disciplines vary with each offering [Rep once.]

**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 682. Anthropology Internship/Field Placement** (1-3). Engages students with the work of research libraries, museums, community organizations, government agencies, and other institutions to enhance students' knowledge of sources, research methodologies, institutional cultures, and work environments. [Prereq: ANTH 670, ANTH 671, enrollment in applied anthropology MA program.]

**ANTH 690. Thesis/Project** (1-6). Thesis/project research and writing, peer review, and presentation of thesis or project for committee evaluation. [CR/NC. Rep up to 6 units.]

**ANTH 691. Comprehensive Exam** (3). Work toward completion of comprehensive exam with guidance from faculty. Comprehensive exams are generally completed during students' final semester in MA program. [CR/NC.]

**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 100. Global Perspectives in Art** (3). Designed for the non-art major; this course explores contemporary art from around the world. The social, political, and cultural contexts in which the art was produced is explored. [Does not apply toward art studio, art history, or art education majors/minors. DCG-n. C-LD.]

**ART 103A. Survey of Art History I: Prehistory-Medieval** (3). First of a two-part survey of world art history. Covers art and architecture from Europe, Africa, Asia and the Americas from prehistory through the middle ages. [C-LD.]

**ART 103B. Survey of Art History II: 1400CE-Contemporary** (3). Second of a two-part survey of world art history. Covers art and architecture from Europe, Africa, Asia and the Americas from 1400CE to the present day. [C-LD.]

**ART 104B. Ancient Art** (3). Prehistoric, Mesopotamian, Egyptian, Aegean, Greek, and Roman art. [C-LD.]

**ART 104C. Medieval Art** (3). Early Christian, Byzantine, early medieval, Romanesque, and Gothic art. [C-LD.]

**ART 104F. Renaissance Art** (3). Italian and Northern European artists during the Renaissance. [C-LD.]

**ART 104G. Baroque Art** (3). Rubens, Rembrandt, and other artists, 1600-1750. [C-LD.]

**ART 104H. 19th Century Art** (3). European art from the neoclassical to the post-impressionist periods. [C-LD.]

**ART 104I. 20th Century Art** (3). Survey of painting and sculpture in the 20th century. [C-LD.]

**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. C-LD.]

**ART 104K. Africa, Oceania, the Americas** (3). African, Native American, and Oceanic art. Various approaches to, and concepts of, art in these cultural regions. [DCG-n. C-LD.]

**ART 104M. Latin American Art** (3). History of art and architecture of Mexico, Central America, South America, and the Caribbean from 1500 BCE to the present. Considers the social, political, and cultural contexts in which this art was produced. [DCG-n. C-LD.]

**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. C-LD.]

**ART 105B. Fundamentals of Drawing** (3). Training in fundamentals of drawing: form, space, organization, composition. Various drawing materials and techniques. [C-LD.]

**ART 105C. 2D Foundations** (3). Concepts of line, texture, value, shape, color, and composition in the context of 2-dimensional space. Discussion of the nature of visual perception including illusions and cultural influences on perception. [C-LD.]

**ART 105D. 3D Foundations** (3). Introduction to materials, techniques and concepts of organizing forms in three dimensions. Discussion of 3D design principles and history in relation to arts, architecture, products and prototype design. [C-LD.]

**ART 106. Painting I** (3). Training in the fundamentals of painting: color, composition, and technical issues. Develop visual principles through various subject matter. [Rec: ART 105B and ART 105C or IA. C-LD.]

**ART 107. Printmaking I** (3). Introduction to the contemporary practices and aesthetics of printmaking. Concentration on basic relief, intaglio, monotype and/or lithography methods. [Rec: ART 105B and ART 105C. C-LD.]

**ART 108. Graphic Design I** (3). Introduction to principles, tools and methodologies of graphic design. Introduction to industry-standard software including Adobe Illustrator, InDesign, and

Photoshop within the context of visual problem-solving. [C-LD.]

**ART 109. Sculpture I** (3). Introduction to sculpture and three-dimensional thinking and vocabulary. Techniques include fabrication in steel, fibers and wood, reduction in stone or plaster and found objects. Presentation of correct tool usage and safety issues. [C-LD.]

**ART 112. Scientific Drawing I** (3). Development of skills in the observation and accurate rendering of scientific subjects. [Prereq: ART 105B or IA.]

**ART 122. Life Drawing I** (3). Study of the form of the human figure from direct observation. Includes study of basic anatomy of interest to the artist. [Prereq: ART 105B or IA.]

**ART 250. Darkroom Photography** (3). Fundamentals of fine art analog black-and-white photography. Camera operations, film development, and silver gelatin printing. Discuss work of historical and contemporary fine art photographers.

**ART 251. Photography I** (3). Fundamentals of digital camera functions and introduction to digital imaging software. Exploration of creative image control and visual communication through lens-based image making.

**ART 273. Illustration I** (3). Introduction to traditional media illustration workflow, concepts, and materials and techniques. [Rec: ART 105B.]

**ART 282. Jewelry/Small Metals I** (3). Introduction to fabrication in silver and base metals. Techniques include sawing, soldering, etching, stone setting. Proper tool usage and safety. Problem solving and development of intuitive thinking.

**ART 290. Ceramics I** (3). Development of basic forming and glazing skills, an understanding of visual form, and creative problem solving.

## UPPER DIVISION

**ART 301. Topics in Western Art History** (3). Topics in western art history from antiquity to the present. [Rep. C-UD.]

**ART 301M. Topics in Western Art History Depth Experience** (1). Selected topics in western art history. Explores course topics in greater detail through a combination of seminar meetings, writing assignments, and presentations. [Coreq: ART 301. Rep.]

**ART 302. Topics in Global Art History** (3). Topics in non-western art history from antiquity to the present. [Rep. DCG-n. C-UD.]

**ART 302M. Topics in Global Art History Depth Experience** (1). Selected topics in non-western art history. Explores course topics in greater detail through a combination of seminar meetings, writing assignments, and presentations. [Coreq: ART 302. Rep.]

**ART 303. Global Contemporary Art** (3). This course explores global contemporary art and theory (post-1970). 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-n. C-UD.]

**ART 303M. Global Contemporary Art Depth Experience** (1). This course explores global contemporary art and theory in greater detail through a combination of seminar meetings, writing assignments, and presentations. [Coreq: ART 303. Rec: ART 104i.]

**ART 304. Topics in American Art** (3). Topics in American art history, pre-contact to the present. [Rep. DCG-d. C-UD.]

**ART 304M. Topics in America Art Depth Experience** (1). Topics in American art history, pre-contact to the present. Explores course topics in greater detail through a combination of seminar meetings, writing assignments, and presentations. [Coreq: ART 304. Rep.]

**ART 321. Drawing II** (3). Further development of formal, technical, and conceptual skills. Introduction of color drawing media. Emphasis on drawing as a tool for the visual communication of ideas. [Prereq: ART 105B; Rec: ART 105C. Rep.]

**ART 324. Drawing: Portfolio Development** (3). Build on skills and concepts explored in prerequisite courses. Development of a cohesive series of drawings based on works informed by individual research and interests. [Prereq: ART 321 or 373. Rep.]

**ART 325. Life Drawing II** (3). Continued study of the form of the human figure from direct observation. Exploration of the ways in which figurative art can be used to communicate ideas. [Prereq: ART 122 or IA. Rep.]

**ART 326. Painting II** (3). Further develop fundamentals 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 105B and ART 106 or IA. Rep.]

**ART 329. Painting III** (3). Further develop individual intuition and vision. Apply, understand, and compare concepts, attitudes, and methods of traditional and contemporary approaches to painting. [Rec: ART 326 or IA. Rep.]

**ART 330. Printmaking: Studio Topics** (3). Further development of formal, technical, and conceptual skills. Emphasis on larger scale prints, color printing and combinations of print techniques. Rotating concentration on one or two print processes. [Prereq: ART 107 or IA. Rep.]

**ART 333. Printmaking Portfolio Development** (3). Continued development of print skills to create personally expressive and content-driven artwork. Course explores intensive study of intaglio, relief, monotype, lithography, and/or new processes. [Prereq: ART 330 or IA. Rep.]

**ART 337. Photography: Studio Topics** (3). In-depth exploration of photographic tools and processes that build upon a basic knowledge of camera functions and analog and/or digital processes. Topics may include: alternative non-silver darkroom processes, digital negatives, large format cameras, and studio lighting. [Prereq: ART 250 or ART 251. Rep once.]

**ART 339. Photography: Portfolio Development** (3). Preparation for professional art practice.

Concentration on developing thematic portfolio and professional presentation methods. Discussion of contemporary photo issues. [Prereq: ART 337 and ART 367. Rep.]

**ART 340. Graphic Design II** (3). Continued investigation into visual communication with emphasis in typography, layout and design, and information architecture. [Prereq: ART 108. Rep twice.]

**ART 343. Graphic Design: Portfolio Development** (3). Prepare for entry into professional practice through the development of a market-ready portfolio and work on complex problems. Topic alternates between print and web design. [Prereq: ART 340. Rep.]

**ART 345. Sculpture: Studio Topics** (3). In-depth exploration of sculptural philosophies and processes that build on sculptural knowledge. Topics such as: installation, performance, earth/land works, public art, photographing 3D work, ephemeral, conceptual will be explored. [Prereq: ART 109. Rep with IA.]

**ART 346. Sculpture: Materials & Methods** (3). Continuation and development of skills with emphasis on newer media. Work with public art, ephemera, installation, earth works, performance. [Prereq: ART 109. Rep with IA.]

**ART 347. Sculpture: Portfolio Development** (3). Preparation for professional art practice. Emphasis on personal conceptual development and creation of cohesive body of work. [Prereq: ART 345 and ART 346. Rep.]

**ART 348. Jewelry/Small Metals: Casting & Fabrication** (3). Introduction to casting and fabrication techniques: forming, enameling, cold connections, and stone setting through assigned projects. Alternative materials and patination. Further develop problem solving, intuitive thinking, and personal vocabulary [Prereq: ART 282. Rep.]

**ART 349. Jewelry/Small Metals: Studio** (3). Further technical and material exploration. Emphasis on development of a cohesive body of work. Preparation for professional art practice. [Prereq: ART 282. Rep.]

**ART 350. Ceramics: High Fire** (3). Further development of forming and glazing skills associated with high temperature firing and materials. Emphasis on wheel-thrown forms. [Prereq: ART 290. Rep with IA.]

**ART 351. Ceramics: Low Fire** (3). Further development of forming and glazing skills associated with low-temperature firing and materials. Emphasis on hand-built forms. [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 356. Museum & Gallery Practices** (3). Overview of museum & gallery operations, including structural organization, collections management, conservation, installation, and exhibitions. Orga-



nize, design & install exhibitions in the Reese Bullen Gallery. [Prereq: ART 104i or ART 104K. Rep.]

**ART 357B. Curriculum & Development Through Art Education I** (3). Examines the relationship between art and the development of children and adolescents. Discuss current theory and practice in art education. *Art education majors only. Beneficial to complete SED 210/410 before this class. Preferably, take fall semester of your junior year.*

**ART 357C. Curriculum & Development Through Art Education II** (3). Further development in curriculum planning. Students develop a docent program for participating schools and create an educational CD-ROM. *Art education majors only. Beneficial to complete SED 210 before this class. Preferably, take spring semester of your junior year.* [Prereq: ART 357B.]

**ART 358. Art Structure** (3). Heritage of visual art, aesthetic valuing, creative process in producing art works. Liberal studies/elementary education majors only.

**ART 359. Ceramics: Portfolio Development** (3). Further develop technical skills, aesthetic awareness, and historical perspectives. Emphasis on personal visual expression and the creation of a cohesive body of work. . [Prereq: (ART 350 and ART 351) or 2 semesters of ART 350 or 2 semesters of ART 351. Rep.]

**ART 367. Photography II** (3). Further exploration of digital imaging, including topics such as color theory, creative lighting control, and archival pigment printing. Creative problem solving and investigation of contemporary photo topics. [Prereq: ART 251 or IA. Rep.]

**ART 372. Graphic Design: Studio Topics** (3). Special assignments/topics addressing current trends and issues in graphic design. [Prereq: ART 108. Rep.]

**ART 373. Illustration II** (3). Introduction of digital drawing and painting techniques. Focus on the development of a body of work that reflects the individual skills and interests of its maker. [Prereq: ART 108 and (ART 273 or ART 112). Rep 3 times.]

**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. Art History Seminar** (4). Capstone class for the art history major. Advanced topics in art history. Focus on research skills and art historical writing. [Upper division art majors only. Rep.]

**ART 437. Professional Practices in Art** (3). Capstone course for art majors. Development and refinement of professional practices related to visual arts. [Senior standing. Art majors only.]

**ART 482. 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 and ART 356. Rep.]

**ART 491A. Teaching Assistant — Studio** (3). This course provides an introduction to university-level teaching. Under the guidance of a master teacher, students learn curriculum development and will assist the instructor in the studio classroom. [Upper division art majors only. Rec: advanced-level standing in their media area. CR/NC. Rep.]

**ART 491B. Teaching Assistant — Art History** (3). This course provides an introduction to university-level teaching. Advanced art history students, under the guidance of a master teacher, learn curriculum development as it pertains to the art history classroom. [Upper division art majors only. Rec: advanced-level standing in art history. CR/NC. Rep.]

**ART 491C. Teaching Assistant — Art Education** (3). This course provides an introduction to university-level teaching. Under the guidance of a master teacher, students will learn curriculum development, as it pertains to the studio classroom. [Prereq: ART 357B and ART 357C. Upper division art majors only. Rec: advanced-level standing in their media area. CR/NC. Rep.]

**ART 494. B.F.A. Practicum in Studio Art** (4). Cross-disciplinary seminar/lab. Production of a cohesive body of work that demonstrates perceptual acuity and conceptual understanding at a professional level. Required participation in critiques, discussions and readings. [Prereq: ART 437 and senior standing in the BFA program. CR/NC.]

**ART 496. Seminar in Art** (3). Selected problems. [Prereq: at least 24 lower and upper division art units, or IA. Rep.]

**ART 497S. Service Learning & Art Education I** (3). Integrates art education theory and practice with service learning concepts in concert with a practicum in the field — forty-five hours of participation assistant teaching in Community Partner visual arts programs. [Prereq: ART 357B and ART 357C. Upper division art education majors only.]

**ART 498S. Service Learning & Art Education II** (3). Integrates art education theory and practice with service learning concepts in concert with a practicum in the field — forty-five hours of teaching and related activities in Community Partner visual arts programs. [Prereq: ART 497S. Upper division art education majors only.]

**ART 499. Directed Study** (1-6). Program and hours arranged with staff. [Rep.]

## Arts, Humanities & Social Sciences

### LOWER DIVISION

**AHSS 100. Argonauts of Human Life** (3). An anthropological perspective on human life, HSU major and career choices, and ways of navigating a multicultural, global, and digital society. College success skills will be developed in this course. [E-LD.]

**AHSS 101. The Stories We Tell** (3). Explore how the arts impact and influence understanding. Hands-on experience in music, film, and studio art to explore physical, socio-cultural, and emotional development in relationship to the broader community. [E-LD.]

**AHSS 102. Humboldt Peoples & Places** (3). Surveys the history of the people and places of Humboldt County. Analysis of political, economic, social, intellectual events, and the interactions among the diverse populations that reside here. [E-LD.]

**AHSS 103. Your Voice Your Story** (3). Designed for CAHSS students to help you find yourself and your major, learn about others and local environment, and master strategies for success in college, your career, and life. [E-LD.]

**AHSS 104S. Global Meets Local in Humboldt** (3). Are we “global”? Study the politics, culture, and economics of Humboldt County and the difference individuals make in our communities and the world. Service learning component. College success skills developed. [E-LD.]

**AHSS 106. Humboldt in Popular Media** (3). Preparation to be knowledgeable participants in a contemporary, complex media environment; describe, analyze, and critique media forms and content; craft media reflections through written, audio, and visual storytelling. [E-LD.]

**AHSS 108. Nature, Culture, & Food** (3). Interdisciplinary examination of cultural perspectives on nature linked to social and environmental issues, emphasizing food systems and social change. College success skills will be developed in this course. [DCG-d; E-LD.]

**AHSS 109. Bilingual Experience in California** (3). Best practices from a bilingual perspective to be successful on campus and in life. Improve your Spanish, get involved, and explore university agencies and resources. Taught in English and Spanish. [Rec: Intermediate Spanish language abilities or Heritage Speaker of Spanish. E-LD.]

**AHSS 150. Marching Lumberjacks** (1). Marching/activity band for football games, university presence, parades, events. [CR/NC. Rep.]

**AHSS 180. Selected Topics in Arts & Humanities** (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

**AHSS 201. Evolution, Creation, & the Robot Apocalypse** (3). Are science and religion enemies, partners, or strangers? Galileo, Newton, Darwin, Einstein, and faith-leaders encourage

critical thinking, lifelong-learning, and integrated self-development. College success skills will be developed in this course. [E-LD.]

## UPPER DIVISION

**AHSS 480. Seminar in Selected Topics** (1-3). Intensive study within an area of the social sciences. [Prereq: varies by topic. Rep.]

**AHSS 481. Selected Topics in Arts & Humanities** (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

# Biology

## LOWER DIVISION

**BIOL 102. Human Biology** (3). The human animal as a biological entity: structure, function, health and disease, evolution and behavior. *Not intended for majors in science, natural resources, or kinesiology.* [Weekly: 3 hrs lect. B-LD.]

**BIOL 102L. Human Biology Lab** (1). Laboratory focusing on human anatomy, physiology, and genetics. *Not intended for majors in science, natural resources, or kinesiology.* [Coreq: BIOL 102. Weekly: 3 hrs lab. B-LD.]

**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, 3 hrs lab. B-LD.]

**BIOL 105. Principles of Biology** (4). Fundamental processes of life. Structure and function of cells, genetics, evolution, and ecology. [Prereq: CHEM 107 or CHEM 109 with a grade of C- or higher. Weekly: 3 hrs lect, 3 hrs lab. B-LD.]

**BIOL 180 / BIOL 180A / BIOL 180L. Selected Topics in Biology** (1-3). Topics of current interest supplemental to established lower division curricular offerings. [Prereq: IA. Rep.]

**BIOL 198. Supplemental Instruction** (1). Collaborative work for students enrolled in introductory biology. [CR/NC. Rep.]

**BIOL 210. Medical Microbiology** (4). Classification, physiology, and pathogenesis of human disease caused by bacteria, protozoa, fungi, and virus. Theories of diagnosis, treatment, immunity, and prophylaxis. Lab training in cultivation, identification, diagnosis. [Weekly: 3 hrs lect, 3 hrs lab. Prereq: BIOL 104 or BIOL 105 with a grade of C- or higher.]

**BIOL 255. Marine Biology** (3). The study of life in marine environments (kelp beds, rocky shores, salt marshes, coral reefs, deep sea). Emphasis on marine organisms and the processes that structure marine communities and ecosystems, their productivity and conservation. [Prereq: (OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L); BIOL 105 or BOT 105 or ZOO 110. Weekly: 2 hrs lect, 3 hrs lab.]

**BIOL 280 / BIOL 280L. Selected Topics in Biology** (1-3). Topics of current interest supplemental to established lower division curricular offerings. [Prereq: IA. Rep.]

## UPPER DIVISION

**BIOL 301. History of Biology** (3). How key ideas in biology developed from antiquity to present. Sociocultural influences on biology; effects of biological discoveries on society. Intended for non-majors. Cannot be used to satisfy major or minor requirements in the Department of Biological Sciences. [Prereq: completed lower division GE science. Weekly: 3 hrs lect. B-UD.]

**BIOL 304. Human Genetics** (3). Heredity in humans. Sexuality/reproduction; nature and activities of genes and chromosomes; behavioral genetics; genetic disorders; modern biomedical genetics. Intended for non-majors. Cannot be used to satisfy major or minor requirements in the Department of Biological Sciences. [Prereq: completed lower division science GE. DCG-n. B-UD.]

**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. Intended for non-majors. Cannot be used to satisfy major or minor requirements in the Department of Biological Sciences. [Prereq: completed lower division science GE. B-UD.]

**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. Intended for non-majors. Cannot be used to satisfy major or minor requirements in the Department of Biological Sciences. [Prereq: completed lower division science GE. Weekly: 2 hrs lect/disc, 3 hrs lab/field trip. B-UD.]

**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. B-UD.]

**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. Intended for non-majors. Cannot be used to satisfy major or minor requirements in the Department of Biological Sciences. [Prereq: completed lower division science GE. B-UD.]

**BIOL 330. Principles of Ecology** (4). Major ideas shaping modern ecology: population regulation, competition, predation, ecosystem energetics, mathematical models, and nutrient cycling. Role of biological and physical factors in developing community structure. [Prereq: BIOL 105; STAT 108 or STAT 108i or STAT 109; BOT 105 or ZOO 110; all with grades of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

**BIOL 335. Field or Laboratory Problems** (1-2). Individual work in field or lab research. [Prereq: IA. Rep once.]

**BIOL 340. Genetics** (3). Principles of heredity; nature and function of genetic material, with quantitative analyses; genetic constitution of populations. [Prereq: BIOL 105 and (STAT 108

or STAT 108i or STAT 109 or CHEM 341); all with grades of C- or higher; and BIOL 340L (C).]

**BIOL 340L. Genetics Laboratory** (1). Theories, concepts and practice of modern molecular genetics laboratory research. Discussion of primary literature and current events. [Prereq: BIOL 105 and (STAT 108 or STAT 109 or CHEM 341) all with a C- or higher; and BIOL 340 (C).]

**BIOL 350. Cell Biology** (3). Study of the structure and function of cells with emphases in biochemistry, molecular biology, and physiology, and methods used to address relevant questions in the field. [Prereq: BIOL 340 and (PHYX 106 or PHYX 109.)]

**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 380 / BIOL 380L. Selected Topics in Biology** (1-3). Topics of current interest supplemental to established upper division curricular offerings. [Prereq: IA. Rep.]

**BIOL 399. Supplemental Work in Biology** (1-3). Directed study for transfer student whose prior coursework is not equivalent to corresponding HSU courses. [Rep once. Prereq: DA and IA.]

**BIOL 410. Cell Biology** (4). Biochemistry, molecular biology, physiology, quantitative analysis, and culture of eucaryotic cells. [Prereq: BIOL 340, PHYX 106 or PHYX 109. Weekly: 2 hrs lect, 6 hrs lab.]

**BIOL 412. General Microbiology** (4). Natural history and importance of bacteria, archaea, and viruses. Structure, growth, metabolism, genetics, taxonomy, diversity pathogenesis and applied aspects of microorganisms. [Prereq: BIOL 340 with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]


**BIOL 418. Marine Microbiology** (3). Biology, behavior and function of microorganisms in diverse marine habitats, roles in ecological processes. Laboratory: isolation, molecular and ecological approaches to microbial processes. [Prereq: BIOL 340 with a grade of C- or higher. Weekly: 2 hrs lect, 3 hrs lab.]

**BIOL 430. Intertidal Ecology** (3). Ecological principles as applied in coastal marine habitats: rocky shores, sandy beaches, bay flats, and nearshore waters. Numerous field trips; one weekend trip. Individual and group studies a major part of lab work. [Prereq: BIOL 330 and ZOO 314, or their equivalents; all with a grade of C- or higher. Weekly: 2 hrs lect, 3 hrs lab.]

**BIOL 433. Microbial Ecology** (3). This course explores the biology, behavior, and function of microorganisms in natural environments with attention to their role in ecologically and environmentally significant processes. [*Must co-enroll in BIOL 433D.* Prereq: BIOL 412 or (BIOL 340 and BIOL 330). Weekly: 2 hrs lect, 3 hrs lab. One weekend fieldtrip. Service fee.]

**BIOL 433D. Microbial Ecology Discussion** (1). This discussion explores the biology, behavior, and function of microorganisms in natural environ-

ments (to be taken in conjunction with BIOL 433 lecture and lab). [Prereq: BIOL 412 or (BIOL 340 and BIOL 330).]

 **BIOL 434 / BIOL 534. Population & Community Ecology** (4). The study of the structure and distribution of populations and communities. Topics include population viability modeling, metapopulation dynamics, mark-recapture techniques, species interactions, trophic dynamics, assembly rules, biodiversity, and conservation issues. [Prereq: BIOL 330 or WLDF 301. Weekly: 3 hrs lect, 3 hrs lab.]

**BIOL 438. Field Ecology** (4). A capstone experience in field ecology for advanced undergraduates majoring in Biology with an Ecology emphasis and a preparatory experience for graduate students entering advanced studies in ecology. [Prereq: BIOL 330 with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab/fieldtrip.]

**BIOL 440. Molecular 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 448. Biogeography** (3). Past/present geographic distribution of animal and plant groups. Emphasis on vertebrate animals and vascular plants. [Prereq: BIOL 330.]

**BIOL 450. Cell Biology Laboratory** (2). Experiments in modern and classical cellular and molecular biology, cellular physiology, and biochemistry of cells using cell culture models. [Prereq: BIOL 350 with a grade of C- or higher.]

**BIOL 480 / BIOL 480L. Selected Topics in Biology** (1-3). Topics in current advances as demand warrants. [Prereq: IA. Rep once with different topic and instructor.]

**BIOL 482. Supervised Internship** (1-12). Students implement the theory and practice of their major my working for a public agency or private firm/organization. [Prereq: IA. Rep twice.]

**BIOL 484. Current Topics in Biology** (1). The latest biological research examined through weekly seminar presentations by biologists. [CR/NC. A maximum of one unit of this course may be counted toward a major in the biological sciences. Rep.]

**BIOL 490. Senior Thesis** (1-2). Thesis based on student-designed project approved by advisor. Approval must occur before enrollment. [Prereq: senior standing and IA. Rep once.]

**BIOL 498. Marine Biology Capstone Research** (2). Independent research conducted under faculty supervision. [Prereq: BIOL 255, BIOL 330, ZOOL 314, senior standing in Marine Biology program.]


**BIOL 499. Directed Study** (1-2). Individual work for senior students showing special aptitude. Conference, reading, research. [Prereq: IA. Rep once.]

## GRADUATE

**BIOL 533. Microbial Ecology** (3). This course explores the biology, behavior, and function of microorganisms in natural environments with attention to their role in ecologically and environ-

mentally significant processes. [*Must co-enroll in BIOL 533D.* Prereq: BIOL 412 or (BIOL 340 and BIOL 330). Weekly: 2 hrs lect, 3 hrs lab. One weekend fieldtrip. Service fee.]

**BIOL 533D. Microbial Ecology Discussion** (1). This discussion explores the biology, behavior, and function of microorganisms in natural environments (to be taken in conjunction with BIOL 533 lecture and lab). [Prereq: BIOL 412 or (BIOL 340 and BIOL 330).]

 **BIOL 534 / BIOL 434. Population & Community Ecology** (4). The study of the structure and distribution of populations and communities. Topics include population viability modeling, metapopulation dynamics, mark-recapture techniques, species interactions, trophic dynamics, assembly rules, biodiversity, and conservation issues. [Prereq: BIOL 330 or WLDF 301. Weekly: 3 hrs lect, 3 hrs lab.]

**BIOL 544. Stem Cell Biology** (2). Stem cell biology, maintenance, differentiation, and applications to science and medicine. Includes extensive review and analysis of primary scientific literature. Discussion topics will include regenerative medicine, science policy, and ethics. [Letter grade only. Prereq: BIOL 410 or 450 with a grade of C- or higher and senior standing or higher. Rec: BIOL 440, ZOOL 476 and (CHEM 434 or CHEM 438).]

**BIOL 544L. Stem Cell Biology Lab** (2). Training in laboratory methods of embryonic stem cell culture maintenance, characterization, and differentiation. [Letter grade only. Coreq: BIOL 544.]

**BIOL 548. Biogeography** (3). Past/present geographic distribution of animal and plant groups. Emphasis on vertebrate animals and vascular plants. [Prereq: BIOL 330.]

**BIOL 554. Plant/Animal Interactions** (3). Current research in pollination biology and plant/herbivore relations. Critique journal articles. [Prereq: STAT 108 or STAT 108i or STAT 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 / BIOL 580L. Selected Topics in Biology** (1-3). Topics on current advances as demand warrants. [Prereq: grad standing and IA. Lect./lab as appropriate. Rep once.]

**BIOL 597. Methods in Laboratory Instruction** (2). Develop a "toolkit" of strategies and techniques to support student learning. Required for those hired as teaching associates in the Department of Biological Sciences. Course meets pre-semester for two-day immersion; weekly discussion. [CR/NC. Prereq: Graduate Standing.]

**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.]


## Botany

### LOWER DIVISION

**BOT 105. General Botany** (4). Structure, function, reproduction, life cycles, and phylogenetic relationships of major plant groups. Relationships of plants to other organisms and to human activities. [Weekly: 3 hrs lect, 3 hrs lab. B-LD.]

**BOT 198. Supplemental Instruction** (1). Collaborative work for students enrolled in introductory botany. [CR/NC. Rep.]



### UPPER DIVISION

 **BOT 300. Plants & Civilization** (3). Plants that have played important roles in our economic, social, and cultural development. Ethnobotanical aspects of edible, medicinal, and psychoactive plants. Intended for non-majors. Cannot be used to satisfy major or minor requirements in the Department of Biological Sciences. [Prereq: completed lower division life science GE. B-UD.]

**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 322 / BOT 522. Developmental Plant Anatomy** (4). Plant structure and development, emphasis on seed plants; cells, tissues, and organs. Cell fate determination tissue patterning. Descriptive anatomy and molecular mechanisms. Applications of plant anatomy. Primary literature surveys, scientific communication. [Prereq: BOT 105 and BIOL 105.]

**BOT 330. Plant Ecology** (2). Principles governing structure and dynamics of plant populations and communities. Topics include community sampling, interspecific interactions, population viability analysis, and conservation issues. [Prereq: BIOL 330]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; [C] may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

or WLDF 301 or WLDF 310 or FOR 131 with a grade of C- or higher.]

**BOT 330L. Plant Ecology Lab** (1). Apply concepts and methods from BOT 330. [Prereq: BOT 330 (C).]

**BOT 350. Plant Taxonomy** (4). Identify ferns, gymnosperms, and flowering plants. Recognize families and key plants in the local flora. [Prereq: BIOL 105 and BOT 105, or their equivalents. Both with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab or field trip.]

**BOT 354. Agrostology** (4). Taxonomy, identification, and relationships of grasses of North America. [Prereq: BIOL 105 and BOT 105, or their equivalents. Weekly: 2 hrs lect, 6 hrs lab.]

**BOT 355. Lichens & Bryophytes** (4). Biology, ecology, natural history, and taxonomy of lichens, liverworts, hornworts, and mosses. Emphasis: epiphytic habitats. [Prereq: BOT 105 with a grade of C- or higher. Weekend field trips. Weekly: 2 hrs lect, 6 hrs lab.]

**BOT 356 / BOT 556. Phycology** (4). Biology and evolution of photosynthetic eukaryotes. Marine algal ecology. Field trips, identification skills, micro- and macroalgal sampling, data analysis, scientific writing. [Prereq: BIOL 105, BOT 105, STAT 108 or STAT 108i or STAT 109. 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 / BOT 572. Evolutionary Morphology of Plants** (4). Organismal biology, phylogeny, and evolution of vascular plants. Morphology, anatomy, development of extant and fossil plants. Cladistic theory and data analysis, survey of primary literature, scientific communication. [Prereq: BOT 105 and BIOL 105.]

**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 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 with a grade of D or higher; plus any taxonomy course. Weekly: 2 hrs lect, 3 hrs lab.]

## GRADUATE

**BOT 521. Paleobotany** (3). Principles of reconstructing past terrestrial landscapes, environments, and plant communities. Techniques for finding, analyzing, and interpreting fossil evidence. [Prereq: BOT 105, GEOL 109; plus at least one of the following: FOR 130, FOR 131, BOT 350, GEOL 332, GEOL 350, GEOL 423, or IA.]

**BOT 522 / BOT 322. Developmental Plant Anatomy** (4). Plant structure and development, emphasis on seed plants; cells, tissues, and organs. Cell fate determination tissue patterning. Descriptive anatomy and molecular mechanisms. Applications of plant anatomy. Primary literature surveys, scientific communication. [Prereq: BOT 105 and BIOL 340 (C).]

**BOT 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 and BOT 356.]

**BOT 556 / BOT 356. Phycology** (4). Biology and evolution of photosynthetic eukaryotes. Marine algal ecology. Field trips, identification skills, micro- and macroalgal sampling, data analysis, scientific writing. [Prereq: BOT 105; BIOL 330. Weekly: 2 hrs lect, 6 hrs lab.]


**BOT 572 / BOT 372. Evolutionary Morphology of Plants** (4). Organismal biology, phylogeny, and evolution of vascular plants. Morphology, anatomy, development of extant and fossil plants. Cladistic theory and data analysis, survey of primary literature, scientific communication. [Prereq: BOT 105 and BIOL 307 (C).]

**BOT 580 / BOT 580L. Selected Topics in Botany** (1-3). Topics on current advances as demand warrants. [Prereq: grad standing and IA. Rep once.]


## Business Administration

### LOWER DIVISION

**BA 105. Critical Thinking in Organizations** (3). Critical thinking and decision-making in organizations. Approach, solve, and communicate solutions to organizational issues systematically. Participate in stimulating debates, classroom simulations, and real-world research that bring topics to life. [A-LD.]

 **BA 106. Advocating for Sustainability** (3). Course will provide an understanding of sustainability issues, discovering what you are passionate about and modifying behaviors regarding consumption, work, living decisions, etc. to

become well-informed strong advocates for change. [D-LD.]

 **BA 106D. Advocating for Sustainability - Additional Depth** (1). Additional depth by analyzing sustainability initiatives/reporting in businesses. [Coreq: BA 106.]

**BA 110. Introduction to Business** (3). Business as a social institution operating in an ever-changing environment. Broad descriptions of the various disciplines involved in business activity: accounting, finance, management, marketing, production, human resources, and business information.

**BA 120. Business Essentials** (1). Orientation to the Business Program. Develops a core set of skills and exposure to business functional areas: accounting, finance, management, marketing, ethics, and strategy.

**BA 210. Legal Environment of Business** (4). Judicial system, constitution, administrative agencies, torts, crimes, creation and performance of contracts, sales, consumer protection, commercial paper, and business ethics. Law case studies.

**BA 222. Introductory Business Analytics** (4). This course introduces the basic data analytics concepts, techniques, and tools used in the process of data-driven business decision-making and strategy drawing real examples from different functional areas in businesses. [Prereq: MATH 104 or MATH 104i or STAT 108 or STAT 108i or equivalent; business administration majors.]

**BA 250. Financial Accounting** (4). 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 104 or MATH 104i or STAT 108 or STAT 108i. Weekly: 4 hrs lect/disc.]

**BA 252. Management Accounting** (4). Introduction to accounting information system used for internal decision making within organizations, which include planning, operational control, and performance evaluation. [Prereq: BA 250 (including spreadsheet skills). Weekly: 4 hrs lect.]


### UPPER DIVISION

**BA 304/PSYC 304. Business Psychology** (3). Critically examines the psychological foundation of business by looking at how business agents think, feel and act in various situations and how managers make decisions. [D-UD.]

**BA 304D. Business Psychology - Additional Depth** (1). The psychological foundation of business will be examined by taking a closer look at how consumers think feel and act in various situations and how managers make decisions in complex situations. How business psychology influences financial markets and corporate behavior. [Prereq: Business major; sophomore standing or greater. Coreq: BA 304.]

**BA 310. Business Law** (4). 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). Multiple regression. General linear hypothesis and ANOVA. Regression and autoregression of time-series data plus other forecasting models. Statistical quality control. Research planning and analysis. Computer applications. [Prereq: MATH 104 or MATH 104i or STAT 108 or STAT 108i.]


 **BA 340. Principles of Marketing** (4). Domestic and international institutions, concepts, and management processes in marketing. Marketing research. Simulations, cases, exercises. Computer applications.

**BA 360. Principles of Finance** (4). Basic skills for analyzing financial data. Time value of money; techniques and ratios commonly used in financial analysis. [Prereq: BA 252; MATH 104 or MATH 104i or STAT 108 or STAT 108i.]


**BA 370. Principles of Management** (4). Theory, behavior, production and operations, and interpersonal communication in organizations: large or small, profit or nonprofit, domestic or international.

**BA 378. Small Business Management** (4). Planning, start up, sources of capital, location, form, budgeting, record keeping, marketing, management.

 **BA 379. Business Plan Development** (4). 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). Experiential learning opportunities for students to apply sustainable business practices in classroom and fieldwork settings. [Prereq: BA 340 and BA 370 with grades of C- or higher.]

**BA 410. International Business** (4). Global geopolitical, economic, and social environments and their interrelationships with all phases of business. Cases and projects. [Prereq: BA 370. DCG-n.]

 **BA 417. Small Business Consulting** (4). Complete a consulting project with local business under supervision of Small Business Institute director. Class meeting, field work each week. Seniors and grad students only. [Prereq: (business majors) BA 340, BA 360, BA 370, or equivalent; (other majors) consent of SBI director. Weekly: 4 hrs lect/disc.]

**BA 441. Retailing & Services Marketing** (4). Following a case, discussion, and hands-on format, the course introduces students to retailing in a technology-rich environment and marketing from a service-dominant perspective. [Prereq: BA 340 and sophomore standing or greater.]

**BA 444. International Marketing** (4). 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). Comprehensive examination of marketing communications activity and its environment; topics discussed include targeting, positioning, objectives setting, budgeting, sales promotion, personal sell-

ing, advertising, and public relations. [Prereq: BA 340 or equivalent.]

**BA 446. Marketing Research** (4). Study and application of primary and secondary marketing research through group work or local organizations. Activities include survey design and execution, data entry and analysis, report preparation and presentation. [Prereq: (BA 340) AND either (MATH 104 or MATH 104i and BA 120) or (STAT 108 or STAT 108i).]

**BA 447. E-Commerce / E-Marketing Strategy** (4). Through interactive discussions, group activities and individual assignments, students will explore e-commerce and e-marketing concepts to understand how Internet has altered buying and selling of goods and services today. [Prereq: BA 340 and sophomore standing or greater.]

**BA 448. Consumer Behavior** (4). Study of how organizations design and modify marketing strategies by understanding changing consumer lifestyles and attitudes in a multicultural world, and the resulting consumer behaviors in the global marketplace. [Prereq: BA 340 with a grade of C- or higher.]

**BA 450. Intermediate Financial Accounting** (4). This course helps students develop knowledge of accounting concepts, standards, and procedures by examining complex issues related to the measurement and reporting of income, current assets, and current liabilities. [Prereq: BA 252 (C) or equivalent.]

**BA 451. Advanced Financial Accounting** (4). 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). In-depth study of four basic cost accounting systems used to determine cost to make a product or provide a service, and manage the production process. Lecture with spreadsheet projects. Required for accounting option. [Prereq: BA 450.]

**BA 453. Tax Accounting** (4). 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 concentration. [Prereq: BA 450 (C).]

**BA 454. Financial Statement Auditing** (4). Introduction to the U.S. auditing standards and procedures applicable to an organization's financial statements and financial accounting system. Primarily for accounting concentration. [Prereq: BA 450.]

**BA 455. Governmental & Nonprofit Accounting** (4). This course covers accounting principles applicable to state and local governments and other nonprofit organizations, fund accounting procedures, and analysis and interpretation of financial statements of governmental and nonprofit entities. [Prereq: BA 450.]

**BA 456. Accounting Ethics** (4). Application of ethical concepts within the financial services


industry. Exploration of ethical reasoning models, as well as code of professional conduct standards applicable to practicing accountants. [Prereq: BA 210; BA 252; sophomore standing or greater.]

**BA 460. Investment Management** (4). 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). Apply principles and techniques to financial decision making and policy formulation. Case study/analytical approach. Short-term asset management, financial forecasting, capital expenditure, and capital structure policies. [Prereq: BA 468.]

**BA 464. International Business Finance** (4). 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). 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. Organization & Management Theories** (4). 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). 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.]

**BA 475. International Management** (4). 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). Topics of current or historic interest. [Rep with different topics.]

**BA 482. Internship** (1-4). Supervised experience in business, governmental, or service agencies. Match theory with practice. Weekly conferences and final report. [Prereq: senior business or economics major; IA. Weekly: 3 hrs per credit unit. Rep once.]

 **BA 494. Business & Society** (4). Problems arising from interface of business and government, business ethics, government regulation, and international business. Senior seminar. [Prereq: BA 340, BA 360, BA 370; or equivalent.]

 **BA 496. Strategic Management** (4). 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, BA 360, BA 370; business administration majors only; completion of all lower division core courses. Weekly: 4 hrs lect/disc.]


**BA 496S. Strategic Management** (4). Service learning course. This is a capstone experience course that integrates economic, financial, marketing, and management areas through the application of a strategic assessment of a local business. [Prereq: BA 210, BA 252, ECON 210, BA 340, BA 360, BA 370; business administration majors only; completion of all lower division core courses. Weekly: 4 hrs lect/disc.]

**BA 499. Directed Study** (1-4). Research work. Open to advanced students with DA. [Rep once.]


## GRADUATE


**MBA 605. Strategic Sustainability Foundations** (4). Introduction to frameworks supporting strategic sustainability. Topics include learning organizations, sustainability frameworks, business case for strategic sustainability, systems thinking tools, and examination of existing and emerging economic and management paradigms. [Prereq: undergraduate foundation courses in accounting, economics, finance, and statistics; admission to MBA program.]

**MBA 610. Research Methods** (4). Fundamentals of designing a research project, assessing current research, managing large data sets, and effectively using advanced statistical techniques for analysis and publication.


 **MBA 620. Accounting for Corporate Social Responsibility** (4). Accounting systems used to promote strategic sustainability. Information used in organizations for profit planning, operational control, performance evaluation, employee continuous improvement, improving relationships with the community, and protecting the environment.

**MBA 630. Marketing Management for Shared Value** (4). Traditional marketing no longer satisfies the dynamic needs of communities in the 21st century. In this hands-on course, we re-imagine marketing management through cutting edge perspectives on shared value creation. [Prereq: MBA 605, MBA 610, graduate standing.]

 **MBA 640. Financial Management for Sustainable Growth** (4). Research and analyze several viewpoints on financial management for long-term sustainable growth for the enterprise. Contemporary theoretical and institutional developments in finance; implications for decision making and policy formation. [Prereq: MBA 605, MBA 610, MBA 620.]

 **MBA 650. Designing Sustainable Organizations** (4). Organizations are affected by technology, other organizations, national cultures, and social and economic conditions. Analyze and design structures that create sustainable shared value for the enterprise. [Prereq: MBA 605, graduate standing.]

 **MBA 675. Sustainability/Ethics** (4) **Su.** Ethical theories and implications for individuals and organizations, as applied to organizational ethics, environmental regulations and frameworks, global ethics issues based on regional imbalances, and intergenerational ethics and sustainability issues. [Prereq: MBA 650, graduate standing.]

 **MBA 679. Strategic Analysis** (4) **Su.** Synthesize management, marketing, finance, production, and other functions into unified strategies for organizations (local, national, international). [Prereq: MBA 630, MBA 640, MBA 650. Coreq: MBA 692.]

**MBA 680. Selected Topics in Business Administration** (1-4). Open to grad students with IA.

**MBA 682. Business Internship** (1-4). Supervised experience in business, governmental, or service agencies. Apply graduate-level, business-relevant theory and tools to a defined business problem in the sponsoring organization. Document results. [MBA students only. Rep.]

**MBA 691. MBA Comprehensive Exam** (0). Required for the MBA program. Skills for analyzing business issues, including functional applications of accounting, finance, marketing, management, and strategic sustainability is required. Exam will consist of a writing assignment and a presentation. Exam will be evaluated by two faculty members. If there is a disagreement, a third faculty member will evaluate. [Prereq: MBA 630, MBA 640 and MBA 650. Open to MBA students only. CR/NC.]

**MBA 692. Master's Degree Project** (1). Apply principles of business administration and economics to analysis, evaluation, and strategic management of organizations. [Coreq: MBA 679. Rep twice.]

**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 100. From Stars to Rocks: Being a Scientist in the 21st Century** (3). Introduction to the impact of astronomy, chemistry, physics, and geology on student life and society, practical aspects of the study of the disciplines and associated careers from different perspectives. [E-LD.]

**CHEM 107. Fundamentals of Chemistry** (4). Terminal course. Fundamental concepts and applications of general and inorganic chemistry. [Letter grade only. Weekly: 3 hrs lect, 3 hrs lab. Prereq: math placement category I, II, or III. B-LD.]

**CHEM 109. General Chemistry I** (5). Fundamental concepts: chemical foundations, stoichiometry, chemical reactions, gases, thermochemistry, atomic theory, bonding, liquids, solutions. For students in science, engineering, and related majors. [Letter grade only. Prereq: math placement

category I or II or category III and MATH 101i (C). Weekly: 3 hrs lect, 3 hrs lab, 1 hr disc. B-LD.]

**CHEM 110. General Chemistry II** (5). Fundamental concepts: kinetics; equilibrium; acids and bases; acid-base, solubility, and complex ion equilibria; entropy and free energy; electrochemistry; qualitative analysis. For students in science, engineering, and related majors. [Letter grade only. Prereq: CHEM 109 with a grade of C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

**CHEM 128. Introduction to Organic Chemistry** (3). An introductory course in organic chemistry for natural resource majors. Topics will include structure and bonding, nomenclature, and common functional groups and their reactivity. [Prereq: CHEM 107. Weekly: 2 hrs lect, 3 hrs lab.]

**CHEM 198. Supplemental Instruction** (1). Collaborative work for students enrolled in chemistry. [CR/NC. Rep.]

**CHEM 228. Brief Organic Chemistry** (4). For majors in biological science/natural resource areas. Nomenclature, physical properties, synthesis, and reactions of compounds representing major functional group categories. Reaction mechanisms emphasized. [Letter grade only. Prereq: CHEM 107 with a grade of C- or higher or CHEM 110 with a grade of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

### UPPER DIVISION

**CHEM 308. Alchemy** (3). Inquiry into materials, methods, and processes of alchemy from perspectives of alchemist, contemporary chemistry. [B-UD.]

**CHEM 310. Inorganic Chemistry I** (3). Advanced concepts: nuclear properties, molecular symmetry, bonding, metallic and ionic solids, acids and bases, oxidation-reduction, non-aqueous media, chemistry and organometallic compounds of the representative elements. [Letter grade only. Prereq: CHEM 110 with a grade of C- or higher.]

**CHEM 323. Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques** (1). Operate NMR spectrometer; prepare samples. Individual projects. [Prereq: CHEM 324; CHEM 324L. Coreq: CHEM 325; CHEM 325L. CR/NC.]

**CHEM 324. Organic Chemistry I** (3). First semester of a one-year sequence. Chemical bonding, chemical structure, spectroscopy, physical properties, stereochemistry, reaction mechanisms, and synthesis. [Prereq: CHEM 110 with a grade of C- or higher. Coreq: CHEM 324L.]

**CHEM 324L. Organic Chemistry I Laboratory** (2). First semester of a year-long sequence. Laboratory techniques, library skills, and synthesis. [Prereq: CHEM 110 with a grade of C- or higher. Coreq: CHEM 324. Weekly: 6 hrs lab.]

**CHEM 325. Organic Chemistry II** (3). Second semester of a one-year sequence. Chemical bonding, chemical structure, spectroscopy, physical properties, stereochemistry, reaction mechanisms, and synthesis. [Prereq: CHEM 324 AND 324L, with C- or higher. Coreq: CHEM 325L.]

**CHEM 325L. Organic Chemistry II Laboratory** (2). Second semester of a year-long sequence. Laboratory techniques, spectroscopy, library skills, unknown analysis, and synthesis. [Prereq: CHEM 324, CHEM 324L both with C- or higher. Coreq: CHEM 325. Weekly: 6 hrs lab.]


**CHEM 330. Molecular Modeling** (3). Apply molecular modeling and computational chemistry methods (semipirical, ab initio, and density functional) to problems in organic and inorganic chemistry, biochemistry, and molecular biology. [Prereq: CHEM 228 or CHEM 325 (C); CHEM 325L (C). Weekly: 2 hrs lect, 3 hrs lab.]

**CHEM 341. Quantitative Analysis** (5). Principles and methods of classical chemical analysis. Introduction to instrumental methods. For chemistry majors and others who require a rigorous treatment of solution equilibria and training in precise quantitative lab techniques. [Prereq: CHEM 110 with a grade of C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

**CHEM 361. Physical Chemistry I** (3). Application of quantitative mathematical methods to fundamental chemical systems: equilibrium thermodynamics and chemical kinetics. [Prereq: CHEM 341 (C); PHYX 107 or PHYX 211 (C); MATH 210 or MATH 215; all with grades of C- or higher. Weekly: 2 hrs lect, 2 hrs activ.]

**CHEM 362. Physical Chemistry II** (3). Application of quantitative mathematical methods to fundamental chemical systems: quantum theory, spectroscopy, and statistical thermodynamics. [Prereq: CHEM 324; CHEM 324L; CHEM 361 all with a grade of C- or higher. Weekly: 2 hrs lect, 2 hrs activ.]

**CHEM 363. Physical Chemistry II Lab** (2). Experimental application of quantitative mathematical methods to fundamental chemical systems: laboratory investigations in equilibrium thermodynamics, chemical kinetics, quantum theory, spectroscopy, and statistical thermodynamics. [Prereq: CHEM 341 with a grade of C- or higher and CHEM 362 (C). Weekly: 6 hrs lab.]

 **CHEM 370. Earth System Chemistry** (3). Chemistry of the earth, including elemental cycling and speciation in the environment, the impact of man on biogeochemical processes, and the effects of climate change on the chemical/physical interactions occurring within and between the atmosphere, hydrosphere, and biosphere. [Prereq: CHEM 107 or CHEM 110 with a grade of C- or higher.]

**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 II** (3). Advanced concepts: chemistry and organometallic compounds of the transition metals, the lanthanoids, and the actinoids; reaction mechanisms; catalysis; solid state chemistry. [Prereq: CHEM 310. Offered alternate years.]

**CHEM 410L. Inorganic Chemistry II Lab** (2). Advanced laboratory and instrumentation techniques: synthesis, characterization, and reactions

of inorganic and organometallic compounds. [Prereq: CHEM 310 with a grade of C- or higher and CHEM 410 (C). Weekly: 6 hrs lab. Offered alternate years.]

**CHEM 434. Biochemistry I** (3). First semester lecture of a one-year sequence. Biochemical energetics, introductory metabolism, nature and mechanism of action of enzymes. [Prereq: CHEM 110; any calculus course; CHEM 228 or (CHEM 325 and CHEM 325L) all with a C- or higher.]

**CHEM 434L. Biochemistry I Laboratory** (2). First semester of a one-year sequence. Laboratory techniques. Must be taken concurrently with CHEM 434. [Prereq: CHEM 228 or (CHEM 325 and CHEM 325L). Coreq: CHEM 434. Weekly 6 hrs lab.]

**CHEM 435. Biochemistry II** (3). The second semester lecture of a one-year sequence. Biochemical energetics, introductory metabolism, nature and mechanism of action of enzymes. [Prereq: CHEM 434 and CHEM 434L with a C- or better. Coreq: CHEM 435L.]

**CHEM 435L. Biochemistry II Laboratory** (2). Second semester of a one-year lab sequence. Biochemical energetics, introductory metabolism, nature and mechanism of action of enzymes. [Prereq: CHEM 434 and CHEM 434L with a C- or better. Coreq: CHEM 435. Weekly: 6 hrs lab.]

**CHEM 438. Introductory Biochemistry** (4). Brief course in biochemistry. The chemistry of amino acids, proteins, nucleic acids, lipids and carbohydrates. Includes enzyme kinetics, bioenergetics, structure and function of biological membranes, discussion of common laboratory methods. [Prereq: CHEM 228 or (CHEM 325 and CHEM 325L) with a grade of C- or higher. Weekly: 3 hrs lect, 1 hr disc.]

**CHEM 441. Instrumental Analysis** (4). Principles and methods. For chemistry majors and others requiring training in instrumental techniques of analysis. [Prereq: CHEM 341. Weekly: 2 hrs lect, 6 hrs lab.]

**CHEM 480. Selected Topics in Advanced Chemistry** (1-4). [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.]

## Child Development


*Prerequisite courses must be passed with a minimum grade of C-.*

### LOWER DIVISION

**CD 109Y. American Sign Language: Level I** (3). Basic receptive and expressive communication skills using hands, upper body, and facial expressions. Orientation to deaf and hard-of-hearing communities. [Only meets lower division GE requirements if CD 109Z is taken also.]

**CD 109Z. American Sign Language: Level II** (3). Expand basic ASL skills, both receptive and expressive. Emphasis on "functions" or communicative purposes of people's interactions. Study deaf culture comparing hearing and deaf communities. [Prereq: CD 109Y or IA. C-LD.]


**CD 180. Topics in Child Development** (1-9). Introductory level content. [CR/NC. Rep up to 9 units.]


 **CD 209. 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. [E-LD.]

**CD 211. Perspectives: Professional Development** (3). Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. 3 hrs per week field observation and participation may be required.

**CD 211S. Perspectives: Professional Development** (3). Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. 30 hours of service learning required over the course of the semester.

**CD 251. Children, Families & Their Communities** (3). Examination of the evolution of family roles and functions in the United States focusing on the relationship between family and the community. Application of selected families theories and 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 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 209 or CD 255 (C). Weekly: 3 hrs lect, 3 hrs lab.]

**CD 280. Topics in Child Development** (5-9). Topics requiring background in the field. Oral

and/or written communication. [Rep up to 9 units. CR/NC.]

## UPPER DIVISION

**CD 310. Perspectives: History & Theory** (3). History and theory with respect to US families and the institutions that serve them. Intellectual paradigms examined and related to sociocultural context and child development practices. [Prereq: CD 251 and CD 209 or CD 253, CD 255. DCG-d]

**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 CD 255 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 209, CD 253, PSYC 311, or SW 350). Weekly: 2 hrs lect, 1 hr lab.]

**CD 355. Language Development** (3). Milestones in speech and language development from birth through adolescence. Theory; factors influencing acquisition and competency; language delays/disorders and their assessment and intervention. [Prereq: CD 209 or CD 253 or CD 255.]

**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 209 or CD 255.]

**CD 357. Early Literacy** (3). Review principles. Analyze theoretical approaches to facilitating literacy. Examine literary resources. [Prereq: CD 209 or CD 255.]

**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 CD 209 or CD 253 or CD 255.]

**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 CD 209 or CD 253 or CD 255.]

**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 209 or CD 253 or CD 255 or CD 350; upper division status recommended. Rep up to 9 units. CR/NC.]

**CD 446. Structure & Content of Children's Thinking** (3). Current models for understanding intellectual processes in children. Apply models to thinking/learning processes in liberal arts content areas. Focus on children 5-12. [Prereq: CD 354 (C), and CD 209 or CD 255. Weekly: 2 hrs seminar, 2 hrs lab.]

**CD 464. Atypical Child Development** (3). Develop cognitive, social, motor, and communication skills in handicapped and at-risk children (0-6 years). Risk factors, family concerns, public policy, intervention. [Prereq: CD 354 (C).]

**CD 467. Working with Culturally Diverse Families** (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. [Rec: CD 352 or PSYC 303 or SOC 306. Must have junior standing or greater. DCG-d.]

**CD 467S. Working with Culturally Diverse Families** (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. 20 hours of service learning required over the course of the semester. [Rec: CD 352 or PSYC 303 or SOC 306. Must have junior standing or greater. DCG-d.]

**CD 469. Contemporary Issues in Child Development** (3). Define issues, trace historical antecedents, recognize underlying assumptions, organize relevant facts, draw warranted conclusions. Seminar format. [Prereq: CD 310; junior standing or greater.]

**CD 479. Policy Analysis & Advocacy** (3). Analyze public/private policies affecting families. Methods of influencing family policy development. [Prereq: junior standing or greater; completed core in child development or family studies minor.]

**CD 480. Selected Topics** (.5-3). Focus on current issues. [Prereq: IA; upper division status recommended. Rep.]

**CD 482. Directed Field Experience/Internship** (1-4). Supervised community field work integrating theory into practice. [CR/NC. Arrange prior to semester enrolled. Rep once.]

**CD 499. Directed Study** (1-4). Directed readings and assignments approved by instructor. [Rep.]

## GRADUATE

**CD 580. Special Topics in Child Development** (1-3). [Prereq: grad standing, IA. Rep up to 9 units.]

# 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.

**CHIN 105L. Chinese Laboratory Level I** (1). Self-directed, subscription-based online language course.

**CHIN 106. Chinese Level II** (4). Students develop basic conversational skills and beginning proficiency in reading and writing Mandarin Chinese. Authentic linguistic and cultural contexts may include music, dance, Chinese philosophy, and the history of idioms. [Rec: CHIN 105. C-LD.]

**CHIN 106L. Chinese Laboratory Level II** (1). Self-directed, subscription-based online language course.

**CHIN 107. Chinese Level III** (4). Intermediate Mandarin Chinese language and cultures. Authentic linguistic and cultural contexts may include historical idioms, philosophy, religion, multicultural festivals and lifestyles in China, calligraphy, current events, and China-U.S. relations. [Rec: CHIN 106 or equivalent. DCG-n. C-LD.]

**CHIN 107L. Chinese Laboratory Level III** (1). Self-directed, subscription-based online language course.

**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. DCG-n. GE Area D-LD.]

**CHIN 207. Chinese Level IV** (4). Intermediate Mandarin Chinese language and cultures. Authentic linguistic and cultural contexts. Compare and contrast cultural and ethnic groups in China, and Chinese and U.S. worldviews, religion, education, and economy. [Rec: CHIN 107 or equivalent. DCG-n; C-LD.]

**CHIN 207L. Chinese Laboratory Level IV** (1). Self-directed, subscription-based online language course.



**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 396. Chinese Film Seminar** (1). This seminar presents and discusses three films from China, in Mandarin with English subtitles. [Rep up to 3 units. CR/NC.]

**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.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite[s]; CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic, *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division



# 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. [A-LD.]

**COMM 103. Critical Listening & Thinking** (3). From listener's (consumer's) perspective, apply reasoned inquiry in evaluating marketplace communication. [A-LD.]

**COMM 105. Introduction to Human Communication** (3). Perceptual effects, verbal/nonverbal codes, and dynamics of interpersonal, group, and organizational communication. [D-LD.]

**COMM 108. Oral Interpretation** (3). Perform prose and poetry. [C-LD.]

**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.

**COMM 235 / ANTH 235 / CRGS 235 / PSCI 235 / SOC 235. Act to End Sexualized Violence** (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC.]

## UPPER DIVISION

**COMM 300. American Public Discourse** (3). Critique genres of discourse and their importance in American culture. [DCG-d. C-UD.]

**COMM 309B / WS 309B. Gender & Communication** (3). Critique relationship of gender to communication as viewed from perspectives of sciences, social sciences, and arts/humanities. [DCG-d. C-UD, D-UD.]

**COMM 310. Advanced Intercollegiate Speech & Debate** (1-3). Prepare for intramural/intercollegiate forensics. [Rep.]

**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 387 / ANTH 387 / ECON 387 / GEOG 387 / HIST 387 / INTL 387 / PSCI 387. International Education Colloquium** (1). Earn credit by attending International Education Week events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]

**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 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 472. Convention Experience** (1). Purposeful attendance and thoughtful analysis of experience attending a regional or national academic communication convention. [Prereq: COMM 105 (C) or IA. Rec: COMM 319. Communication majors/minors only. Rep 3 times; multiple enrollments in term.]

**COMM 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 Science

Prerequisite courses must be passed with a minimum grade of C.

## LOWER DIVISION

**CS 100. Critical Thinking with Computers** (3). Apply critical thinking skills studying human and computer parallels, computer technology and methodology, and program development. [A-LD.]

**CS 111. Computer Science Foundations 1** (4). Introductory programming covering problem decomposition, control structures, simple data structures, testing, and documentation. Students design and implement a number of programs. [Prereq: MATH 101 (C) or MATH 101i (C) or MATH 102 (C).]

**CS 112. Computer Science Foundations 2** (4). Object-oriented programming, focusing on classes, instances, methods, encapsulation, inheritance, overloading, multiple inheritance, and exception handling. [Prereq: CS 111. Weekly: 3 hrs lect, 2 hrs lab.]

**CS 211. Data Structures** (4). Introduction to classic data structures and algorithms. Performance comparisons, big-O notation, trade-offs, arrays, linked lists, recursion, sorting, stacks, queues, trees, graphs, and hash tables. [Prereq: CS 112 and MATH 253.]



**CS 212. Algorithms** (4). Introduction to algorithmic thinking. Recurrences and solution techniques, fundamental algorithms including graph algorithms, algorithm design techniques, balanced trees, performance trade-offs. [Prereq: CS 211; STAT 108 (C) or STAT 108i (C), and MATH 105 or MATH 109.]

**CS 232. Python Programming** (3). Introduction to the Python language. Idiomatic language features such as lists, dictionaries, tuples, and sets. Use of Python classes and modules to accomplish complex tasks. [Prereq: CS 111 or IA.]

**CS 235. Java Programming** (3). Object-oriented programming; event handling; abstract windowing toolkit applets, applications; Java database connectivity; applications programming interface and Java doc. [Prereq: CS 112. Lecture/lab.]

**CS 237. Bioinformatics Programming** (3). Introductory course on using software tools to solve biological problems. Students collaboratively model genomic and/or proteomic data with scripting and statistical languages. [Prereq: CS 111 and BIOL 105.]

**CS 243. Architecture** (4). Introduction to computer architecture including assembly language, computer arithmetic, performance measures, datapath, control, pipelining, and memory/stor-

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

age design. [Prereq: CS 112 and MATH 253. Lecture/lab.]

**CS 279. Introduction to Linux** (4). Introduces the UNIX/Linux family of operating systems. Basic commands, utilities, system structures, scripting and tools are explored. Elements of system administration are presented. [Prereq: CS 111. Lecture/lab.]

**CS 280. Selected Topics in Computing** (1-3). Special topics in computer science. [Courses with this number have only freshman/sophomore prerequisites, excluding CS 212 and CS 243. Rep.]

**CS 280L. Selected Topics in Computing** (1-2). Special topics in computer science. [Courses with this number have only freshman/sophomore prerequisites, excluding CS 212 and CS 243. Rep.]

## UPPER DIVISION

**CS 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. [B-UD; C-JD; D-UD.]

**CS 325. Database Design** (4). Introduction to database design and implementation. Relational model, entity-relationship model and diagrams, converting a model to a schema, elementary Structured Query Language (SQL), normalization. [Prereq: CS 112; or GSP 270 and (CS 111 or CS 232 or GSP 318).]

**CS 328. Web-Apps Using Databases** (4). Building applications atop databases. N-tiered architecture; database tier: stored procedures/functions; presentation tier: web GUIs; application tier: controlling web-to-database interactions. [Prereq: CS 325.]

**CS 346. Telecommunications & Networks** (4). Introduction to the fundamentals of telecommunication and to the structure, implementation, and theoretical underpinnings of computer networking. [Prereq: CS 243 and STAT 108 or STAT 108i.]

**CS 374. Operating Systems** (4). Introduction to operating systems with an emphasis on process synchronization and control. Synchronization, kernel structure, scheduling, deadlock, virtual and physical memory, file and I/O. [Prereq: CS 211 and CS 243. Lecture/lab.]

**CS 444. Robotics** (4). A project-based introduction to robotic systems and software that controls them, including gearing, mechanics, AI control systems, and problem solving with robots. [Prereq: CS 211 and STAT 108 or STAT 108i.]

**CS 449. Computer Security** (4). Introduction to central concepts of computer security on networked systems. Topics include threats, cryptography, authentication, operating systems in security, legal and privacy issues. [Prereq: CS 346.]

**CS 458. Software Engineering** (4). Introduction to software engineering principles and methodologies in the context of a semester-long software team project. [Prereq: CS 328 and CS 374.]

**CS 461. Computational Models** (4). An introduction to the Chomsky hierarchy, automata, Church-

Turing Thesis, computability, NP-completeness, and information theory. [Prereq: CS 212, MATH 253, and MATH 105 or MATH 109.]

**CS 480. Advanced Topics in Computing** (1-3). Advanced topics in computer science. [Prereq: CS 211; sophomore standing or greater. Rep.]

**CS 480L. Advanced Topics in Computing** (1-2). Advanced topics in computer science. [Prereq: CS 211; sophomore standing or greater. Rep.]

**CS 482. Internship** (1-4). Supervised experience in business, governmental, or service agencies, matching theory with practice. [CR/NC. Prereq: IA. Weekly: 3 hrs per unit of credit.]

**CS 499. Directed Study** (1-4). Individual study on selected topics. Open to advanced students with consent of faculty sponsor and DA. [Rep by topic for a maximum of 12 units; multiple enrollments in term.]

## Criminology & Justice Studies

### LOWER DIVISION

**CRIM 125. Introduction to Criminology and Justice Studies** (3). Introduction to field of criminology and social justice conceptual framework; theoretical perspectives and methods; contemporary crime policy issues: individual to societal.

**CRIM 225. Inequalities/Criminalization** (4). Examines the intersections of crime and inequalities within families, communities and nations. [Prereq: CRIM 125]

**CRIM 225S. Inequalities/Criminalization** (4). Examines the intersection of crime and inequality within families, communities, and nations. The course includes experiential education that connects students to local responses to social justice issues. [Prereq: CRIM 125.]

### UPPER DIVISION

**CRIM 325. Law and Society** (4). Examines creation and maintenance of systems of law and social control. Focus on courts, surveillance, policing, informal and formal mechanisms of social control impacting individuals to societies. Writing intensive course. [Prereq: CRIM 225 or CRIM 225S and junior standing or greater.]

**CRIM 362. Gender, Sexualities and Crime** (4). Explores how beliefs about gender and sexuality intersect with the ways that crime happens and is treated in and out of the criminal justice system.

**CRIM 410. Criminological Theory** (4). Examination, application, and critical review of classical and contemporary theories of crime. Classical, Interactionist, Structural, Learning, Critical, and Feminist theories. [Prereq: CRIM 325 and junior standing or greater.]

**CRIM 420. Drugs and Society** (4). Why are some drugs legal while others are illegal? Explore social and historical processes shaping drug policy and the causes and consequences of the use and abuse of consciousness-altering substances.

[Prereq: CRIM 225 or CRIM 225S or SOC 225S; junior standing or greater.]

**CRIM 430. Law and Dissent** (4). Law and social change. Law as technology of criminalizing and co-opting social movements. Mechanisms for appealing to State for rights and recognition. Civil disobedience, policing protests, and political prisoners. [Prereq: CRIM 225 or CRIM 225S or SOC 225S; junior standing or greater.]

**CRIM 431. Juvenile Delinquency** (4). Contemporary knowledge; community response; prevention, rehabilitation.

**CRIM 433. Punishment and Justice in Cross-National Perspective** (4). Comparative examination of punishment and justice from primitive to contemporary societies and cross-culturally. Focus is on structural forces and impacted communities. [Prereq: junior standing or greater.]

**CRIM 455. Policing Bodies: A Biopolitical History of Race, Riots and Surveillance** (4). Examines the evolution of policing in direct relation to the social, political, and economic tensions of different historical moments. [Prereq: CRIM 225 or CRIM 225S or SOC 225S; junior standing or greater.]

**CRIM 487. Community Action Research** (4). Capstone. Builds skills in community action research through working with community issues with social change as a goal. Proposal due in semester before enrollment to receive permission number. [CRIM 410 (C), SOC 372 or SOC 472, SOC 382 and IA. junior standing or greater.]

## Critical Race, Gender & Sexuality Studies

### LOWER DIVISION

**CRGS 108. Power/Privilege: Gender & Race, Sex, Class** (3). How gender is shaped by race, class, and sexuality. Analyze relations of power and privilege within contemporary US society. [DCG-d. D-LD.]

**CRGS 118. College Skills** (2). College Skills supports student learning in CRGS 108: Power/Privilege. Must be concurrently enrolled in the specified EOP section of CRGS 108. [Coreq: CRGS 108.]

**CRGS 235 / ANTH 235 / COMM 235 / PSCI 235 / SOC 235. Act to End Sexualized Violence** (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC]

**CRGS 280. Selected Topics in Critical Race, Gender, and Sexuality Studies** (1-4). [Rep.]

### UPPER DIVISION

**CRGS 313 / EDUC 313. Community Activism** (3). Develop organizational and activist skills, understand how social change occurs, link theory to concrete organizing practice in the community.

Course blends critical analysis of organizing theories/methods with hands-on projects. [DCG-d.]

**CRGS 321. Trans\* Lives and Theory** (3). Intro to trans\* lives and theory utilizing intersectional and multicultural approach. Topics include: trans\* experiences; theories of trans\* identity; gender and diagnosis; gender justice; trans\* feminism and coalition building.

**CRGS 330. Women of Color Feminisms** (3). Resistance and activism of women of color in US relative to race/sex/gender/class oppressions; intersectional analysis, theory in the flesh, womanism, feminism. Rotating focus: Chicana, Black, Indigenous, Asian-American, transnational feminisms. [Prereq: CRGS 108 (C) or ES 105 (C) or WS 106 (C) or WS 107 (C).]

**CRGS 360. Race, Gender & U.S. Law** (4). How are race, gender, and sexuality constructed and regulated in U.S. law? How have activists challenged such regulations? Discussion of slavery, miscegenation, eugenics, birth control, marriage, welfare, and affirmative action. [DCG-d.]

**CRGS 390. Theory & Methods** (4). Introduces critical social theories informing Ethnic, Women's and Multicultural Queer Studies. Explores workings of power, construction of the subject, dynamics of resistance, and conceptual bases of liberation movements. Emphasis rotates. [Prereq: ES 105 or WS 106 or WS 107 or CRGS 108. DCG-n.]

**CRGS 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.

**CRGS 480. Selected Topics in Critical Race, Gender, and Sexuality Studies** (1-4). [Rep.]

**CRGS 482. Internship** (1-3). Supervised internship in organization or institution. Workplace cultures; policy development/review; plan implementation. May lead to community service project [WS 420]. [Prereq: CRGS 108 or ES 105 or ES 106 or WS 106 or WS 107.]

**CRGS 485. Professional Development** (1). Majors link their experiences and knowledge with tools for obtaining entry-level positions; internships; graduate and professional program admission. Self-care strategies; resume, cover letter, CV, and statement of purpose writing; mock interview. [Prereq: CRGS 108, CRGS 313 (C), CRGS 330 (C), CRGS 360 (C), CRGS 390 (C). CR/NC.]

**CRGS 491. Mentoring** (1-2). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

## Dance

### LOWER DIVISION

**DANC 103. Modern/Contemporary I** (3). 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. C-LD.]

**DANC 103T. Modern/Contemporary I Skills Maintenance** (1) Contemporary dance at the beginning level. Offered in conjunction with DANC 103 in order for students to maintain skills in modern dance techniques. [Prereq: IA. Rep.]

**DANC 104. Modern/Contemporary II** (3). Continue using contemporary dance forms to increase technical proficiency, endurance, and performance skills. Required for dance studies majors and dance minors. [Prereq: DANC 103 or IA. Rep. C-LD.]

**DANC 104T. Modern/Contemporary II Skills Maintenance** (1) Continued study of dance techniques at the intermediate level. Offered in conjunction with DANC 104 in order for students to maintain skills in modern dance techniques. [Prereq: IA. Rep.]

**DANC 110. Ballet I** (2). Techniques, methods of traditional ballet for students at the beginning level. [Rep.]

**DANC 110T. Ballet I Skills Maintenance** (1) Beginning level of ballet technique. Offered in conjunction with DANC 110. Students will continue to maintain dance technique. [Prereq: IA. Rep.]

**DANC 120. Jazz Dance Styles I** (2). Techniques and choreography for beginners. [Rep.]

**DANC 120T. Jazz Styles I Skills Maintenance** (1) Beginning jazz techniques and choreography. Offered in conjunction with DANC 120. Students will continue to maintain dance technique. [Prereq: IA. Rep.]

**DANC 240. African Dance** (1). Learn dances, songs, and rhythms from various African regions and peoples. Experience African dance as prayer, celebration, a healing power, a demonstration of community, a joyful release of energy, and as an ecstatic connection to the universe. [Rep.]

**DANC 243. Tap Dance** (1). A study of tap dance and rhythmic patterned movements at the beginning level. Historical perspective and terminology will be included. [Rep.]

**DANC 245. Middle Eastern Dance** (1). A study of the ancient and ever-evolving Middle Eastern Dance art form with a strong focus on Egyptian styles. May also include American Cabaret and Tribal styles and examples of contemporary influences on traditional Middle Eastern Dance. [Rep.]

**DANC 247. Mexican Folklorico Dance** (1). Exploration of traditional Mexican dances and the historical and social context in which they are performed. Students will perform and become aware of dance terminology, steps, and style. [Rep.]

**DANC 288. Music for Dancers** (1). Rhythmic techniques as related to dance. Exploration of

musical styles, genres, and phrasing. Essential for choreographers and dance instructors. [Coreq: DANC 289 when enrolled for the first time. Rep.]

**DANC 289. Choreography I** (1). Exploration of improvisational dance techniques at the beginning level as a performance tool for the development of choreography. Completed solos, duets, and/or trios will be presented. Required for dance majors and minors. [Prereq: DANC 103 (C) or DANC 110 (C) or DANC 120 (C) or IA. Coreq: DANC 288. Rep.]

### UPPER DIVISION

**DANC 303. Dance in World Cultures** (3). 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. [Weekly 2 hrs lect; 2 hrs act. Rep. DCG-n. C-UD.]

**DANC 310. Ballet II** (2). For those at the intermediate level of ballet technique. [Prereq: DANC 110 or IA. Rep.]

**DANC 310T. Ballet II Skills Maintenance** (1) Intermediate level of ballet technique. Offered in conjunction with DANC 310. Students will continue to maintain dance technique. [Prereq: IA. Rep.]

**DANC 320. Jazz Dance Styles II** (2). Intermediate techniques and choreography. [Prereq: DANC 120 or IA. Rep.]

**DANC 320T. Jazz Styles II Skills Maintenance** (1) Intermediate techniques and choreography. Offered in conjunction with DANC 320. Students will continue to maintain dance technique. [Prereq: IA. Rep.]



**DANC 330. Modern/Contemporary III** (2). Contemporary dance styles at the intermediate/advanced level. Enhance technical skills and performance artistry. [Prereq: DANC 104 or IA. Rep.]

**DANC 330T. Modern/Contemporary III Skills Maintenance** (1) Continued study of contemporary dance techniques at the high intermediate/advanced level. Offered in conjunction with DANC 330 in order for students to maintain skills in modern dance technique. [Prereq: IA. Rep.]

**DANC 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.

**DANC 380. Special Topics in Dance – Activity Based** (1-3). \* Special topics in dance studies to be determined by program need and student interest. Topics vary. [Rep; multiple enrollments in term.]

**DANC 389. Choreography II** (2). Use of improvisational dance techniques as a tool for development of choreography. Emphasis on student choreography. Opportunity to develop skills in interdisciplinary creation and collaboration. Required for dance majors and minors. [Prereq: DANC 288 and DANC 289 or IA. Rep once for a maximum of 4 units.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

**DANC 400. Bodyworks** (3). A somatics, self-awareness, and expressive movement class. Using Eastern and Western movement practices, students will enhance general wellness, physical skills, and mind/body connections while gaining tools for life-long discovery. [Rep. E-UD.]

**DANC 480. Special Topics in Dance** (1-4). Special topics in dance studies to be determined by program need and student interest. Topics vary. Offered as funding permits. [Rep; multiple enrollments in term.]

**DANC 484. Creative Dance for the Classroom** (3). Develop skills for teaching dance. Course implements national dance standards and California Visual and Performing Arts Framework. No previous dance experience necessary. [Rep.]

**DANC 488. Dance Performance Ensemble** (1-4). Rehearse and perform selected dance choreography. Emphasis on dance technique, performance skills, and collaboration. [Prereq: audition or IA. Coreq: enrollment in dance class of appropriate genre or IA. Rep 5 times for a maximum of 12 units.]

**DANC 489. Dance Theatre Production** (4). Rehearse and coproduce a dance concert. Emphasis on compositional, collaborative, and leadership skills. Required for dance majors. [Prereq: audition, ISDS major, or IA. Rep.]

**DANC 499. Directed Study** (1-4). Independent study, studio instruction, and/or supervised activities. [Rep twice for a maximum of 9 units; multiple enrollments in term.]

## Economics

### LOWER DIVISION

**ECON 104. Contemporary Topics in Economics** (3). Analyze contemporary issues, including multicultural issues. Employ principles of microeconomics, macroeconomics, and the economics of discrimination and public choice. Economics' role as a social science assisting in understanding causes, effects, and possible policies for current problems. [D-LD.]

**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 placement category I, II or III. Rec: GE math or statistics and/or more advanced math courses.]

**ECON 210L. Supplemental Instruction** (1). Supplemental instruction for ECON 210. Structured activities, problem-sets, experiments, games, and review sessions geared toward helping students understand content, improve problem-solving skills, and enhance performance in ECON 210. [Coreq: ECON 210. CR/NC.]

**ECON 280. Special Topics in Economics** (1-4). Supplemental activities for ECON courses. [Rep with different courses; multiple enrollments in term.]

### 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.* [D-UD.]

**ECON 305D. International Economics & Globalization — Additional 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 & 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. D-UD.]

**ECON 306D. Economics of the Developing World — Additional 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.* [D-UD.]

**ECON 308D. History of Economic Thought — Additional 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.* [D-UD.]

**ECON 309D. Economics of a Sustainable Society — Additional 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: completed GE math or higher; ECON 210.]

**ECON 310L. Supplemental Instruction** (1). Structured activities, problem sets, experiments, games and review sessions geared toward helping students understand content, improve problem-solving skills, and succeed in ECON 310. [CR/NC.]

**ECON 311. Intermediate Macroeconomics** (4). Critique macroeconomic models, including macrodynamics and the microeconomic foundation of macroeconomic theory. Fiscal and monetary policy impacts on income, employment, interest rates, economic growth, inflation. [Prereq: completed GE math or higher; ECON 210.]

**ECON 320. Development of Economic Concepts** (3). Equips teaching credential candidates with understanding of economic principles and concepts for teaching them at elementary and secondary level public schools. Not open to economics majors.

**ECON 323. Economic History of the US** (3). Trace development of American economy and underlying economic, legal, and social institutions. Interaction among economic, social, and political conditions. Critique conventional wisdom on economic interpretation of historical issues, such as the revolution, Civil War, and slavery. *Fulfills legislature-mandated requirement in US history. Economics and business administration majors MUST co-enroll in ECON 323D.*

**ECON 323D. Economic History of the US — Additional 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 387 / ANTH 387 / COMM 387 / GEOG 387 / HIST 387 / INTL 387 / PSCI 387. International Education Colloquium** (1). Earn credit by attending International Education Week events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]


**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 — Additional 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. Economic analysis of energy efficiency

and renewable energy projects. [Prereq: ECON 104 or ECON 210.]


 **ECON 470S / ECON 570S. Sustainable Rural Economic Development** (4). Role of development practitioner. Analyze rural economic development theory and strategies required for sustained growth and job creation consistent with community values. Local speakers; cases; field trip; service-learning component.

**ECON 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 supervision of a faculty member in economics. [Prereq: Senior standing; economics or business administration: economics majors only. Rep.]

**ECON 499. Directed Study** (1-4). [For advanced students upon IA.]

## GRADUATE

 **ECON 550. Economics of Energy & Climate Policy** (4). Economics of energy markets and regulatory institutions. Climate-change policies and impacts. Economic tools for reducing greenhouse-gas emissions. Economic analysis of energy efficiency and renewable energy projects. [Prereq: MATH 101 or MATH 101i or MATH 102 or equivalent (C), graduate standing.]

 **ECON 570S / ECON 470S. Sustainable Rural Economic Development** (4). Role of development practitioner. Analyze rural economic development theory and strategies required for sustained growth and job creation consistent with community values. Local speakers; cases; field trip; service-learning component.

**ECON 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 Educational Leadership, Elementary Education, Liberal Studies/Elementary Education, Secondary Education or Special Education.*

### LOWER DIVISION

**EDUC 110. Introduction to Education** (1). Contemporary issues and problems.

**EDUC 285. Technology Skills for Educators** (3). Introduces computer novice to wide variety of computing topics and terminology in preparation for teaching career. Hands-on activities develop basic skills in many common computer applications. [CR/NC.]

### UPPER DIVISION

**EDUC 313 / CRGS 313. Community Activism** (3). Develop organizational and activist skills, un-

derstand how social change occurs, link theory to concrete organizing practice in the community. Course blends critical analysis of organizing theories/methods with hands-on projects. [DCG-d.]

**EDUC 318 / WS 318. Gay & Lesbian Issues in Schools** (3). Explores the ways in which K-12 public education responds to the open inclusion of gay, lesbian, bisexual, and transgender students, teachers, and parents. Special focus on topics such as homophobia in girl's sports, gender non-conforming sports, and teachers' decisions to be closeted or openly gay. [DCG-d.]


**EDUC 377 / SPED 777. Education of Exceptional Individuals** (2). Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.

**EDUC 380. Special Topics** (.5-4). Topics of current interest. [Rep.]

**EDUC 480. Special Topics** (.5-4). Topics of current interest. [Rep.]

## GRADUATE

**EDUC 580. Special Topics** (.5-4). Topics of current interest. [Rep.]

 **EDUC 610. Education in Society** (3). 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 620. Pedagogy: Practice & Research** (3). 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 630. 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 640. 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 645. Academic Writing in Education** (2). This course, taken in conjunction with EDUC 655 which focuses on the fundamentals of doing academic research, assists students in learning to write about their research utilizing an academic voice. [Coreq: EDUC 655]

**EDUC 655. Educational Research** (3). Research design. Ethical and practical problems related to conducting research in educational settings.

**EDUC 665. 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 682. Mixed Methods in Education Research** (4). An introduction to the philosophical/theoretical foundations and applications of mixed methods research in education. Students complete and present a mixed methods pilot study to investigate tools and processes for their thesis research. [Prereq: EDUC 655. Rep once.]

**EDUC 690. Thesis** (1-3). Restricted to students in education grad program. [CR/NC. Rep.]

**EDUC 692. Master's Project** (1-3).

**EDUC 699. Independent Study** (.5-3). Selected problems. [Prereq: grad standing and IA. Rep.]

## Educational Leadership

### CREDENTIAL/LICENSURE

**EDL 642. Curriculum: Development & Governance** (3). Structure and organization of curriculum. Historical, traditional, and contemporary influences. Problems related to governance, leadership, procedures, and implementation.

**EDL 645. Personnel Administration & Supervision** (3). Issues related to school personnel procedures, from employment to retirement. Supervision of instruction, employee evaluation, collective bargaining.

**EDL 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.

**EDL 647. Practicum: Diversity Issues & School Administration** (2). Class assessment of contemporary issues most important for future school administrators.

**EDL 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.



**EDL 649. Ethics & School Administration** (1). Review personal, institutional, and community values. Clarify their conflict and impact on school administration and leadership.

**EDL 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.

**EDL 680. Special Topics** (1-5). [Rep.]

**EDL 694. Elementary School Administration Fieldwork** (3). Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative service credential.

**EDL 695. Secondary School Administration Fieldwork** (3). Supervised performance of administrative tasks in a secondary school to meet requirements for preliminary administrative services credential.

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

**EDL 696. Fieldwork & Final Evaluation Seminar** (1). Procedures and expectations related to fieldwork experiences. Develop Individual Educational Plan (IEP) for fieldwork experience.

## 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.

### CREDENTIAL/LICENSURE

*Unit values for preliminary credential courses may vary between fall and spring semesters. The EED fieldwork coordinator provides guidance at the time of registration.*

**EED 701. Selected Topics** (.5-3). Topic relevant to teaching in today's world. [Rep.]

**EED 720 / EED 720B. The School & the Student** (.5-3) **F/S**. Seminar in foundations of teaching. 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 / EED 721B. Multicultural Foundations** (.5-2) **F/S**. Become culturally competent educator. Develop knowledge, attitudes, and skills to promote educational excellence and equity in elementary classrooms. How personal cultural values, biases, and institutional practices influence crosscultural interactions. [Prereq: admitted to EED program.]

**EED 722 / EED 722B. English Language Skills & Reading** (.5-3) **F/S**. Methods of developing English language skills, including reading. Design and implement programs in which all can participate successfully, including pupils from culturally and linguistically diverse backgrounds. Meets CCTC competency requirements for reading instruction in elementary school. [Prereq: admitted to EED program or IA.]


**EED 723 / EED 723B. Integrating Math/Science in Elementary School** (.5-4) **F/S**. Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Classroom management of activities/materials, planning lessons, using technology, evaluating learning, integrating math and science with other content areas. [Prereq: admitted to EED program.]


**EED 724 / EED 724B. Fine Arts in the Integrated Elementary Curriculum** (.5-1) **F/S**. Appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in elementary classrooms. Lesson planning, classroom management of activities/materials, creative expression, aesthetic perception, integrating fine arts with other content areas. [Prereq: admitted to EED.]

**EED 726 / EED 726B. Professional Development Seminar** (.5-1) **F/S**. Promote professional growth using California Standards for the Teaching Profession. Incorporate reflective journals and portfolios. Information on credentialing process and job search strategies. [Prereq: admitted to EED program. CR/NC.]

**EED 728. History/Social Science in the Integrated Elementary Curriculum** (.5-2) **F/S**. Content, methods, and materials for teaching history/social science as part of integrated curriculum in the elementary classroom. Classroom management of activities/materials, planning lessons, use of technology, evaluating learning, integrating history/social science with other content areas. [Prereq: admitted to EED.]

**EED 733 / EED 733B. Teaching English Learners** (1) **F/S**. Development of basic knowledge, skills, and strategies for teaching English learners. [Prereq for EED 733 and EED 733B: must be in EED Credential Program. Prereq for EED 733B: EED 733.]

 **EED 750. Student Teaching in Elementary School - Fall** (8). Student teaching in elementary school setting, including small group, large group and co-teaching with mentor teacher while attending to children's socioeconomic and cultural backgrounds. [Prereq: admitted to EED. CR/NC.]

 **EED 758. Student Teaching in Elementary School - Spring** (11). Student teaching in elementary school setting with mentor teacher and university supervision. Students begin spring semester student teaching in January completing the placement at the close of the public school year. [Prereq: admitted to EED program. CR/NC.]

## English

### LOWER DIVISION

**ENGL 102. Composition and Rhetoric A** (3). First semester of year-long course emphasizing analytical reading, critical thinking, and rhetoric. Writing developed through workshop, collaboration, reflection, and revision. Introduction to research. Preparation for ENGL 103. Culminates in semester project. [CR/NC. A-LD.]

**ENGL 103. Composition and Rhetoric B** (3). Second semester of year-long writing course. Emphasizes rhetorical knowledge, writing in multiple genres, and writing as a socially situated practice. Writing workshop, research, collaboration, and revision. Culminates in writing portfolio. [Prereq: ENGL 102. A-LD.]

**ENGL 104. Accelerated Composition and Rhetoric** (3). Accelerated writing course emphasizing rhetorical knowledge, writing in multiple

genres, critical thinking, and writing as a socially situated practice. Writing workshop, research, collaboration, and revision. Culminates in writing portfolio. [A-LD.]

**ENGL 104S. Accelerated Composition and Rhetoric** (3). Honing academic writing and reading skills. Emphasis on research strategies, synthesis, critical reading, rhetorical distinctions. Workshop, lecture, and collaborative learning. Final assessment based on writing portfolio. Incorporates Service Learning pedagogy. [A-LD.]

**ENGL 105. Literature, Media, and Culture** (3). Study written, visual, and musical genres, with an emphasis on understanding their role as texts in culture. Develop skills and understanding as a thoughtful reader, viewer, and listener. [C-LD.]

**ENGL 107. Critical Writing** (3). Explore the relationship between language and logic; identify fallacies of argument; and craft traditional, multimodal and multimediated arguments in context of current social, economic, political, and environmental discourse. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S. A-LD.]

**ENGL 110. Composition and Rhetoric Lab** (1). Individualized and small group support and instruction for students currently enrolled in year-long or accelerated composition and rhetoric. [Coreq: ENGL 102 or ENGL 103 or ENGL 104 or ENGL 104S. CR/NC. Rep.]

**ENGL 120. Introduction to the English Major** (4). Aims and methods of literary scholarship and criticism, to prepare for upper division work. Recommended first course in the major. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 180. Special Topics in English** (1-4). Topics in literature, culture, and language not covered in regularly scheduled classes.

**ENGL 200. Academic Writing & Revision Workshop** (3). Revisiting ENGL 103/ENGL 104 assessment portfolio. Workshop, lecture, critical reading of student texts. Students failing ENGL 103/ENGL 104 portfolio must complete ENGL 200 to fulfill GE. Students failing 200 portfolio must repeat 200. [Prereq: grade of RP in ENGL 103, ENGL 104 or ENGL 104S.]

**ENGL 211. Introduction to Creative Writing** (4). Learn craft principles for multiple genres of creative writing: including poetry, fiction, and creative nonfiction. Gain awareness of literary conventions and writing workshop practices. Practice a range of techniques for generating and revising texts. [Weekly: two 2-hr periods plus conferences. Rep.]

**ENGL 215. Information Literacy and Writers Seminar** (2). Directed and collaborative seminar to enhance mastery of writing, critical reading, and research and information literacy. [Rep once.]

**ENGL 220. Literature, Identity and Representation** (4). How social identities are created through language and texts; how categories of identity (gender, sexuality, race, nation, class, ethnicity, etc.) are central to the study of literature. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 225. Introduction to Language Analysis** (4). Examination of the nature of human language, including its formal structure, usage, and variation. Emphasizes applications to the study of literature, literacy and social identity. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 230 - ENGL 231. Survey of British Literature** (4 - 4). Within chronological periods designated below, courses organized around major figures, topics, or genres to reveal lines of influence and development. [Rep.]

**ENGL 232. Survey of American Literature** (4). Analyze multi-ethnic U.S. poetry, fiction, drama, essay and autobiography from slave narratives to the present. Discuss literary texts in social, political and historical contexts, including formations of individual and national identity, definitions of "American" and "citizen", and constructions of race, gender, genre, family, borders, war, art, and resistance. [DCG-d.]

**ENGL 240. World Literature** (4). Read and discuss significant works of literature in translation. Topics vary: themes, genres, historical periods, major figures. [Rep.]

**ENGL 280. Special Topics** (1-4). Topics not covered in regularly scheduled courses. [Rep; multiple enrollments in term.]

## UPPER DIVISION

**ENGL 305. Postcolonial Perspectives: Literature of the Developing World** (3). Read/discuss modern writing from Latin America, Asia, Africa, Central Europe, Middle East. Fiction, drama, poetry, essays (historical, political, anthropological), documentary films, videotapes. [DCG-n. C-UD.]

**ENGL 306. Contemporary Texts** (3). Selected texts from the 20th and 21st centuries in variable genres, forms and media, from traditional texts to graphic novels, film and new media. [C-UD.]

**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. [DCG. ENGL 308B (domestic); ENGL 308C (non-domestic). C-UD.]

**ENGL 311. Environmental Writing** (4). Write, analyze, and critique texts that explore questions of environmental justice. Quality writing considered for publication in *Toyon: Multilingual Journal of Literature and Art*. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 314. Creative Writing: Nonfiction** (4). Write, analyze, and critique student nonfiction. For upper-division students. Quality writing considered for publication in *Toyon: Multilingual Journal of Literature and Art*. [Prereq: ENGL 211 or IA.]

**ENGL 315. Creative Writing: Fiction** (4). Write, analyze, and critique student fiction. For upper-division students. Quality writing considered for publication in *Toyon: Multilingual Journal of Literature and Art*. [Prereq: ENGL 211 or IA.]

**ENGL 316. Creative Writing: Poetry** (4). Write, analyze, and critique student poetry. For upper-

division students. Quality writing considered for publication in *Toyon: Multilingual Journal of Literature and Art*. [Prereq: ENGL 211 or IA.]

**ENGL 318. Rhetoric for Writers** (4). Examines principles of rhetoric, including how culture shapes and is shaped by language. Emphasizes rhetorical traditions and practices. Students apply rhetorical theories to their analysis and creation of text. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 319. Digital Rhetorics & Writing** (4). Explores technology-mediated communication and digital rhetorics in informal culture. Examine and apply rhetorical theory to multimodal texts. Exploration and production of websites, interactive media, games, and digital presentations. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 320. Practical Criticism** (4). Write critical essays about literature based on close readings of poetry, short stories, drama. Normally requires in-class writing, discussion of texts and student papers, and one highly polished essay per week. [Prereq: ENGL 120 or ENGL 220.]

**ENGL 323. Children's Literature** (3). Close study and evaluation of literature for children. For teachers, prospective teachers, parents. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 325. History of the English Language** (4). Indo-European origins to the present. Social, cultural, and historic events affecting it. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 326. Language Study for Teachers** (4). English phonetics, phonology, morphology, and syntax. Apply these fields to language arts instruction, including spelling, reading, composition, and other language skills. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 328. Structure of American English** (4). Analyze syntax, with special reference to teaching grammar. English phonetics; text grammar. [Prereq: ENGL 225.]

**ENGL 330. American Literature** (4). Major figures, themes, genres, or historical periods. Topic varies. [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. [Rep. DCG-d.]

**ENGL 342. Special Topics in Shakespeare** (4). Instructor selects Shakespeare plays related by genre, chronology, or theme. [Prereq: ENGL 320. Rep.]

**ENGL 344. Young Adult Literature** (3). Study and respond to selected works appealing to young people. For teachers or prospective teachers of literature in secondary school. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 350. British Literature** (4). Major figures, themes, genres, or historical periods. Topics vary. [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. [Rep.]

**ENGL 370 / ENGL 570. Topics in the Literature of Power and Place** (4). Study writers, theories, and representations of place in relation to issues of power with regard to class, ethnicity, gender, and/or sexuality. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S. Rep once.]

**ENGL 406. Contemporary Composition: Traditional Studies & Digital Practice** (4). Current theories/methods of teaching writing, and current technology for studying and teaching in the English discipline. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 417. Second Language Acquisition** (3). Compare/contrast first and second language acquisition. Assess factors affecting the learning of a second language: interference of first language, structure of second, personality characteristics, age, cultural attitudes. [Prereq: ENGL 225 or ENGL 326 or ENGL 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, problems in 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 103 or ENGL 104 or ENGL 104S.]

**ENGL 424. Communication in Writing I** (3). Critical reading and writing of various modes of prose. Writing process of children and how writing tasks can be accessible to developing minds. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 426. Communication in Writing II** (3). Practice various modes of writing. Train in critical response to, and evaluation of, student writing. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**ENGL 435. Introduction to English as a Second/Foreign Language** (4). Examines who studies second/foreign languages and why; overviews historical and common language teaching methods and techniques; discusses teaching speaking, listening, reading, writing, grammar, vocabulary, and sociopolitical ramifications.

**ENGL 436. Integrating Language & Content in English Instruction** (3). A practical course on how to teach content and language simultaneously (content-based instruction, CBI) to students who are still learning English. Examines rationales and various CBI methods, techniques, and lessons. [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. Rep.]

**ENGL 460. Literary Editing and Publishing (Toyon)** (4). Study and gain hands-on experience in the practice of literary editing, including manuscript selection, layout, design, and production. Produce an issue of the *Toyon: Multilingual Journal of Literature and Art* and learn about histories, trends, and opportunities in literary publishing. [Rep. Not repeatable for major credit.]

**ENGL 461. Literary Magazines & Contemporary Audiences** (4). Examine contemporary literary readerships and gain hands-on experience in audience analysis and tailored marketing. Work to increase the circulation of *Toyon: Multilingual Journal of Literature and Art*. [Rec. ENGL 460. Rep.]

**ENGL 465B / ES 465B / WS 465B. 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-d.]

**ENGL 465C / ES 465C / WS 465C. 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-n.]

**ENGL 480. Special Topics** (1-4). Topics not covered in regularly scheduled courses. [Rep.]

**ENGL 482. Internship in Teaching Writing, Literature, or Linguistics** (2). Supervised practice teaching in a college setting. [Prereq: senior standing and IA. Rep once.]

**ENGL 490. Senior Project Seminar** (2). Culmination of the major. [Prereq: senior standing. CR/NC.]


**ENGL 499. Directed Study** (1-4). For advanced students with IA. [Rep.]

## GRADUATE

**ENGL 536. Problems in Form, Genre, Media** (4). Cultural analysis in U.S. and beyond, represented in various modes, e.g. law/literature of slavery and resistance, transnational narratives, multicultural queer narratives, pastoral genre in U.S. and Britain. [Rep.]

**ENGL 546. Reading Historically** (4). Intensive study of topics in historicist reading, including Black Britain, economic theories and the novel, Virginia Woolf and history, etc. [Prereq: acceptance into 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: acceptance into English MA program or IA. Rep.]

 **ENGL 570 / ENGL 370. Topics in the Literature of Power and Place** (4). Study writers, theories, and representations of place in relation to issues of power with regard to class, ethnicity, gender, and/or sexuality. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S and acceptance into English MA program or IA. Rep once.]

**ENGL 580. Special Topics Seminar** (1-3). Study of literature or study and practice of various kinds of writing. When offered as workshop, units do not

fulfill degree requirements. [Prereq: acceptance into English MA program or IA. Rep.]

**ENGL 581. Practicum in Teaching Writing** (3). Designed for graduate teaching associates in English during their first semester teaching. Provides information, support, theoretical grounding, dialogue, and practice in writing instruction. [Prereq: IA. Rec. ENGL 406, ENGL 450, ENGL 612.]

**ENGL 600. Graduate Studies Introduction** (4). Approaches to literary and cultural studies, composition, pedagogy, language studies. Research and scholarship in the discipline. Planning and writing a thesis. Avenues for publishing, for teaching, for pursuing the Ph.D. [Prereq: acceptance into English MA program or IA.]

**ENGL 605. Cultural Studies Introduction** (4). Cultural studies as academic practice. History of the field; affiliations with other interdisciplinary areas; practical applications; relationship between aesthetics and politics. [Prereq: acceptance into English MA program or IA.]

**ENGL 611. Reading and Writing Pedagogy I** (4). Theoretical and practical tools for improving literacy skills in the classroom. Common reading and writing practices, theories and principles of assignment design, response to student work, identifying diverse learning needs. [Prereq: acceptance into English MA program or IA.]

**ENGL 612. Theory of Rhetoric and Composition** (4). In-depth overview of modern composition studies (1950 to the present), also contemporary rhetoric as it impacts best practices of university-level writing instruction. [Prereq: acceptance into English MA program or IA.]

**ENGL 614. Teaching ESL Reading and Writing** (4). Explores the theory, research and practice of teaching second language (L2) reading and writing; relationship between first and L2 reading and writing; and common challenges in L2 reading and writing. [Prereq: acceptance into English MA program or IA.]

**ENGL 615. Digital Humanities: Public History, Archives, & Scholarly Communication** (4). Provides broad training and professional development in curating, archiving, exhibiting, critiquing, and publishing materials across a range of media. Histories, methodologies, tools, and debates of digital humanities. [Prereq: acceptance into 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 acceptance into English MA program or IA.]

**ENGL 620. Seminar in Critical Theory** (4). Concentrated study of a topic in critical theory and cultural analysis, e.g. critical legal studies, postcolonialism and globalization, aesthetics and politics, gender and sexuality, ecocriticism. [Prereq: acceptance into English MA program or IA.]

**ENGL 635. Introduction to English as a Second/Foreign Language** (4). Examines who studies

second/foreign languages and why; overviews historical and common language teaching methods and techniques; discusses teaching speaking, listening, reading, writing, grammar, vocabulary, and sociopolitical ramifications [Prereq: acceptance into English MA program or IA.]

**ENGL 681. Internship in Teaching Literature** (2). Supervised practice in college, high school, elementary school, or community setting. [Prereq: ENGL 600, a grad literature seminar; acceptance into English MA program or IA. Rep once.]

**ENGL 682. Internship in the Teaching of Writing** (2). Supervised practice in college, community college, high school, elementary school, or community setting. [Prereq: acceptance into English MA program or IA, see department. 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, ENGL 635, and acceptance into English MA program or IA. Rep.]

**ENGL 690. Master's Project** (1-4). Culmination of MA degree: project demonstrating advanced achievement in language, literature, literary criticism, creative writing, or teaching of writing. [Prereq: acceptance into English MA program or IA. Rep.]


**ENGL 694. Field Experience: Observe and Reflect** (4). A course for students in the Master's International Program. Requires an extensive descriptive and reflective journal based on experience teaching overseas with the Peace Corps. [Prereq: acceptance into English MA program or IA.]


**ENGL 695. Critical Analysis of Field Experience** (2). The culminating activity for students in the Master's International Program. Requires the writing of an essay based on the student's experience teaching overseas. [Prereq: acceptance into English MA program or IA.]

**ENGL 699. Independent Study** (1-4). Open to students acceptance into English MA program with IA. [Rep.]

## Environment & Community

### GRADUATE

 **EC 610. Environment & Community Research** (3). Exploration of frameworks for understanding "environment" and "community" and diverse approaches to social science environment and community research. Development of skills necessary for critical knowledge consumption and production.

 **EC 615. Graduate Colloquium** (1). Environment and Community MA graduate students develop, share, and present work related to their thesis or project. Also linked with the Environment and Community Program's Speaker Series.

 **EC 620. Economic-Political Dimensions** (3). Provides analytical frameworks for understanding the role of political and economic institutions, discourses, organizations, and movements. Vari-



able topics. Repeatable with different content. [Rep 6 times.]

**EC 630. Socio-Cultural Dimensions** (3). Provides understanding of race/ethnicity, class, gender place, and culture, including their social construction and varied intersections. Variable topics. Repeatable with different content. [Rep 5 times.]

**EC 640. Ecological Dimensions** (3). Provides a basic understanding of at least one ecological process or cycle within the context of human-environment relationships. Variable topics. Repeatable with different content. [Rep 3 times.]

**EC 690. Master's Thesis or Project** (1-6). Individual work on thesis or project required for M.A. in Social Science degree. [Rep twice for a maximum of 18 units.]

**EC 695. Field Research** (1-3). Field investigation of issues and/or phenomena related to a student's culminating experience. [Rep 5 times for a maximum of 9 units.]

## Environmental Resources Engineering

### LOWER DIVISION

**ENGR 115. Introduction to Environmental Resources Engineering** (3). Case studies in water quality, water resources, energy resources, and geotechnical resources. [Prereq: MATH 101T (C) or MATH 102 (C) or MATH 109 (C). Open to environmental resources engineering majors. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 210. Solid Mechanics: Statics** (3). Particle and rigid body equilibrium; vector concepts; equivalent systems of forces; centroids; moments of inertia; friction. [Prereq: MATH 109 or completed Calculus I. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 211. Solid Mechanics: Dynamics** (3). Kinetics and kinematics of particles; work and energy; impulse and momentum; kinematics and plane motion of rigid bodies. Engineering design applications. [Prereq: MATH 110, ENGR 210, ENGR 215 (C). For engineering majors, this is prerequisite to PHYX 211. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 215. Introduction to Design** (3). Engineering design process, including critical analysis of problems, teamwork, Internet, word processing, spreadsheets, computer-aided drawing. Engineering design applications. [Prereq: ENGR 115, and MATH 109 or completed Calculus I (C). Open to environmental resources engineering majors. 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 programming language. [Prereq: ENGR 115, and MATH 109 or completed Calculus I. Recommended prereq: ENGR 210. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 280. Selected Topics in Engineering** (1-3). Selected topics offered at the lower divi-

sion level as demand warrants. Lect/lab as appropriate. [Prereq: vary with topics. Rep with different topics.]

**ENGR 299. Directed Study** (1-3). Directed (independent) undergraduate study or research at the lower division level. [Rep; multiple enrollments in term.]

### 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: PHYX 106 or PHYX 109 or ENST 123 (2 units, each unit must be a different topic). Rec: lower division science GE. Not allowed for credit toward engineering major. Weekly: 2 hrs lect, 3 hrs lab. B-UD.]

**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. B-UD.]

**ENGR 313. Systems Analysis** (3). 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. Weekly: 2 hrs lect, 3 hrs lab.]

**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 and 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 programming language. [Prereq: ENGR 225 and MATH 110. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 326. Computational Methods for Environmental Engineering III** (3). Numerical methods for linear and differential equations used in environmental engineering analysis, design and resource management problems. [Prereq: ENGR 325, and ENGR 331 or ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 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. ERE majors are strongly encouraged to complete this course before starting their 400-level ENGR courses. [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 110, MATH 210 and ENGR 211. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 333. Fluid Mechanics** (4). Fluid properties; fluid statics; flow concepts; control volume analysis; continuity; energy and momentum concepts; boundary layer concepts; drag theory, flow measurements; flow in pipes/ducts; open channel flow; dimensional analysis and similitude. Engineering design applications. [Prereq: ENGR 211, ENGR 325, MATH 210. Weekly: 3 hrs lect, 3 hrs lab.]

**ENGR 351. Introduction to Water Quality** (4). Analytical methods for water quality assessment. Physical, chemical, and biological factors of water quality. Introduction to environmental risk assessment and water/wastewater treatment processes. ERE majors are strongly encouraged to complete this course before starting their 400-level ENGR courses. [Prereq: ENGR 115, CHEM 110, BIOL 105. Weekly: 3 hrs lect, 3 hrs lab.]

**ENGR 371. Energy Systems & Technology** (3). Introduction to key topics and technologies associated with modern energy systems. Covers principles of thermodynamics and electricity and their application to energy systems. [Prereq: MATH 105, CHEM 107 or CHEM 109, PHYX 107 or PHYX 211.]



**ENGR 399. Supplemental Work in Engineering** (1-3). Directed study for transfer student whose prior coursework isn't equivalent to corresponding courses at HSU. [Prereq: DA. Rep; multiple enrollments in term.]


**ENGR 410. Environmental Health & Impact Assessment** (3). Legislative and regulatory foundations for Environmental Impact Statements and their preparation, life cycle principles, sustainability, professional ethics, risk analysis, collecting data and evaluating its adequacy and accuracy, interpreting data, and predicting impacts associated with proposed activities. Engineering aspects of communicable disease control and exposure to toxic materials. [Prereqs: ENGR 313, ENGR 351, 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, ENGR 326, ENGR 331, ENGR 333, ENGR 351. 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 and 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 and ENGR 326. Weekly: 2 hrs lect, 3 hrs lab.]


 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division


 **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, 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 416 (C) and ENGR 440 (C). 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 416 (C), ENGR 440 (C). 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 416 (C). Weekly: 3 hrs lect, 3 hrs lab.]


 **ENGR 452. Design of Water Treatment & Reuse Systems** (3). Physico-chemical water treatment technologies and state-of-the-art technologies for potable reuse and desalination. High-quality reuse, strategic decentralization, and low energy consumption water supply systems. [Prereq: ENGR 416 (C).]


 **ENGR 455. Engineered Natural Treatment Systems** (3). Use and design of free surface constructed wetlands and vegetated gravel beds for treating wastewater. For design engineers and wetland scientists involved in the planning, sizing,

designing, and/or management of wetlands used to treat a wide range of wastewater problems. [Prereq: ENGR 351, ENGR 416 (C) and ENGR 440 (C); or IA.]

 **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 211, ENGR 322, 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, PHYX 211. 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, 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 211, ENGR 322, 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 topics.]

**ENGR 481. Selected Topics with Engineering Design** (3). Selected topics as demand warrants. [Prereq: ENGR 322. Rec: varies by topic. Weekly: 2 hrs lect, 3 hrs lab.]


 **ENGR 492. Capstone Design Project** (3). Culminating ERE design experience based on knowledge gained from previous coursework. Application of the engineering design process to develop a system, process or management plan to solve a significant, open-ended ERE problem. [To be taken final senior semester (within 16 units of graduation). Open to senior and grad level ERE students only. Prereq: ENGR 313, ENGR 322, ENGR 326, ENGR 330, ENGR 331, ENGR 333, ENGR 351.]


**ENGR 496. FE (EIT) Review** (1). Review topics for National Fundamentals of Engineering (FE or EIT) Exam. [Mandatory CR/NC. Not allowed for credit toward major in engineering. Prereq: ENGR 330 (C), ENGR 333.]


**ENGR 498. Directed Design Project** (1-3). Directed (independent) application of engineering design process to develop a system, process or management plan. *May be taken only once for credit.* [Prereq: IA.]


**ENGR 499. Directed Study** (1-3). Directed (independent) undergraduate study or research. [Prereq: IA.]

## GRADUATE


 **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 and ENGR 333. 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 and ENGR 326. Weekly: 2 hrs lect, 3 hrs lab.]


 **ENGR 532. Energy, Environment & Society** (4). This interdisciplinary graduate level course emphasizes technical, environmental, and socio-economic dimensions of energy utilization in contemporary society. Covers technology and policy issues related to conventional and alternative energy resources. [Prereq: graduate standing; working knowledge of introductory physics, chemistry, and statistics; or IA.]


 **ENGR 533. Energy & Climate Change** (4). This interdisciplinary graduate level course provides a rigorous introduction to the science and policy dimensions of global climate change, as well as the prospects for climate change mitigation. [Prereq: graduate standing and ENGR 532, or IA.]


**ENGR 534. Air Quality Management** (3). Nature, causes, and effects of air pollution; air quality standards, their measurement and control; Gaussian Plume model; particulate and gaseous pollutant control devices. Engineering design applications. [Prereq: CHEM 110 and ENGR 416. Weekly: 2 hrs lect, 3 hrs lab.]


 **ENGR 535. Development Technology** (4). Technologies important in international development, including energy production, habitat design, waste recovery, water acquisition, and agriculture. [Weekly: 3 hrs lect, 3 hrs lab.]


 **ENGR 541. Hydrology II** (3). Rainfall runoff processes; infiltration and groundwater vadose zone; water quality models and operational (stochastic) hydrology; groundwater quality. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]


 **ENGR 543. Groundwater Hydrology** (3). Groundwater and vadose zone hydrology; well hydraulics; introduction to groundwater planning, management, and remediation; large-scale flow and mass transport simulation models. [Prereq: ENGR 416 (C) and ENGR 440 (C). 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 416 (C), ENGR 440 (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 and ENGR 416; both with passing grades of C. Weekly: 3 hrs lect, 3 hrs lab.]

 **ENGR 555. Engineered Natural Treatment Systems** (3). Use and design of free surface constructed wetlands and vegetated gravel beds for treating wastewater. For design engineers and wetland scientists involved in the planning, sizing, designing, and/or management of wetlands used to treat a wide range of wastewater problems. [Prereq: ENGR 351, BIOL 105, ENGR 115; or IA.]

 **ENGR 571. Advanced Thermodynamics & Energy Systems** (3). Continues ENGR 331. Application of 2<sup>nd</sup> law of thermodynamics; irreversibility, availability, power and refrigeration cycles, combustion, and phase equilibria. Engineering design applications. [Prereq: CHEM 110, PHYX 211, ENGR 331, ENGR 333; all with passing grades 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 grades 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 grades of C. Weekly: 2 hrs lect, 3 hrs lab.]

 **ENGR 577. Solar Thermal Engineering** (3). Analyze and design solar thermal systems. Availability of solar radiation; collector operation; system performance; simulation models. Engineering design applications. [Prereq: ENGR 322, ENGR 331, ENGR 333; all with passing grades of C. Weekly: 2 hrs lect, 3 hrs lab.]

**ENGR 680. Selected Topics in Environmental Systems** (1-3). [Rep.]


**ENGR 690. Thesis** (1-6). Prepare written thesis as required for grad degree. [Prereq: IA. Rep.]


**ENGR 699. Independent Study in Environmental Systems** (1-3). Conference, reading, and research. [Prereq: IA. Rep.]

**ENGR 700. Professional Development in Engineering** (1-3). Directed study for engineering professionals desiring advanced or specialized instruction, especially that leading to credentialing/certification. [Prereq: IA. Rep.]

## Environmental Science & Management

### LOWER DIVISION


 **ESM 105. Natural Resource Conservation** (3). Broad aspects; history of humanity in relation to land use; human populations in relation to resources; history of conservation movement; present day conservation problems. [D-LD.]

 **ESM 108. Environmental Science and Climate Change** (3). Examination of critical thinking and the scientific method; how these intellectual tools have been used to develop an understanding of the global environment; special attention on climate change. [B-LD.]

**ESM 111. Environmental Science Seminar** (1). Introduction to the scope of the environmental sciences, current issues, guest speakers, career opportunities. [Rep 4 times. CR/NC.]


 **ESM 210. Public Land Use Policies & Management** (3). Overview of public lands: Historical view of major statutes, agency evolution, and resource management policies. [Rec: ESM 105.]


**ESM 215. Natural Resources & Recreation** (3). Three primary components: resources, visitors, and management. Motivations and benefits, overview of providers, and fundamental recreation concepts.


 **ESM 230. Environmental Methods** (3). Introduction 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: (ESM 105 or GEOG 106) and STAT 109; sophomore standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

**ESM 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.]


### UPPER DIVISION


 **ESM 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. [D-UD.]

 **ESM 302. Biodiversity on Earth** (3). State of biodiversity around the world and forces that affect it. Origins of this diversity, advantages of variability in the environment for human life, and contemporary challenges to diversity. [B-UD.]


 **ESM 303. Applied Natural History & Ecology** (4). Biotic communities of the north coast of California and the identification, ecology and life history of the organisms living there. Includes basic principles of ecology, field techniques for


studying organisms in the wild, and methods of collecting and recording field data. [Prereq: ESM 105 and ESM 230 and (STAT 108 or STAT 108i or STAT 109) and (BIOL 105 or BOT 105); Open to ESM/ENV5/EMP majors. Must have junior standing or greater. B-UD.]

 **ESM 305. Environmental Conflict Resolution** (3). Introduction to conflict theory as applied in complex natural resource disputes. Skill development in planning culturally appropriate and inclusive public participation processes, meeting facilitation, and conflict mediation. Comparison of options for nonviolent conflict management. [Prereq: sophomore standing or greater. Weekly: 2 hrs lect, 2 hrs activ. D-UD.]

 **ESM 308. Ecotopia** (3). Interdisciplinary study of redwood ecosystem biophysical and cultural characteristics. Guest presentations, disc/activ sessions. [Prereq: lower division GE area B completed. B-UD.]


**ESM 309B. Environmental Communication** (3). This course is intended for advanced students who want to learn the basic theories, strategies, and techniques used to communicate a body of scientific knowledge to the public in a comprehensible manner. [Prereq: sophomore standing or greater. C-UD; D-UD.]


 **ESM 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: ESM 105. Weekly: 3 hrs lect.]



 **ESM 350. Fundamentals of Environmental Education & Interpretation** (3). Theories, processes, goals of environmental education and interpretation, evolution of disciplines, curriculum standards. Program development techniques for environmental and cultural heritage themes. Skill development in program presentation and evaluation. [Weekly: 2 hrs lect, 3 hrs lab.]

**ESM 351. Environmental Interpretation Field Trip** (1). Visit sites illustrating issues and techniques of natural resources interpretation. [CR/NC. Three-day field trip.]


**ESM 353. Environmental Education & Interpretation Graphics** (3). Theory and skills of written and graphic interpretation techniques. Application to signs, brochures, self-guided trails, exhibits. [Prereq: ESM 253 and ESM 350. Weekly: 2 hrs lect, 3 hrs lab.]


 **ESM 355. 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; SOIL 260; ESM majors; junior standing or greater.]

 **ESM 360. Introduction to Environmental Planning Methods** (3). Interdisciplinary planning methods. Application of ecological, economic, and social information and analysis for environmental planning from wildlands to working landscapes, rural and urban communities, at site and land-


 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division


scape scales. [Must have sophomore standing or greater. Rec: ESM 105 and ESM 210. Weekly: 2 hrs lect, 3 hrs lab.]


 **ESM 365. Local Government Planning** (3). History of resource and land-use planning, planning theory, planning processes, and land development in the US. Overview of current land-use planning issues, processes, and techniques with emphasis at the local and regional levels. [Prereq: ESM 360. Weekly: 3 hrs lect.]

 **ESM 370. Energy, Technology & Society** (3). Interdisciplinary course in energy, the environment, and society. Focuses on energy and climate change, integrating physical science, social science, and policy dimensions. [Prereq: CHEM 107 or CHEM 109; ESM 230; junior standing or greater.]


**ESM 375. Energy, Technology & Society II** (3). Methods, tools and perspectives to understand and influence society's technical, economic, and policy choices concerning energy generation and use. Electric power systems, generation technologies, grid operation, electricity markets, and efficiency. [Prereq: ESM 370.]


 **ESM 400. Inscape & Landscape** (3). An evaluation of individual perception (inscape) of nature (landscape) relative to our unique individual histories. An overview of human population growth, resource consumption, and resource availability will lead to a personal evaluation of the relationship of inscape to landscape. [Prereq: junior standing or greater. Weekly: 2 hrs lect, 2 hrs activ. E-UD.]


 **ESM 410. Environmental Science Practicum** (3). Work locally to develop creative solutions to environmental problems. Critique opportunities and obstacles to innovative decision making. [Prereq: ESM 230, GSP 216, GSP 316 and GSP 370; senior standing.]

 **ESM 411. Sustainable Campus** (3). Environmental science & management majors capstone: Systematic problem solving framework applied to making the campus sustainable. [Prereq: ESM 370; ENGR 371; senior or graduate standing; IA for non-majors.]

**ESM 415. Recreation & Park Planning** (3). The planning process as applied to natural resource recreation areas; master planning for parks and other wildland recreation areas; NEPA; public involvement; planning facilities such as trails and campgrounds. [Prereq: ESM 215. Weekly: 2 hrs lect, one 3-hr lab.]

 **ESM 420. Ecosystem Analysis** (3). Inventory and analysis methods for ecosystems based on systems ecology, sustainability science, and resilience theory. Focus on human impacts and management efforts in local landscapes. [Prereq: ESM 303 or IA. Weekly: 2 hrs lect, 3 hrs lab.]


 **ESM 425. Environmental Impact Assessment** (3). Legislative/judicial history and current implementation of National Environmental Policy Act (NEPA) and California Environmental Quality Act (CEQA). Practice analyzing and preparing impact assessments for development projects. [Rec: ESM 325. Weekly: 2 hrs lect, one 3-hr lab.]


 **ESM 430. Natural Resource Management in Protected Areas** (3). Principles/practices managing natural resources in wildland recreation areas. Fire, air, water quality; erosion; endangered species; exotic species control; hazardous features. Case studies. [Prereq: STAT 108 or STAT 108i or STAT 109; ESM 303; upper division standing. Weekly: 2 hrs lect, 3 hrs lab.]


**ESM 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.]


**ESM 440. Managing Recreation Visitors** (2). Theoretical foundations and practical applications of managing recreation settings and people who visit them. [Prereq: ESM 215.]


**ESM 440L. Managing Recreation Visitors Lab** (1). Field trips to state and national parks and forests. [Prereq: ESM 215.]


 **ESM 450. Applied Environmental Education & Interpretation** (3). Theories, teaching methods, current research, controversial issues. Design of environmental education and interpretation programs for children and adults. Advanced skills in program evaluation. Professional development in environmental education and interpretation. [Prereq: ESM 350 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

 **ESM 453. Environmental Education & Interpretation Practicum** (4). Capstone course for interpretation majors with a focus on graphic skills in interpretive programming and design. Projects include exhibits, brochures, and overall interpretive programming. [Prereq: ESM 350, ESM 353, ESM 450; or their equivalents.]


 **ESM 455. Applied Ecological Restoration** (4). 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: ESM 303; ESM 355; ESM majors; senior standing or greater. Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]


 **ESM 460. Environmental Planning for Public Lands & Rural Communities** (3). Environmental planning processes applied by state and federal agencies and rural communities to manage for desired ecological, economic, and social outcomes on public lands and across rural landscapes. Key themes: collaborative processes, community involvement, stewardship. [Prereq: ESM 360. Rec: ESM 425. Weekly: 2 hrs lect, 3 hrs lab; 3-day field trip required. Service fee.]

 **ESM 462. Coastal & Marine Planning** (3). Approaches, policies, and politics related to planning and management in coastal and ocean areas. Consider ways to balance coastal and marine ecosystem conservation with a variety of human uses. [Prereq: ESM 360.]

 **ESM 471. Spatial Analysis Lab Projects** (1). Intended for students with experience in GIS and/or Remote Sensing who require the facilities and software tools available in the Spatial Analysis Lab for special projects or research. This course does not count towards graduation units. [Prereq: GSP 216 or GSP 270 or GSP 326 or GSP 330 or GSP 370 or GSP 436 or GSP 470 or GSP 570. AU. Rep 3 times.]

**ESM 475. Senior Planning Practicum** (4). Capstone course: a planning project in a group format. [Prereq: ESM 365; ESM 425 (C); senior standing. Weekly: 2 hrs lect, 6 hrs lab.]

 **ESM 480. Selected Topics** (.5-3). Planning, ecology, administration, law, ethics, or other topics of current interest. [Rep with different topics. Prereq: IA. Variable format.]


 **ESM 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.]


**ESM 482. Internship** (2-3). Students implement the theory and practice of their major by working for a public agency or private firm/organization. Advanced standing and instructor consent. [CR/NC.]

**ESM 499. Directed Study** (1-3). Individualized research/study project. [Prereq: junior/senior standing. Rep.]


## GRADUATE

**ESM 510. Human Dimensions of Natural Resources** (3). Overview of the role of social issues in natural resource management. Theory and methods related to human dimensions research. Applications of sociocultural research to management. Practice implementing methods. [Prereq: graduate standing or IA.]

 **ESM 555. Applied Ecological Restoration** (4). Project-based course provides graduate students with experience related to the planning, design, implementation, and monitoring of restoration projects, including research techniques. Additional rigor required for graduate students. Prior coursework in ecology, conservation and/or ecological restoration are recommended. [Prereq: graduate standing; IA.]

 **ESM 580. Selected Topics** (1-3). Interpretation, planning, ecology, administration, law, ethics, other topics of interest. [Rep with different topics.]

**ESM 597. Mentoring & Teaching-Associate Training** (1-4). Train in course preparation and delivery. Advanced majors and grad students take this prior to or concurrent with teaching-assistant or teaching-associate assignments. No credit toward graduate degree.

 **ESM 620. Ecosystems & Society** (3). Exploration of sustainability science based approaches to an integrated understanding of ecosystems and society and implications for ecological and social resilience, adaptation, and transformation. [Prereq: must have graduate standing.]

**ESM 685. Graduate Seminar** (1-3). Topics of current interest. [Rep.]


**ESM 690. Thesis** (1-4). [Rep. CR/NC.]


**ESM 695. Field Research** (1-4). [Rep. CR/NC.]


**ESM 699. Directed Study** (1-4). [Rep.]

## Environmental Studies


### LOWER DIVISION

 **ENST 120. Introductory Seminar in Environmental Studies** (1). This seminar introduces the environmental studies major and facilitates thoughtful selection of a "emphasis area." [Prereq: environmental studies major; senior/graduate standing excluded. CR/NC.]


 **ENST 123. CCAT Practicum: Variable Topics** (1). Guided learning of appropriate technologies and permaculture systems. Project experience at Campus Center for Appropriate Technology (CCAT). Variable topics may include: green building, urban homesteading, eco-craft, and organic gardening. [Rep.]

 **ENST 195. Topics in Nature/Culture** (3). This course introduces students to the interdisciplinary field of environmental studies by approaching an environmental problem, such as climate change or human-animal relationships, from a variety of disciplinary perspectives.


**ENST 280. Special Topics** (3). Special topics in environmental studies. [Rep.]


 **ENST 295. Power, Privilege & the Environment** (4). Explores the environment as a central element in the reproduction of patterns of power and privilege along lines of race, class, and gender. Examines how environmental conflicts challenge those patterns. [Prereq: environmental studies major. DCG-d.]

### UPPER DIVISION

 **ENST 395. Environmental Studies Research & Analysis** (4). Introduction to academic research approaches appropriate to environmental studies; includes qualitative, quantitative, and examination of environmental knowledge. [Prereq: ENST 295 and Environmental Studies major.]

**ENST 480. Special Topics** (3). Special topics in environmental studies. [Rep.]

 **ENST 490. Environmental Studies Capstone Experience** (4). Capstone experience for environmental studies majors. Students to apply knowledge of environmental systems to practical problems. Course will entail either group of individual projects. [Prereq: ENST 395, Environmental Studies major with junior standing or above.]


 **ENST 490S. Environmental Studies Capstone Experience with Service Learning** (4). Capstone experience for environmental studies majors. Students to apply knowledge of environmental systems to practical problems. Course will entail either group of individual projects. [Prereq: ENST 395, Environmental Studies major with junior standing or above.]

**ENST 499. Directed Study** (1-4). Assigned reading or research in specific topic. Open to advanced students with IA. [Rep.]


## Ethnic Studies

### LOWER DIVISION

**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. D-LD.]

 **ES 106. Introduction to Black Studies** (3). Course examines literature, music, dance, and film produced by people of African descent in the US. Studies race, class, and gender to assess similarities and differences in the Black experience. [DCG-d. C-LD.]

**ES 107. Chican@/Latin@ Lives** (3). Chican@/Latin@ cultural production and its relationship; to U.S. culture; to other U.S. ethnic and racial groups; and to Latin American homelands. Readings focus on writers from various Latin@ groups. [DCG-d. C-LD.]

 **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. [DCG-d.]

**ES 280. Selected Topics in Ethnic Studies** (1-4). [Rep.]

### 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. [DCG-d. D-UD.]

**ES 305. African American Cultural History** (3). Within context of American history, analyze African American heritage from its origins through the present. [DCG-d. C-UD.]

**ES 306 / ANTH 306. World Regions Cultural Studies** (3). Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Middle East, Asia). [Rep for each different region offered. DCG-n. D-UD.]

**ES 307. Multicultural History of Africa** (3). A study of precolonial, colonial, and postcolonial history and societies of Africa. Institutions, government, slavery, Pan-Africanism, industries, women's roles/rights, youth, education, health, migrations, globalization and local economies, foreign relations. [Rec: completion of lower division general education. D-UD.]

**ES 308. Multi-Ethnic Resistance in the US** (3). Examines historical/sociocultural perspectives of US ethnic minorities. Investigates marginalized communities' rebellion/sustained resistance against past/present oppression. Examines role of state and marginalized groups' agency in challenging national narratives. [DCG-d. D-UD.]

**ES 310. US & Mexico Border** (4). 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 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 325. From Civil Rights to Black Power** (3). Critique Civil Rights movement and Black Power revolution. Martin Luther King, Malcolm X, Black Muslims, Black Panthers. [DCG-d.]

**ES 326. Media & the Politics of Representation** (4). Examines historical and contemporary constructions of race in US media, binary of blackness/whiteness, and representation of various ethnic groups in relation to binary. Analyzes race, class, gender, sexuality, nation. [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 396. International Latino Film Seminar** (1). This seminar presents and discusses three films from the Hispanic world, in Spanish with English subtitles. [CR/NC. Rep 3 times.]

**ES 465B / ENGL 465B / WS 465B. 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-d.]

**ES 465C / ENGL 465C / WS 465C. 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-n.]

**ES 480. Selected Topics in Ethnic Studies** (1-4). [Prereq: two previous courses in ethnic studies or IA. Rep with different topics.]



**ES 499. Directed Study** (1-3). Individual study on selected problems. Advanced students only. Take only one ES 499 class per semester and four ES 499 classes during HSU academic career. Both provisions subject to petition. [Prereq: IA.]

### GRADUATE

**ES 680. Graduate Seminar** (1-4). Intensive study of specialized topics. [Prereq: graduate standing. Rep.]

**ES 690. Thesis** (1-3). [Prereq: advancement to candidacy. Rep.]

**ES 699. Independent Study** (1-3). Individual study on selected problems. [Prereq: IA. Rep.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; [C] may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

## Film

For courses marked with an asterisk (\*), frequency depends on staff resources/student need.

### LOWER DIVISION

**FILM 102. Introduction to Radio, TV & Film** (3). Major developments from beginnings to the present. [C-LD.]

**FILM 109. Film Comedy Around the World** (3). 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. C-LD.]

**FILM 260. Film Festival** (2). Pre-screenings and behind-the-scenes activities for the world's oldest student-run film festival that will deepen sociopolitical understanding and provide insights to contemporary short film processes, aesthetics, and constructs. [Rep.]

### UPPER DIVISION

**FILM 305. Art of Film: Beginning to 1950s** (3). Motion picture as popular art. Contributions of individual artists in historical contexts. [C-UD.]

**FILM 306. Art of Film: 1950s to the Present** (3). Motion picture as popular art. Contributions of individual artists in their historical contexts. [C-UD.]

**FILM 315. Filmmaking I** (4) Introduction to fundamentals of filmmaking using the basic tools of 16mm and digital media. [Rep.]

**FILM 317. Art of Film Discussion: Pre 1950s** (1). Motion picture as popular art. Contributions of individual artists in their historical contexts. Film majors and minors to take concurrently with FILM 305. [Coreq: FILM 305. Rep 3 times.]

**FILM 318. Art of Film Discussion: Post 1950s** (1). Motion picture as popular art. Contributions of individual artists in their historical contexts. Film majors and minors to take concurrently with FILM 306. [Coreq: FILM 306.]

**FILM 350. Writing for Film** (4) Writing short scripts and treatments for indie experimental, documentary, and narrative films using 3-Act structure and story-craft. Developed scripts and treatments are offered to production courses. [Offered alternate years.]

**FILM 360. Science, Environment & Natural History Digital Production** (4) Examines how science, environment, and natural history films are used as a tool of scientific inquiry, discovery, and social change. [Rep 3 times. Offered alternate years.]

**FILM 362. Social Change Digital Production** (4) Examines how social change digital media is a tool that increases awareness and modifies behavior. Develop and produce short digital media social change productions. [Rep 3 times. Offered alternate years.]

**FILM 375. Filmmaking II** (4). Intermediate course introducing fundamentals of sync-sound 16mm

filmmaking, lighting, digital editing, and audio field production. [Prereq: FILM 315 or IA. Rep.]

**FILM 378. Film/Digital Production Workshop** (1-4) Special topics in film and/or digital production. Structure and curriculum varies. [Rep.]

**FILM 380. Film Studies** (1-4). \* Topics fit needs/interests of class. [Rep.]

**FILM 415. Filmmaking III** (4). Advanced course in film completion processes in which students produce a short film that includes sound mixing, color correction, DVD mastering, and graphics. [Prereq: FILM 375 or IA. Rep.]

**FILM 425. Film Directing & Production Processes** (4) Students examine professional directing practices for the moving image, including production processes every director must master. [Offered alternate years.]

**FILM 455. Grant Writing** (4) Fundamental practices of proposal development and grant writing; applicable to all professions. Hands-on activities as grantee and grantor. Emphasis on post-graduation grant writing. Includes working with a fiscal agent. [Rep 3 times. Offered alternate years.]

**FILM 455S. Grant Writing** (4) Fundamental practices of proposal development and grant writing; applicable to all professions. Hands-on activities as grantee and grantor. Emphasis on post-graduation grant writing. Includes working with a fiscal agent. [Rep 3 times. Offered alternate years.]

**FILM 465. Film Seminar** (4) Seminar on film-related topics. [Rep.]

**FILM 475. Filmmaking IV** (4). Capstone course. Students pitch, develop, shoot, and complete a short film. Basic distribution materials developed. [Prereq: FILM 415, junior or senior standing. Rep 3 times.]

**FILM 478. Advanced Film/Digital Production Workshop** (1-4) Special advanced topics in film and/or digital production. Structure and curriculum varies. [Prereq: FILM 315 or IA. Rep.]

**FILM 480. Special Topics in Film** (1-4). \* Variable topics. Check with Department for upcoming topics. [Rep; multiple enrollments in term.]

**FILM 499. Directed Study** (1-6). \* Individual work on selected problems in Film. Hours TBA. [Rep; multiple enrollments in term.]

## Fisheries Biology

### LOWER DIVISION

**FISH 220. Water Resources & Conservation** (3). Abundance, status, and conservation of global water resources. Aquatic habitats available for fish and water quality requirements. Laws and agencies charged with protecting water resources. Water allocation conflicts and resolutions.

**FISH 260. Fish Conservation & Management** (3). Introduction to fisheries science. Overview of relationships between fish and people, including law and regulatory agencies, management programs, and conservation.

### UPPER DIVISION

**FISH 300. Introduction to Fishery Biology** (3). Identification, life histories, and ecology of important freshwater and marine fishes. Principles of fisheries management and its relationships with management of other resources. [B-UD.]

**FISH 310. Ichthyology** (4). Biology of fishes and fishlike vertebrates. Anatomy/concepts of systematics of fishes; classifying fishes, particularly commercial, game, and forage species. [Prereq: ZOO 110. Weekly: 3 hrs lect. 3 hrs lab.]

**FISH 314. Fishery Science Communication** (3). Technical literature; library usage; reporting. Organize/communicate written and oral scientific information. [Prereq: STAT 109 and FISH 310. FISH 310 may be taken concurrently. Weekly: 2 hrs lect, 2 hrs disc.]

**FISH 320. Limnology** (3). Lake formation and aging. Physical, chemical, and behavioral relationships between organisms and their environments. [Prereq: CHEM 107 or CHEM 109 or equivalent, and STAT 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). Location of, and species taken in, commercial fisheries. Their importance to world food supply. Methods of harvest and products marketed. Economic problems of common property resources. [Prereq: IA. Weekly: 2 hrs lect, 3 hrs lab. Some weekend and after-hours field trips required.]

**FISH 370. Aquaculture** (3). Culture and breeding of freshwater and marine fishes, sport and commercial. Operating fresh and saltwater hatcheries. Care and use of fishes as experimental animals. [Prereq: FISH 310 or IA.]

**FISH 370L. Aquaculture Practicum** (1). Culture methods and materials: egg-taking and fish rearing; operating hatchery facilities; hatchery and pond management. Requires hip boots or waders and rain gear. [Prereq: FISH 370 (C).]

**FISH 375. Mariculture** (3). Controlled spawning, cultivation, harvesting, processing, and marketing of marine and estuarine algae, invertebrates, and fishes. How laws and regulations, engineering, and economics affect culture on a worldwide basis. Culture of food items used in rearing marine and estuarine species. [Prereq: FISH 310 or ZOO 314. Lab requires after-hours time at marine lab.]


**FISH 380. Techniques in Fishery Biology** (3). Overview of fishery research methods: sampling theory, collection gear; stock identification methods, age and growth, tagging, and estimation of population size. [Prereq: FISH 310 (C) and STAT 109 (C), or IA. Weekly: 2 hrs lect, 3 hrs lab.]


**FISH 410. Topics in Advanced Ichthyology** (3). Advanced topics in ichthyology such as phylogeny, zoogeography, fish families of the world, early life history of fish, or biology of particular groups of fish (e.g. sharks and rays). Repeatable with different


content. [Prereq: FISH 310. Weekly: 2 hrs lect, 3 hrs lab. Rep 4 times.]

**FISH 434. Ecology of Freshwater Fish** (4). Distribution, diversity, and abundance of freshwater and anadromous fish. Covers evolution, life history strategies, behavior, physiology, and interactions between species, including relevance for conservation and management. Focus on local species, particularly Pacific salmon and trout. [Prereq: STAT 109, FISH 310 or IA. Weekly: 3 hrs lect, 3 hrs lab.]

**FISH 435. Ecology of Marine Fish** (4). Environmental influences on life history, behavior, growth, and survival of marine and anadromous fishes. [Prereq: FISH 310 and (OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L), or IA. Weekly: 3 hrs lect, 3 hrs lab. Some weekend and after-hours field trips.]

 **FISH 443. Problems in Water Pollution Biology** (3). Nature, scope, magnitude, and significance of water pollution; common pollutant materials; their nature, sources, and effects in natural waters; detection, surveillance, and abatement. [Prereq: FISH 320/FISH 320L or 8 units of upper division biology; one year of chemistry. Weekly: 2 hrs lect, 3 hrs lab.]


 **FISH 458. Fish Population Dynamics** (4). Classical theory and analysis of exploited fish populations. Mortality, growth, recruitment, and yield models are derived, evaluated, and applied to fishery data. Estimates of survival and population size. [Prereq: MATH 105, STAT 109, and IA. Weekly: 3 hrs lect, 2 hrs computer lab.]

 **FISH 460. Advanced Fish Conservation & Management** (3). Overview of theoretical and practical constraints of fish conservation and management with focus on use of quantitative tools. Examination of how laws and values shape the objectives of management. [Prereq: FISH 434 (C) or FISH 435 (C).]

**FISH 470. River Fish Restoration Ecology** (3). Principals of ecological restoration applied to river fishes, emphasis on biological, physical and watershed processes. [Prereq: FISH 310. Weekly: 2 hrs lect, 3 hrs lab.]

**FISH 471. Fish Diseases** (3). 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 474. Conservation Genetics of Fish and Wildlife** (4). Application of molecular methods to conservation, management, ecology, and evolution of fish and wildlife. [Prereq: BIOL 105 or equivalent. Weekly: 3 hrs lect, 3 hrs lab.]

 **FISH 476. Ecology of Running Waters** (3). Characterization of the physical and chemical environment, adaptations, distribution, and interactions of riverine biota, ecosystem structure and dynamics, and response to human alteration. [Prereq: BIOL 330 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**FISH 478. Fisheries Oceanography** (3). Introduction to how climate and oceanographic processes affect the dynamics of marine populations,

ecosystems, and fisheries, and how oceanography informs management of marine ecosystems. [Weekly: 2 hrs lect, 2 hrs lab. IA.]

**FISH 480. Selected Topics in Fisheries** (1-4). [CR/NC. Lect/lab as appropriate. Rep with different topics.]

**FISH 490. Honors Thesis Research** (1-4). [Prereq: FISH 314 or BIOL 369 or equivalent; GPA of 3.2 or higher. Prior to enrollment, file a formal application, including a research proposal. Rep.]

**FISH 499. Directed Study** (1-4). Independent study culminating in tangible evidence of academic accomplishment. [Prereq: upper division standing. Rep.]


## GRADUATE

**FISH 510. Topics in Advanced Ichthyology** (3). Advanced topics in ichthyology such as phylogeny, zoogeography, fish families of the world, early life history of fish, or biology of particular groups of fish (e.g. sharks and rays). Repeatable with different content. [Prereq: FISH 310 or equivalent. Weekly: 2 hrs lect, 3 hrs lab. Rep 4 times.]

**FISH 558. Fish Population Dynamics** (4). Theory and analysis of exploited fish populations. Meets jointly with FISH 458. Students in FISH 558 are expected to develop a fish populations dynamics case study and report findings to class. [Prereq: STAT 109 and MATH 105 (C). Weekly: 3 hrs lect, 2 hrs computer lab.]

**FISH 570. River Fish Restoration Ecology** (3). Principals of ecological restoration applied to river fishes, emphasis on biological, physical and watershed processes. [Prereq: FISH 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**FISH 571. Advanced Fish Disease & Pathology** (3). Epidemiology, pathology, diagnosis, and treatment of infectious and noninfectious fish diseases. [Prereq: FISH 471 and IA. Weekly: 2 hrs lect, 3 hrs lab.]

 **FISH 576. Ecology of Running Waters** (3). Characterization of the physical and chemical environment, adaptations, distribution, and interactions of riverine biota, ecosystem structure and dynamics, and response to human alteration. [Prereq: BIOL 330 or any upper division ecology class. Weekly: 2 hrs lect, 3 hrs lab.]

**FISH 578. Fisheries Oceanography** (3). Introduction to and directed study of how climate and oceanographic processes affect the dynamics of marine populations, ecosystems, and fisheries, and how oceanography informs management of marine ecosystems. [Weekly: 2 hrs lect, 2 hrs lab. IA.]

**FISH 580. Advanced Study in Fishery Biology & Management** (1-4). Theories, principles, techniques. [Prereq: IA. CR/NC. Lect/lab (FISH 580L concurrently) as appropriate to instructor and topic. Rep with different topic and instructor.]

**FISH 685. Graduate Fisheries Seminar** (1). Discuss and review advanced topics. [Prereq: grad standing. CR/NC. Rep.]

**FISH 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.]

## Forest, Watershed, and Wildland Sciences

### GRADUATE

**FWWS 501. Research Methods and Planning** (2). Methods of inquiry into the ecology and management of forests and wildlands. Review and composition of grant proposals and current literature. Planning and presentation of scientific research. [Open to upper-division students in FWR; required for all FWR graduate students.]


**FWWS 690. Thesis Research** (1-3). Directed thesis research. [Passing grade of B- required. Rep.]

**FWWS 695. Field Research Problems** (1-3). Directed individual research on field or laboratory problems. [Passing grade of B- required. Rep.]

**FWWS 699. Directed Study** (1-4). Individual study. Directed reading, conference, field research, or problems. [Passing grade of B- required. 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 students. [A-LD.]

**FOR 117. Forestry First Year Seminar** (1). Review of current topics in forestry, fire, watershed, or soils. Presentations by speakers and development of professional writing and oral presentation skills. [CR/NC. Rep.]

**FOR 130. 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 131. 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 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.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

**FOR 210. Forest Measurements & Biometry** (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. Forest sampling theory. Introductory statistical analysis of forest measurements. [Prereq: Math placement category I, II or III. Weekly: 3 hrs lect, 3 hrs lab.]

**FOR 222. Forest Health & Protection** (2). 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 130 or FOR 131. Weekly: 1 hr 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. [Prereq: FOR 130 or FOR 131. Weekly: 1 hr lect, 3 hrs lab.]

**FOR 250. Introduction to Forest Operations** (3). Overview of forest operations and environmental issues associated with today's forest management practices. Use of mechanized equipment as a tool to meet various forest management objectives. [Weekly: 2 hrs lect, 3 hrs lab.]

## UPPER DIVISION

**FOR 302. Forest Ecosystems & People** (3). Interaction between forest science principles of different forest ecosystems and social expectations and needs. Evolution of how people use the forests of California, from wilderness to city parks. California as the leading edge of forest users. Nonmajors only. [B-UD.]

**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. B-UD.]

**FOR 311. Forest Mensuration & Growth** (4). Sampling techniques in forest inventory, timber cruising, and site index determination. Develop volume tables and predict stand growth. Use growth models and computer applications. [Prereq: FOR 130, FOR 210. 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** (3). 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: 2 hrs lect, 3 hrs lab.]

**FOR 331. Silvics — Foundation of Silviculture** (3). 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: BOT 105, FOR 130, FOR 131, FOR 210 and SOIL 260. Weekly: 2 hrs lect, 3 hrs lab.]

**FOR 350. Forest Harvesting Systems** (3). 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 250. Weekly: 2 hrs lect, 3 hrs lab.]

**FOR 353. Forest Road Location & Design** (3). Road design procedures, standards, and techniques for forest management. Reconnaissance, route surveying, office and field design and location, geometrics, drainage systems, soil engineering, construction sequencing and techniques, erosion control, maintenance. [Prereq: FOR 210, FOR 250, SOIL 260. Weekly: 2 hrs lect, 3 hrs lab.]

**FOR 359. CA & US Forest and Wildland Policy** (3). US and California government and policies are introduced with an emphasis on the interactions between these institutions and natural resource management. Regulations are analyzed from creation to implementation and interpretation. Meets requirement in "US Constitution and California State and Local Government" established by CA legislature.

**FOR 365. Forest Economics and Finance** (3). Capital budgeting; benefit/cost analysis; forest appraisal and taxation; welfare economics, management decision making; uncertainty and risk. [Rec: FOR 311 (C). Weekly: 2 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 integrative layers of moral obligation. [E-UD.]

**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 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 131 or course in ecology. Weekly: 2 hrs lect, 3 hrs lab.]

**FOR 431. Forest Restoration** (3). Forest restoration at multiple spatial scales from stand to landscape level. Goals for biological conservation, carbon sequestration, economic viability. Restoration techniques and case studies. Managing invasive plant species. [Prereq: FOR 131 or FOR 315 and junior or senior standing.]

**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 222, FOR 311 and FOR 331. Weekly: 3 hrs lect, 3 hrs lab.]

**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. Weekly: 2 hrs lect, 3 hrs lab.]

**FOR 471. Forest Administration and Ethics** (3). Policy making; administrative behavior; legislative, regulatory, legal, and ethical considerations as applied to forest management. [Prereq: FOR 250; FOR 311; junior standing or greater. Rec: FOR 432.]

**FOR 475. Forest Management Decision Making** (3). Social, political, economic, ecological, and silvicultural principles relating to contemporary forestry decision making processes. Predicting forest outcomes, tactical and strategic forest planning sustainability, risk assessment, monitoring and adaptive management. [Prereq: FOR 311 and FOR 365, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**FOR 476. Advanced Forest Management** (2). In discussion with land management professionals, students will develop projects on contemporary issues in forest disturbance-based management such as resilience amid a changing climate and management for ecosystem services. [Prereq: AI. Coreq: FOR 432.]

**FOR 479. Forestry Capstone** (3). A forestry-related project, produced either by a team or by an individual, culminating in a public presentation. [Prereq: must be in final term prior to graduation.]

**FOR 480. Selected Topics in Forestry** (.5-4). Topics as demand warrants. [Rep.]





**FOR 482. Internship** (1-3). Students reflect critically upon work experience and report their critical reflections in a written report under faculty guidance. [Prereq: FOR 131 and FOR 210, or IA.]


**FOR 490. Senior Thesis** (1). Student-designed research project done by a single student with faculty approval before the project is begun. Public presentation of the results and a written paper in journal-ready format. [Prereq: IA.]


**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: GSP 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) and 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 131 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

 **FOR 532. Advanced Principles in Silviculture** (4). Meets concurrently with FOR 432. Students enrolled in FOR 532 are expected to carry out additional independent analyses of silvicultural topics and deliver a lecture on independent topic. [Prereq: IA. Weekly: 3 hrs lect, 3 hrs lab. Rep.]

**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.]

## French

### LOWER DIVISION

**FREN 100. Enlightenment and Post-Colonialism** (3). Use critical thinking to explore culture and power in arguments by Enlightenment and Post-Colonial thinkers. Compare methods of reasoning in France and former colonies. Taught in English. [A-LD.]

**FREN 105. French Level I** (4). Introduction to French; develop basic language skills.

**FREN 105L. French Laboratory Level I** (1). Self-directed, subscription-based online language course.

**FREN 106. French Level II** (4). Cultural linguistic approach to the French world. Continue develop-

ing basic language skills while reading selected texts for cultural differences and similarities. [Rec: FREN 105. C-LD.]

**FREN 106L. French Laboratory Level II** (1). Self-directed, subscription-based online language course.

**FREN 107. French Level III** (4). Review grammar essentials. Improve conversational, reading, and writing skills. Sociocultural institutions in the French world. [Rec: FREN 106. DCG-n. C-LD.]

**FREN 107L. French Laboratory Level III** (1). Self-directed, subscription-based online language course.

**FREN 207. French IV & Intro to Francophone Studies** (4). Continued review of essentials of grammar. Read modern literary texts in French. [Rec: FREN 107 or equivalent, or IA. DCG-n; C-LD.]

**FREN 207L. French Laboratory Level IV** (1). Self-directed, subscription-based online language course.

**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. C-UD.]

**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. [Prereq: junior standing or greater. Rep. DCG-n. C-UD.]

**FREN 310. Nouvelles en Français: Variable Topics** (2-4). Variable topics. Discussion in French of Francophone stories, cultural issues, and literary criticism. Topics vary by world region (e.g. le Vietnam, le Canada, la France, les Caraïbes) or theme (e.g. Femmes et Famille, La Démocratisation, Tradition et Modernité, Les Jeunes). Units vary according to topic and class hours (15 hours/unit). [Prereq: FREN 207 (C).]

**FREN 311. French V & Stories from the Francophone World** (4). Intensive reexamination of French grammar and usage in Francophone texts. Techniques and terminology of literary and cultural criticism; Aural/oral, reading and composition practice analyzing diverse literary and cultural issues. [Prereq: FREN 207 or equivalent, or IA. DCG-n.]

**FREN 312. French VI and (R)evolution in Modern French Literature** (4). Intensive reexamination of French grammar. Analysis of cultural and literary (r)evolution in modern French literary

works, from the aftermath of the French Revolution to modern France. Text selections will vary. [Rep twice.]

**FREN 314. Cultural History Topics in Early French Masterpieces** (4). Introduces the major corpus of early French literature in the context of French cultural history, underscoring intersections of literature, ideology, and world views in cultural history. Special topics course. [Prereq: FREN 311 (C). Rep.]

**FREN 321. Intensive French Language in France** (4). Intensive French language immersion studies onsite in France, in cooperation with Francophone language institute. Oral-based curriculum with in-class study and off-campus interaction and communication activities. [Prereq or coreq: FREN 106 with a grade of B- or above.]

**FREN 322. Cultural Journal in France** (3). Cultural studies in French and guided excursions on site in France provide material for process writing of daily cultural journal entries. Historical sites may include Carcassonne, Arles, Aigues-Mortes, Ste. Marie de-la-Mer, Montpellier. [Prereq or coreq: FREN 106 with a grade of B- or above.]

**FREN 323. Culture and Civilization in France** (2). Lectures in French and guided excursions and activities on site in France. May include museums, monuments, French cuisine, cinema, perfume production, and historical sites such as Carcassonne, Arles, Aigues-Mortes, Ste. Marie de-la-Mer, Montpellier. [Prereq or coreq: FREN 106 with a grade of B- or above.]

**FREN 324. Introduction to Language OR Intensive French Language: Regional Studies** (1-4). Study French or another language of a Francophone country, such as Wolof, Arabic, or Creole. [Rep 3 times.]

**FREN 325. French Cultural Journal: Regional Studies** (3). Daily process-writing IN FRENCH of knowledge gained on-site of the culture of a French-speaking country or region for a minimum of 4 weeks in an advisor-approved program. 45 hours of student-instructor contact hours. Region varies. [Rep 3 times.]

**FREN 326. Culture & Civilization: Regional Studies** (1-4). Study culture and civilization of a French-speaking country or region. [Rep 3 times.]

**FREN 340. Topics in Francophone Culture** (2-4). Variable topics. Presents an in-depth view of an important cultural issue in the Francophone world, such as "Musique: Fête, Critique, Révolte," "La femme africaine," and "French Caribbean Identity and Citizenship." Full-semester major course taught in French. [Prereq: FREN 107 (C). Rep 3 times.]

**FREN 341. Current Event Topics in the Francophone World** (2). Variable topics present the most relevant current events and issues in the Francophone world. Examples include "Paris Suburbs Burning" and "Women & War in Africa." Taught in French or English. [Rep 3 times.]

**FREN 370. French Weekend Retreat** (1). Speak conversational French during a weekend language immersion retreat complete with Fran-

cophone cuisine and French-language activities. [Prereq: FREN 106 (C). CR/NC. 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. [CR/NC. Rep.]

**FREN 420. French Peer Tutoring** (1-3). Under professor's supervision, students work a minimum of 30 hours assisting individual or group lower-level French students with linguistic, communicative, and cultural activities conducted in French.

**FREN 480. Upper Division Seminar/Retreat** (1-4). Special topics seminars: Semester-long courses in language, literature or culture or shorter seminars, including creative writing, language and culture immersion courses, film seminars, retreats and international speaker series. [Rep.]

**FREN 482. Francophone Internship Abroad** (1-6). Students plan an internship project with their major advisor, following "Francophone Internships Abroad" guidelines and an individual student contract. Opportunities favor those with advanced French-language skills. [Prereq: FREN 106. Rep 3 times.]

**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 100. Critical Thinking: Technology and the Digital World** (3). Develop critical thinking skills and analytical reasoning through the investigation of privacy, security, new content, and location-aware services in mobile and web-based technologies. [A-LD.]

**GEOG 105. Human Geography** (3). Analyze selected landscapes, regions, and group characteristics resultant from interaction of human societies with various environments. [DCG-n. D-LD.]

**GEOG 106. Physical Geography** (3). Global patterns of climate, soils, vegetation. Landform geography. Climate regions defined on basis of physical environmental and agricultural land-use parameters. *Majors must also take GEOG 106L.* [B-LD.]

**GEOG 106L. Physical Geography Laboratory** (1). Introduction to physical earth processes

through laboratory and field exercises. [Coreq: GEOG 106. Rep once. B-LD.]

### UPPER DIVISION

**GEOG 300. Global Awareness** (3). Analyze current world conflicts and problem areas. Spatial, social, economic, political, and environmental realities. [DCG-n. D-UD.]

**GEOG 301/ESM 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. [D-UD.]

**GEOG 302. Global Ecology & Biogeography** (3). This course examines past and present geographic distributions of plants, animals, and other organisms. Biogeography is integrative and unites concepts and techniques from ecology, evolutionary biology, geology, and geography. [Prereq: GEOG 106 and junior standing or greater. B-UD.]

**GEOG 302M. Global Ecology & Biogeography Depth Experience** (1). This course will provide in-depth exploration of methodologies, data, and discussions of recent research on global ecology and biogeography. [Coreq: GEOG 302.]

**GEOG 304 / ES 304. Migrations & Mosaics** (3). Role of international and internal migrations in shaping American population and society. Study of full range of ethnic mosaics. *Majors must also take GEOG 304M when offered.* [DCG-d. D-UD.]

**GEOG 304M. Migrations & Mosaics Depth Experience** (1). Engage in hands-on field experiences to provide opportunities to demonstrate mastery of course materials and application of concepts to "real-world" situations. [Coreq: GEOG 304. Rep once.]

**GEOG 308. Social Justice and the Environment in Africa** (3). Study of contemporary Africa through the themes of social justice and the environment. Natural phenomena/ecology, natural resource industries, conservation projects/reserves, water, food, urban environment, climate change, technologies, traditional medicine. [B-UD Taught in Africa.]

**GEOG 310L. Geographic Research Laboratory** (1). Introduction to geographic research techniques using software and internet resources. [Coreq: GEOG 311. Rep once.]

**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 319. Emergence of the Modern Middle East** (4). This interdisciplinary course explores the Middle East through the disciplines of history and geography utilizing a wide variety of assignments and primary and secondary sources.

**GEOG 322. California** (3). Spatial interpretation of economic, political, social, and physical

forces at work to forge California. Behavioral aspects of processes leading to change. *Majors must also take GEOG 322M when offered.*

**GEOG 322M. California Depth Experience** (1). Embedded writing and literature workshop resulting in two book reports. Students also participate in structured field experience. [Coreq: GEOG 322. Rep once.]

**GEOG 332. Geography of the Mediterranean** (3). Its role in history and contemporary issues. Emphasis on underlying cultural and ecological unity despite differences of politics, economics, and religion.

**GEOG 335. Geography of the Middle East** (3). Peoples, cultures, landscapes, and political economy. Traditional Islamic civilization; impact of colonialism; contemporary issues.

**GEOG 352. Weather, Climate, and Natural Hazards** (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. Weather, Climate, and Natural Hazards Depth Experience** (1). Data analysis related to major themes in climate, weather, and natural hazards, with focus on recent phenomena. [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 357. Climate, Ecosystems & People** (3). This course will examine impacts of recent climate change on ecosystems and landscapes with primary case studies from North America and global syntheses. [Prereq: GEOG 106. Rec: junior standing and introductory physical geography (e.g. GEOG 106) or related course are important prerequisites.]

**GEOG 357M. Climate, Ecosystems & People Depth Experience** (1). This one-unit course is designed to provide in-depth experience with the topics covered in the companion course GEOG 357: Climate, Ecosystems & People. [Coreq: GEOG 357.]

**GEOG 360. Geography of the World Economy** (3). Organization of economic space. Production levels, locational analysis, economic development, world trade. Focus: globalization of economic processes.

**GEOG 363. Political Geography** (3). World survey of spatial variation and interrelationships of political phenomena within a political region.

**GEOG 363M. Political Geography Depth Experience** (1). This seminar-style course ex-

plores topics from GEOG 363: Political Geography in greater depth through a combination of viewing feature films from various parts of the world, reflective writing, and seminar-style discussion. [Coreq: GEOG 363.]

**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 376. Tibet and the Himalaya** (3). Explores the physical and cultural geography of Tibet and the Himalaya while addressing critical environmental, cultural, economic and geopolitical issues. Uses a regional approach to examine the diversity and complexity of these landscapes and to identify the important elements that define their sense of place in a rapidly changing world. [DCG-n.]

**GEOG 387 / ANTH 387 / COMM 387 / ECON 387 / HIST 387 / INTL 387 / PSCI 387. International Education Colloquium** (1). Earn credit by attending International Education Week events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]

**GEOG 411. Senior Field Research** (4). Techniques of field observation, sampling, and analysis using mapping procedures and the interview. Focus on a particular field problem with report writing as part of the experience. [Prereq: GSP 101 (C) and GSP 101L (C), or old GEOG 216; GEOG 311 (C); or IA. Rep twice.]

**GEOG 469. Geography Field Experience** (1-4). Particular area analyzed in depth by field observation. Possible areas: California, Mexico, Western Canada, Western Europe, the Northwest. Living/transportation costs borne by student. [Prereq: IA. Rep.]

**GEOG 470. Topics in Geography for Teachers** (3). Prospective teachers develop materials and resources that can be applied in classrooms. Use case studies developed by national and state geographic educational alliances. [Prereq: teacher credential candidate or IA.]

**GEOG 471. Topics in Human Geography** (1-4). Use established methods of geographic inquiry. [Prereq: IA. Rep.]

**GEOG 471M. Topics in Human 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 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** (1-6). 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, and IA. Rep.]

## Geology

### LOWER DIVISION

**GEOG 100. From Stars to Rocks: Being a Scientist in the 21st Century** (3). Introduction to the impact of astronomy, chemistry, physics, and geology on student life and society, practical aspects of the study of the disciplines and associated careers from different perspectives. [E-LD.]

**GEOG 103. The Water Planet** (3). An exploration of the processes that control water supply to ecosystems and to human civilizations. Topics include: hydrologic cycle, runoff generation, ocean circulation, floods, drought, groundwater; threats to water supply and quality, and the effects of global climate change on water resources. The class will focus on water issues facing California. [B-LD.]

**GEOG 106. Earthquake Country** (3). Understanding and preparing for earthquakes. Causes and effects of earth tremors; mechanics of earthquakes; how quakes are located and measured; earthquake risk and hazards; earthquake potential in California; earthquake prediction. Not intended for geology majors. [B-LD.]

**GEOG 109. General Geology** (4). Physical geology. Origin and constitution of the earth, internal and external processes that determine crustal and surficial features, and methods in investigating and interpreting earth history. [Weekly: 3 hrs lect, 3 hrs lab. Prereq: math placement category I, II, or III. B-LD.]

**GEOG 110. Field Geology of the Western US** (1-2). Investigation of the geologic processes that created selected locales in the western US. Lectures/discussions with extended field trip. The geology will be examined and described by members of the class. [Prereq: GEOL 109, and

undergraduate geology major (geosciences option). Course fee required.]

**GEOL 210. Earth Systems History** (3). Evolution of Earth as an integrated system emphasizing the geological, climatological and biological forces that have shaped it, focusing on North America. Topics focused on geologic time scale and deep time, plate tectonic cycles, fossils and history of life, and the natural and anthropogenic climate history of the Earth. [Prereq: GEOL 109. Rec. CHEM 109, MATH 109.]

### UPPER DIVISION

**GEOL 300. Geology of California** (3). Analyze major geological provinces, lithologic assemblages, economic resources. [Prereq: GEOL 109. Cannot count for geology majors as upper division geology area of specialization. B-UD.]

**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. Field trip fee may be required.]

**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. Cannot count for geology majors as upper division geology area of specialization. [Prereq: completed LD GE Area A1: Written Communication. Rec: GEOL 109. B-UD.]

**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. [B-UD. Cannot count for geology majors as upper division geology area of specialization. May require field trip.]

**GEOL 306. 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. Weekly: 2 hrs lect, 3 hrs lab; may require two weekend field trips. B-UD.]

**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: GEOL 106 or GEOL 109 or GEOG 106, and upper division standing. GEOL 308L recommended concurrently. B-UD.]

**GEOL 308L. Natural Disasters Laboratory** (1). Three-hour weekly laboratory introducing

hazard and risk assessment tools including Geographic Information Systems, warning systems and emergency management, including a campus emergency exercise. Emphasis on countries in the Pacific Basin. May require field trip. Must be taken concurrently with GEOL 308. [Prereq: upper division standing, GEOL 308 (C), B-UD.]

**GEOL 312. Earth Materials** (4). Description, identification, and classification of minerals and igneous, sedimentary, and metamorphic rocks in hand specimen. Occurrence and use of earth materials. [Prereq: GEOL 109, and CHEM 109 (C) or CHEM 107. Weekly: 3 hrs lect, 3 hrs lab. Field trip fee may be required.]

**GEOL 314. Petrology** (4). Composition, classification, and origin of igneous and metamorphic rocks, as well as sedimentary rocks, to a lesser extent. Analysis and interpretation through thin section, geochemistry, and modeling. [Prereq: GEOL 312. Weekly: 2 hrs lect, 6 hrs lab; may require multi-day field trip. Field trip fee may be required.]

**GEOL 332. Sedimentary Geology** (4). Identification and interpretation of sedimentary rocks and structures. Application of stratigraphic and dating methods in the earth sciences. Impact of climate and geologic processes on depositional patterns and facies analysis. [Prereq: GEOL 210. Weekly: 3 hrs lect, 3 hrs lab; may require two weekend field trips.]

**GEOL 334. Structural Geology** (4). Describe and analyze structural features of rocks. Interpret the strain significance of structures. Fundamentals of plate tectonics. Tectonic analysis of regional geologic structure. [Prereq: GEOL 332, MATH 102, PHYX 106 or PHYX 109. Weekly: 3 hrs lect, 3 hrs lab. May require weekend field trips. Field trip fees may be required.]

**GEOL 335. Geologic Field Methods I** (2). In-class and weekend field projects, map literacy, compass orienteering and measurements, geologic mapping, field note-taking, field data interpretation, preparing stratigraphic columns and geologic cross-sections, technical report writing. [Prereq: GEOL 109, GEOL 210 (C) or GEOL 306 (C). Field trip fee may be required.]

**GEOL 344. Paleontology** (4). Modes of preservation, skeletal anatomy, systematics and taxonomy, biostratigraphy, paleoecology, paleobiogeography, and evolutionary history of invertebrate groups of traditional importance to geologists. Rec: BIOL 105 or introductory invertebrate zoology course. [Weekly: 3 hrs lect, 3 hrs lab.]


**GEOL 380. Special Topics in Geology** (1-3). Variable topics. [Rep; multiple enrollments in term. Prereq: GEOL 109, IA. Coreq: GEOL 380L when offered.]

**GEOL 380L. Special Topics in Geology Laboratory** (1-4). [Rep; multiple enrollments in term. Prereq: GEOL 109, IA. Coreq: GEOL 380 when offered.]

**GEOL 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 5 times.]

**GEOL 435. Geologic Field Methods II** (2). In-class and weekend field projects include: map proficiency, advanced mapping of geological structures and lithological features on topographic maps and aerial photographs, geologic field notes, synthesis of field data with GIS analysis, measuring stratigraphic sections and developing geologic cross-sections, technical report writing. [Prereq: GEOL 306, GEOL 312, GEOL 335, GEOL 334(C). Multi-day field trips required. Field trip fees may be required.]

**GEOL 455. Geology Colloquium** (1). Geology colloquium with a series of lectures given by invited geoscience professionals. [Rep.]

 **GEOL 457. Engineering Geology** (3). Apply geologic methods, principles, and information to engineering and related fields. Analyze earth materials, properties, and processes significant to modern engineering projects. [Prereq: GEOL 334 or IA. Weekly: 2 hrs lect, 3 hrs lab/field trip for half semester; may require 4-day field trip.]

**GEOL 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, and PHYX 107 or PHYX 210. Strongly rec: GEOL 334. Weekly: 2 hrs lect, 3 hr lab.]

**GEOL 465. Geosciences Senior Project** (2). Combined literature, field, and/or laboratory study, internship, or service learning experience directed toward a geoscience topic or problem. [Prereq: IA.]

**GEOL 474. Volcanology** (3). Fundamental principles of volcanic eruptions and their products as well as the hazard eruptions pose to human activity using methods and concepts from igneous petrology, sedimentology, stratigraphy, geologic mapping, and geophysics. Topics include origins and storage of magma, volcanic eruption triggers, styles of volcanic eruptions, volcano monitoring, and geologic properties of magma and volcanic flows. This course includes an extended multi-day field trip, required for all students. Students may also complete research projects throughout the semester. [Weekly: 3 hrs lect.; multi-day field trip. Field trip fees may be required. Prereq: GEOL 235, GEOL 314, GEOL 332. Rec: CHEM 109, MATH 109.]

**GEOL 475. Geology Field Camp** (4). Four weeks supervised field work in the western US. Principles/methods for geological mapping. May include preparing maps, cross-sections, stratigraphic columns, written and oral geologic reports. Living expenses and a portion of camp expenses borne by student. Typically available only during summer. [Prereq: GEOL 314, GEOL 334, GEOL 435, and GPA of 2.0 or higher for all geology courses. GEOL 306 & GEOL 344 recommended.]

**GEOL 482. Instrumental Methods in Geology** (1-3). Principles of x-ray and electron beam analysis of geologic specimens; experimental petrology techniques. Includes sample preparation, instrument operation and data analysis. Alternating with methods of air photo interpretation, GIS, and remote sensing in geology. [Prereq: PHYX 109 or PHYX 106, and GEOL 312 or GEOL 306; or IA.]

**GEOL 485. Seminar** (1). Discuss selected topics; correlated reading and reports. [Rep 3 times. Prereq: senior standing or IA.]

**GEOL 486. Geology Research Methods** (1). Orientation to geology research, including developing a research topic and proposal, designing and planning research, bibliographic research and communication in oral and written format. [Prereq: GEOL 312 or GEOL 332.]

**GEOL 490. Senior Thesis** (1). Prepare thesis proposal 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 GEOL courses; GEOL 486 with grade of B+ or better and DA.]

**GEOL 492. Senior Thesis Project** (2). Prepare thesis based on field or lab investigation of subject chosen by student and approved by department. [Prereq: GEOL 490 (C).]

**GEOL 499. Independent Study** (1-5). Reading, conference, and/or research. [Rep 4 times. Prereq: DA.]

## GRADUATE

**GEOL 524. Methods of Geochronology** (3). Concepts and principles of geologic time. Absolute and relative dating methods. Apply dating techniques to stratigraphic, structural and petrological problems. Geological process rates. Includes 2-3 weekend day field trips. [Prereq: CHEM 109, GEOL 312, GEOL 335 (C), MATH 102.]

**GEOL 531. Advanced Physical Geology** (1-3). Topics may include igneous and metamorphic petrology, advanced structural geology, paleoecology, volcanology, experimental petrology, geophysics, regional geology investigations, special topics. Field trip fees may be assessed. [Prereq: GEOL 314 and GEOL 334, or IA. With consent, rep up to 4 times.]

**GEOL 531L. Advanced Physical Geology Lab** (.5-1). When offered, take concurrently with 531. May involve weekend or week-long field trip(s). [Field trip fees may be required.]

**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; channel incision and eco-hydrological controls; fluvial sediment budgets; techniques for field measurement. [Rec: GEOL 306, MATH 110, (PHYX 107 or PHYX 210); or IA. Weekly: 2 hrs lect, one 3-hr lab; may require one-day weekend field trip(s). Field trip fee may be required.]

**GEOL 551. Hillslope Processes** (3). Quantitative and qualitative description of the mechanics of erosion and deposition on hillslopes. Develop and apply sediment budgets. Hillslope eco-hydrology, weathering, mass movement, slope stability, sheet and rill erosion, slope development models, and techniques for field measurement of slope processes. [Rec: GEOL 306, MATH 110, (PHYX 107 or PHYX 210). Weekly: 2 hrs lect, one 3-hr lab; may require one-day weekend field trip(s).]

# Geospatial Analysis

## LOWER DIVISION

**GEOL 553. Quaternary Stratigraphy** (4). Concepts, theory, methods of Quaternary geology; soil stratigraphy, climate changes; glacial and periglacial processes and patterns. [Prereq: GEOL 306. Weekly: 3 hrs lect, 3 hrs lab/ field trip; may require extended weekend field trip(s). Field trip fees may be required.]

**GEOL 554. Advanced Geology Field Methods** (2). Week-long field excursion to study and interpret quaternary stratigraphic, volcanic, and tectonic problems using appropriate field techniques. Field trip fees may be assessed. [Rep twice.]

**GEOL 555. Neotectonics** (3). Critical review of Quaternary crustal deformation. Mechanics, rates and distribution of faulting, folding, uplift, subsidence. Methods of measuring/analyzing Quaternary and active tectonic processes. [Prereq: GEOL 334 and GEOL 306. Weekly: 2 hrs lect, 3 hrs lab or field trip; may require extended weekend field trip(s).]

**GEOL 556. Hydrogeology** (4). Geologic factors controlling the movement and retention of water through the subsurface. Physics of saturated and unsaturated zone hydrology. Geologic and environmental factors affecting groundwater quality and contaminant transport. Modeling of moisture change in the root zone, and vegetative water uptake. [Weekly 3 hrs lect, 3 hrs lab; Field trip fees may be required.]

**GEOL 558. Geomorphology of Soils** (3). Physical and chemical weathering mechanisms; climosequences, toposequences, chronosequences; relation of soils to erosional and depositional processes; interpretation of paleosols; use of soils in relative dating of geologic deposits. [Prereq: GEOL 306 and CHEM 110, or IA. May require weekend field trip(s). Field trip fees may be required.]

**GEOL 561. Applied Geophysics** (3). Apply geophysical methods to mineral exploration, geological engineering, crustal studies. Seismic reflection, refraction, electrical resistivity, magnetic and gravity surveying. [Rec: MATH 110, (PHYX 107 or PHYX 210), upper division standing in a technical or scientific field. 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. Rep up to 6 units.]

**GEOL 699. Independent Study** (1-5). Possible modes: reading, conference, research. [Prereq: grad standing and 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.]

**GSP 101. Geospatial Concepts** (2). Overview: scale, coordinates, geodesy, direction, projections, surveying, global positioning systems (GPS), remote sensing, geographic information systems (GIS), cartography; historical context illustrating how maps depict spatial relationships, chart power, convey authority. [Coreq: GSP 101L. Rec: basic computer literacy. D-LD.]

**GSP 101L. Geospatial Concepts Lab** (1). Traditional and computer lab activities to develop understanding of scale, coordinate systems, geodesy, direction, projections, surveying, global positioning systems (GPS), remote sensing, geographic information systems (GIS), cartography. [Rec: basic computer literacy. D-LD.]

**GSP 216. Introduction to Remote Sensing** (3). Introductory course in remote sensing focusing on broad topics pertaining to nature of radiation, aerial photography and interpretation, multispectral scanners, and image data and processing. [Prereq: GSP 101 and GSP 101L. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 270. Geographic Information Science (GIS)** (3). Introductory course in Geographic Information Science and spatial analysis involving collection, manipulation, display, and analysis of geographically referenced data. Raster and Vector data, overlays, buffer, proximity analysis and SQL queries. [Prereq: GSP 101 and GSP 101L. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 280. Special Topics in GSP** (3). Topics vary. [Rec: GSP 101 and GSP 101L. Rep with different topics.]

## UPPER DIVISION

**GSP 316. Cartography** (4). Cartographic visualization and map design principles through GIS and illustration programs, the selection of appropriate map projections, data classification, color, visual variables, charts, graphs, and diagrams. [Prereq: GSP 101(C) and GSP 101L(C). Weekly: 3 hrs lect, 3 hrs lab.]

**GSP 318. Geospatial Programming I** (3). Introduction to programming for geospatial students. Covers problem decomposition, control structures, simple data structures, testing, and documentation, using the Python programming language and geospatial-oriented examples. [Prereq: GSP 101 and GSP 101L. Weekly 2 hrs lect, 3 hrs lab.]

**GSP 326. Intermediate Remote Sensing** (3). Intermediate level course focusing on digital image processing involving image enhancements, image rectifications, classification, and accuracy assessments. Additional topics include image processing techniques involving thermal, hyperspectral, Radar, and LiDAR data. [Prereq: GSP 216 and junior standing or greater. Rec: MATH 105. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 330. Mobile Mapping** (3). Concepts and techniques of data collection using mapping-grade GPS units. Topics include understanding data col-

lection protocols, data processing, GIS integration, error sources, differential correction, and other advanced capabilities. [Prereq: GSP 101, GSP 101L, and GSP 216 (C) or GSP 270 (C). Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 370. Intermediate Geographic Information Science (GIS)** (3). Data accuracy and quality, standard and advanced geospatial data models, data integration and analysis, constraint analysis, location-allocation analysis, metadata standards and documentation, geospatial ethics, industry applications of geospatial analysis. [Prereq: GSP 270 or GSP 280 or GSP 510; sophomore standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 416. Advanced Cartography Design Seminar** (4). Build on fundamentals through cartographic visualization: the map as a tool for both exploring and representing geographic information. Greater depth in cartographic design theory. Discuss weekly readings; complete major map project. [Prereq: GSP 316. Rep.]

**GSP 418. Geospatial Programming II** (3). Creating enterprise-level geospatial infrastructures for analysis, monitoring, and modeling. Web and mobile development of geospatial applications. Use of enterprise-level databases, object-oriented programming and design methods, and professional software development processes. [Prereq: 318. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 426. Cartography Practicum** (1-4). Practical mapping experience as a cartographic intern with the Institute for Cartographic Design. Supervised individual and group work experience in geospatial sciences. This course is intended for those pursuing advanced cartographic training. Permission of the instructor needed for registration. [Prereq: GSP 270, GSP 316, and IA.]

**GSP 436. Advanced Remote Sensing** (3). Advanced course in remote sensing. Topics include advanced image enhancements involving project design, image fusion, higher levels of image classification techniques including object-oriented classifications, machine learning techniques, geostatistics, etc. [Prereq: GSP 326; senior standing or greater. Rec: MATH 105. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 470. Advanced Geospatial Analysis & Modeling** (3). Analysis of uncertainty, autocorrelation, trend-surfaces, and random processes. Modeling using point-process, generalized linear, generalized additive, and machine learning methods. Selecting appropriate alternative modeling methods including cellular automata, agent-based, neural networks, and stimulation. Validating and characterizing models using Monte Carlo and other methods. [Prereq: GSP 370; junior standing or greater. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 480. Selected Topics in Geospatial Science** (1-3). Selected topics in geospatial science; GIS, remote sensing, cartography, mobile mapping, web-based applications, databases, programming. May require additional prerequisites. [Prereq: GSP 101 and GSP 101L; sophomore standing or greater. Rep with different topics.]

# Health Education

## LOWER DIVISION

**HED 100. Sound Mind Sound Body** (3). Optimum health. Sound mind in a sound body (interrelationship), exercise physiology, human sexuality and childbirth, nutrition, stress, death/dying, psychophysical and behavior, holistic medicine, somatology. [E-LD.]

**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 recertification of these courses. [Rep 4 times.]


**HED 231. Basic Human Nutrition** (3). Nutrient requirements for healthy living. Analyze food sources, function of nutrients, chemical processing, and food absorption. [Rec: chemistry.]

## UPPER DIVISION


**HED 342. Nutrition for Athletic Performance** (3). How food consumption and nutrition affect energy production and physical performance in sports activities. Analyze diet modifications, such as carbohydrate loading and use of ergogenic aids, to improve performance.

**HED 344. Weight Control** (3). Theories and practices related to maintaining safe and healthy weight levels. Diet analysis; body composition and effects of exercise; behavior modification.

**HED 345. Health Messaging and Mass Media** (3). Study of theories of mass communication and health evidence dissemination with practical application in development of culturally appropriate messaging on various communication platforms for the promotion of health programs and behaviors. [Prereq: HED 390 (C).]

 **HED 388. Community Based Health Promotion** (3). In-depth study of engaging the community in the process of health promotion. An emphasis on building relationships with community stakeholders, conducting community needs assessment, developing and assessing community based health promotion programs. [Prereq: HED 390.]

**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. [Prereq: HED 390 (C).]

**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. E-UD.]

**GSP 480L. Selected Topics in Geospatial Lab** (1-2). [Prereq: GSP 101 and GSP 101L; sophomore standing or greater. Rep.]

**GSP 499. Directed Study** (1-3). Directed study in geospatial science. Independent undergraduate study or research project supervised by geospatial science faculty. [Prereq: junior standing or greater; IA. Rec: GSP 101, GSP 101L and one additional GSP course. Rep.]

## GRADUATE

**GSP 510. Research Methods in Geospatial Science** (3). Applications of GIS, remote sensing, cartography, mobile mapping, web-based applications, and geospatial databases to research. Designed to enable new graduate students to incorporate geospatial data and methods into their research. [Prereq: graduate standing.]

**GSP 570. Advanced Geospatial Analysis & Modeling** (3). Project-based application of advanced geospatial analysis and modeling to natural resource research applications. Includes research project management: setting and meeting goals, managing schedules, team leadership. Also includes GSP 470 topics. [Prereq: GSP 370; senior or graduate standing. Weekly: 2 hrs lect, 3 hrs lab.]

**GSP 580. Selected Graduate Topics in Geospatial Science** (1-3). Selected topics in Geospatial Science offered at the graduate level; GIS, remote sensing, cartography, mobile mapping, web-based applications, databases, programming. [Prereq: (GSP 101 and GSP 101L) and (GSP 216 or GSP 270 or GSP 316); junior standing or greater. May require additional prerequisites. May be repeated with different topics.]

**GSP 580L. Selected Graduate Topics in Geospatial Science Lab** (1-2). Lab for selected topics in Geospatial Science offered at the graduate level; GIS, remote sensing, cartography, mobile mapping, web-based applications, databases, programming. [Prereq: (GSP 101 and GSP 101L) and (GSP 216 or GSP 270 or GSP 316). Junior standing or greater. May require additional prerequisites. May be repeated with different topics.]

# German

## LOWER DIVISION

**GERM 105. German Level I** (4). Introduces German through communication-based instruction and activities. Instructor may waive upon demonstration of equivalent proficiency.

**GERM 105L. German Laboratory Level I** (1). Self-directed, subscription-based online language course.

**GERM 106. German Level II** (4). Communication-based approach to the German-speaking world. Develop basic language skills while learning about cultural differences/similarities. [Rec: GERM 105. C-LD.]

**GERM 106L. German Laboratory Level II** (1). Self-directed, subscription-based online language course.

**GERM 107. German Language & Culture III** (4). Intermediate German I; develop understanding, speaking, reading, writing, knowledge of German-speaking cultures. Language as a communicative medium/carrier of culture. Conducted in German. Part one of two course sequence. [Rec: GERM 106. C-LD, DCG-n.]

**GERM 107L. German Laboratory Level III** (1). Self-directed, subscription-based online language course.

**GERM 207. German Language & Culture IV** (4). Intermediate German II; develop understanding, speaking, reading, writing, knowledge of German-speaking cultures. Language as a communicative medium/carrier of culture. Conducted in German. Part two of two course sequence. [Rec: GERM 107 or equivalent, or IA. DCG-n; C-LD.]

**GERM 207L. German Laboratory Level IV** (1). Self-directed, subscription-based online language course.

**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. [C-UD.]

**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. [Prereq: junior standing or greater. Rep. DCG-n. C-UD.]

**GERM 311. German Level V** (4). Increases student proficiency in language and culture through active use of German for purposeful communication. In-depth study of language and culture and solid progress in language. Incorporates text, video, audio, and computer. [Prereq: GERM 207 or equivalent, or IA. Rep once.]

**GERM 312. German Level VI** (4). Uses proven strategies to build oral and written skills and enables meaningful communication. In-depth study of language and culture and solid progress in language. Incorporates text, video, audio, and computer. [Prereq: GERM 311 or equivalent, or IA. Rep once.]

**GERM 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.]

**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 446. Optimal Bone and 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.]

## 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). 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. [D-LD.]

**HIST 105. Western Civilization, 1650 to Present** (3). 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. [D-LD.]

**HIST 106B. Islamic Societies: The Making of the Muslim Middle East** (3). An introduction to the history of Islamic societies, this course explores key historical events, social and political turning points, and intellectual transformations that have shaped the Middle East and Islam. [D-LD. DCG-n.]

**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. [D-LD.]

**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. [D-LD.]

**HIST 109. Colonial Latin American History** (3). Pre-Columbian and colonial Latin America to 19th century independence movements. [D-LD.]

**HIST 109B. Modern Latin America** (3). Major themes/problems in history of Latin America from early 1800s (independence) to present. [D-LD.]

**HIST 110. United States History to 1877** (3). 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). Selected topics. Sources and conditioning factors of American social, political, and economic systems from 1877. Meets requirement in US history established by California legislature.

**HIST 180. Special Topics in History** (3). Variable topics. [Rep with different topics.]

**HIST 199. Discussion Lab** (1). Discuss readings, films, and/or computer resources. [Rep 3 times.]

**HIST 210. Historical Methods** (4). Nature of history; historical consciousness; historians' craft; use of primary/secondary sources. Recommended first course in the major. One of four units is individualized instruction on assigned essay.

## UPPER DIVISION

*History majors must take HIST 210 before taking upper division major courses.*

**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. [D-UD.]

**HIST 300R. The Era of World War I, Research Seminar** (1). Embedded writing workshop. Students write a 10-12 page research paper. Includes: primary and secondary literature review, library research methods, analysis, organization, and peer editing. [Coreq: HIST 300.]

**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. [D-UD.]

**HIST 301R. The Era of World War II, Research Seminar** (1). Embedded writing workshop. Students write a 10-12 page research paper. Includes: primary and secondary literature review, library research methods, analysis, organization, and peer editing. [Coreq: HIST 301.]

**HIST 306/RS 306. Gods & Kings in the Ancient Near East** (4) History of the ancient cultures (Mesopotamian, Egyptian, Hebrew, Persian, Mycenaean) that provided the foundations for the emergence of classical western civilization including writing, kings, myths, states, laws, and monotheism. [UD-D.]

**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.

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**HIST 312. World History from 1750** (3). Survey of the major events, trends, structures, and cross-cultural interactions in World History from 1750 to the end of the Cold War and rise of a multi-polar world. For those planning to teach elementary school or social science single subjects.

**HIST 314. Ancient Greek Civilization & History** (4). From beginnings to death of Alexander the Great. Bronze Age, Homeric epics, rise of the city-state, Sparta, democracy at Athens, civilization of the Golden Age, rise of Macedonia.

**HIST 315. History & Civilization of Rome** (4). From legendary founding to Christianity's triumph. Imperialism, the Republic, the Principate, reasons for Rome's decline.

**HIST 319. Emergence of the Modern Middle East** (4). This interdisciplinary course explores the Middle East through the disciplines of history and geography using a wide variety of assignments and primary and secondary sources. [Sophomore standing or greater. Rec: HIST 210.]

**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.

**HIST 323. Gender and Sexuality in East Asian History** (4). This seminar explores gender roles and relations and sexual cultures in the context of East Asian history. Readings include translated historical documents and works by modern scholars. [Rec: HIST 210. DCG-n.]

**HIST 324/PSCI 324. The Arab-Israeli Conflict: History, Narratives & Nationalism** (4). The Arab-Israeli Conflict: History, Narratives and Nationalism (4). Traces the history and politics of the Arab-Israeli conflict from its earliest days. Explains events and narratives that shaped this longstanding conflict, while also analyzing U.S. involvement in it. [Prereq: sophomore standing or greater. Rec: HIST 210.]

**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. [Rep.]

**HIST 327. History of Brazil** (4). Political, economic, and social/cultural history from the colonial era to the present day. Special emphasis on the legacy of African slavery and on Brazil's multi-cultural society. [DCG-n.]

**HIST 328. Women & Gender in Latin America** (4). Examines history of women and gender relations in Latin America and Caribbean. Considers historical constructs of masculinity and femininity in context of colonialism, nation building, revolution, and globalization. [DCG-n.]

**HIST 329. Imperial China** (4). Through lectures, readings, discussions, and research assignments,

sustainability-focused; sustainability-related; A B C D E general education areas; *activ* activity; [C] may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

Imperial China provides students with an intensive introduction to Chinese history from the Bronze Age through the Ming Dynasty. [Prereq: HIST 210 (C). History majors and Chinese studies majors only. Offered every other year.]

**HIST 338. Modern Chinese History** (4). Political/social events from Opium Wars to the present.

**HIST 339. Modern Japanese History** (4). Political, social, and economic events from Tokugawa shogunate to present. Westernizing/modernizing processes.

**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.

**HIST 343. French Revolution & Napoleon** (4). Traces origins, outbreak, progression, and legacy of French Revolution and Napoleon. Special emphasis on socio-economic, intellectual, cultural, and political developments and on historiography. [Prereq: HIST 210 (C). Offered occasionally.]

**HIST 345. Imperialism** (4). Study of European imperialism with emphasis on 19th/20th centuries. Exploration of details of imperialism as well as role of race, gender, mission, language, and art in shaping colonial interactions. [DCG-n.]

**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.

**HIST 349. Renaissance & Reformation** (4). Western Europe in the 15th and 16th centuries. An exploration of the artistic vision, intellectual revival, and religious conflicts of the period, and the foundation of nation states. [Prereq: HIST 210 (C). Offered occasionally. Rep once.]

**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.

**HIST 353. Modern Britain** (4). Britain from the Act of Union: Parliament to Devolution; the Industrial Revolution and its cost; the rise and loss of Empire; and the establishment and fate of the welfare state.

**HIST 368. Colonial & Revolutionary America** (4). Growth of English mainland colonies in 17th and 18th centuries, culminating in war for American independence.

**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.

**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.

**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. [DCG-d.]

**HIST 374. Contemporary America, 1929 to the Present** (4). Economic, social, cultural and political change with an emphasis on issues of gender and race. The relationship between foreign and domestic policy and changes in technology are also covered. [DCG-d.]

**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.

**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.]

**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. [DCG-n.]

**HIST 383. California History** (4). Historical analysis of factors producing the complex, diverse commonwealth of California.

**HIST 387 / ANTH 387 / COMM 387 / ECON 387 / GEOG 387 / INTL 387 / PSCI 387. International Education Colloquium** (1). Earn credit by attending International Education Week events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]

**HIST 391. Special Topics & Interdisciplinary Studies in History** (1-4). Topics announced in class schedule. Examples: cold war; novel as history, Puritanism, 20th century US science and technology, Arab/Israel conflict, South Africa. [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. [Rep.]

**HIST 393. Special Topics in Non-Western History** (1-4). Special topics in world regional history will vary. [Rep.]

**HIST 394. History Conference** (1). Opportunity for students to be historians by presenting an original research paper in a conference setting. Students must attend preliminary meetings and all parts of the conference for credit. [Rep once.]

**HIST 395. Classroom Observation for History Day** (1). Students will assist elementary/secondary students in History Day projects by helping them select a topic, locate historical documents, and organize research into a final project and will mentor historical skills and methodologies in local classrooms. [CR/NC. Rep once.]

**HIST 396. International Latino Film Seminar** (1). This seminar presents and discusses three films from the Hispanic world, in Spanish with English subtitles. [CR/NC. Rep 3 times.]

**HIST 397. Weekend Workshops: Variable Topics** (1) Intensive weekend workshop to delve into greater depth on a historical topic. [Rep once.]

**HIST 398. History Career Workshop** (1). Help students think about the ways they learn and work as history majors and how to translate their knowledge into skills valuable in the working world. [CR/NC. Rep once.]

**HIST 420. Interpreting History for Teachers** (4). Capstone course in history for the Social Sciences Education major that enables students to connect social science content to state education standards and critically access their own progress and skills acquisitions in the major.

**HIST 482. Internship in History** (1-3). Field observation and placement in a public or private nonprofit agency. [Prereq: IA. CR/NC. Rep.]

**HIST 490. Senior Seminar** (4). Directed, individual investigation. Prepare senior research paper: Apply techniques of historical research and criticism. [Prereq: 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 499. Directed Study** (1-4). Assigned readings or research in specific historical period or topic. [Open to advanced students only upon IA and DA. Rep.]

## International Studies

### LOWER DIVISION

**INTL 100. Thinking Critically About Globalization** (3). Development of critical thinking through an understanding of the principles of reasoning and tools of evaluation and argumentation with application to questions of globalization concerning economics, politics, and culture. [A-LD.]

**INTL 100S. Thinking Critically About Globalization** (3). Development of critical thinking through an understanding of the principles of reasoning and tools of evaluation and argumentation with application to questions of globalization concerning economics, politics, and culture with Service Learning. [A-LD.]

**INTL 210. Introduction to International Studies** (4). Introduction to the multi-disciplinary field of International Studies, with preparation for further coursework in the major: Examines development of modern world through diverse analytical lenses. [Prereq: ENGL 103 or ENGL 104 or ENGL 104S.]

**INTL 220. Introduction to Cultural Studies** (3). Topics studied include culture and imperialism/cultural imperialism; orientalism and the politics of representation; (post) colonialism; cultural appropriation, hybridity, and syncretism; diasporic, transnational, cosmopolitan, and border cultures; "global" pop culture.



**INTL 280. Topics in International Studies** (1-4). Selected intermediate topics in International Studies. Topics vary by offering. [Rep.]

### UPPER DIVISION

**INTL 320. Career Workshop** (1). Career planning, networking, resume, cover letter; internship and job search, working a room. [Prereq: junior standing or above, or IA. CR/NC.]

**INTL 387 / ANTH 387 / COMM 387 / ECON 387 / GEOG 387 / HIST 387 / PSCI 387. International Education Colloquium** (1). Earn credit by attending International Education Week events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]

**INTL 410. Global Issues Analysis** (4). Interdisciplinary analysis of global issues bridging the perspectives of politics, economics, and culture with an emphasis on research and writing skills in the service of critical analysis. [Prereq: INTL 210 and INTL 220 and (PSCI 240 or GEOG 363) and (ECON 305 or ECON 306) and (ANTH 318(C) or CRGS 390(C) or GEOG 311(C) or HIST 210 (C) or PSCI 295 (C)).]

**INTL 480. Topics in International Studies** (1-4). Selected advanced topics in International Studies. Topics vary by offering. [Rep.]

**INTL 490. International Studies Capstone** (3). Students synthesize and apply the student learning outcomes in the program in preparation for career or graduate studies. [Prereq: fulfillment of advisor-approved Residency Abroad and INTL 410 (C). Senior standing International Studies major.]

**INTL 499. Directed Studies** (1-4). Assigned readings or research in specific topic. [Open to advanced students with IA. Rep with IA.]

## Journalism & Mass Communication

*Note: Ability to type needed in all journalism and mass communication skills courses.*

### LOWER DIVISION

**JMC 105. Introduction to Mass Communication** (3). The history, economics, ethics, and conflicts in US mass media practices. How mass media laws and industries affect and have affected our culture, economy, and political community over time. Using basic media criticism concepts, we will evaluate the honesty, independence, and productivity of various mass media and the effects they have on individuals and society. [C-LD.]

**JMC 120. Beginning Reporting** (3). Evaluate news gathering methods, sources, and writing used in news accounts. Exercises in organizing, writing news.

**JMC 125. Introduction to Journalism Tools** (3). Introduction to journalistic storytelling through audio, still photography, video, and website design.

**JMC 134. Photojournalism & Photoshop** (3). This course will cover history of photography

and photojournalism and skills in the practice of photojournalism (including legal and ethical issues, layout and design principles, caption writing, digital-SLR camera operation, Photoshop software, and optimizing images for publication).

**JMC 150. Digital Design** (3). Use the Adobe Creative Suite to design publications for news, public relations, and advertising.

**JMC 154. Radio Production** (3). Skills, techniques, and concepts in broadcast communication. Operation of equipment and programming. Prepare for on-air work with KRFH-AM. [Weekly: 2 hrs lect, 3 hr lab.]

**JMC 155. KRFH Workshop** (1). Work on staff of campus carrier-current radio station. [Prereq: JMC 154 (C). Rep.]

**JMC 156. Video Production** (3). An introduction to basic video production using field cameras and digital editing.

**JMC 160. El Leñador Newspaper** (2). This course will focus on the fundamentals of reporting, storytelling, and newspaper production with emphasis on news covering Latinx and diverse communities. Students work collaboratively with classmates to produce the monthly English/Spanish newspaper and create multimedia content for the website [ElLeñadornews.com](http://ElLeñadornews.com). [Prereq: JMC 120. CR/NC. Rep.]

### 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. [C-UD.]

**JMC 305. International Mass Communication** (3). Comparative press systems and theories; international and cross-cultural communications; the role of international media as the intersection between social, political and economic institutions. [DCG-n. D-UD.]

**JMC 306. History of Mass Communication** (3). Evolution of mass media from the development of the written language to the commercialization of the Internet. Media as a catalyst for change in culture and society. How governments and societies suppress change through media repression. [D-UD.]

**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. [C-UD; D-UD.]

**JMC 318. Media Research** (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. Advanced Reporting** (3). Advanced interviewing techniques. Locate, examine, and incorporate documents as part of a news reporting process. [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 and JMC 125.]

**JMC 323. Public Relations** (3). The history, theory, and practice of public relations in a broad range of organizations and institutions, its impact on publics, and its functions in society. The course includes legal and ethical issues, case problems, publicity techniques, and practice in the process of public relations program planning and management.

**JMC 324. Advanced News Writing** (3). Nonfiction feature writing. Long form and alternative storytelling formats. Read and analyze feature stories from magazines, newspapers, and online publications. [Prereq: JMC 120 and JMC 125.]

**JMC 325. Magazine Production Workshop** (2). Magazine planning; write and edit articles; do layout and paste-up; produce campus magazine. [Prereq: JMC 120 or IA. CR/NC. Rep 4 times.] See major requirements for practicum unit cap.

**JMC 326. Investigative Reporting** (3). An advanced reporting and writing class. You will learn to apply in-depth reporting techniques and synthesize large amounts of information into a compelling story about an important community issue. [Prereq: JMC 120. Rec: JMC 320.]

**JMC 327. Multimedia News Workshop** (2). Faculty-supervised workshop for staff of *The Lumberjack* student newspaper and online publication. Students will produce news stories for publication and Internet broadcast through print, audio, and video media. [Prereq: JMC 120 and JMC 125. CR/NC. Rep 4 times] See major requirements for practicum unit cap.



**JMC 328. Media Law** (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 332. Media Ethics** (3). An examination of ethical issues in news, advertising, public relations, and the entertainment industry.

**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. [Prereq: JMC 120. CR/NC. Rep 4 times.] See major requirements for practicum unit cap.

**JMC 334. Advanced Photojournalism & Photoshop** (3). Intermediate to advanced skills in the practice of photojournalism and Photoshop, portfolio development, and freelancing methods. [Prereq: JMC 134 or basic photography course or IA.]

**JMC 336. Advanced Video Production** (3). Students in this course use professional video cameras and digital editing to effectively report news and information. Advanced production techniques include field camera operation, more advanced uses of digital sound editing and titling. [Prereq: JMC 156.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

**JMC 355. Advanced KRFH Workshop** (2). Work on staff of campus carrier-current station. [Prereq: JMC 155. Rep.]

**JMC 360. Advanced El Leñador Newspaper** (2). This class will focus on the fundamentals of reporting, storytelling, and newspaper production with emphasis on news covering Latinx and diverse communities. Students work collaboratively with classmates to produce the monthly English/Spanish newspaper and create multimedia content for the website [ElLenadornews.com](http://ElLenadornews.com). [Prereq: JMC 120. CR/NC. Rep.]

**JMC 427. Advanced Multimedia News Workshop** (2). This class will focus on advanced reporting and storytelling techniques. You will learn how to do enterprise and explanatory reporting and produce stories using text, audio, and video media. [Prereq: JMC 327. CR/NC. Rep once.]

**JMC 429. Advanced Public Relations** (3). PR problems of industry and public institutions; managing effective public relations campaigns. Projects, discussion, writing of various communication tools. [Prereq: JMC 120 and JMC 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 480. Special Topics** (1-4).

**JMC 482. Mass Media Internship** (1-3). Assignment on newspapers or magazines, in broadcast media, or in public relations or advertising. Supervised by employing organization. Observe, report, and discuss. JMC majors/minors only. [Prereq: IA. CR/NC. Rep 4 times.] See major requirements for practicum unit cap.

**JMC 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 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.]

### 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 325. Health-Related Exercise** (2). Principles, theory, and practice of health-related exercise through fitness programs, recreational activities, and outdoor education. Analysis of teaching and learning; instructional and curricular approaches; standards-based instruction; planning and assessment strategies. [Rep once.]

**KINS 327. Games Concepts I** (3). Teaching Games for Understanding (TGfU) as applied to net/wall and target-based activities. Analysis of teaching and learning; instructional and curricular approaches; standards-based instruction; planning and assessment strategies. [Rep once.]

**KINS 329. Games Concepts II** (3). Teaching Games for Understanding (TGfU) as applied to invasion and fielding/run scoring activities. Analysis of teaching and learning; instructional and curricular approaches; standards-based instruction; planning and assessment strategies. [Rep once.]

**KINS 339. Group Exercise Instruction** (2). Theory and practice for group exercise leaders.

Functional effects of exercise, safe techniques, modifications for special populations, choreography, health screening, and legal issues. Prepares individuals to be effective exercise instructors.

**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: ZOO 113 or ZOO 310. Weekly: 3 hrs lect, 2 hrs act.]

**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 386. 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. [Weekly: 3 hrs lect, 2 hrs lab. Prereq: ZOO 270.]

**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 and KINS 386 (C).]

**KINS 447. Pharmacology & Ergogenic Aids** (3). Medication effects on the physiological response to exercise/stress testing. Effects of ergogenic aids on performance/health.

**KINS 456A. Fitness Assessment & Exercise Programming** (4). Implementation of fitness assessments to evaluate cardiorespiratory endurance and body composition, and to develop exercise prescriptions based on assessment data for low-to moderate-risk individuals and those with controlled disease. [Weekly: 3 hrs lect, 2 hrs activ. Prereq: HED 120, KINS 379.]

**KINS 456B. Fitness Assessment & Exercise Programming** (4). Implementation of fitness assessments to evaluate muscular fitness and flexibility, and to develop exercise prescriptions based on assessment data for low-to moderate-risk individuals and those with controlled disease. [Weekly: 3 hrs lect, 2 hrs activ. Prereq: HED 120, KINS 379.]

**KINS 460. Human Performance Lab Techniques** (1). Introduction to the basic testing procedures used in the assessment of human performance, health, and wellness. Application and practice of techniques in administering tests and analysis of data. [Kinesiology majors with junior standing or greater. Rep.]

**KINS 474. Psychology of Sport & Exercise** (3). Theoretical and applied aspects of the psychology of exercise and sport. Review of personality, motivational processes, interpersonal and group processes, developmental patterns, and intervention techniques in cultural contexts. [Prereq: junior standing or greater: DCG-d.]

**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 480. Special Topics** (1-4). Topics of current interest. Lect/lab as appropriate. [Rep.]

**KINS 482. Internship in Kinesiology** (2-7). Supervised experience in corporate, private business, clinical, community, educational, research, or sport performance setting. Application of knowledge, skills, and abilities in exercise science and/or health promotion. [Prereq: completion of all kinesiology and exercise science option courses and IA. Rep up to 7 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 487. Biomechanics Lab Techniques** (2). This course introduces students to advanced biomechanics concepts and skills applied to research and clinical testing. Student gains an understanding of balance testing, gait analysis, electromyography, and force measurement. [Prereq: KINS 386 (C). Kinesiology majors. Rep.]

**KINS 490. Practica** (3). Application of principles of kinesiology in a school, community-based agency, physical therapy, clinical, or health promotion setting.

**KINS 492. Senior Seminar in Kinesiology** (3). Selected trends. [Prereq: senior standing.]

**KINS 495. Directed Field Experience** (1-6). Assigned field experience under supervision of HSU staff. [Prereq: HED 120 and junior standing. Rep.]

**KINS 499. Directed Study** (1-6). Supervised independent study in areas not covered by scheduled courses. Open only to undergraduates. [Rep.]

## GRADUATE

**KINS 535. Assessment Techniques** (2). Psychomotor assessment for individuals with disabilities. Implement assessment programs in public schools.

**KINS 540. Exercise Psychology** (3). Theoretical and applied aspects of the psychology of

exercise/physical activity. Topics include: exercise adherence and behavior change, physical activity interventions across various populations, and exercise and psychological well-being. [Prereq: KINS 474 or equivalent. Open to students in the Kinesiology MS program.]

**KINS 575. Advanced Sports Nutrition** (3). Examine the impact of nutrition on exercise and sports performance. Topics include bioenergetics, macro- and micronutrients, nutrient timing, fluid balance, diet recommendations, weight management and disordered eating in sport. [Prereq: HED 231, KINS 379.]

**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. [Rep.]

**KINS 588. Optimizing Exercise Training** (3). This course covers exercise prescription and training based on advanced study of the physiological responses and adaptations to exercise and deep understanding of the metabolic, neuromuscular and cardiorespiratory systems. [Prereq: KINS 379; junior standing or above.]

**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). Conceptual and practical understanding of knowledge and skills applied to teaching in higher education. Topics include: collaborative/active learning techniques, developing students' critical thinking skills, strategies in planning, instruction & assessment.

**KINS 635. Research Methods in Kinesiology** (3). Introduction to research concepts, design, methods, analyses, and ethics in Kinesiology. Develop professional writing and presentation skills. [Prereq: graduate standing with classified status in kinesiology MS program.]

**KINS 640. Psychology of Sport & Exercise** (3). Introduction to theoretical and applied aspects of the psychology of sport and physical activity. Topics include: anxiety, body image, confidence, exercise and mood, injury, motivation, multicultural issues and performance enhancement.

**KINS 650. Exercise Physiology** (3). Advanced study of the physiological responses and adaptations to physical activity. Emphasis is on the metabolic, neuromuscular, and cardiorespiratory systems. [Prereq: KINS 379.]

**KINS 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 proper-

ties of muscles, tendons, ligaments and bones. [Prereq: KINS 386 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 MA program or IA.]

**KINS 690. Thesis Writing Seminar** (1-6). Written under direction of chairperson and/or committee. [Prereq: KINS 635. Rep.]

**KINS 691. Comprehensive Exam** (0). Comprehensive exam for the Master's degree in Kinesiology. [Prereq: Completion of 24 units of graduate program coursework in Kinesiology. CR/NC]

**KINS 695. Directed Field Experience** (1-6). Approved practical assignment directly related to student MS program. Supervised by department faculty member. Pursuant to field study program procedures, submit detailed written report prior to starting and completing course. [Rep.]

**KINS 699. Independent Study** (1-6). [Prereq: graduate standing with classified status in Kinesiology MS program or IA. Rep.]

## Leadership Studies

*All Leadership Studies (LDRS) courses are fully online and offered via self-support through the College of Extended Education & Global Engagement.*

### UPPER DIVISION

**LDRS 311. Foundations of Leadership** (3). Survey concepts of leadership: leadership styles, effective leadership, vision, and motivation. Critical thinking and team building emphasized. Includes definitions: leadership theories, leadership diversity, ethical leadership, and overcoming organizational obstacles. [Prereq: Interdisciplinary Studies: Leadership Studies Major.]

**LDRS 321. Data Driven Leadership** (3). Develop understanding of theories, strategies, operational issues and research related to collecting, analyzing, summarizing and presenting data related to organizational effectiveness. Use analysis for forecasting. Basic methods of analyzing data. [Prereq: LDRS 311.]

**LDRS 331. Leadership Communication** (3). Develop the basis of effective verbal, nonverbal, written, and listening communication skills for interpersonal, group, organizational, persuasive, crisis, and cross-cultural communication. Team building skills will be emphasized. [Prereq: LDRS 311.]

**LDRS 341. Strategic Planning & Forecasting** (3). Develop the essential elements of a strategic plan for the organization identified in PLP. How to finance projects, conduct cost benefit analysis, develop a plan, set benchmarks and analyze forecasts. [Prereq: LDRS 311.]

**LDRS 351. Project Implementation/Evaluation** (3). Implement and execute a complex project. Evaluate desirability by cost-benefit analysis, analyze sources of funding, implement and evaluate the project based on financial, accounting, sustainability and administrative data. [Prereq: LDRS 341.]

**LDRS 411. Managing Employees/Stakeholders** (3). Analyze different methods of employee recruitment, retention, training, and empowerment. Legal pitfalls, employment law, and expanding stakeholder interests. Develop strategic knowledge of staffing, compensation, workforce design, assessment and legal issues. [Prereq: LDRS 311.]

**LDRS 421. Strategic Sustainability** (3). Develops the concept of strategic sustainability to implement the triple bottom line of economic viability, environmental conservation and social responsibility to transform an organization. Examination of various sustainability frameworks. [Prereq: LDRS 311.]

**LDRS 431. Technology & Leadership** (3). Develop an understanding of the strategic role of information systems to include hardware, software, personnel, databases, impact on organization, networking, the Internet, information security, the law and the future. [Prereq: LDRS 311.]

**LDRS 441. Developing Dynamic Organizations** (3). Fundamentals of developing a flexible organization that creates a proactive learning environment. Motivating employees and creating new leadership opportunities. Organizational behavior and organizational psychology framework for transforming an organization. [Prereq: LDRS 311; Interdisciplinary Studies: Leadership Studies Major]

**LDRS 451. Capstone in Leadership** (3). Devoted to completing the leadership project of transforming an organization. A retrospective integrative course that requires students to synthesize relevant concepts and experiences to formulate an effective Personal Leadership Plan. [Prereq: LDRS 321, LDRS 331, LDRS 351, LDRS 411, LDRS 421, LDRS 431, and LDRS 441.]

## Liberal Studies / Elementary Education

### LOWER DIVISION

**LSEE 101. Foundations of Education** (4). Introduction to teaching including educational foundations, classroom observations, the role of education in democratic societies, and the exploration of the knowledge, skills and dispositions needed to become an effective educator. [LSEE majors only. E-LD.]

**LSEE 211. Developmental Literacy** (4). Analysis of developmental theories and approaches to emergent literacy, children's literature, assessment, lesson design and intervention strategies that include fieldwork activities in elementary classrooms. [Prereq: LSEE 101. LSEE majors only.]

**LSEE 212. Language & Literacy** (4). Foundational language and literacy skills are studies including linguistics and language conventions. Students observe and apply course content with elementary school students to expand their pedagogical content knowledge and skill. [Prereq: LSEE 211.]

### UPPER DIVISION

**LSEE 308. Algebra, Geometry, & Data in the Elementary Classroom** (4). Solid foundation for elementary school teaching focusing on the complementary development of symbol sense (algebra), spatial (geometry) and data sense (probability and statistics). [LSEE majors only. B-UD.]

**LSEE 311. Mathematics Fieldwork Observation & Seminar** (1.5). K-8 classroom observation of mathematics instruction. Includes a review of the California Mathematics content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq: MATH 308B (C).]

**LSEE 312. Social Studies & Science Fieldwork Observation & Seminar** (1.5). K-8 classroom observation of social studies and science instruction. Includes a review of the California Social Studies and Science content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq: HIST 311 (C) and SCI 331 (C).]

**LSEE 313. Science for Elementary Education** (4). Survey content course of the four domains of science taught to K-8 public school students with fieldwork in elementary school classrooms. Topics in life, physical, earth and space science as well as engineering and design. [Prereq: LSEE 308; LSEE majors only.]

**LSEE 315. Social Studies for Elementary Education** (4). Comprehensive theoretical and practical understanding of the social studies content for diverse K-8 learners including World, US and California History including aligned geography and economics content. [Prereq: LSEE 212; LSEE majors only.]

**LSEE 316. Language Arts for Elementary Education** (4). Development of content knowledge in the major descriptions of literacy needed to become effective teachers in the area of language arts. [Prereq: LSEE 212; LSEE majors only.]

**LSEE 317. Number Sense & Operations in Elementary School Math** (4). Improve facility with, appreciation of, and understanding of mathematics to build a solid foundation for elementary school teaching with a focus on number sense. [LSEE majors only.]

**LSEE 333. English Language and Bilingual Development** (4). Develop content knowledge regarding the foundations of language acquisition and English language/Bilingual programs. Students develop effective teaching strategies to meet the academic needs of linguistically and culturally diverse students. [Prereq: LSEE 212; LSEE majors only.]

**LSEE 377. Education of Exceptional Individuals** (4). 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. [Prereq: LSEE 212; LSEE majors only.]

**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), and 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 413. Integrated Elementary Science and Mathematics Methods I** (4). Content, methods, and materials for teaching science and mathematics in an integrated elementary classroom. [Prereq: LSEE 313; LSEE majors only.]

**LSEE 414. Integrated Elementary Science and Mathematics Methods II** (4). Content, methods, and materials for teaching mathematics/science in an integrated elementary classroom including activities/materials, planning lessons, technology, evaluating learning, and integrating math/science with other content areas through fieldwork placement. [Prereq: LSEE 413; LSEE majors only.]

**LSEE 415. Integrated Art, Language Arts and Social Studies I** (4). Content knowledge from Art, Social Studies and Language Arts is reviewed and analyzed while exploring pedagogies to teach an integrated curriculum. Methods and strategies to teach integrated lessons are investigated. [Prereq: LSEE 315; LSEE majors only.]

**LSEE 416. Integrated Art, Language Arts and Social Studies II** (4). Integration of Art/Language Arts/Social Studies through the demonstration of content knowledge and the development and implementation of integrated lesson plans for fieldwork placements in elementary classrooms. [Prereq: LSEE 415. LSEE majors only.]

**LSEE 421. Critical Multicultural Education** (4). Investigate issues such as opportunity gap, parental involvement and school funding to recognize and understand the social, cultural, economic, and historical factors affecting teaching and learning. Critical reflection is facilitated through an examination of multicultural children's literature. [LSEE majors only.]

**LSEE 423. School, Student and Social Development** (4). Foundations of teaching and learning of the school-age child; understanding development, learning, theory and practice; application of human development theories, approaches to discipline, and classroom management. [Prereq: LSEE 421; LSEE majors only.]

**LSEE 443. Action Research I** (4). Examines central tenets, methods and procedures of action research while engaged in community/school-based projects with youth and developing an action research proposal with a focus on social justice/multiculturalism.

**LSEE 444. Action Research II** (4). Students apply interpersonal and research skills to conduct

action research with focus on social justice/multicultural education in partnership with a community/school youth organization with whom they collaborate. Course includes fieldwork. [Prereq: LSEE 443.]

**LSEE 453. Senior Seminar I** (3). Synthesize the knowledge, skills, and interests developed through their education and, in concert with participation in community youth organizations, develop focus areas from which to develop action research projects. [Prereq: LSEE 377; LSEE majors only.]

**LSEE 454. Senior Seminar II** (3). Synthesize knowledge, skills, and interests developed through education and design a portfolio highlighting learning, continued community participation with youth, action research and growth as a professional. [Prereq: LSEE 453. Coreq: LSEE 443. LSEE majors only.]

**LSEE 455. Senior Credential Capstone** (4). Growth and development of reflective educators and lifelong learners through the demonstration of student teaching and performance assessment competencies, self-reflection and completion of course assignments. [Coreq: LSEE 414; LSEE majors only.]

**LSEE 475. Health and Physical Education** (4). Develop knowledge and skills to teach and evaluate health/physical education programs for elementary classrooms through observation and participation in classroom activities. [Prereq: LSEE 101. LSEE majors only.]

**LSEE 499. Directed Study** (1-3). Individual Study; staff direction. [Rep.]

## Linguistics

### UPPER DIVISION

**LING 495. Practicum in Language Studies** (3). Interdisciplinary approach. Relationship of language studies to other areas of intellectual achievement. Central topics vary. [Prereq: senior standing and approval by linguistics committee.]

## Mathematics

### SUPPORT

*Note that credit earned for support courses does not count toward unit requirements for graduation, GE, or major.*

**MATH 1. Support for College Algebra** (1). Integrated support for development of quantitative reasoning in College Algebra. [Coreq: MATH 101i.]

**MATH 3. Support for Mathematics as a Liberal Art** (1). Integrated support for development of quantitative reasoning Mathematics as a Liberal Art. [Coreq: MATH 103i.]

**MATH 4. Support for Finite Mathematics** (1). Integrated support for development of quantitative reasoning in Finite Mathematics. [Coreq: MATH 104i.]

**MATH 99. Supplementary Instruction in Mathematics** (2). For students needing help in

mathematics courses. Enroll concurrently in supported class. [CR/NC.]

### LOWER DIVISION

*Prerequisites: Most mathematics courses have prerequisites. Thus, to be eligible to enroll in a mathematics course, a student must have received a grade of C- or higher in the HSU courses listed as prerequisites. In some lower division courses, a student may also satisfy the prerequisites by having an appropriate placement category or taking an HSU mathematics placement exam.*

**MATH 101. College Algebra** (3). Topics include algebraic equations and inequalities; polynomial, rational, algebraic, exponential, and logarithmic functions; compositions and inverses; geometric transformations and properties of functions; difference quotients. [Prereq: Math placement category I, II or III. B-LD.]

**MATH 101i. College Algebra with Integrated Support** (3). Algebraic equations and inequalities; polynomial, rational, algebraic, exponential, and logarithmic functions; compositions and inverses; geometric transformations and properties of functions; difference quotients. [Open to students in Math placement category III or IV. Coreq: MATH 1. B-LD.]

**MATH 101T. Trigonometry** (3). Trigonometric functions, their graphs, inverses and applications, radian measure, solving triangles, trigonometric identities and equations, laws of sines and cosines, polar coordinates, vectors. [Prereq: MATH 101 or MATH 101i or equivalent. B-LD.]

**MATH 102. Algebra & Elementary Functions** (4). In-depth treatment of exponential, logarithmic, trigonometric, and polynomial functions. [Prereq: Math placement category I, II or III. Rec: take three or more years of high school mathematics including Algebra II. B-LD.]

**MATH 103. Mathematics as a Liberal Art** (3). Development of quantitative reasoning through ways mathematics uses quantitative, geometrical, algebraic, and statistical thinking in problem solving. [Prereq: Math placement category I, II or III. B-LD.]

**MATH 103i. Mathematics as a Liberal Art with Integrated Support** (3). Integrated support for development of quantitative reasoning through ways mathematics uses quantitative, geometrical, algebraic and statistical thinking in problem solving. [Open to students in Math placement category III or IV. Coreq: MATH 3. B-LD.]

**MATH 104. Finite Mathematics** (3). Topics include linear models, systems of linear equations, linear programming with two variables, financial mathematics, sets, basic probability and an introduction to descriptive statistics. [Prereq: Math placement category I, II or III. B-LD.]

**MATH 104i. Finite Mathematics with Integrated Support** (3). Integrated support for development of quantitative reasoning through business-relevant topics including linear models, systems of linear equations, linear programming,

financial mathematics, sets, basic probability and descriptive statistics. [Open to students in Math placement category III or IV. Coreq: MATH 4. B-LD.]

**MATH 105. Calculus for the Biological Sciences & Natural Resources** (3). Differential and integral calculus. Apply to biological sciences, including exponential growth and decay. [Prereq: (MATH 101 and MATH 101T) or MATH 102. B-LD.]

**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 placement category I or II. B-LD.]

**MATH 109. Calculus I** (4). Limits, continuity, derivatives, integrals, and their applications. [Prereq: MATH 101T or MATH 102. B-LD.]

**MATH 110. Calculus II** (4). Logarithmic and exponential functions, inverse trigonometric functions, techniques of integration, infinite sequences and series, conic sections, polar coordinates. [Prereq: MATH 109 or completed Calculus I.]

**MATH 198. Supplemental Instruction** (1). Collaborative work for students enrolled in mathematics. [Coreq: MATH 102. CR/NC. Rep.]

**MATH 210. Calculus III** (4). Vectors; parametric equations; 3-dimensional analytic geometry; vector-valued functions; partial derivatives; multiple integrals; introduction to line integrals. [Prereq: MATH 110.]

**MATH 215. Multivariate Calculus for the Biological Sciences & Natural Resources** (3). Differential equations, partial derivatives, double integrals, and curve fitting techniques; vectors; applications. [Prereq: MATH 105 or completed Calculus I, or IA.]

**MATH 240. Introduction to Mathematical Thought** (3). Mathematical reasoning, writing, and proofs; sets, functions, topics in discrete mathematics, problem formulation, problem solving. [Prereq: MATH 110.]

**MATH 241. Elements of Linear Algebra** (3). Linear systems, matrices, determinants, linear independence, bases, eigenvalues, and eigenvectors. [Prereq: MATH 210 (C) or MATH 215.]

**MATH 253. Discrete Mathematics** (3). Sets, functions, relations, algorithms, induction, recursion, combinatorics, graphs, trees, and propositional logic. [Prereq: MATH 101T (C), or MATH 102 and CS 111.]

**MATH 280. Selected Topics in Mathematics** (.5-3). [Prereq: IA. Rep.]

### UPPER DIVISION

**MATH 301. Mathematics & Culture: Historical Perspective** (3). 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 101T or MATH 102. DCG-n. B-UD.]

**MATH 308B - MATH 308C. Mathematics for Elementary Education** (3-3). Develop advanced perspective of concepts, structures, and algorithms of math constituting the core of K-8 math curriculum: the real number system; number theory; algebra and functions; geometry and measurement; probability and statistics; mathematical reasoning. Take in B-C order. Does not apply toward math major/minor. [Prereq: completed lower division GE math or higher; and MATH 308B (for 308C). Prior IA required for majors other than LSCD, LSEE, or CDEE. B-UD.]

**MATH 311. Vector Calculus** (2). Vector fields; line and surface integrals; Green's theorem, divergence theorem, Stokes' theorem; applications. [Prereq: MATH 210 and MATH 241.]

**MATH 313. Ordinary Differential Equations** (4). Systems and series solution methods; applications. Numerical and analytical techniques. [Prereq: MATH 210 and MATH 241.]

**MATH 314. Partial Differential Equations** (3). Fourier series; partial differential equations, boundary-value problems, applications. [Prereq: MATH 313. Rec: MATH 311.]

**MATH 315. Advanced Calculus** (4). 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 and MATH 241.]

**MATH 316. Real Analysis I** (4). Real numbers, sequences, convergence, supremum and infimum, continuity, uniform continuity, integration, differentiation, Taylor's Theorem. [Prereq: MATH 210 and MATH 240. Strongly rec: MATH 343.]

**MATH 340. Number Theory** (3). Divisibility, congruencies, quadratic reciprocity, arithmetic functions, Diophantine equations, introduction to algebraic number theory, computer applications. [Prereq: MATH 240 and MATH 241 and CS 111.]

**MATH 343. Introduction to Algebraic Structures** (4). Elementary number theory, integral domains, groups, rings, modules, fields, linear algebras. [Prereq: MATH 240 and MATH 241.]

**MATH 344. Linear Algebra** (3). Matrices, vector spaces, linear transformations, canonical forms, characteristic values, applications. [Prereq: MATH 240 and MATH 241.]

**MATH 351. Introduction to Numerical Analysis** (4). 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 210 or MATH 215) and MATH 241 and CS 111. Weekly: 3 hrs lect, 2 hrs lab.]

**MATH 361. Introduction to Mathematical Modeling** (4). 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. Rec: course in linear algebra. Weekly: 3 hrs lect, 2 hrs lab.]

**MATH 370. School Mathematics from Advanced Viewpoint I** (3). In-depth study of real and complex numbers, functions, equations, polynomials, and trigonometry. Material is rooted in the mathematical content and problems of high school mathematics, but concepts are treated from a mathematically-advanced standpoint. [Prereq: MATH 110 and MATH 240.]

**MATH 371. Geometry** (3). Classical and modern problems and concepts. Topics from: plane and solid geometry; Euclidean geometry; deductive approaches, non-Euclidean and alternative characterizations of geometry using synthetic, analytic, and transformational approaches. [Prereq: high school geometry or equivalent, and MATH 240; or IA.]

**MATH 381. Tutorial on Mathematical Proofs** (1). Develop ability to present clear mathematical exposition and argument. [Concurrent enrollment in an upper division theoretical mathematics course. CR/NC.]

**MATH 401. History of Mathematics I** (3). Key mathematical ideas/milestones: from antiquity to evolution of calculus. Research techniques introduced. [Prereq: MATH 210 or MATH 215, and high school geometry or equivalent; or IA. Offered alternate years.]

**MATH 413. Advanced Ordinary Differential Equations** (3). 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.]

**MATH 416. Real Analysis II** (3). Sequences and series of functions, uniform convergence, power series, metric spaces. [Prereq: MATH 316. Strongly rec: MATH 343. Offered alternate years.]

**MATH 418. Introduction to Complex Analysis** (3). Analytic and meromorphic functions, power series, singularities, and residues. [Prereq: MATH 210 and MATH 240. Offered alternate years.]

**MATH 443. Advanced Algebraic Structures** (3). Advanced topics in groups, rings, and fields; polynomials and Galois theory; applications. [Prereq: MATH 343. Offered alternate years.]

**MATH 461. Applied Mathematical Practicum** (4). Practical experience constructing and analyzing mathematical, statistical and computational models for problems from industry, government or business. Information on mathematical careers in industry, government or business. [Prereq: 8 units of upper division mathematics courses or PHYX 340 or ENGR 322 or IA. Rec: Mathematics major; junior or senior standing.]

**MATH 470. School Mathematics from an Advanced Viewpoint II** (3). 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). 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. No more than two units may apply to the major. CR/NC.]

**MATH 499. Directed Study** (.5-3). Directed reading and conferences on special topics. [Rep by topic; multiple enrollments in term.]

## GRADUATE

**MATH 521. Applied Stochastic Processes** (3). Markov processes, Kolmogorov forward and backward equations, queuing theory, birth and death processes, diffusion processes, renewal theory; Brownian motion. [Prereq: MATH 313 or MATH 344 or STAT 323.]

**MATH 561. Dynamic Systems** (4). Linear and nonlinear systems of difference equations and differential equations as applied to mathematical models of real dynamic phenomena; bifurcation theory. [Prereq: MATH 313 and MATH 344.]

**MATH 562. Model Fitting** (4). Contemporary approaches to fitting descriptive and mechanistic models to data. Topics include likelihoods, parameter estimation, information-theoretic criteria, time series, and numerical methods. [Prereq: MATH 313 and STAT 323, or IA.]

**MATH 580. Selected Topics in Mathematics** (1-4). [Prereq: IA. Rep.]

**MATH 595. Mathematical Modeling Practicum** (3). Practical experience constructing and analyzing mathematical models. [Coreq: MATH 561 or IA. Rep.]

**MATH 685. Seminar in Mathematics** (1-2). Review and report on current literature and problems. [Rep.]

**MATH 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. CR/NC. 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

*Instrument Studies (class & studio instruction):*  
MUS 108, 109, 220-237 and MUS 420-428

*Musical Ensembles: MUS 106-107 and 406-407.*

### LOWER DIVISION

**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. [C-LD.]

**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. [C-LD.]

**MUS 105. The American Musical** (3). Historical survey of musical theatre in US, emphasizing Broadway productions. Song and dialog presented through recordings and videos. [C-LD.]

**MUS 106B. University Singers** (1). Study/perform choral literature of many styles and periods. Occasional off-campus concerts. [Prereq: IA based on auditions. CR/NC. Rep. C-LD.]

**MUS 106E. Opera Workshop** (1). 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. C-LD.]

**MUS 106F. Mad River Transit Singers** (1). Study/perform jazz-idiom choral music. Stylistic interpretation; available literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. C-LD.]

**MUS 106H. Wind Ensemble** (1). Study/perform symphonic band and wind ensemble literature. Occasional off-campus concerts. [Prereq: IA based on auditions. CR/NC. Rep. C-LD.]

**MUS 106J. AM Jazz Band** (1). Performance ensemble for novice jazz instrumentalists. Perform jazz literature; study jazz techniques. [Rep. C-LD.]

**MUS 106K. Jazz Orchestra** (1). Perform literature composed or arranged for large jazz ensemble. Stylistic interpretation; ensemble play-

ing; study of literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. C-LD.]

**MUS 106N. Humboldt Chorale** (1). Study/perform choral music of all periods. Emphasis on larger works. No formal audition. [Prereq: IA based on interview. Rep. C-LD.]

**MUS 106O. Humboldt Symphony** (1). Study/perform orchestral literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. C-LD.]

**MUS 107B. Brass Chamber Music** (1). Study/perform brass chamber music of all eras. [Prereq: IA. Rep. C-LD.]

**MUS 107C. Calypso Band** (1). Study/perform traditional and contemporary music for steelband. [Prereq: IA. Rep. C-LD.]

**MUS 107F. Woodwind Chamber Music** (1). Study/perform woodwind chamber music of all eras. [Prereq: IA. Rep. C-LD.]

**MUS 107G. Guitar Chamber Music** (1). Study/perform guitar chamber music of all eras. [Prereq: IA. Rep. C-LD.]

**MUS 107I. Intermediate Orchestra** (1). Study/perform orchestral music for less experienced players. [C-LD.]

**MUS 107J. Jazz Combos** (1). Study/perform jazz combo music from all eras. [Prereq: IA. Rep. C-LD.]

**MUS 107P. Percussion Ensemble** (1). Study/perform traditional and contemporary music for percussion ensemble. [Prereq: IA. Rep. C-LD.]

**MUS 107Q. World Percussion Ensemble** (1). Study/perform music for percussion ensembles from around the world. [Prereq: IA. Rep. C-LD.]

**MUS 107S. Chamber Music — Service Learning** (1). Study/perform chamber music from all eras. Perform for community partners, and assess and reflect on the experience. [Prereq: IA. Rec: fall semester enrollment in a Chamber Music course. Rep. C-LD.]

**MUS 107T. String Chamber Music** (1). Study/perform string chamber music from all eras [Prereq: IA. Rep. C-LD.]

**MUS 107V. Madrigal Singers** (1). Study/perform small ensemble vocal music with emphasis on music of the Renaissance. [Prereq: IA based on auditions. Rep. C-LD.]

**MUS 108. Class Applied Instruction** (1). Class instruction on various instruments. No previous experience required. Guitar students must provide their own instruments. Course suffixes vary with the instrument. [Rep. C-LD.]

<b>B</b>	<b>Brass</b>
<b>C</b>	<b>Afro-Cuban Percussion</b>
<b>F</b>	<b>Woodwinds</b>
<b>G</b>	<b>Acoustic Guitar</b>
<b>K</b>	<b>Piano</b>
<b>P</b>	<b>Percussion</b>
<b>T</b>	<b>Strings</b>
<b>V</b>	<b>Voice</b>

**MUS 109G. Class Applied Instruction -Guitar** (1). Students must provide their own instruments. [Prereq: IA. Rep. C-LD.]

**MUS 109K. Class Applied Instruction - Piano** (1). [Prereq: IA. Rep. C-LD.]

**MUS 109V. Class Applied Instruction - Voice** (1). [Prereq: IA. Rep. C-LD.]

**MUS 110. Fundamentals of Music** (3). Keys, scales, intervals, rhythm, meter, triads, and seventh chords. [Open to music majors; IA required for non-majors.]

**MUS 112. Piano I** (1). Beginning class piano studies for music majors. [Prereq: MUS 110 (C). Open to music majors only.]

**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 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, 7<sup>th</sup> chords, figured bass, nonharmonic tones, chord progressions, cadences. [Prereq: MUS 110 or passing score on placement test.]

**MUS 215. Theory II** (3). Continues MUS 214: pre-dominant 7<sup>th</sup> 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. [Prereq: MUS 214 and MUS 216. Coreq: MUS 215 or IA.]

**MUS 220 - MUS 237. Studio Instruction** (1). Individual instruction. Guitar students must provide own instrument. [Prereq: IA. Coreq: see below. Rep.]

**220 Studio Piano** [Coreq: MUS 106 or MUS 107 or MUS 353 or MUS 406 or MUS 407.]

**221 Studio Voice** [Coreq: MUS 106 or MUS 107 or MUS 406 or MUS 407.]

**222 Studio Flute**

**223 Studio Oboe**

**224 Studio Clarinet**

**225 Studio Bassoon**

**226 Studio Saxophone**

**227 Studio Trumpet**

**228 Studio Horn**

**229 Studio Trombone**

**230 Studio Euphonium**

**231 Studio Tuba**

**232 Studio Percussion**

**233 Studio Violin**

- 234 Studio Viola**  
**235 Studio Cello**  
**236 Studio String Bass**  
**237 Studio Guitar**  
 [Coreq for MUS 222-237: MUS 106 or MUS 107 or MUS 406 or MUS 407.]

**MUS 238. Studio Composition (1).** Individual instruction in composition.

**MUS 280. Special Topics (1-3).** Special topics such as career preparation, technology, performance practices, music history, or music theory. [Rep; multiple enrollments in term.]

## UPPER DIVISION

**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. [DCG-d. C-UD.]

**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. [DCG-n. C-UD.]

**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. [C-UD.]

**MUS 314. Theory III (3).** Neapolitan, augmented 6<sup>th</sup>, and mixed chords; enharmonic modulation; fugue, rondo, variation techniques; sonata form. [Prereq: MUS 215 or IA.]

**MUS 315. Theory IV (3).** 20th century techniques: tone rows, set theory, quartal harmony, polytonality, pandiatonicism, chance operations, modal writing, polymeters, and asymmetric meters. [Prereq: MUS 314 or IA.]

**MUS 316. Ear Training III (1).** Comprehensive ear training correlated to MUS 314. Develop music reading and perception skills through studies in rhythm (traditional, 20th century), sight singing (traditional, 20th century), dictation, and keyboard. [Prereq: MUS 215 and MUS 217, or IA. Coreq: MUS 314.]

**MUS 317. Ear Training IV (1).** Continues MUS 316. [Prereq: MUS 314 (C) and MUS 316 (C), or IA. Coreq: MUS 315.]

**MUS 318. Jazz Improvisation (2).** Train in contemporary art of jazz improvisation through use of scales, chords, and idiomatic musical devices. [Prereq: MUS 214 or IA. Rep once.]

**MUS 319. Elementary Music Methods (2).** Materials and methods for teaching elementary general music in the self-contained K-8 classroom. Designed for preservice music specialists and not for preservice general classroom teachers. [Prereq: MUS 314, admission to music credential track, IA.]

**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 322. Music in the K-8 Classroom (3).** Prepares pre-service teachers for effective delivery of general music lessons in the elementary self-contained classroom. Designed primarily for LSEE majors; music majors should take MUS 319 instead.

**MUS 323. Jazz Pedagogy (2).** Major principles and concepts involving the teaching of jazz in K-12 classrooms. Emphasis placed on both theory and practice. Music education majors develop skills and strategies for instruction of both instrumental and choral jazz groups. [Prereq: MUS 214 or IA.]

**MUS 324. Contemporary Composition Techniques (2).** General survey of contemporary composition. Individual projects; concert presentation. [Prereq: MUS 214 and IA. Rep once.]

**MUS 326. Counterpoint (2).** Overview of Renaissance, common practice, and modern counterpoint. Emphasis: baroque techniques. [Prereq: MUS 314 (C) 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 and IA. Coreq: MUS 314. Rep.]

**MUS 334. Fundamentals of Conducting (2).** Beat patterns, expressive gestures, score reading, musical ranges, rehearsal planning, correction of errors. [Prereq: MUS 314 or IA.]

**MUS 338. Vocal & Instrumental Scoring (3).** Techniques of arranging music for vocal and instrumental performing groups (large and small). Score layout and legibility, part copying, transpositions, and ranges of instruments and voices. [Prereq: MUS 215 (C).]

**MUS 340. Junior Recital (0).** Junior Recital for guitar and piano performance concentration majors. To be taken during the semester that the recital is performed. Requires permission of the Studio Instructor. [Coreq: MUS 420. CR/NC.]

**MUS 348. Music History: Antiquity to 1750 (3).** Analyze musical styles and composition technique in examples selected from medieval, Renaissance, and baroque music. For music majors and minors or by instructor approval. [Prereq: MUS 104 and MUS 314 (C).]

**MUS 349. Music History: 1750 to Present (3).** Analyze musical style in selected examples of classical, romantic, and 20th century music. Written research projects. [Prereq: MUS 315 (C) and MUS 348.]

**MUS 353. Accompanying (1).** Keyboard accompanying for instrumental or vocal solos or groups. [Prereq: MUS 220 (C). Rep.]

**MUS 356. Lyric Diction (2).** Techniques and problems of singers' pronunciation in all major languages. [Prereq: MUS 215 or IA.]

**MUS 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 370F. Woodwind Techniques I (.5).** Instruction in woodwind instrumental techniques and pedagogy. [Prereq: music major or IA. Rep once.]

**MUS 370T. String Techniques I (.5).** Instruction in string instrumental techniques and pedagogy. [Prereq: music major or IA. Rep once.]

**MUS 371F. Woodwind Techniques II (.5).** Instruction in woodwind instrumental techniques and pedagogy. [Prereq: MUS 370F, music major or IA. Rep once.]

**MUS 371T. String Techniques II (.5).** Instruction in string instrumental techniques and pedagogy. [Prereq: MUS 370T, music major or IA. Rep once.]

**MUS 372B. Brass Techniques I (.5).** Instruction in brass instrumental techniques and pedagogy. [Prereq: music major or IA. Rep once.]

**MUS 372P. Percussion Techniques I (.5).** Instruction in percussion instrumental techniques and pedagogy. [Prereq: music major or IA. Rep once.]

**MUS 373B. Brass Techniques II (.5).** Instruction in brass instrumental techniques and pedagogy. [Prereq: MUS 372B, music major or IA. Rep once.]

**MUS 373P. Percussion Techniques II (.5).** Instruction in percussion instrumental techniques and pedagogy. [Prereq: MUS 372P, music major or IA. Rep once.]

**MUS 384. Advanced Choral Conducting & Literature (2).** Advanced conducting techniques and survey of choral literature for application to K-12 music teaching. Through lecture and physical activity, this course expands on basic conducting patterns and techniques introduced in MUS 334 to include mixed meter, irregular meter, senza misura, cuing, use of left hand, and baton technique. Literature appropriate for major choral ensemble types (concert choir; jazz choir; madrigals, etc.) will be studied. [Prereq: MUS 334 and IA.]

**MUS 385 P / V. Performance Seminar (1).** Perform, listen to, and critique literature and performances. [Prereq: IA. Rep.]

**MUS 387. Advanced Instrumental Conducting & Literature (2).** Advanced conducting techniques and survey of instrumental literature for application to K-12 music teaching. Through lecture and physical activity, this course expands on basic conducting patterns and techniques introduced in MUS 334 to include mixed meter, irregular meter, senza misura, cuing, use of left hand, and baton technique. Literature appropriate for major ensemble types will be studied. [Prereq: MUS 334 and IA.]



**MUS 391. Piano Pedagogy** (1). Methods/materials for teaching class and private piano.

**MUS 391L. Piano Pedagogy Lab** (1). Lab practice for piano teachers and their students. [Rep.]

**MUS 392. Vocal Pedagogy** (1). Methods/materials for teaching class and private piano.

**MUS 392L. Vocal Pedagogy Lab** (1). Lab practice for voice teachers and their students. [Rep.]

**MUS 406B. University Singers** (1). Study/performance choral literature of many styles and periods. Occasional off-campus concerts. [Prereq: IA based on auditions. CR/NC. Rep.]

**MUS 406E. Opera Workshop** (1). 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.]

**MUS 406F. Mad River Transit Singers** (1). Study/performance jazz-idiom choral music. Stylistic interpretation; available literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep.]

**MUS 406H. Wind Ensemble** (1). Study/performance symphonic band and wind ensemble literature. Occasional off-campus concerts. [Prereq: IA based on auditions. CR/NC. Rep.]

**MUS 406J. AM Jazz Band** (1). Performance ensemble for novice jazz instrumentalists. Perform jazz literature; study jazz techniques. [Rep.]

**MUS 406K. Jazz Orchestra** (1). 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.]

**MUS 406N. Humboldt Chorale** (1). Study/performance choral music of all periods. Emphasis on larger works. No formal audition. [Prereq: IA based on interview. Rep.]

**MUS 406O. Humboldt Symphony** (1). Study/performance orchestral literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep.]

**MUS 407B. Brass Chamber Music** (1). Study/performance brass chamber music of all eras. [Prereq: IA. Rep.]

**MUS 407C. Calypso Band** (1). Study/performance traditional and contemporary music for steelband. [Prereq: IA. Rep. GE 107C only.]

**MUS 407F. Woodwind Chamber Music** (1). Study/performance woodwind chamber music of all eras. [Prereq: IA. Rep. GE 107F only.]

**MUS 407G. Guitar Chamber Music** (1). Study/performance guitar chamber music of all eras. [Prereq: IA. Rep.]

**MUS 407I. Intermediate Orchestra** (1). Study/performance orchestral music for less experienced players.

**MUS 407J. Jazz Combos** (1). Study/performance jazz combo music from all eras. [Prereq: IA. Rep.]

**MUS 407P. Percussion Ensemble** (1). Study/performance traditional and contemporary music for percussion ensemble. [Prereq: IA. Rep.]

**MUS 407Q. World Percussion Ensemble** (1). Study/performance music for percussion ensembles from around the world. [Prereq: IA. Rep.]

**MUS 407S. Chamber Music — Service Learning** (1). Study/performance chamber music from all eras. Perform for community partners, and assess and reflect on the experience. [Prereq: IA. Rec: fall semester enrollment in a Chamber Music course. Rep.]

**MUS 407T. String Chamber Music** (1). Study/performance string chamber music from all eras. [Prereq: IA. Rep.]

**MUS 407V. Madrigal Singers** (1). Study/performance small ensemble vocal music with emphasis on music of the Renaissance. [Prereq: IA based on auditions. Rep.]

**MUS 420 - MUS 438. Studio for Performance and Music Education** (1). Individual instruction continuing comparable MUS 220-237 courses. Guitar students must provide own instrument. [Prereq: IA. Coreq: see below. Rep 3 times.]

**420 Studio Piano for Performance and Music Education**

[Coreq: MUS 106 or MUS 107 or MUS 353 or MUS 406 or MUS 407.]

**421 Studio Voice for Performance and Music Education**

[Coreq: MUS 106 or MUS 107 or MUS 406 or MUS 407.]

**422 Studio Flute for Performance and Music Education**

**423 Studio Oboe for Performance and Music Education**

**424 Studio Clarinet for Performance and Music Education**

**425 Studio Bassoon for Performance and Music Education**

**426 Studio Saxophone for Performance and Music Education**

**427 Studio Trumpet for Performance and Music Education**

**428 Studio Horn for Performance and Music Education**

**429 Studio Trombone for Performance and Music Education**

**430 Studio Euphonium for Performance and Music Education**

**431 Studio Tuba for Performance and Music Education**

**432 Studio Percussion for Performance and Music Education**

**433 Studio Violin for Performance and Music Education**

**434 Studio Viola for Performance and Music Education**

**435 Studio Cello for Performance and Music Education**

**436 Studio String Bass for Performance and Music Education**

**437 Studio Guitar for Performance and Music Education**

[Coreq for MUS 422-437: MUS 106 or MUS 107 or MUS 406 or MUS 407.]

**MUS 438. Studio Composition, Advanced** (1). Individual instruction. Techniques for composition, notation, score preparation, instrumentation. [Prereq: IA. Rep.]

**MUS 440. Senior Recital** (0). Senior recital for performance concentration majors. To be taken during the semester that the recital is performed. Requires permission of the Studio Instructor. [Coreq: one of MUS 420 - MUS 438. CR/NC.]

**MUS 453. Career Skills for Musicians** (2). Learn skills to seek and develop professional opportunities. Explore entrepreneurial facets of various musical careers, including promotional and financial planning.

**MUS 454. Expanded Repertoire** (1). Additional lesson credit for students who are doing at least double the amount of practice and performing as would be expected for students enrolled in 400-level studio lessons. [Prereq: IA. Coreq: Studio for Performance and Music Education MUS 420-438. Rep.]

**MUS 455. Secondary Music Methods** (3). Music education philosophies, methodologies, history, reform movements, significant leaders. Explores the theoretical basis for teaching music in the secondary schools. Rehearsal strategies for K-12 ensembles, Scheduling issues and curriculum in music education. Connecting music with other disciplines. [Prereq: MUS 319 and IA.]

**MUS 480. Special Topics** (1-3). Special topics such as career preparation, technology, performance practices, music history, or music theory. [Rep; multiple enrollments in term.]

**MUS 485. Undergraduate Seminar** (1-3). Performance practices, periods, or genre of music history and literature not treated in depth in other offerings. [Prereq: IA. Rep.]

**MUS 499. Directed Study** (1-3). Methods of research; projects in music and music teaching. [Prereq: IA. Rep.]



## Native American Studies

### LOWER DIVISION

**NAS 104. Introduction to Native American Studies** (3). Origins and development of content/method in NAS. Contrast the field with adjoining and contributing disciplines [anthropology, history, sociology, and humanities]. [DCG-d. D-LD.]

**NAS 200. Indigenous Peoples in US History** (3). How US policies governing tribes are shaped by societal views of Indigenous Peoples. Analyze documents following history of federal Indian policy. Interactions among diverse Native, European, African, and Asian Americans. Meets requirement in US history established by California legislature. [DCG-d.]


**NAS 280. Selected Topics in Native American Studies** (1-4). Special topic, current issues in Indian country, or introductory field research. [Rep with different topics.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; *[C]* may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

## UPPER DIVISION

**NAS 301. Native American Literature** (3). Contemporary. Topics vary from a broad introduction to focus on one of the following genres: poetry, prose, fiction, nonfiction, and native autobiography. [DCG-d. C-UD. Rep with different topics.]


**NAS 302. Oral Literature & Oral Tradition** (3). Identify, interpret, and decipher native symbols depicted in tribal myths, legends, songs, art, oratory, poetry, prose. [DCG-d. C-UD. Rep with different topics.]


 **NAS 306. Indigenous Peoples of the Americas** (3). Traditional cultures, historical development, and contemporary social and political situations. [DCG-d. D-UD.]

**NAS 307. Nature & Issues of Genocide** (3). Examination of the processes of genocide, historical genocide acts and genocide in the twenty-first century. Emphasis on the genocide of Indigenous Peoples of North America. [DCG-n. D-UD.]

**NAS 320. Native American Psychology** (3). Compare and critique selected philosophical constructs manifested within European and Native American values and experiences.

**NAS 325. Native Tribes of California** (3). Traditional cultures of native peoples: archeology, material culture, social organization, historical interrelationships.


 **NAS 331. Indigenous Natural Resource Management Practices** (3). Emphasis on the critical importance of natural resource management in indigenous communities. Comparison of the cultural traditions and beliefs of indigenous people, with those of western science based management. [Rec: NAS 104 and/or NAS 306. DCG-d.]

 **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 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 principle languages of northwestern California (Hupa, Karuk, Tolowa, Yurok). No special background required; college-level work in non-English language is helpful.

**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). Organization and structure. Political, economic, and social constraints.

**NAS 364. Federal Indian Law I** (4). Unique federal/tribal legal and historical relationship. Scope and authority of tribal governments as modified through contact with the federal government. Federal legislation and Supreme Court decisions regarding Indians and tribes.

**NAS 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** (4). 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. Indigenous Identities in Film** (3). Examines historical/contemporary constructions of Indigenous identities in film. Explores world views and representations of Indigenous peoples/communities through film and their effects on the dominant society's perception of Indigenous peoples. [DCG-d.]

**NAS 394. Experiential Learning** (1-3). Workshops and projects focusing on traditional and contemporary Native American activities. [Rep. CR/NC.]

**NAS 468. Tribal Justice Systems** (3). Examines the creation and maintenance of the legal relationships between Indigenous nations and their citizens. Focusing on tribal courts, policing, informal and formal mechanisms of conflict resolution and social control. [DCG-d.]

**NAS 480. Selected Topics in Native American Studies** (1-4). Special topic, problem area, or field research. [Rep with different topics.]

**NAS 491. Mentoring** (1-2). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: NAS 104, NAS 200, junior standing or above, and IA. Rep.]

**NAS 492. Native American Studies Capstone Experience** (3). Capstone experience for NAS majors. Students to apply knowledge of NAS to practical problems. Course will entail either group or individual projects. [Prereq: NAS 104, NAS 200, NAS 364, Native American Studies major with junior standing or greater.]

**NAS 499. Directed Research** (1-3). Take only one NAS 499 class per semester and four NAS 499 classes per academic career at HSU. Both provisions subject to petition. Advanced students only. [Prereq: IA.]

## GRADUATE

**NAS 690. Thesis** (1-3). [Prereq: advanced to candidacy. Rep.]

**NAS 699. Independent Study** (1-3). [Prereq: IA. Rep.]

## Natural Resources

### UPPER DIVISION

**NR 480. Selected Topics** (1-3). [Rep with different topics.]

**NR 499. Directed Study** (1-3). Independent research. [Rep.]

## Oceanography


### LOWER DIVISION


**OCN 109. General Oceanography** (3). 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. [Coreq: OCN 109L. Weekly: 3 hrs lect, 3 hrs lab. B-LD.]

**OCN 109L. General Oceanography Laboratory** (1). Introductory laboratory activities to develop understanding of fundamental concepts from geological, chemical, physical, and biological oceanography and the inter-relationship between those concepts. [Prereq: OCN 109 (C). B-LD.]

**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 (if taken prior to fall 2015) or OCN 109 and OCN 109L.]

### UPPER DIVISION

 **OCN 301. Marine Ecosystems – Human Impact** (3). 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 (if taken prior to fall 2015) or OCN 109 and OCN 109L. Weekly: 2 hrs lect, 1 hr disc. B-UD.]

 **OCN 304. Resources of the Sea** (3). 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. [Weekly: 2 hrs lect, 1 hr disc. B-UD.]

**OCN 310. Biological Oceanography** (4). Physical, chemical, and biological factors characterizing the marine environment, including factors controlling plant and animal populations. Methods of sampling identification and analysis. [Prereq: BIOL 105 and either OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L. Weekly: 2 hrs lect, 6 hrs lab.]

**OCN 320. Physical Oceanography** (4). Physical properties and processes in seas: theory of distribution of variables; current determination; waves and tides. [Prereq: (OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L) and (MATH 110 or MATH 215) and (PHYX 107 (C) or PHYX 210 (C) or PHYX 211 (C)). Weekly: 3 hrs lect, 3 hrs lab.]


**OCN 330. Chemical Oceanography** (4). Composition of seawater. Distribution and cycling of

important major and minor chemical species throughout the oceans. Marine analytical chemistry. [Prereq: (OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L) 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 (if taken prior to fall 2015) or OCN 109 and OCN 109L), GEOL 109, MATH 101T or MATH 102; or IA. Weekly: 3 hrs lect, 3 hrs lab.]

**OCN 370. Library Research & Report Writing Seminar** (2). Access oceanographic literature and write reports. [Weekly: 1 hr lect, 3 hrs lab.]

**OCN 410. Zooplankton Ecology** (3). Identification, distribution, abundance, adaptations, and life histories of animals in the plankton. Techniques in field/lab studies. [Prereq: (OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L), and (OCN 310 or ZOOL 314); or IA. Weekly: 1 hr lect, 6 hrs lab.]

 **OCN 420. Oceans & Climate** (3). Examines the role that oceans play in mediating global climate. Detailed exploration of ocean carbon cycle, consequences of climate change on ocean ecosystems, ocean-related climate feedback loops, and predictions of oceans of the future. [Prereq: CHEM 107 or CHEM 109, MATH 105 or MATH 109, (OCN 109 (if taken prior to fall 2015) or OCN 109 and OCN 109L), PHYX 107 or PHYX 109.]

**OCN 485. Undergraduate Seminar** (1). Study literature to prepare oral scientific reports. [Prereq: senior standing and at least one of the following: OCN 310, OCN 320, OCN 330, OCN 340, or IA.]

**OCN 495. Field Cruise I** (3). Develop a research proposal. Conduct research on extended cruise. Use oceanographic techniques and theory on-board ship. [Prereq: oceanography major with junior standing or greater. Rep twice.]

**OCN 496. Field Cruise II** (2). Process oceanographic samples and analyze research data. Prepare a final cruise report. [Prereq: OCN 495.]

**OCN 499. Directed Study** (1-2). Original research on assigned topic. Lab work, field work, or literature surveys. [Prereq: senior oceanography major and IA. Rep.]

## Philosophy

*Philosophy majors and minors must earn a minimum grade of "C" in all courses taken to fulfill the major/minor requirements.*

### LOWER DIVISION

**PHIL 100. Logic** (3). Study of correct reasoning. Sentential logic, informal fallacies, and certain paradigms of inductive reasoning. Nature of language, artificial and natural. [A-LD.]

**PHIL 104. Asian Philosophy** (3). Critically and constructively evaluate principal philosophies of China and India — Hinduism, Buddhism, Daoism, Confu-

cianism. Compare/contrast with Western philosophical orientations. Asian thought as creative proving ground for multiculturalism. [DCG-n. C-LD.]


**PHIL 106. Moral Controversies** (3). Major moral theories applied to contemporary issues, such as: environmental ethics, abortion, discrimination, world hunger, the death penalty, euthanasia, homosexuality, and same-sex marriage. [C-LD.]

**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? [C-LD.]

**PHIL 180. Special Topics in Philosophy** (1). New courses. Guided study. [Rep; multiple enrollments in term.]

### UPPER DIVISION

**PHIL 301. Reflections on the Arts** (3). Theories of art as they emphasize or suppress one or more dimensions of artistic creation and aesthetic experience: form, feeling, realism, fantasy. Judgments of taste, style, and excellence. [C-UD.]

 **PHIL 302. Environmental Ethics** (3). Critique approaches to relationship between human beings and the environment. [C-UD.]


**PHIL 303. Theories of Ethics** (3). Ethical theories of Western philosophical tradition: Plato, Aristotle, Hume, Kant, Mill. Contemporary metaethical concerns of definition and justification. [C-UD.]

**PHIL 304. Philosophy of Sex & Love** (3). Analysis of metaphysical and moral issues relating to sex and love, such as: What is love? What sexual activities are natural, moral, perversions? Friendship, adultery, pornography, prostitution, homosexuality, and same-sex marriage. [C-UD.]

**PHIL 306. Race, Racism & Philosophy** (3). A philosophical study of the conceptual, metaphysical, moral, and social political issues surrounding race and racism. [DCG-d. C-UD.]

**PHIL 307. Philosophy of Law** (3). Analyze various philosophical perspectives regarding topics such as: the nature of law and legal reasoning, the relationship between morality and law, theories of punishment, civil disobedience, and other relevant topics. [C-UD or D-UD.]

**PHIL 309B. Perspectives: Humanities/Social Science** (3). Critique perspectives, modes of inquiry, and products of the humanities, biological and physical sciences, social and behavioral sciences, and their relationships. [B-UD; C-UD; D-UD.]

 **PHIL 341. Presocratics, Plato, 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 342. Descartes, Locke, Hume** (3). Traces the development of the methodologies, epistemologies, and metaphysics of the most influential thinkers of the Rationalist and Empiricist traditions during the Renaissance and Enlightenment. [Rep once.]

**PHIL 343. Kant and the 19th Century** (3). Kant's *Critique of Pure Reason* and two or more major thinkers from the 19th century, such as: Hegel, Marx, Nietzsche, Kierkegaard, James, Dewey. [Rep once.]

**PHIL 345. Philosophies of 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 346. Philosophies of India** (3). Classic themes of Indian philosophy. Selections from Rig Veda, Upanishads, Bhagavad-Gita, Buddhism, and Shankara. Compare to Western philosophies. India encountering multiculturalism from within and without.

**PHIL 355. Existentialism** (3). Principal existential philosophers of 19th and 20th centuries, such as Kierkegaard, Heidegger, Nietzsche, Sartre, Marcel, Buber.

**PHIL 371. Contemporary Social & Political Philosophy** (3). A critical study of the main contemporary Western theories of the ideal state and how these theories deal with such core political values as justice, liberty, equality, and community.

**PHIL 391. Seminar in Philosophy** (1-3). Intensive study of a philosophical movement, philosophical problem, writings of a philosopher; or a subdiscipline (for example, philosophy of mind). [Elective credit for philosophy majors requires prior DA. Rep.]

**PHIL 392. Experiential or Service Learning** (1). Participation in 12-24 hours of designated activity with a reading and discussion component. [CR/NC.]

**PHIL 415. Symbolic Logic** (3). Quantifiable logic, including logic of relations; properties of axiomatic systems; many-valued logic; modal logic and its extensions. [Prereq: PHIL 100 or IA.]

**PHIL 420. Contemporary Epistemology & Metaphysics** (3). What exists? What are the basic categories of being? What does it mean to know? Are there different kinds or sources of knowing? [Rec: PHIL 100.]

**PHIL 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. [Rec: PHIL 100.]

**PHIL 485. Seminar in Philosophy** (3). Intensive study of a philosophical movement, philosophical problem, writings of a philosopher; or a subdiscipline (for example, philosophy of mind). [Rep. Two of these seminars required for philosophy majors.]

**PHIL 499. Directed Study** (1-2). [Rep.]

### GRADUATE

**PHIL 680. Special Topics** (1-3). Intensive study in selected philosophers and/or topics. [Rep.]

# Physical Education

Contents of this section:

- General information
- Aquatics
- Dance
- Individual Activities
- Intercollegiate Athletics
- Intercollegiate Club Sports
- Team Sports

Activity courses provide opportunities to develop skills, knowledge, and increased fitness level.

**All activity courses (100-300) must be taken CR/NC, with the exceptions of PE 262, PE 360, PE 362, and PE 382 which may be taken for a grade.**

**Beginning Level (100 series) — introductory courses for fundamental instruction.**

**Intermediate Level (200 series) — prerequisite is beginning level or equivalent skill (with IA).**

**Advanced Level (300 series) — prerequisite is intermediate level or equivalent accomplished skill (and IA).**

Students injured while participating in a physical education or recreation administration class are not covered by any university insurance policy. Student are responsible for obtaining their own coverage through a private insurance agency or through the insurance plan of the Associated Students (UC south lounge).

Students with disabilities are welcome in all physical education activity courses.

## AQUATICS

Note: Other aquatic offerings found under Recreation Administration.

**PE 146. Fitness Swimming, Beginning** (1). Cardiovascular swimming instruction and workouts for those with basic ability. Self-paced, aerobic lap swims with stroke instruction. [Rep.]

**PE 224. Women's Rowing, Beginning** (1). Designed for women interested in joining women's intercollegiate crew team. The class will teach the basic mechanics of rowing.

**PE 255. Water Polo** (1). Instruction, competition. Techniques, strategies. [Prereq: intermediate or advanced swim ability. Rep.]

**PE 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 382. Underwater Photography** (3). Develop knowledge and skill to use still or video cameras safely while free diving or SCUBA diving. Emphasizes: safe diving practices; camera equipment selection, maintenance, and use. [Prereq: PE 262 and PE 362.]

**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, Cumbia, and Mexican Social Dances. [Rep.]

**PE 194. Social Dance** (1). Traditional social ballroom dances from the 1930s and 40s. Swing/Jitterbug, Waltz, Polka, Foxtrot, Tango, and 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.]

## 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. Fitness Fusion** (1). Safe impact aerobic and strength exercise, a combination of the most popular fitness methods including rhythmic movement, functional fitness, strength/core training, yoga, and barefoot training. [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.]

**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. Emphasizes: 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 253. Pilates** (1). Students will learn the Pilates method of controlled exercise to increase core strength, proper posture, coordination, balance, flexibility, and overall body awareness. Course designed for all levels of capability and age. [CR/NC. Rep.]

**PE 259. Yoga** (1). Postures designed to increase flexibility, strength, awareness, relaxation. [Rep.]

**PE 263. Intermediate Yoga** (2). Physical yoga practice of asana, pranayama, and meditation. Theory of yoga woven into the practice to encourage embodiment of all aspects of yoga. [Prereq: PE 259 or previous yoga experience. Rec: regular yoga practice. CR/NC. Rep.]

**PE 280. Special Topics** (1-4). New courses, workshops. [Rep.]

**PE 289. Special Topics** (1-3). Activities. [Rep.]

## INTERCOLLEGIATE ATHLETICS

**PE 420. Intercollegiate Men's Basketball** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 421. Intercollegiate Women's Basketball** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 424. Intercollegiate Women's Crew** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 426. Intercollegiate Men's/Women's Cross Country** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 432. Intercollegiate Football** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 438. Intercollegiate Men's/Women's Soccer** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 444. Intercollegiate Women's Softball** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 456. Intercollegiate Men's/Women's Track & Field** (3). [Rep up to a total of 6 intercollegiate athletic units.]

**PE 463. Intercollegiate Women's Volleyball** (3). [Rep up to a total of 6 intercollegiate athletic units.]

## INTERCOLLEGIATE CLUB SPORTS

Participate in an organized athletic program while learning fundamental skills, game strategy, tactics, and sportsmanship. Participants are required to attend practice and encouraged to participate in games.

**Please note:** The above statement applies to all of the following Physical Education courses.

**PE 261. Intercollegiate Club Climbing** (2). Rock wall climbing, skill building, and competition. [Rep.]

**PE 312. Intercollegiate Club Archery** (2). [Prereq: PE 113. 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 Cycling** (2). [Rep up to 6 intercollegiate units.]

**PE 322. Intercollegiate Club Volleyball, Men** (2). [Rep up to 6 intercollegiate units.]

**PE 323. Intercollegiate Club Ultimate Frisbee, Men** (2). [Rep up to 6 intercollegiate units.]

**PE 324. Intercollegiate Club Ultimate Frisbee, Women** (2). [Rep up to 6 intercollegiate units.]

**PE 325. Intercollegiate Club Fencing** (2). [Rep up to 6 intercollegiate units.]

## TEAM SPORTS

**PE 116. Basketball** (1). Beginning skills and knowledge for playing organized basketball. Skill development drills; game situations. [Rep.]

**PE 141. Soccer, Beginning** (1). Skills, strategies, tactics. [Rep.]

**PE 151. Ultimate Frisbee, Beginning** (1). Disc throwing techniques; fundamentals of the game of ultimate. Develop game strategy through drills and playing. [Rep.]

**PE 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 487. Techniques of Officiating Basketball** (2). Theory of officiating in men's and women's programs. Practical application.

## Physics

Physics majors and minors must earn a minimum grade of C- in all physics courses.

### LOWER DIVISION

**PHYX 100. From Stars to Rocks: Being a Scientist in the 21st Century** (3). Introduction to the impact of astronomy, chemistry, physics, and geology on student life and society, practical aspects of the study of the disciplines and associated careers from different perspectives. [E-LD.]

**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. [Weekly: 3 hrs lect, 3 hrs lab/field trips. Prereq: Math placement category I, II, or III. B-LD.]

**PHYX 104S. 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. Lab will include service learning through providing workshops to students in K-12 schools and programs requiring two visits to local schools. For nonmajors. [Weekly: 3 hrs lect, 3 hrs lab/field trips. Prereq: Math placement category I, II, or III. B-LD.]

**PHYX 106. College Physics: Mechanics & Heat** (4). Noncalculus, for science majors. Mechanics, fluids, heat, sound. [Prereq: MATH 101T or MATH 102. Weekly: 3 hrs lect, 3 hrs lab. B-LD.]

**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 a grade of C or higher. Weekly: 3 hrs lect, 3 hrs lab. B-LD.]

**PHYX 109. General Physics A: Mechanics** (4). Calculus-based, for science/engineering students. [Prereq: MATH 109 (C). Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. B-LD.]

**PHYX 118. College Physics: Biological Applications** (1). Geometrical optics, simple DC circuits. [Prereq: PHYX 106 (C). Weekly: 2 hrs lect; half semester.]

**PHYX 198. Supplemental Instruction** (1). Collaborative work for students enrolled in introductory physics. [Rep. CR/NC.]

**PHYX 210. General Physics B: Thermodynamics, Waves & Optics** (4). Calculus-based, for science/engineering students. [Prereq: MATH 110 (C) and PHYX 109 (C) with a grade of C or higher; or an approved physics series. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab.]

**PHYX 211. General Physics C: Electricity, Magnetism** (4). Calculus-based, for science/engineering students. [Prereq: MATH 210 (C) and PHYX 210 (C) [or ENGR 211 and MATH 210(C)]

for engineering majors] with grades of C or higher. Weekly: 2 hrs lect, 2 hrs activ, 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 303. Life in the Universe** (3). Scholarly discussion of the probability that there are planets with life elsewhere in the universe, starting from current ideas about the origin and evolution of our solar system and life. [Not intended for Physics majors. B-UD.]

**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. B-UD.]

**PHYX 310. Spacetime & Relativity** (3). Einstein's ideas on space-time curvature, geometry of space-time, and physics of gravitational collapse. Offered alternate years. [Prereq: MATH 210; PHYX 320. Rec: MATH 241.]

**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 211 with a grade of C or higher. 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 210. Weekly: 2 hrs lect, 3 hrs lab.]



**PHYX 324. Analytical Mechanics** (4). Principles and foundations of mechanics, from classical to modern ideas. [Prereq: PHYX 211; MATH 311 (C) or MATH 315(C); MATH 313 (C).]

**PHYX 325. Thermal Physics** (4). Elements of classical and statistical thermodynamics. [Prereq: PHYX 320.]

**PHYX 340. Mathematical and Computational Methods** (2). Numerical, symbolic and graphical programming and simulations, mathematical applications important to physicists. [Prereq: PHYX 211(C).]

**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: PHYX 211. 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: PHYX 360.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

**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 211 and 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** (3). Vector analysis, electrostatics, magnetostatics & electrodynamics. [Prereq: PHYX 340; MATH 313 (C). Rec: MATH 311(C) or MATH 315(C).]

**PHYX 442. Electricity & Magnetism II** (3). Conservation laws, electromagnetic waves, potentials & fields, radiation and relativity. [Prereq: PHYX 441.]

**PHYX 450. Quantum Physics I** (4). Quantum mechanics; introductory atomic physics. [Prereq: PHYX 320; MATH 313.]

**PHYX 451. Quantum Physics II** (2). Selected topics including: Identical Particles, Time-Independent Perturbation Theory, The WKB Approximation and Scattering. [Prereq: PHYX 450.]

**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 315 and PHYX 320. Rep.]

**PHYX 480. Selected Topics in Physics for Seniors** (1-5). Offered as demand warrants. [Prereq: IA. Rep with different topics.]

**PHYX 484. Physics Seminar I** (0.5). This is the first of a two-semester sequence. Students are expected to develop the skills necessary to research, prepare and effectively deliver technical presentations to an audience of peers. [Prereq: senior standing. CR/NC.]

**PHYX 485. Physics Seminar II** (0.5). Seminar presentations by physics majors, faculty, and guest speakers. Capstone course. All physics majors are encouraged to attend the seminars. Only students with senior standing may enroll. [Prereq: PHYX 484; senior standing.]

**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). Philosophical and historical foundations of the concept of political community. Contemporary issues confronting people as members of the political community. [D-LD.]

**PSCI 110. American Government** (3). Political values, institutions, and patterns of influence in law and governance, including relations among the nation, tribes, and the state of California. Meets requirement in "US Constitution and California state and local government" established by legislature.

**PSCI 159. California Government** (3). 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 160. California Institutions** (1). Political process, institutions, governmental units in California. Current problems and political controversies. Meets requirement in "California state and local government" established by legislature. [Prereq: AP/CLEP exam credit or out-of-state transfer credit equivalent to a US government course, but not the California government requirement. CR/NC.]

**PSCI 220. Introduction to Political Theory** (3). Key political concepts including freedom, equality, justice, and democracy critically examined through the writing of influential western thinkers from Plato to present. Required for political science majors.

**PSCI 230. Introduction to Comparative Politics** (3). Comparison of political institutions, parties, elections, movements, policies, and issues of countries other than the United States. Basic concepts and methods of the subfield. Required for political science majors.

**PSCI 235 / ANTH 235 / COMM 235 / CRGS 235 / SOC 235. Act to End Sexualized Violence** (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC]

**PSCI 240. Introduction to International Relations** (3). Examination of institutional, economic, security, and environmental relations between and among nations. Basic concepts, theory and methods of the subfield. Required for political science majors.

**PSCI 280. Core Discussion Seminar** (1). This course is designed as a supplement to the core courses of the major (PSCI 220, PSCI 230, and PSCI 240). Format is seminar and discussion. Oral and writing skills included. [Need to take corresponding core course concurrently. Rep 3 times.]

**PSCI 295. Political Research & Analysis** (4). Research and analysis skills, both qualitative and quantitative, of political science as a discipline.

### UPPER DIVISION

**PSCI 303. Third World Politics** (3). Examination of the politics of inequality and power in developing countries from historical, economic, social, cultural, and international perspectives. [DCG-n. D-UD.]

**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. [D-UD.]

**PSCI 306M. Environmental Politics - Majors Research Seminar** (1). Students will conduct independent research on environmental politics and present their findings. Course required for majors completing concentration in politics of environment and sustainability [Coreq: PSCI 306.]

**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 317. Public Policy Process** (4). This course addresses the policy process and contemporary policy issues and at national and/or state level.

**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 up to 8 units.]

**PSCI 324/HIST 324. The Arab-Israeli Conflict: History, Narratives & Nationalism** (4). Traces the history and politics of the Arab-Israeli conflict from its earliest days. Explains events and narratives that shaped this longstanding conflict, while also analyzing U.S. involvement in it. [Sophomore standing or greater.]

**PSCI 327. Radical Political Thought** (4). Critical examination of Marxist and other radical critiques 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 343. Global Governance** (4). Analysis of the processes and politics of global governance with an emphasis on nonstate actors, intergovernmental organizations, and international institutions.

**PSCI 347. US Foreign Policy** (4). Theoretical approaches; major problems. Procedures, interests, purposes, and group pressures.

**PSCI 350. U.S. National Politics** (4). This course addresses how the legislative, executive, and judicial branches operate and the current governing challenges facing the national government in the United States.

**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). This course focuses on how media and strategic communication shape public opinion and political outcome.

**PSCI 358. Political Advocacy** (4). This course addresses the role of individual and group political actors such as interest groups, political parties, and social movements in the US political system and how each advocates for political change.

**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 364. 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 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. Experiential Workshop** (1-4). Participation in and reflection on academic or professional conferences or other experiential learning activities. [Rep.]

**PSCI 373. Politics of Sustainability** (4). Examine diverse views of concepts such as democracy, liberty, justice, and nature as a response to political challenges of sustainability and unsustainability. Role of states, technology, markets, and culture.

**PSCI 376. Multilateralism and the United Nations System** (2). The dynamics of multilateral diplomacy and international relations with an emphasis on the United Nations and its subsidiary and ancillary organizations.

**PSCI 377. Model United Nations** (1). Delegate preparation for and participation in intercollegiate Model UN, emphasizing the art of lobbying, negotiation, bargaining, and international diplomacy. [Prereq or coreq: PSCI 376. Rep twice.]

**PSCI 387 / ANTH 387 / COMM 387 / ECON 387 / GEOG 387 / HIST 387 / INTL 387. International Education Colloquium** (1). Earn credit by attending International Education Week events and participating in an online discussion forum. Mandatory pre-event meeting. [CR/NC. Rep once.]

**PSCI 410. U.S. Constitutional Law** (4). Major Supreme Court cases reveal values in interpretation of laws. Powers of the nation, states, tribes and civil liberties and civil rights. Meets requirement in "US Constitution and California state and local government" established by California legislature. [Prereq: PSCI 110 or PSCI 159.]

**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.

**PSCI 413. Moot Court** (3). Students will learn and prepare appellate arguments in two-person teams for hypothetical cases to be argued in front of the U.S. Supreme Court. [Prereq: PSCI 410 or PSCI 412 and junior standing or greater.]

**PSCI 441. International Law** (4). Its nature and substance. Legal history: cases, treaties, and other international documents.

**PSCI 480. 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 482. Internship** (3). Field observation; placement in a public or private nonprofit agency. [Prereq: IA. Rep twice.]

**PSCI 485. Capstone Seminar in Politics** (4). Seminar topic varies each semester. Format emphasizes critical analysis, class presentations, and a substantial research paper: Integration of concepts and skills from previous courses in the major. [Prereq: PSCI 220, PSCI 230, PSCI 240, PSCI 295. 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). Selected problems. [Open to advanced students with IA. Rep with IA.]

## GRADUATE

*Prerequisites: graduate standing and adequate preparation in political science.*

**PSCI 680. Special Topics** (3). Intensive study of selected ideas, movements, policy, or institutions.

**PSCI 690. Master's Thesis** (1-6). 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). 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. [A-LD.]

**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. [D-LD.]

**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 240. Understanding Research Methods in Psychology** (3). This course provides an overview of research methods (descriptive, correlational, experimental) used in psychology, and focuses on increasing student understanding of published research. APA style for writing papers ins presented. [Prereq: PSYC 104 with a grade of C- or higher.]



**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. [Weekly: 3 hrs lect, 2 hrs lab. Prereq: Math placement category I, II or III.]

**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 104 with a C- or higher and (PSYC 241 or STAT 108 or STAT 108i or STAT 109) and (ENGL 103 or ENGL 104 or ENGL 104S). Weekly: 3 hrs lect, 2 hrs activ.]

## 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. D-UD.]

**PSYC 302. Psychology of Prejudice** (3). How it is expressed, its causes, consequences, and approaches for reducing it. Multicultural and diversity issues. [DCG-d. D-UD.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; [C] may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

**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. [D-UD.]

**PSYC 304/BA 304. Business Psychology** (3). Critically examines the psychological foundation of business by looking at how business agents think, feel and act in various situations and how managers make decisions. [D-UD.]

 **PSYC 309. The Thinking Consumer in a Materialistic Society** (3). Impact of advertising, marketing, and culture on consumer behavior and thought processes. [D-UD.]

**PSYC 311. Human Development** (3). Overview of developmental changes across the human life span: conception through adulthood. Relevant psychological theories, research literature. [Prereq: PSYC 240 (C) or PSYC 242 (C).]

**PSYC 311D. Human Development Discussion** (2). Overview of developmental changes across the human life span: conception through adulthood. Relevant psychological theories, research literature. [Prereq: PSYC 242 with a grade of C- or higher and PSYC 311 (C). Rep twice.]

**PSYC 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. [Prereq: PSYC 240 (C) or PSYC 242 (C). 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 with a grade of C- or higher.]

**PSYC 322. Learning & Motivation** (3). Principles, concepts, and theoretical issues: reinforcement, extinction, punishment, transfer of training. [Prereq: PSYC 240 (C) or PSYC 242 (C).]

**PSYC 323. Sensation & Perception** (3). Role of senses in acquiring information. Integrating sensory processes to form perceptual representations of the environment. [Prereq: PSYC 240 (C) or PSYC 242 (C).]

**PSYC 324. Cognitive Psychology** (3). Acquisition, organization, use of knowledge. Attention, memory, problem solving, decision making, language, consciousness. [Prereq: PSYC 240 (C) or PSYC 242 (C).]

**PSYC 324D. Cognitive Psychology Discussion** (2). Acquisition, organization, use of knowledge. Attention, memory, problem solving, decision making, language, consciousness. Participatory experience with research methods, apparatus, and empirical issues. [Prereq: PSYC 242, PSYC 324 (C). Rep twice.]

**PSYC 325 / ZOO 325. Advanced Behavioral Neuroscience** (4). Principles of behavioral neuroscience are reviewed, and then selected topics are covered in detail through lectures and reading original research articles. Required labs provide

hands-on experience. [Prereq: (PSYC 242 and PSYC 321) or BIOL 350 or BIOL 410 or ZOO 310. 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 240 or PSYC 242.]

**PSYC 335D. Social Psychology Discussion** (2). Effects of culture and socialization on attitudes, group dynamics, interpersonal perception, and the individual. Participatory experience with research methods, apparatus, and empirical issues. [Prereq: PSYC 242 (C) and PSYC 335 (C). Rep twice.]

**PSYC 336. Social Influence & Persuasion** (3). This course will explore how people attempt to influence others attitudes and behavior; the effectiveness of various methods of social influence, and how to effectively resist influence. [Prereq: PSYC 104 with a grade of C- or higher.]


**PSYC 337. Personality Theory & Research** (3). Psychoanalysis, behaviorism, humanistic psychology. Research implications, practical application, critical evaluation. [Prereq: PSYC 240 or PSYC 242.]

**PSYC 337D. Personality Theory & Research Discussion** (2). Students discuss findings and theories of personality psychology, as well as design and present their own research projects in this area. In-depth focus on approaches to research in personality. [Prereq: PSYC 242 and PSYC 337 (C).]

**PSYC 345L. Psychological Tests & Measurement** (4). Principles of applied psychological measurement, including item analysis, reliability, validity, and test construction; ethical issues in the use of psychological tests, and procedures for the evaluation of psychological measures. Course includes an applied lab in the construction of psychological measures. [Prereq: PSYC 240 (C) or PSYC 242 (C); with a grade of C- or higher. Weekly: 3 hrs lect, 2 hrs lab.]

**PSYC 400. Health Psychology** (3). Experiences of illness/healing in cultural contexts. Interrelated soma, psyche, and society as understood in diverse health care systems and healing practices. [E-UD.]

**PSYC 404. Industrial/Organizational Psychology** (3). Exploration of psychological methods used to improve employee selection, training, and performance. Organizational issues such as job satisfaction and emotions, work stress, violence, team skills, job design.

 **PSYC 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 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. Psychology of Aging & Older Adulthood** (3). Covers changing U.S. demographics, how biological, social, and cultural contexts interact to influence the behavior of older adults (ages 65+), theories of aging and longevity, and psychopathology. [Prereq: PSYC 240(C) or PSYC 242(C).]

**PSYC 418. Developmental Psychopathology** (3). Developmental, social, behavioral, and emotional problems of children and adolescents are explored in relation to normal developmental milestones. Introduction to theories and research in the field of developmental psychopathology. [Prereq: PSYC 311 (C) or IA.]

**PSYC 419/WS 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 with a grade of C- or higher.]

**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. 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. [Rec: 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 240 or PSYC 242.]

**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 473. Substance Use & Abuse** (3). Why people use and continue to use drugs. Medical, legal, social, educational, and therapeutic aspects.

**PSYC 478 / PSYC 578. Analysis of Variance** (4). Topics include between and within subjects ANOVA, mixed model ANOVA, and test assumptions. [Prereq: PSYC 241 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]


**PSYC 480. Selected Topics in Psychology** (.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. [Prereq: IA. Weekly: 3 hrs per unit of credit. CR/NC. Rep.]

**PSYC 485. Senior Seminar** (3). Integrative review of psychology focusing on the history of the field or a broad issue within the discipline. Format emphasizes class discussion, oral presentation, and written reports. A capstone experience. [Prereq: PSYC 104 with a grade of C- or higher; senior standing. Must be taken during final year of coursework or IA.]

**PSYC 486. History & Systems of Psychology** (3). History of psychology explored through a multidisciplinary lens, focusing on the evolution of science and thought in diverse cultures in relation to other sciences; research methods; interpretation of empirical data.

 **PSYC 487. Evolutionary Psychology** (3). A general overview of how human behavior and psychology has been shaped by natural selection through eons of evolution. [Prereq: PSYC 321 (C) or PSYC 325 (C) or BIOL 105 (C); all with grades of C- or higher. Rep.]

**PSYC 488 / PSYC 588. Regression/Multivariate Topics** (4). Topics include multiple regression, moderated regression, logistic regression, time series, and factor analysis. [Prereq: PSYC 241. Weekly: 3 hrs lect, 2 hrs lab.]

**PSYC 490. Senior Honors Thesis** (3). Advanced majors design a cumulating experience that involves independent research while working under the supervision of a faculty member. [Rep once.]

**PSYC 495. Research in Psychology** (1-4). Individual investigation culminates in formal report complying with department standards. [Prereq: IA. CR/NC. Rep.]

**PSYC 496. Psychology Research Seminar** (3). Research problem culminates in written report in accord with APA standards. Required student/faculty group meetings to discuss common research problems, such as subject selection, psychological measurement, interpretation of results, ethics of research. [Rep.]

**PSYC 497. Mentoring** (1-3). Advanced majors gain experience as mentors working with a diverse body of students. Learn and participate in pedagogical theory and processes as applied to university level classes. [Prereq: IA. CR/NC. Rep.]

**PSYC 499. Independent Study** (1-3). On a tutorial basis, pursue area of interest not covered by regular course offerings. [Prereq: six upper division units in psychology and IA. Rep.]

## GRADUATE

*Prerequisite: grad standing and/or adequate preparation in psychology.*

**PSYC 518. Advanced Developmental Psychopathology** (3). Advanced coverage of psychological problems in children and adolescents with particular focus on evidence-based practices. Contemporary research on assessment, treatment, prevention, and intervention are key areas

of exploration. [Prereq: PSYC 242 or equivalent and PSYC 311 or equivalent; all with grades of C or higher.]

**PSYC 545. Psychological Testing** (4). Testing concepts: reliability, validity, standardization, and score interpretation. Apply to current standardized tests of intelligence, aptitude, achievement, personality. [Prereq: PSYC 241 or IA. Weekly: 3 hrs lect, 2 hrs lab.]

**PSYC 550. Introduction to Institutional Research** (4). This course is an introduction into the field of Institutional Research. It is for students who wish to pursue or explore an IR career. [Prereq or coreq: graduate standing, SOC 583 (C) or PSYC 641 (C) or IA.]

**PSYC 551. Applied Research** (4). This course will emphasize research methodology that is relevant to the field of IR. [Prereq: graduate standing, PSYC 550.]

**PSYC 552. Diversity in Research** (4). This course will emphasize primary data collection that is relevant to the field of IR. [Prereq: graduate standing, PSYC 551.]

**PSYC 578 / PSYC 478. Analysis of Variance** (4). Topics include between and within subjects ANOVA, mixed model ANOVA, and test assumptions. [Prereq: PSYC 241 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

**PSYC 588 / PSYC 488. Regression/Multivariate Topics** (4). Topics include multiple regression, moderated regression, logistic regression, time series, and factor analysis. [Prereq: PSYC 241. Weekly: 3 hrs lect, 2 hrs lab.]

**PSYC 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, 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 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). Uses primary sources in a discussion based format to examine the evolution of the field as well as current trends and controversies in developmental theories and research across the lifespan. [PSYC 311 with grade of C+ or better. 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 638. Advanced Psychopathology: Diagnosis of Mental Disorders** (3). Diagnosis, assessment, differential diagnosis, prognosis of psychological disorders. DSM classification. [Prereq: PSYC 337 and PSYC 438; good standing in a grad program in PSYC.]

**PSYC 640. Aging & Long-Term Care** (1). Fifteen hours of education in aging and long-term care (10 hours of direct coursework, lecture, and five hours of fieldwork). Regular readings/exam prep reflects additional time commitments. Must be a student in the Counseling Psychology or Academic Research graduate programs. [Rep once.]

**PSYC 641. Research Methods: Philosophy & Design** (3). Epistemological foundations of research methods applicable to experimental, clinical/counseling, and applied psychology. Practical research problems: design, sampling, and control. [Prereq: PSYC 241 and PSYC 242.]

**PSYC 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 647. Academic Research Proseminar** (3). This course provides graduate students with a critical discussion of professional development issues and the foundations of behavioral research and methods used in psychology. [Prereq: admission to AR M.A., or IA.]

**PSYC 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 617, PSYC 651, IA, good standing in School Psychology program. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

**PSYC 653. Advanced Psychotherapy with Children & Families** (3). Interviewing and counseling techniques appropriate for clinical work with children and adolescents. Topics include play therapy, individual counseling, group counseling, family therapy, and parent consultation. [Prereq: PSYC 654 and good standing in School Psychology or Counseling Psychology program, or IA.]

**PSYC 654. Interviewing & Counseling Techniques** (3). Supervised practice, including video or audio taping, feedback sessions. Applications in community counseling settings. Research findings about effectiveness. [Prereq: good standing in School Psychology or Counseling Psychology program, or IA. Weekly: 2 hrs lect, 2 hrs activ.]

**PSYC 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 and 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) and good standing in Counseling Psychology program, or IA.]

**PSYC 657. Group Counseling & Group Psychotherapy** (3). Theories and principles. Develop group therapy leadership skills. Supervised practice using videotape and feedback sessions. [Prereq: good standing in Counseling Psychology program, or IA. Weekly: 2 hrs lect, 2 hrs activ.]

**PSYC 658. Theories of Individual Counseling & Psychotherapy** (3). Introduction to major theories, including psychodynamic, humanistic, behavioral, and cognitive orientations to psycho-

therapy. Focus is on reading classical theorists, application of techniques to clinical practice, and empirical validation. [Prereq: grad standing.]

**PSYC 659. Mental Health in K-12 Schools** (3). Theories and methods for development of mental health interventions for children in school settings. Primary prevention, collaboration with social service agencies, state and federal legal mandates, mental health financing. [Prereq: PSYC 654 with a grade of B- or higher; PSYC 783 (C), good standing in School Psychology program; or IA.]

**PSYC 660. Law & Ethics in Psychology** (3). Ethics and California law applicable to the counseling profession. [Prereq: admitted to Counseling Psychology program, or IA.]

**PSYC 662. Practicum Preparation** (1). Seminar approach to various clinical issues regarding practicum placement. May include case study, skill enhancement exercises. [Prereq: good standing in Counseling Psychology program, or IA. Rep.]

**PSYC 663. Licensed Supervision** (1). Two hrs of group clinical supervision (or 1 hr individually) by a licensed professional for up to 5 client contact hrs per week. Additional contact hrs need an additional unit of supervision. [Prereq: good standing in Counseling Psychology program and at least one semester of full-time coursework. Coreq: PSYC 682.]

**PSYC 664. Assessment & Testing for Psychotherapists** (3). Overview of formal psychological testing and assessment, especially practical applications including types of information gathered, understanding client psychological assessment reports, and administering tests within the boundaries of competence. [Prereq: grad standing.]

**PSYC 669. Legal & Ethical Foundations in School Psychology** (3). Studies of laws pertaining to students civil rights, special and general education, parent/child rights, child neglect and abuse reporting, confidentiality and their impact on school policy, climate, the student, family and community. [Prereq: good standing in School Psychology program.]

**PSYC 672. Psychopharmacology** (3). This course will focus on the clinical application of psychotropic medications in the treatment of psychiatric disorders. Pharmacodynamics and pharmacokinetics of all major classes of medications will be covered. [Prereq: PSYC 321 and PSYC 325, or IA. Student must be admitted to graduate program in Counseling Psychology or Academic Research or School Psychology to enroll in PSYC 672.]

**PSYC 673. Mental Health Addiction & Recovery** (1). Overview of drug abuse, covering commonalities and differences among drug classes, neural systems involved, addiction processes, treatment and recovery, and social-cultural dimensions. [Prereq: grad standing. Rep once.]

**PSYC 676. Cross Cultural Counseling for Individuals, Children & Families** (3). Diversity within minority communities; modal characteristics. Making counselor efforts more congruent with minority clients. [Prereq: PSYC 654 (C) and good standing in a grad PSYC program.]

**PSYC 680. Selected Topics in Contemporary Psychology** (.5-3). Review current literature. Read, critique, present in class. [Prereq: IA. Rep twice with different topics.]

**PSYC 682. Fieldwork** (1-6). Experience in specific settings to meet student needs. May not be submitted for PPS field requirements. [Prereq: admission to Counseling Psychology program, or IA. Rep.]

**PSYC 683. Graduate Teaching Assistantship** (1-4). Students planning a teaching career assist in conducting a class under instructor supervision. [Prereq: DA and IA. Rep.]

**PSYC 684. Graduate Teaching Internship** (1-6). Students planning a teaching career co-teach a college course with faculty observation and guidance. [Prereq: PSYC 683 with a grade of B- or higher and IA.]

**PSYC 690. Thesis** (1-6). Guided investigation of research problem culminates in formal report in compliance with HSU standards. [Prereq: grad standing and IA. Rep.]

**PSYC 691. Comprehensive Exam for Counselors** (0). Students have the option of taking the comprehensive exam or completing a thesis. The exam will consist of multiple choice and essay questions that cover the 10 major domains of the M.A. In Psychology: Counselling program. [Rep once.]

**PSYC 692. School Psychology Portfolio Project** (1-3). School psychology portfolio constructed under supervision of program faculty. Formative evaluation during training, summative evaluation prior to earning M.A. degree. [Prereq: PSYC 641, PSYC 642 (C), consent of School Psychology Committee. Rep.]

**PSYC 693. Comprehensive Exam: School Psychology** (0). Comprehensive exam for the master's degree in school psychology. [Rec. Completion of 86 units of approved graduate program coursework in school psychology. CR/NC. Rep once.]

**PSYC 694. Independent Study** (1-6). On a tutorial basis, pursue area of interest not covered by regular course offerings. [Weekly: 3 hrs per unit of credit. Prereq: IA. Rep.]

**PSYC 695. Research Practicum** (1-6). Research under direction of staff on a tutorial basis. Group meetings to communicate findings of independent studies. [Prereq: 6 units of grad psychology and IA. Rep.]

**PSYC 697. Academic Advisement** (1-4). After training, students in academic research MA program advise psychology and undeclared undergraduate majors. [Prereq: approval of grad coordinator and instructor. Rep.]

**PSYC 783. School Psychology Practicum** (2-4). Comprehensive field experience in School Psychology. Practice in prevention, assessment, counseling, consultation, and other forms of indirect and direct intervention with pre-school, school-aged, and college-aged pupils, teachers and parents. Supervision by HSU faculty and district employed school psychologists. [Prereq: good standing in

School Psychology program. Coreq: PSYC 606 or PSYC 607 or PSYC 608. Rep up to 12 units.]


**PSYC 784. School Psychology Internship** (6-12). 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 Teacher Credentialing. Units must be completed within 2 calendar years. Rep to 24 units.]

## Rangeland Resource Science

### UPPER DIVISION


 **RRS 306. Wildland Resource Principles** (3). Analysis of rangeland biophysical communities; management for sustainable human and environmental values; use by wild and domestic animals; historical and legal changes in rangeland management. [B-UD.]


**RRS 360. Wildland Plant Communities** (3). Delineation and synecology of important North American rangelands. Plant identification of important grasses, forbs, and shrubs. [Prereq: BOT 350 (C) or IA. Weekly: 2 hrs lect, 3 hr lab.]

 **RRS 370. Wildland Ecology Principles** (3). Interplay of ecological principles with species composition, distribution, disturbance responses, and management of grassland, woodland, and shrubland communities. [Prereq: RRS 306 or IA.]

**RRS 375. Vegetation Analysis & Health** (3). Vegetation and wildland health monitoring and analysis procedures. Observe and evaluate vegetation organization & structure. Interpret distinct ecological sites. Field demonstration and analytical work. [Prereq: RRS 306, and STAT 109 or equivalent.]

**RRS 420. Introduction to Animal Science** (3). Characteristics, physiology, adaptation, and improvements of livestock breeds, animal welfare, feeding, grazing, and marketing. [Prereq: BIOL 105 or ZOOL 110; or IA. Weekly: two 1-hr lects, 3 hrs lab.]

 **RRS 430. Wildland Restoration & Development** (3). Treatments, developments, and structures to improve rangeland ecosystems, services, and function. Ecological principles in ecosystem management and restoration. [Prereq: RRS 306 or WLDF 301. Weekly: 2 hrs lect, 3 hrs lab/field trip.]

 **RRS 460. Rangeland & Ranch Planning** (3). Develop management plan for livestock operation, resource management area, or federal rangeland allotment. Analyze economic programs including conservation easements and incentives, physical and biotic resources. [Prereq: RRS 420 and RRS 430. Field trips substitute for scheduled lab time. Weekly: 1 hr lect, 6 hrs lab.]

**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, BOT 354, RRS 360; or IA. Rep.]

**RRS 492. Senior Project** (3). Independent research which will include fieldwork and completion of a scientific paper. [Prereq: senior standing. Rep.]

**RRS 499. Directed Study** (1-3). Original research on assigned topics. May involve lab, field, or library work. [Prereq: RRS 306. Rep.]

### GRADUATE

**RRS 685. Rangeland Resources Graduate Seminar** (1). Important problems/changes in RRS. Review literature to propose solutions. [Rep.]

## Recreation Administration

*Students injured while participating in a recreation administration class are not covered by any university insurance policy. Students are responsible for obtaining their own coverage through a private insurance agency or through the insurance plan of the Associated Students (University Center, south lounge).*

*Students with disabilities are welcome in all recreation administration activity courses.*

### LOWER DIVISION

**REC 210. Recreation Leadership** (3). Leader's role in organization. Developing a program within organized youth groups.

**REC 211. Leisure in Society** (3). Historical, philosophical, and conceptual developments of leisure in American life. Includes the role of play, recreation, and leisure in both human experience and the recreation and leisure service professions.

**REC 220. Leisure Programming** (3). Theories, content, and design to serve community leisure needs.

**REC 252. Diving First Aid, Introduction to HSU Diving** (1). NAUI First Aid, and Oxygen Provider training and certification. Recognition, prevention, and first aid treatment of diving emergencies. HSU medical evaluation for scuba diving, swim test, and basic scuba skills evaluation.

**REC 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: REC 252.]

### UPPER DIVISION


**REC 302. Inclusive Recreation** (3). Focus on knowledge and attitudes necessary to make recreation accessible to people who have illnesses or disabling conditions. Includes examination of inequity and barriers to leisure, and strategies for inclusion. [DCG-d. D-UD.]

**REC 320. Organization, Administration & Facility Planning** (3). Organization, administration and

facility planning of recreation and kinesiology programs. Topics include: organizational structures, fiscal planning and budgets, risk management, personnel policies and issues, and public relations.

**REC 330. Adventure Theory & Practice** (3). Leadership and facilitation skills, participant assessment considerations, instructional techniques, management considerations, and risk management practices for outdoor and adventure programming.

**REC 335. Tourism Planning and Development** (3). Examines positive and negative tourism impacts, growth management, strategies and planning principles. Includes the development and implementation of tourism programs. [Weekly: 2 hrs lect, 3 hrs lab.]

 **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 362. Master Diver** (4). NAUI Master Scuba Diver certification upon successful completion of course. Diver rescue, deep diving, night diving, search and recovery, altitude diving, navigational techniques, and introduction to scientific diving. [Prereq: REC 252. SCUBA gear required.]

**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 Recreation** (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 375. Winter Adventure Leadership** (2). Knowledge, skill, and abilities related to the leadership of winter adventure recreation activities. Snowshoeing will provide the focus of the backcountry camping and travel experiences applied. [Prereq: REC 370 (C).]

**REC 383. Rescue Diver** (3). Emergency management of diving accidents; diver rescues; first aid for diving injuries. Qualify for HSU/NAUI leadership levels. [Prereq: REC 362.]

**REC 410. Healthy Communities through Recreation** (3). An examination of public, private, non-profit, and community recreation programs and their effect on community health. Focus on healthy policies, built environment, natural spaces, leisure, equity, and integration of recreation and population health approaches. [Recreation administration majors. Rec: REC 210, REC 211, REC 220 and REC 302.]

**REC 415. Leisure and Aging** (3). This class will prepare students to design leisure programs and settings for older adults that are grounded in social theory, research, and best practice. [Rec: REC 211, REC 302. Recreation administration majors.]


 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

# Religious Studies

## LOWER DIVISION

**REC 420. Legal & Financial Aspects of Recreation** (3). Legal aspects and the many financial involvements of conducting a recreation program.

**REC 430. Expedition Planning and Leadership** (4). Principles and practices for organization and management of expeditions with development of leadership skills in an extended wilderness adventure including study of legal aspects, health and safety, and risk management.

 **REC 435. Sustainable Tourism** (3). This course examines the environment, economic, and socio-cultural aspects of tourism development, including best practices to maintain long-term sustainability in outgoing and incoming tourism.

**REC 455. Internship & Career Preparation Workshop** (1). Plan and prepare for internship and career in recreation administration. Analyze career placement opportunities, self-exploration, resume construction, interview methods, e-portfolio development and internship process and requirements. [Prereq: Junior standing or greater and completion of a minimum of 15 units REC coursework, or IA. Rep.]

**REC 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: REC 362.]

**REC 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.

**REC 480. Special Topics** (1-3). Topics as demand warrants. [Lect/lab as appropriate. Rep with different topics.]

**REC 480L. Special Topics Laboratory** (1). Laboratory offering of recreation/leisure topics as demand warrants. [Rep with different topics.]

**REC 481. Recreation Practicum** (3). Application of principles of recreation management and leadership in a community agency. [Prereq: REC 211. Sophomore standing or above. Recreation Administration majors. CR/NC.]

**REC 482. Internship in Recreation** (1-6). Supervised experience. Apply academic understanding to a functioning recreational agency. [Prereq: REC 210, REC 211, REC 220, REC 302, REC 320, REC 420, REC 455; senior standing; Recreation Administration majors. Rep up to 6 units.]

**REC 485. Senior Seminar – Majors** (2). Senior majors apply knowledge/skills to professional problems. Specific professional development projects. [Prereq: REC 210, REC 211, REC 220, REC 302, REC 320, REC 420; or IA.]

**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.]

**RS 104. Asian Religions: Exploring Buddhism** (3). Introduction to Asian religions including how the life of Buddha impacted India, Tibet, China, Japan, and California. Myths, symbols, and rituals are included from Theravada, Mahayana, Vajrayana, and Zen. [LD-C.]

**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. C-LD.]

**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. 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. [C-UD.]

**RS 301. Religion in America** (3). Surveys American religious diversity exploring the formative role played by religion in American identity, values, and experience, including critical topical issues from politics, sexuality, environment, education, terrorism etc. [DCG-d. C-UD.]

**RS 304. Cultural & Religious Heritage of Africa** (3). Study the cultural heritage of Africa through the themes of religion (traditional, Islam, Christianity), arts (music, dance, drums, cultural access), multilingualism, language and cultural identity, and the oral tradition. [Rec: completion of lower division general education. DCG-n. C-UD.]

**RS 306/HIST 306. Gods & Kings in the Ancient Near East** (4) History of the ancient cultures (Mesopotamian, Egyptian, Hebrew, Persian, Mycenaean) that provided the foundations for the emergence of classical western civilization including writing, kings, myths, states, laws, and monotheism. [UD-D.]

**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 351. Shamanism and Prophecy** (3). Shamanism in primal, indigenous cultures. Consideration of prophecy in ancient Israel, 2<sup>nd</sup> Temple Judaism, and Islam, in light of shamanic studies. Contemporary forms of shamanic religious belief.

 **RS 361. Environment and Religion** (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 and Craft** (3). How persons communicate their spiritual wisdom, their awareness of living connectedness and place in the cosmos, through everyday tasks of crafting creative work. Compare/contrast traditions (Amish, Navaho, Shaker, etc.).

**RS 364. Cinema and 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. [Prereq: IA. CR/NC. 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.]

## Science

### LOWER DIVISION

 **SCI 100. Becoming a STEM Professional in the 21st Century** (3). This course provides an introduction to the academic skills of a student in STEM, an introduction to the practical aspects of these disciplines, and their role in our multicultural society. [CNRS majors. E-LD.]

### UPPER DIVISION

**SCI 331. Fundamental Science Concepts for Elementary Education** (3). Fundamental principles in physical science with an emphasis on building conceptual understanding. Intended for students preparing to teach at the elementary school level. [Prereq: completed lower division GE science and math. MATH 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 and MATH 308C (C).]

**SCI 480. Selected Topics in Science** (.5-4). Student preparations typically required. Topic and mode of instruction depend on availability of faculty and facilities. [Prereq: upper division or grad standing and IA. Rep.]

### GRADUATE

**SCI 698. Graduate Colloquium in Environmental Systems** (1). [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.]

### CREDENTIAL/LICENSURE

**SED 701. Selected Topics in Secondary Teaching** (.5-3). [Rep with different topics.]

**SED 702. Basic Counseling Skills for Teachers** (1). Workshop for credential candidates and educators focusing on the development of strong and healthy communication for their students. [CR/NC. Rep once.]

**SED 708. Teacher Performance Assessment** (1). This course is designed to provide support for the completion of the Performance Assessment for California Teachers teaching event during full-time student teaching. [Prereq: admitted to SED credential program.]

**SED 709. PACT Support** (1). This course is designed to provide support for the completion of the Performance Assessment for California Teachers teaching event during full-time student teaching. [Prereq: admitted to SED credential program.]

**SED 711. Nonviolent Crisis Intervention** (1). Acquire verbal skills to de-escalate crises and (if crisis escalates to physical level) nonviolent physical intervention skills to ensure safety of students/self. [Prereq: admission to SED credential program or IA. CR/NC.]

**SED 712. Teaching & Learning in Secondary Schools** (2). Development of student understanding; curriculum development (unit goals, lesson plans, assessment); multicultural perspectives in teaching and learning; philosophy of teaching. [Prereq: SED 714 (C).]

**SED 713. Classroom Management** (1). Focus on a variety of methodologies for creating and managing a classroom community.

**SED 714. Educational Psychology** (2.5). Physical, social, moral, and cognitive development of the adolescent; social and family issues; learning theories, motivation, and assessment.

**SED 715. Multicultural Education** (2). Equity and diversity. Ethnicity and race; gender, exceptionality, social class, sexual orientation, language, religion.

**SED 717. Service Learning in a Multicultural Setting** (1). Develop skills teaching diverse youth through direct experience and education programs. Understand components of service learning pedagogy. [Prereq: admitted to SED credential program and SED 715 (C). CR/NC.]

**SED 730. Bilingual/ELD Theory & Methods** (2). Theory and methodologies of teaching bilingual and English-language-development students. [Prereq: admitted to SED credential program.]

**SED 731. Secondary Curriculum Instruction: Art** (2). Methods and resources for teaching all areas of art.

**SED 733. Secondary Curriculum Instruction: English/Language Arts** (2). Methods and resources for teaching all areas of English/language arts.

**SED 734. Secondary Curriculum Instruction: Modern Language** (2). Methods and resources for teaching all areas of a modern language.

**SED 736. Secondary Curriculum Instruction: Industrial Technology** (2). Methods and resources for teaching all areas of industrial technology.

**SED 737. Secondary Curriculum Instruction: Math** (2). Methods and resources for teaching all areas of math.

**SED 738. Secondary Curriculum Instruction: Music** (2). Methods and resources for teaching all areas of music.

**SED 739. Secondary Curriculum Instruction: Physical Education** (2). Methods and resources for teaching all areas of physical education.

**SED 740. Secondary Curriculum Instruction: Science** (2). Methods and resources for teaching all areas of science.

**SED 741. Secondary Curriculum Instruction: Social Studies** (2). Methods/resources for teaching all areas of social studies.

**SED 743. Content Area Literacy** (2). Supervised practice developing/ selecting strategies, materials, and procedures that promote reading growth through secondary school classes. [Prereq: established candidacy in SED credential program, concurrent enrollment in fieldwork or student teaching, or IA.]

**SED 744. Secondary Seminar: Art** (1). Common problems, strategies, and practical applications related to student teaching art, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

**SED 746. Secondary Seminar: English** (1). Common problems, strategies, and practical applications related to student teaching English/language arts, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

**SED 747. Secondary Seminar: Modern Language** (1). Common problems, strategies, practical applications related to student teaching language, such as preparing for 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 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 767. Student Teaching Secondary Education** (14). Student teaching in secondary departmentalized classrooms with mentor teacher and university supervision. Students begin spring student teaching in January completing the placement at the close of the public school year. [Prereq: admitted to SED credential program. CR/NC.]


**SED 776. Teaching in Inclusive Classrooms** (2). Designed to help prospective secondary educa-


tors 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 799. Directed Study** (1-4). Independent study; problems, issues, and/or practical applications. [Prereq: IA. Rep.]

## Social Work

### LOWER DIVISION

 **SW 101. Introduction to Social Work & Social Work Institutions** (3). Using a generalist and decolonizing model, course addresses intersectional concerns around power, privilege, resistance, and struggle in relation to social, environmental and economic justice along with methods for facilitating change. [D-LD or E-LD; 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.]

**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 340L.]


**SW 340L. Social Work Methods I Lab** (1). This social work methods lab offers students intensive opportunities to develop social work values, knowledge, and practices consistent with the topics included in the methods course in the context of work with individuals and families. There is considerable opportunity for self-reflection in relation to the development of one's practice. [Coreq for SW students: SW 340.]

**SW 341. Social Work Methods II** (3). Expand understanding of generalist method. Emphasis on work with organizations, communities, policy, and society. [Prereq: SW 340 and SW major. Coreq: SW 341M.]

**SW 341M. Social Work Methods II Lab** (1). This social work methods lab offers students intensive opportunities to develop social work values, knowledge, and practices consistent with the topics included in the methods course in the context of work with groups, organizations, communities, and society. There is considerable opportunity for self-reflection in relation to the development of one's practice. [Coreq for SW students: SW 340.]

**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.]

**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 350. SW major.]

 **SW 355. Social Agency Experience** (2). Exposure to human service agency settings and processes. Organizational context for social work. 80-minute seminar weekly; 60 hours volunteer work per semester. [Prereq: SW major.]

**SW 356. Social Work Field Preparation** (1). Lab to prepare senior field experience. [Prereq: SW major with junior standing. Weekly: twice for 2 hrs. Rep once.]


**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.]

**SW 411. Distributed Learning Community — BA** (1.5). This course is a weekly seminar where students, together with the Distributed Learning Coordinator, engage in an integrative process to strengthen their engagement with each other and the curriculum in the online BA Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep once.]

**SW 420. Decolonizing Social Work with Indigenous Communities** (1.5). Prepares students to understand and support Indigenoussness and Sovereignty (Self-Determination). Promotes awareness of colonization and decolonization processes affecting Indigenous Peoples and how social workers can participate in solutions affecting them. [Rep twice.]

**SW 431. Juvenile Delinquency** (4). Contemporary knowledge. Community response; prevention; rehabilitation.

**SW 442. Advanced 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. [Prereq: SW major with senior standing. Coreq: SW 456. Rep once.]

**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. CR/NC. Rep once.]

**SW 459. Child Welfare Training Seminar** (1.5-3). This course provides supplementary instruction on all aspects of the child welfare services system: intake, emergency response, family preservation, reunification, permanency planning, and adoptions. Attention is on generalist social work practices that partner with families and communities to enhance overall well-being. Significant emphasis is on the necessary conceptual and interactional skills for improving services to families. [Prereq: SW major and acceptance into Title IV-E BASW Child Welfare Training Stipend Program. CR/NC. Rep.]

**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 511. Distributed Learning Community — Foundation** (1.5). This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the foundation year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep.]

**SW 530. Social Policy & Services** (3). Examines economic, historical, political, sociocultural aspects of social policy; values and ideologies that shape social welfare programs and services; policy formation, advocacy, and analysis. [Prereq: MSW program admission.]

**SW 540. Generalist Social Work Practice** (3). Applies knowledge and skills for generalist practice guided by the values of social justice and empowerment. Includes skill building lab. [Prereq: MSW program admission.]

**SW 541. GSWP: Native American & Rural** (3). Within the historical context of colonization, the spirit and culture of Native American and rural communities are explored. Knowledge, values, and

skills to work with and within these contexts are examined. [Prereq: MSW program admission.]

**SW 543. GSWP II: Macro Practice** (3). Social work theory and methods relevant for macro-level practice are considered. Skills for engagement, assessment, planning, and evaluation with client systems including rural and Native American communities are explored. [Prereq: MSW program admission. Rep once.]

**SW 550. Human Development, Diversity & Relations** (3). Theories in human relations/development, indigenous and other cultural ways of knowing are examined in the context of shifting paradigms and meaning for daily life experiences. [Prereq: MSW program admission.]

**SW 555. Foundation Internship** (3). Foundation community internship, demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework (C). CR/NC. Rep once.]

**SW 559. Child Welfare Training Seminar** (1.5). A required component of the Title IV-E stipend program. Focus is on foundational competencies for practice in child welfare. [Prereq: MSW program admission and stipend recipient. CR/NC. Rep once for credit.]

**SW 570. Dynamics of Groups, Agencies, Organizations** (3). Theories of development, and dynamics of larger social systems are examined. Emphasizes diversity, indigenous cultures, social justice and the role of the social worker. [Prereq: MSW program admission.]

**SW 580. Special Topics** (1-3). Department course schedule has topics. [Prereq: MSW program admission. Rep.]

**SW 581. SW Research for Advanced Standing** (3). This course is a summer bridge research course designed to help advance standing MSW students understand and appreciate research as an analytic and interpretive approach to developing a knowledge base for social work practice. Students are expected to carry out an IRB, previously pre-approved research project. Students develop skills to conduct research, gather data, analyze data, present findings, and write research reports. Students will continue to develop research evaluation skills. [Prereq: admission into the Advanced Standing MSW program. Rep twice.]

**SW 582. Research I: Philosophy & Methods** (3). The first course in the MSW research sequence explores philosophical, ethical, theoretical, and political aspects of research methodologies, including conceptualizing research proposals in rural and Native American communities. [Prereq: MSW program admission.]

**SW 583. Research II: Qualitative & Indigenous Research Methods** (3). Helps students understand and appreciate research as an interpretive approach to developing a knowledge base for social work practice. Students explore qualitative and Indigenous research theories and methods. [Prereq: SW 582 and MSW program admission. Rep 3 times.]

**SW 599. Independent Study** (1-3). Directed study of problems/issues or special theoretical/analytical concerns. [Prereq: MSW program admission.]

**SW 611. Distributed Learning Community — Advanced** (1.5). This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the advanced year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep.]

**SW 640. AGP: Child & Family Welfare** (3). Examines child, family, and Indian Child welfare policies/practices from historical, political, cultural, economic contexts. Emphasizes advanced practice skills for serving indigenous and rural families and children. [Prereq: complete first year foundation coursework.]

**SW 641. AGP: Integrated Clinical Practice** (3). Theories, skills, and policies in mental health and problematic substance use are considered. Emphasis on partnering for change in intervention/prevention from a multi-level, multi-system perspective related to diverse communities. [Prereq: complete first year foundation coursework.]

**SW 643. AGP: Community & Organization** (3). Prepares students for advanced level practice with and within communities and organizations. Consideration is given to grant writing, program development, and empowering communities to engage in meaningful change with organizations. [Prereq: complete first year foundation courses.]

**SW 648. AGP: Advanced Clinical Practice** (3). Advanced clinical skills needed to work with individuals, families, and groups in the context of advanced general practice are considered. Evidence-based interventions are examined from an ecological, multicultural perspective. [Prereq: complete first year foundation coursework.]

**SW 649. AGP: Wellness & Sustainability** (3). Wellness, prevention, and health promotion in terms of sustainability as a global construct will be considered and its application in culturally appropriate and relevant practice and service. [Prereq: complete first year foundation coursework.]

**SW 651. AGP: Indigenous Peoples** (3). This course examines Indigenous Peoples' social work in a global context. Theoretical, methodological, ethical, and service issues are reviewed within the frameworks of cultural rights, international law, sovereignty, and globalization. [Prereq: complete first year foundation coursework. Rep once.]

**SW 655. Advanced Internship** (3). Advanced community internship demonstrating students' knowledge, values, and skills in developing partner-

ships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework. CR/NC.]

**SW 658. Mental Health Training Seminar** (1.5). A required component of the mental health stipend program. Focuses on advanced competencies for practice in mental health settings. [Prereq: complete foundation coursework and current stipend recipient. CR/NC. Rep once for credit.]

**SW 659. Advanced Child Welfare Training Seminar** (1.5). A required component of the Title IV-E stipend program. Course addresses advanced competencies in child welfare practice. [Prereq: complete foundation coursework and current stipend recipient. CR/NC. Rep once for credit.]

**SW 670. Social Work in School Settings A** (3). Thesis course focuses on a macro level framework for social work within California's K-12 Public School System. [Prereq: completion of MSW. Coreq: SW 671.]

**SW 671. Social Work in School Settings B** (3). The course utilizes an ecological systems framework to explore social work within California's K-12 Public School System. [Prereq: completion of MSW, Coreq: SW 670]

[**SW 680. Seminar in Social Work Topics** (1-3). Department course schedule has topics. [Rep.]

**SW 682. Masters Project Development** (3). The first course in a two-course sequence to aid students in the development of their master's project. Focus is on developing the proposal, IRB, key informants, and agency agreements. [Prereq: MSW program admission. Rep 3 times. CR/NC.]

**SW 683. Masters Project Implementation** (3). The second course in a two-course sequence to aid students in the development of their master's project. Focus is on implementing the proposal, evaluating data, and disseminating the results. [Prereq: SW 682. CR/NC.]

**SW 699. Independent Study** (1-3). Directed study of problems/ issues or special theoretical/ analytical concerns. [Prereq: IA. Rep.]

## Sociology

*Sociology majors must receive a grade of C or higher in order to count completed courses toward the major. Graduate students must earn a B or higher to apply completed courses toward the degree.*

### LOWER DIVISION

**SOC 104. Introduction to Sociology** (3). Study of social patterns across groups, social institutions, and societies. Socialization, social interaction, inequalities, change, social issues, and social science research. Relationship of self and society. [D-LD.]

**SOC 113. Sociology Skills Development** (2). Develop independent academic success strategies. Improve student writing abilities: summarize, analyze, and apply course concepts to social, cultural, and economic contexts of student lives. [Coreq: SOC 104 EOP.]

**SOC 225S. Social Issues & Action** (4). Why do some social issues become a focus of concern? How do inequalities shape definitions and responses? Course service learning experiences connect students to local organizations and actions.


**SOC 235 / ANTH 235 / COMM 235 / CRGS 235 / PSCI 235. Act to End Sexualized Violence** (1). Analyze how sexualized violence impacts communities and operates as social control; learn to recognize victim-blaming, promote survivor-centered responses, foreground enthusiastic consent, and take action to transform our campus community. [CR/NC.]


**SOC 275. The Emerald Triangle** (1). This course examines the production, distribution and use of Marijuana in "The Emerald Triangle." We consider perspectives from: Law Enforcement, Environmental and Human Health, Legalization, Medical Use, and Land Use. [CR/NC.]

**SOC 280. Special Topics** (1-4). Pressing social issues and popular topics. [Rep.]

**SOC 282L. Sociological Statistics Lab** (1). Application of statistics knowledge. Skills training in SPSS quantitative data analysis. [Prereq: STAT 108(C) or STAT 108i (C) with a passing grade of C.]


### UPPER DIVISION


 **SOC 302. Forests & Culture** (3). Explore relationships between human civilizations and nature/forest in global and historical contexts. Themes include deforestation, ecological degradation, conservation, life-places, bioregionalism and ecological futures. *Majors also take SOC 302M.* [D-UD.]

 **SOC 302M. Forests & Culture for Majors** (1). Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 302.]

**SOC 303. Race & Inequality** (3). Problems of racialized power and inequality: causes, processes, theoretical considerations, and social movements. Multiple perspectives on problems and peacemaking efforts. *Majors also take SOC 303M.* [DCG-d. D-UD.]

**SOC 303M. Race & Inequality for Majors** (1). Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 303.]

 **SOC 305. Global Transformations** (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.* [D-UD.]

 **SOC 305M. Global Transformations for Majors** (1). Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 305.]

**SOC 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. D-UD.]


**SOC 306M. The Changing Family for Majors** (1). Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 306.]

**SOC 308. Sociology of Altruism & Compassion** (3). Altruism and compassion as an antidote to a divided world. Create a more caring society by understanding what motivates people to action. *Majors also take SOC 308M.* [D-UD.]


**SOC 308M. Sociology of Altruism & Compassion for Majors** (1). Required corequisite for sociology majors enrolled in the 3-unit GE course of the same title. Majors will meet with instructor outside of GE section time to discuss movies, books, or paper. [Coreq: SOC 308.]

**SOC 310. Sociological Theory** (4). Foundational people and theories in sociology. Social, economic, political, intellectual, biographical contexts of theory development. Appraise theoretical relevance to contemporary society. Writing intensive course. [Prereq: SOC 225S; junior standing or greater.]


**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. Environmental Sociology** (4). Examines the dynamics of the "natural environment" and society. Emphasis on exploring environmental crises, theoretical perspectives on nature, climate and sustainability.

**SOC 321. Sociology of Sport** (4). Sport as a social institution and cultural phenomenon. Analysis through social justice lens of processes, patterns, issues, and values. Role in (re) production and transformation of culture and society.

 **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 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 372. Proseminar** (1). Structures career planning and professional development through resume building, job search, networking, and interview training. Develop proposal for capstone internship experiences of career plan. [Prereq: sophomore standing or greater. CR/NC.]


**SOC 382. Introduction to Social Research** (4). Theoretical principles, ethical issues, and common techniques for designing and implementing qualitative and quantitative social science research. [Prereq: SOC 282L (C); junior standing or greater.]

**SOC 410. Contemporary Social Theory** (4). 20th century theories: functionalism, conflict, interactionism, exchange, structural, phenomenological, existential, interpretive, and critical. [Prereq: SOC 310; junior standing or greater.]

**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 466. Migration and the Global Economy** (4). Examines the political economy of migration and the criminalization of human movement. Explores livability in relation to global poverty, climate change, nationalism, and capital accumulation. [Prereq: CRIM 225 or CRIM 225S or SOC 225S; junior standing or greater.]

**SOC 472. Graduate School Planning** (1). Develop criteria for researching graduate programs. Identify goals and match with programs. Develop application materials - CV and statement of purpose. Plan experiences to make you a stronger candidate. [Prereq: sophomore standing or greater. CR/NC.]

 **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). Pressing social issues and popular topics. [Prereq: junior or senior standing. Rep.]

**SOC 482. Internship** (3). Capstone. Student must secure campus or community 90-hour placement and instructor approval in the semester prior to enrollment. Paper on related research literature. [Prereq: SOC 372 or SOC 472; SOC 382; sociology majors SOC 410(C); CJS majors CRIM 410(C).]

**SOC 492. Senior Thesis** (3). Design and carry out original empirical research or extensive review of literature. Proposal due in semester before enrollment to receive permission number. [Prereq: SOC 372 or SOC 472; SOC 382; sociology majors SOC 410(C) or CJS majors CRIM 410(C).]

**SOC 494. Sociology Workshop** (1-2). Pressing social issues and popular topics. Focus intensive and short-term. May not be counted toward major. [CR/NC. Rep.]

**SOC 499. Directed Study** (1-4). Independent study of problems/issues or special theoretical/analytic concerns. [Prereq: IA. Rep.]

## GRADUATE

**SOC 560. Teaching Sociology** (2). Explore pedagogy, theories of learning, teaching techniques, and issues in sociology classrooms. Develop teaching philosophy and portfolio in relation to own teacher identity.

**SOC 583. Quantitative Research Methods** (4). Discover the art and science of survey methods and data analysis in community research contexts. Develop statistical (descriptive, inferential, regression) analysis skills with emphasis on conceptual understanding and written interpretation. [Prereq: (STAT 108 or STAT 108i) and SOC 382, or equivalents.]

**SOC 584. Qualitative Research Methods** (4). Theoretical and practical elements of the interview; focus group; fieldwork and community action research. Develop and initiate original research project. Computer techniques for data management and analysis. [Prereq: SOC 382 or equivalent.]


**SOC 590. Practicing Sociology** (1-2). Introduces students to the field of sociological practice. Attention to ethics, professionalization & client-based work. Support for student field placements. [Rep 3 times.]

**SOC 595. Teaching Assistantship** (1). Assist instructor of record in teaching an undergraduate course. Required for MA students emphasizing teaching experience. [IA. Rep.]

**SOC 605. Graduate Proseminar in Sociology** (1). Develop professional sociological skills and engage with faculty research and professional activities.

**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 665. Community, Ecology & Social Action** (4). This graduate seminar links emancipatory sociology with practical skills designed to empower ordinary people to organize effectively in the community for social, environmental and economic justice. [Prereq: graduate standing.]

**SOC 680. Seminar in Sociological Topics** (1-4). [Rep.]

**SOC 682. Teaching Internship** (1-3). Students emphasizing teaching may apply. If selected, a student is supervised by a faculty mentor. Supervising faculty member monitors and mentors intern. [Prereq: SOC 560, SOC 595, IA.]


**SOC 690. Master's Degree Thesis** (1-5). See Graduate Program Manual. [CR/NC. Rep.]

**SOC 692. Master's Degree Project** (1-5). See Graduate Program Manual. [CR/NC. Rep.]

**SOC 699. Independent Study** (1-4). Directed study of problems/issues or special theoretical/analytic concerns. [Prereq: IA. Rep.]

## Soils

### LOWER DIVISION


 **SOIL 104. Introduction to Sustainable Agriculture** (3). The course provides an understanding of the complex relationships among crop plants, domesticated animals, and their abiotic and biotic environment, and the requirements for sustainable agriculture. [Weekly: 2 hrs lect, 3 hrs lab. B-LD.]

**SOIL 260. Introduction to Soil Science** (3). Soil's physical, chemical, and biological properties. Implications for land management. Identify soil parent materials; use soil survey reports. [Prereq: CHEM 107 or CHEM 109 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

### UPPER DIVISION

**SOIL 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. Rec: SOIL 360. Weekly: 2 hrs lect, 3 hrs lab.]

 **SOIL 460. Wildland Soil Management & Erosion Control** (3). Characterization, mapping, assessment, interpretation, and management of wildland soils; nutrient cycling, fire effects, erosion control. [Prereq: SOIL 260 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

**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 IA.]. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

**SOIL 465. Soil Microbiology** (3). Interrelationships between soil, microorganisms, and plants, especially in context of wildland soils. Isolate/identify microorganisms. [Prereq: SOIL 260 or equivalent, and BIOL 105. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

**SOIL 467. Soil Physics** (3). State/transport of matter and energy in soil; physical processes governing soil/water energy relationships. [Prereq: SOIL 260 or equivalent, and PHYX 106 or PHYX 109; or IA. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

 **SOIL 468. Introduction to Agroforestry** (3). Objectives and socioeconomic contexts. Multipurpose tree species; soil/tree/crop/livestock interactions; soil conservation; soil fertility effects. [Prereq: BOT 105 and SOIL 260 or equivalent.]

**SOIL 480. Selected Topics** (1-3). Lecture as appropriate. [Rep with different topics.]

**SOIL 485. Senior Seminar** (1-2). Topics of current interest. Lectures, guest speakers, 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 685. Seminar** (1-2). Topics of current interest. Lectures, guest speakers, discussions, and/or student presentations. [Prereq: grad standing or IA. Rep.]

# Spanish

## LOWER DIVISION

**SPAN 105. Spanish Language & Culture I** (4). Beginning Spanish I; develop understanding, speaking, reading, writing, knowledge of Hispanic culture. Language as communicative medium/carrier of culture. Conducted in Spanish. Part 1 of 2 course sequence.

**SPAN 105L. Spanish Laboratory Level I** (1). Self-directed, subscription-based online language course.

**SPAN 106. Spanish Language & Culture II** (4). Beginning Spanish II; develop understanding, speaking, reading, writing, knowledge of Hispanic culture. Language as communicative medium/carrier of culture. Conducted in Spanish. Part 2 of 2 course sequence. [Rec: SPAN 105. C-LD.]

**SPAN 106L. Spanish Laboratory Level II** (1). Self-directed, subscription-based online language course.

**SPAN 107. Spanish Language & Culture III** (4). Intermediate Spanish I; develop understanding, speaking, reading, writing, knowledge of Hispanic culture. Language as communicative medium/carrier of culture. Conducted in Spanish. Part 1 of 2 course sequence. [Rec: SPAN 106. DCG-n. C-LD.]

**SPAN 107L. Spanish Laboratory Level III** (1). Self-directed, subscription-based online language course.

**SPAN 108. Level III Heritage Speakers** (4). Designed for Heritage Speakers to master formal/professional Spanish and deepen awareness of national and international Hispanic cultures. Part 1 of a 2 course sequence. [Prereq: near-native speaking ability in Spanish, confirmed by personal interview with instructor. C-LD. DCG-n.]

**SPAN 108S. Level III Heritage Speakers** (4). Designed for Heritage Speakers to master formal/professional Spanish, serve local Latino community, and deepen awareness of national and international Latino cultures. Part 1 of a 2 course sequence. [Prereq: native speaking ability in Spanish, confirmed by a personal interview with instructor. DCG-n. C-LD.]

**SPAN 207. Spanish Language & Culture IV** (4). Intermediate Spanish II; develop understanding,

speaking, reading, writing, knowledge of Hispanic culture. Language as communicative medium/carrier of culture. Conducted in Spanish. Part 2 of 2 course sequence. [Rec: SPAN 107. DCG-n; C-LD.]

**SPAN 207L. Spanish Laboratory Level IV** (1). Self-directed, subscription-based online language course.

**SPAN 208. Level IV Heritage Speakers** (4). Designed for Heritage Speakers to master formal/professional Spanish and deepen awareness of national and international Hispanic cultures. Part 2 of a 2 course sequence. [Prereq: SPAN 108; near-native speaking ability in Spanish, confirmed by personal interview with instructor. DCG-n; LD-C.]

**SPAN 208S. Level IV Heritage Speakers** (4). Designed for Heritage Speakers to master formal/professional Spanish, serve local Latino community, and deepen awareness of national and international Latino cultures. Part 2 of a 2 course sequence. [Prereq: native speaking ability in Spanish, confirmed by a personal interview with instructor. DCG-n; C-LD.]

**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 280. Lower Division Weekend Retreat/Seminar** (1-4). Language retreat or seminar with guest lecturer; typically offered on weekend; culminates in project or report. Or lab for which times of required attendance are self-determined. [Prereq: completed Spanish level II or IA. Rep.]

## UPPER DIVISION

**SPAN 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. [Prereq: junior standing or greater. Rep. DCG-n. C-UD.]

**SPAN 308S. Introduction to Translation & Interpretation** (3). Apply theoretical and practical principles of translation and interpretation of literature, real-world texts, and oral contexts. Analyze social/cultural implications of working in this field. Practical experience through service learning. [Prereq: at least one of the following: native or near native Spanish proficiency; 5 semesters of college-level Spanish or equivalent; or IA. Rep once. DCG-d. C-UD.]

**SPAN 310. Spanish Advanced Oral Skills** (3). Speaking and listening comprehension in Spanish for a variety of purposes in authentic contexts. Identify main ideas and supporting details of oral communication. Analyze and think critically about oral communication. [Rec: SPAN 207 (C) or SPAN 208 (C) or SPAN 208S (C).]

**SPAN 311. Spanish Level V, Advanced Grammar & Composition** (4). Contemporary grammatical analysis/terminology; contrasts within the Spanish language; contrasts/relationships

between English and Spanish. Current idiomatic and formal usage in both oral and written language. [Prereq: SPAN 207 or equivalent, or IA.]

**SPAN 313. Spanish Peer Tutoring** (1-4). Students apply their mastery of discipline-specific knowledge and expertise to assist and support peers in the language acquisition process. This course offers experiential experience with effective peer mentoring techniques applicable to a tutorial setting. [Prereq: SPAN 310 and SPAN 311, or IA. Rep up to 4 units total.]

**SPAN 315S. Field Experience: Teaching Spanish as a Second Language** (1-4). Class discussions complement supervised academic internships in "approved" community partner K-12 schools, providing students direct application service opportunities of discipline-specific knowledge. Students will be exposed to the theories of language acquisition and learning. [Prereq: at least one of the following: native or near native Spanish proficiency, 5 semesters college-level Spanish or equivalent, or IA. Rep up to 8 units total.]

**SPAN 325. Grammar: Regional Studies** (1-4). Contemporary grammatical analysis/terminology; contrasts of regional dialects. Current idiomatic and formal usage in both oral and written language with special emphasis on a Spanish-speaking host country. [Prereq: SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent. Rep twice.]

**SPAN 335. Reading & Writing: Regional Studies** (1-4). Contemporary readings, short stories, short novels, poems, newspaper articles. Review of current idiomatic and formal usage in written language of a Spanish-speaking host country. [Prereq: SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent. Rep twice.]

**SPAN 340. Introduction to the Analysis of Hispanic Literature** (4). Relation to literary problems in general. Functions and elements, literary periods, genres, trends, movements; historical context. Required of majors prior to any upper division literature courses. [Prereq: SPAN 207 or IA.]

**SPAN 342. Cervantes** (4). Don Quixote and/or Cervantes' other works. His development as 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, Quevedo, 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 355. Hispanic Civilization: Regional Studies** (1-4). Chronological presentation of culture, pre-Columbian to present day, with special emphasis on host country's culture. Students visit relevant historical and cultural sites. [Prereq: SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent. Rep twice.]

**SPAN 365S. Field Experience: Regional Studies** (1-4). Students apply four language skills (oral, writing, reading, and comprehension) in an authentic social and cultural context while serving host country's local community needs. [Prereq: SPAN 107 or SPAN 108S, minimum of three semesters of college-level Spanish language instruction or equivalent. Rep twice.]

**SPAN 370. Spanish Retreat/Seminar** (1). Spanish immersion retreat and/or seminar. Typically includes overnight stays and cultural site visits, and culminates in a specific project or report. [CR/NC.]

**SPAN 396. International Latino Film Seminar** (1). This seminar presents and discusses three films from the Hispanic world, in Spanish with English subtitles. [CR/NC. Rep 3 times.]

**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-Columbian to present day. [Prereq: SPAN 207 or IA.]

**SPAN 408S. Field Experience: Translation and Interpretation** (1-4). Supervised application of translation and interpretation of literature, real-world texts, and oral contexts. Students experience and reflect on social/cultural/ethical implications of working in this field. Students and "approved" community partners collaborate through Service Learning. [Prereq: SPAN 308S or IA. Rep up to 4 units total. DCG-d.]

**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 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** (3). 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 499. Directed Study** (1-4). Hours TBA. [Rep.]

## Special Education

### CREDENTIAL/LICENSURE

**SPED 653. Advanced Studies in Consultation, Collaboration & Transition** (3). Advanced topics for helping students with mild-to-moderate disabilities.

**SPED 654. Advanced Behavioral, Emotional & Environmental Supports** (3). Advanced topics. Conduct comprehensive assessment, instruction, and evaluation project.

**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(C) and admission to SPED program, or IA.]

**SPED 703. Foundations of Assessment & Program Planning** (3). Evaluate, select, administer, score, and interpret formal and informal assessment instruments. Use assessment results to identify instructional needs of students with disabilities and plan and individual education program.

**SPED 705. Multicultural Special Education** (2). Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis on cross-cultural language and academic development. [Prereq: EDUC 377(C) and admission to SPED program, or IA.]

**SPED 706. Applied Behavior Analysis for Teachers** (3). Basic concepts of applied behavior analysis, development of individual positive behavior support plan, and implementation of behavior management strategies in classroom settings. [Prereq: EDUC 377(C) and admission to SPED program, or IA.]

**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(C) and admission to SPED program, or IA.]

**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(C) and admission to SPED program, or IA.]

**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. [CR/NC. Prereq: SPED 709(C).]

**SPED 711. Curriculum & Instruction – Science, History, and Social Science** (2). 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(C) and admission to SPED program, or IA.]

**SPED 721. Transition Planning** (3). An in-depth examination of issues related to interdisciplinary consultation, collaboration, and implementation of transitional life experiences for students with mild to severe disabilities. [Prereq: admission to SPED program.]

**SPED 722. Autism Intervention Strategies** (2). An in-depth examination of issues and practices related to intervention strategies for students with Autism. [Prereq: admission to SPED program and IA.]

**SPED 731. Classroom Management** (1). Credential candidates in special education learn a variety of skills and techniques to manage student behavior and create a positive learning environment. [Prereq: admission to SPED program, or IA.]

**SPED 733. Special Education Policies & Procedures** (2). Introduction to Federal and State laws that govern the provision of special education services. Procedural mandates and safeguards, preparing and implementing successful individual education plans. [Prereq: EDUC 377(C) and admission to SPED program, or IA.]

**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 738. Fall Special Education Student Teaching** (9). Supervised student teaching all subjects for students with mild/moderate/severe disabilities to complete partial requirements for the Education Specialist Preliminary Credential under the supervision of a mentor teacher and university supervisor. [CR/NC.]

**SPED 739. Spring Special Education Student Teaching** (9). Supervised student teaching all subjects for students with mild/moderate/severe disabilities to complete partial requirements for the Education Specialist Preliminary Credential under the supervision of a mentor teacher and university supervisor. [CR/NC.]

**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 severe 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. [CR/NC. Prereq: admission to SPED program. Coreq: SPED 746. Rep.]

**SPED 777 / EDUC 377. Education of Exceptional Individuals** (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 120. Freshman Seminar** (1-2). Large group presentations and workshops on survival in college and learning skills development. Peer-led small groups focus on academic goals and social support for transition to college life. Establish connections to HSU community and learn to balance life inside and outside the classroom to achieve academic success. [CR/NC. Open only to first-time freshmen.]

**SP 121S. Issues in Community Volunteering** (1). Volunteer roles, particularly in direct relationships. Issues appropriate to specific programs (e.g. foster youth, homelessness, senior citizens). May involve an HSU program and/or committees or campus governance. [Weekly: 4 hrs of workshops and direct service. CR/NC. Rep.]

**SP 280. Special Topics** (1-4).

### UPPER DIVISION

**SP 380. Selected Topics** (1-4). [CR/NC. Rep.]

## Statistics

### SUPPORT

*Note that credit earned for support courses does not count toward unit requirements for graduation, GE, or major.*

**STAT 8. Support for Elementary Statistics** (1). Integrated support for development of quantitative reasoning in Elementary Statistics. [Coreq: STAT 108i.]

### LOWER DIVISION

*Prerequisites: Most statistics courses have prerequisites. Thus, to be eligible to enroll in a statistics course, a student must have received a grade of C- or higher in the HSU courses listed as prerequisites. In some lower division courses, a student may also satisfy the prerequisites by having an appropriate placement category or taking an HSU mathematics placement exam.*

*Statistics courses are also under other departmental prefixes. See BA 332, or PSYC 241, 478, 588.*

**STAT 108. Elementary Statistics** (3). Probability, relative frequency; measure of central tendency, variation, correlation; binomial and normal distributions; testing of hypotheses and estimation; linear regression. [Prereq: Math placement category I, II or III. Weekly: 3 hrs lect, 2 hrs activ. B-LD.]

**STAT 108i. Elementary Statistics with Integrated Support** (3). Introductory statistics with integrated support to aid comprehension. Data collection, descriptive statistics, bivariate data, probability, probability distributions. Foundational concepts of confidence intervals and hypothesis tests. Use and abuse of statistics. [Open to students in Math placement category III or IV. Coreq: STAT 8. B-LD.]

**STAT 109. Introductory Biostatistics** (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 101 or MATH 101i or MATH 102 (may be concurrent with IA) or equivalent, or IA. Weekly: 3 hrs lect, 2 hrs activ. B-LD.]

**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 & Statistics** (4). 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 210 or MATH 215, and MATH 241 (C). Weekly: 3 hrs lect, 2 hrs activ.]

**STAT 333. Linear Regression Models/ANOVA** (4). Linear regression, analysis of variance, and

other linear models applied to experimental and observational studies. Course emphasizes model formulation, assumptions, selection, and interpretation in both hypothesis-testing and descriptive contexts. [Prereq: MATH 101 or MATH 101i or MATH 102 or equivalent, and STAT 108 or STAT 108i or STAT 109. Weekly: 3 hrs lect, 2 hrs activ.]

**STAT 404. Multivariate Statistics (4).** Explore and model multivariate systems. Matrix algebra, correlation matrices, principal components, common factors, canonical correlation. Use and interpret computer-assisted analysis. [Prereq: STAT 108 or STAT 108i or STAT 109. Weekly: 3 hrs lect, 2 hrs activ.]

**STAT 406. Sampling Design & Analysis (4).** Randomized sample surveys are used for natural resource monitoring, election polling, plant abundance estimation, and other purposes. This course presents approaches to sample selection and to inference/estimation from sample data. [Prereq: STAT 109 or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

**STAT 410. Modern Statistical Modeling (4).** Contemporary methods in statistics that provide tools for analyzing complex datasets: generalized linear modeling, model selection strategies, Bayesian statistical analysis and inference, mixed-effects modeling, and ARIMA time series analysis. [Prereq: STAT 108 or STAT 108i or STAT 109. Weekly: 3 hrs lect, 2 hrs activ.]

**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 504. Multivariate Statistics (4).** Meets jointly with STAT 404. Students in STAT 504 are expected to carry out an additional project and report findings. [Prereq: STAT 109 or equivalent; matrix algebra highly recommended. Weekly: 3 hrs lect, 2 hrs activ.]

**STAT 506. Sampling Design & Analysis (4).** Meets jointly with STAT 406. Students in STAT 506 expected to carry out additional independent sampling project and report findings in class. [Prereq: STAT 109 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

**STAT 510. Modern Statistical Modeling (4).** Meets jointly with STAT 410. Students in STAT 510 are expected to carry out an additional project and report findings. [Prereq: STAT 109 or STAT 108 or STAT 108i. Weekly: 3 hrs lect, 2 hrs activ.]

**STAT 580. Selected Topics in Statistics (1-3).** [Prereq: IA. Lect/lab as appropriate. Rep.]

**STAT 630. Data Collection & Analysis (4).** Practicum in data collection and analysis. Design and implement data collection and analysis. [Rec: probability and statistics, programming experience, grad standing. Weekly: 3 hrs lect, 3 hrs lab.]

**STAT 699. Independent Study (.5-3).** Directed reading and conferences in special topics. [Prereq: IA. Rep.]

## Theatre Arts

*For courses marked with an asterisk (\*), frequency depends on staff resources/student need.*

### LOWER DIVISION

**TA 104. Story Through Word & Image (4).** Universal and archetypal principles of story with an emphasis on using images and words for creating stories for theatre and film. [C-LD.]

**TA 105. Acting 1: Principles of Performance (3).** Theatre games, improvisation, movement, voice. Techniques applicable first to the individual and second to principles of performance in film and theatre. [C-LD.]

**TA 106. Behind the Scenes in Theatre (3).** 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. [C-LD.]

**TA 107. Dramatic Writing (3).** Basic principles including structure, dramatic action, and characterization. Exercises and writing projects in writing for stage and film. [C-LD.]

**TA 215. Acting 2: Principles of Voice and Movement (4).** Introduction of fundamental physical and vocal techniques for the performer, including body awareness, voice production, phonetics and dialect work, and continued developed performance practices and theory with an emphasis on canon works.

**TA 221. Makeup for Stage & Screen (2).** Theories and practical experience in a lab/lecture situation.

**TA 231. Production & Stage Management (2).** Explores the relationship between stage and production management through vocabulary acquisition, historical perspectives, communication tools, and hands-on management projects. HSU's production model and world theatre models are examined.

**TA 237. Production Techniques (3).** Tools/techniques to realize the visual aspects of production safely. Explores relationships between design, use, and construction techniques.

### UPPER DIVISION

**TA 307. Theatre of the Oppressed (3).** Survey/apply this collection of techniques, exercises, and games. Explore theatre as a tool of social and political activism. [Rep once, but without GE credit. DCG-d. C-UD.]

**TA 315. Advanced Principles of Acting for the Stage (4).** Advanced theories and techniques to strengthen on-stage performance. Emphasis on modern dramatic scripts, effective practices, and the professional expectations of the theatre industry. [Prereq: TA 105 or TA 215.]

**TA 322. Creative Drama (3).** Theatre games, movement, storytelling, improvisation, and role playing interrelate in original dramatizations that develop children's creative capacities. Culminates

in lab situations with elementary children. [Occasional off-campus field trip during school hours or on weekend.]

**TA 325. Studio Productions (1-4).** Workshop with opportunities for student projects directing and stage readings of original work. Application of skills learned in other classes and practicums and applying them to a student's own production. [Prereq: junior or senior standing, or IA. TFD, TA, and film majors only. Rep; multiple enrollments in term.]

**TA 328. Production Practicum (1).** Required laboratory course for students' participation in departmental mainstage productions. Opportunities include acting, design, stage management, house management, publicity, directing/assistant directing, and run crews. [CR/NC. Rep.]

**TA 331. Scenic Design & Art Direction (4).\*** Design of scenic environment for stage and film. Skills in, and consideration of symbolic expression, visual aesthetics, and practical necessity. Foundation in props, model building, scene painting, and computer applications. [Occasional off-campus field trip during school hours or on weekend. Rep.]

**TA 333. Lighting Design Stage & Screen (4).\*** Stage and film lighting design as sculptural, symbolic, and emotional compositions in theory and practice. [Rep.]

**TA 336. Costume Design Stage & Screen (4).\*** Skills for designing and producing costumes for stage, film, and television. Includes color theory, fabric options, and scale. [Rep.]

**TA 340. Theatre History and Criticism I (4).\*** Intellectual, cultural, artistic and introductory critical theory perspectives in international theatre history and dramatic literature from 5th century BCE through Elizabethan era.

**TA 341. Theatre History and Criticism II (4).\*** Intellectual, cultural, artistic and introductory critical theory perspectives in international and multicultural theatre history and dramatic literature from 18th century through Post-Modernism. [DCG-n.]



**TA 367. Performance Workshop (1-4).** Special topics in stage performance and actor training. Subject and areas of focus vary. [Rep.]

**TA 415. Acting for the Camera (4).** Advanced theories and techniques to strengthen on-camera performance. Emphasis on screenplays, effective practices, and the professional expectations of the tv/film industry. [Prereq: TA 105 or TA 215.]

**TA 451. Principles of Stage Directing (4).\*** Students learn the principles and aesthetics of stage directing, including script analysis, character development, creative collaboration, and physical staging. [Prereq: junior or senior standing.]

**TA 480. Special Topics in Theatre Arts (1-4).\*** Variable topics. Check with Department for upcoming topics. [Rep; multiple enrollments in term.]

**TA 494. Senior Seminar (2).** 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/reel/portfolio preparation and presentation techniques. [Prereq: at least 20 units of Theatre Arts or Film classes.]

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; [C] may be taken concurrent; *coreq* corequisite(s); *CR/NC* mandatory credit/no credit; *disc* discussion; *DCG* diversity & common ground; *d* domestic; *n* non-domestic; *IA* instructor approval; *lect* lecture; *LD* lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; *UD* upper division

**TA 499. Directed Study** (1-6).\* Individual work on selected problems in Theatre. Hours TBA. [Rep; multiple enrollments in term.]

## Watershed Management

### UPPER DIVISION

*In all classes, weekend trips may substitute for some scheduled labs or lectures. Labs may begin before 8:00 A.M. and last over three hours, allowing for travel.*

**WSHD 310. Hydrology & Watershed Management** (4). Hydrologic considerations of forest roads, stream crossings, road drainage. Management influences on hydrologic processes and aquatic habitat; protecting salmonid resources. [Prereq: Lower Division GE Area B Physical Universe Requirement, or IA. Weekly: 3 hrs lect, 3 hrs lab.]

**WSHD 333. Wildland Water Quality** (3). Evaluation and management of non-point source effects on wildland streams (e.g., sedimentation, stream heating, and habitat change) from range and forest management activities. [Prereq: CHEM 107. Weekly: 3 hrs lect. Rep.]

**WSHD 424. 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 458. Climate Change & Land Use** (3). Implications of climate change for terrestrial and aquatic resources. Overview of projected shifts in weather and climate. Influence of land use decisions on global carbon cycle in forests, agriculture and wetlands. [Prereq: BOT 105 or BIOL 105, CHEM 107 or CHEM 109.]

### GRADUATE

**WSHD 524. Advanced Watershed Hydrology** (3). Meets jointly with WSHD 424. Students enrolled in WSHD 524 are expected to carry out additional independent analyses of watershed hydrology topics and deliver a lecture on an independent topic. [Prereq: WSHD 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**WSHD 558. Advanced Climate Change & Land Use** (3). Meets jointly with WSHD 458. Students enrolled in WSHD 558 are expected to carry out additional independent analyses of climate change and land use and deliver a lecture on an independent topic. [Prereq: CHEM 107 or CHEM 109, BOT 105 or BIOL 105.]

**WSHD 685. Forest Hydrology Seminar** (1-2). Review of research and literature for forest hydrology subjects. May include presentations by class members or resource people. [CR/NC. Prereq: WSHD 310 (C) or IA. Fee possible. Rep.]

## Wildlife

### LOWER DIVISION

**WLDF 111. Introduction to Wildlife** (1). Introduction to the scope of the wildlife management & conservation fields: animals involved, founding scientific principles, current issues, career paths and guest speakers. [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 300B. Wildlife Ecology & Management** (3). Important wildlife habitats and their characteristic plants/animals. Identification, life histories, and ecology of important species. Scientific principles upon which field is founded. [Prereq: lower division science GE. B-UD for nonmajors; may not count for credit by majors.]

**WLDF 301. Principles of Wildlife Management** (3). Plant / animal ecology; population dynamics; philosophy. [Prereq: MATH 101T or MATH 102; WLDF 210 or ESM 105; BIOL 105 or BOT 105 or ZOOL 110. Weekly: 2 hrs lect, 1 hr disc/quiz; or 3 hrs lect.; B-UD.]

**WLDF 309. Case Studies in Environmental Ethics** (3). Human influence on distribution of world's fauna. Ethical perspectives. [Prereq: completed lower division GE area B. Rep twice; multiple enrollments in term. B-UD; C-UD; D-UD.]

**WLDF 311. Wildlife Techniques** (4). Management and research techniques. [Prereq: WLDF 244, WLDF 301, STAT 109 or equivalent; or IA. Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]

**WLDF 365. Ornithology 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 311; 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 311 or IA. Rec: WLDF 365. Weekly: 2 hrs lect, 3 hrs lab.]

**WLDF 422. Wildlife Management (Mammals)** (3). Life histories, ecology, management.

[Prereq: WLDF 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 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 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 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 311 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**WLDF 450. Principles of Wildlife Diseases** (3). Role of disease in wildlife populations; host/parasite relationships; strategies in controlling diseases. [Prereq: BIOL 105, WLDF 301, 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 464. Urban Wildlife Ecology** (3). Fundamentals of urban ecology, field methods including urban wildlife and human surveys, and urban wildlife management and conservation strategies. [Weekly: 2 hrs lect, 3 hrs lab. Prereq: WLDF 311.]

**WLDF 468. Spatial Wildlife Ecology** (3). Methods and theory for studying spatial wildlife relationships; home range analysis; habitat selection and distribution models; corridor modeling and connectivity. [Prereq: WLDF 311, and GSP 270, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**WLDF 470. Animal Energetics** (3). How mammals and birds acquire, conserve, and exploit energy and other resources. Microclimates; relationships to habitat management. [Prereq: BIOL 105, WLDF 311; or IA. Rec: ZOOL 310. Weekly: 2 hrs lect, 3 hrs lab.]

**WLDF 475. Wildlife Ethology** (3). Behavior of vertebrates. Relationships between animal behavior and wildlife management/research. [Prereq: WLDF 311 or equivalent, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

**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 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 482. Wildlife Conclave** (1). Preparation for student competitions in discipline of wildlife

sustainability-focused; sustainability-related; A B C D E general education areas; *activ* activity; (C) may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

management and conservation; research presentation, professional development, networking. [Wildlife majors only. CR/NC. Rep 7 times.]

**WLDF 485. Senior Seminar in Wildlife Management** (1). Oral presentation of topic from current literature. [Prereq: WLDF 311 and senior standing. Rep twice.]

**WLDF 490. Honors Thesis** (3). Independent research conducted under faculty supervision. [Prereq: WLDF 311 and GPA 3.0 or higher. Must take in last semester or IA.]

**WLDF 492S. Senior Project, Service** (3). Independent service learning with a professional partner engaged in wildlife management and conservation. Coursework includes pre- and post-service reflection, report writing, and professional presentation. [Prereq: WLDF 311, senior standing, and IA. Rec: at least one additional 400-level WLDF course.]


**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 499. Directed Study** (1-3). Independent studies. Directed reading or conference. [Prereq: IA. May not substitute for WLDF 485 or WLDF 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, and WLDF 430 or WLDF 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, WLDF 365, WLDF 465; or IA.]

**WLDF 565L. Advanced Topics in Ornithology Lab** (1-2).

 **WLDF 578. Advanced Ecology of Wildlife Populations** (3). Theory and practice of estimating demographic parameters in marked and unmarked populations. Emphasis on contemporary approaches to maximum likelihood parameter estimation with field-collected data. Individual projects are emphasized. [Prereq: STAT 333 and grad standing, or IA.]

**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 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

### LOWER DIVISION


**WS 106. Introduction to Women's Studies** (3). Experiences and perspectives of women of different ethnicities, social classes, sexualities, ages, and other points of intersection with gender. [DCG-d. D-LD.]

**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. C-LD.]

**WS 280. Selected Topics in Women's Studies** (1-4). [Rep.]

### UPPER DIVISION

**WS 300 / PSYC 300. Psychology of Women** (3). Individual and social characteristics and roles. Biological and environmental determinants of women's psychological development, including sex differences. Critique psychological theories/research. [DCG-d. D-UD.]


 **WS 303. Anticolonial Women's Movements** (3). Explores history and diversity of anticolonial women's movements. Examines activism challenging (neo)colonialism, nationalism, and globalization. Analyzes organizing strategies, transnational networks, politics of representation, and local and global relations of privilege/oppression. [DCG-n. D-UD.]

**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. [Prereq: junior standing or greater. Rep. DCG-n. C-UD.]


**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. [WS 308B (DCG-d); WS 308C (DCG-n). C-UD.]

**WS 309B / COMM 309B. Gender & Communication** (3). From perspectives of the sciences, social sciences, and arts/humanities, critique

relationship of gender to communication. [DCG-d. C-UD; D-UD.]


 **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). Nature of gender dynamics linking personal experiences to the structure and functioning of institutions, to cultural/subcultural aspects of society, and to interests of the powerful. [DCG-d.]


 **WS 317 / ANTH 317. Women & Development** (4). Role of Third World women in domestic economies and wider political arenas. Focus on paradigm of "development" and differing cultural meanings of household and family.

**WS 318 / EDUC 318. Gay & Lesbian Issues in Schools** (3). Explores the ways in which K-12 public education responds to the open inclusion of gay, lesbian, bisexual, and transgender students, teachers, and parents. Special focus on topics such as homophobia in girl's sports, gender non-conforming sports, and teachers' decisions to be closeted or openly gay. [DCG-d.]

**WS 419 / PSYC 419. Family Violence** (3). Explores forms of family violence, including domestic violence, child abuse, elder abuse, and animal cruelty. Theories explaining physical, sexual, and emotional violence, as well as successful prevention and intervention programs. [Prereq: PSYC 104.]

 **WS 320. Act to End Violence Seminar** (3). Transform our campus communities so that sexualized violence is an unthinkable act. Readings; group project. Focus rotates: grant writing, peer education, assessment of prevention education. [Rep.]



**WS 336 / ENGL 336 / ES 336. American Ethnic Literature** (4). Read/discuss literature written by ethnic minorities in the U.S., including works by authors of African, Asian, Native American, Latin, Eastern European & Middle Eastern descent. Focus varies. One of four units is individualized instruction on assigned topics. [Rep. DCG-d.]

 **WS 340. Ecofeminism** (3-4). Plurality of voices making up ecofeminism; theoretical, political, and spiritual dimensions. [DCG-n.]

**WS 350. Health & Body Politics** (4). What constitutes "normal" versus "abnormal" bodies? How are disability justice, trans\* activists, and intersectional feminists working to create a more just world for every-BODY? Examines ableism, genderism/transphobia at intersection of other systems of injustice. [DCG-d.]

**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 436 / PSYC 436. Human Sexuality** (3). Physiological, psychological, and sociological aspects of human sexual behavior: From conception

 sustainability-focused;  sustainability-related; A B C D E general education areas; *activ* activity; [C] may be taken concurrent; *coreq* corequisite(s); CR/NC mandatory credit/no credit; *disc* discussion; DCG diversity & common ground; *d* domestic; *n* non-domestic; IA instructor approval; *lect* lecture; LD lower division; *prereq* prerequisite; *rec* recommended preparation; *rep* repeatable for credit; UD upper division

and contraception to attitudes and aberrations. Interdisciplinary approaches as appropriate.

**WS 465B / ENGL 465B / ES 465B. 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-d.]

**WS 465C / ENGL 465C / ES 465C. 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-n.]

**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 Chinese, French, German, and Spanish.*

### LOWER DIVISION

**WLC 110. Language Laboratory** (1). Must be taken with first and second year language courses. Self-directed, subscription-based online language course. [Rep 3 times. Coreq: WLC 120.]

**WLC 120. Elementary Language** (1-5). Develop basic skills in a language not regularly offered by department. [Coreq: WLC 110. Rep.]

**WLC 199. Introduction to Language** (1-3). Independent supervised study to acquire skill in a language (other than English) not offered by department. [Prereq: IA. Rep.]

### UPPER DIVISION

**WLC 480. Special Topics** (1-4). Topics from a multicultural or multilanguage perspective. [Prereq: IA. Rep.]

## Zoology

### LOWER DIVISION

**ZOOL 110. Introductory Zoology** (4). Structure, function, evolution, and diversity of major groups of animals. [Prereq: BIOL 105. Weekly: 3 hrs lect, 3 hrs lab.]

**ZOOL 113. Human Physiology** (4). Physiological mechanisms of human body. Emphasis: organ level of integration. No credit toward a major in biology, botany, or zoology. [Prereq: BIOL 104 or BIOL 105 with a grade of C- or higher, or equivalent. Intended for kinesiology and child development majors. Weekly: 3 hrs lect, 3 hrs lab.]

**ZOOL 198. Supplemental Instruction** (1). Collaborative work for students enrolled in Introductory Zoology. [CR/NC. Rep.]

**ZOOL 270. Human Anatomy** (4). Gross and microscopic anatomy of human body. Demonstrations on cadavers; microscopic work. Intended for Kinesiology and Pre-Professional Health students. [Weekly: 2 hrs lect, 6 hrs lab.]

### UPPER DIVISION

**ZOOL 310. Animal Physiology** (4). Comparative organ system physiology of animals. Adaptive strategies. [Prereq: BIOL 105, ZOOL 110, CHEM 109, PHYX 106 or PHYX 109; all with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

**ZOOL 312. Human Physiology** (4). Physiological chemistry, cell physiology, and physiology of major organ systems of the human body. [Prereq: BIOL 105, and PHYX 118 or PHYX 107 or PHYX 110; all with grades of C- or higher. Rec: ZOOL 110. Weekly: 3 hrs lect, 3 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.]

**ZOOL 325 / PSYC 325. Advanced Behavioral Neuroscience** (4). Principles of behavioral neuroscience are reviewed, and then selected topics are covered in detail through lectures and reading original research articles. Required labs provide hands-on experience. [Prereq: (PSYC 242 and PSYC 321) or BIOL 350 or BIOL 410 or ZOOL 310. Weekly: 3 hrs lect, 2 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: 2 hrs lect, 6 hrs lab.]

**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 476. Principles of Animal Development** (4). Mechanisms of differentiation at molecular, cellular, and tissue levels. Descriptive morphology of embryonic development in invertebrate and vertebrate model organisms. [Prereq: (BIOL 350 or BIOL 410) and ZOOL 110. Weekly: 3 hrs lect, 3 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 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 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 and IA. Rep once.]



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Correspondence with trustees should be sent:  
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Long Beach, CA 90802-4210

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The California State University  
401 Golden Shore  
Long Beach, CA 90802-4210  
562-951-4000

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Chancellor

Mr. Steve Relyea  
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Lisa A. Rossbacher, President  
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### University Advancement

Frank Whitlatch, Interim Vice President  
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### Academic Affairs

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Rock Braithwaite, Interim Vice Provost  
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College of Arts, Humanities & Social Sciences  
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College of Natural Resources & Sciences  
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College of Professional Studies  
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College of Extended Education & Global  
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Laura Hahn, Interim Associate Vice President  
Faculty Affairs  
Cheryl Johnson, Executive Director  
Office of Diversity, Equity & Inclusion

Stephanie Lane, Interim Director  
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Peggy Metzger, Director  
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Office of the Registrar

Kacie Flynn, Interim Executive Director  
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Lisa Castellino, Associate Vice President  
Office of Institutional Effectiveness

Cyril Oberlander, Dean  
Library

### Student Affairs

W. Wayne Brumfield,  
Interim Vice President, Student Affairs

Christine Mata,  
Interim Dean of Students

Marcus Winder, Title IX Coordinator  
& Discrimination, Harassment and Retaliation  
Prevention Administrator

Dan Savelliff, Executive Director  
Educational Opportunity Program and TRiO  
Programs

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Student Health & Wellbeing Services

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Cultural Centers for Academic Excellence

### Administrative Affairs

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Accounts Payable, Contracts & Procurement  
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University Budget

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University Center

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University Police Department &  
Director; Emergency Management

# FACULTY

*Date indicates year of appointment. Retired professors are in the following list of emeritus faculty.*

## Academic Affairs

**Enyedi, Alexander**, Provost (2016); BSc, MSc Univ of Guelph, Canada; PhD Penn State Univ

**Braithwaite, Rock**, Interim Vice Provost of Academic Affairs (2001); BS, Walla Walla College; MS, Eastern Washington Univ; EdD, University of Northern Colorado

## Anthropology

**Chávez-Argüelles, Claudia**, Asst Prof (2017); BA, ITAM-Mexico City; MA, CIESAS-Mexico City; PhD Univ of Texas-Austin

**Cortes-Rincon, Marisol**, Assoc Prof (2011); BA, MA, Montclair State Univ; PhD, Univ of Texas Austin

**Glenn, Mary**, Prof (1999); BS, Loyola; MA, PhD, Northwestern

**Ramsier, Marissa**, Asst Prof (2015); BA, Humboldt State University; MA, PhD, UC Santa Cruz

**Scoggin, Mary**, Prof (1997); PhD, Chicago

## Art

**Alderson, Julia**, Assoc Prof (2008); BA, Humboldt State; MA, PhD, Rutgers Univ

**Cobb, Emily**, Asst Prof (2017); BFA/MFA Tyler School of Art, Temple Univ

**Gonzalez-Guerrra, Brandice**, Asst Prof (2013); BFA, Art Institute of Chicago; MFA, Univ of Illinois

**Hill, Nicole Jean**, Prof (2006); BA, Nova Scotia Coll of Art & Design; MFA, Univ of No Carolina

**Madar, Heather**, Assoc Prof (2006); BA, Wellesley; MA, PhD, UC Berkeley

**Nachtigall, Stephen**, Asst Prof (2017); BFA Alberta Coll; MFA Univ of Oregon

**Potter, Berit**, Asst Prof (2018); BA, UC Santa Cruz; MA, PhD, New York Univ

**Schwetman, Sondra**, Assoc Prof (2004); BFA, Univ of Texas; MFA, Univ of Houston

**Whorf, Sarah**, Prof (2005); MFA, CSULB; MA, CSUN

**Woglom, James**, Asst Prof (2016); BA, SUNY Stony Brook; MA Ed, PhD, University of Georgia

## Athletics

**Jungemann, Frederick**, Coach/Men's Soccer (2013); BAS, Arizona State Univ

**Karver, Paul**, Coach/Women's Soccer (2013); BA, MA, Univ of Redlands

**Kinder, Steve**, Coach/Men's Basketball (2010); BA, MA, Humboldt State Univ

**Meiggs, Robin**, Coach/Women's Rowing (1989); BA, MS, Humboldt State Univ

**Sarchett, Michelle**, Coach/Women's Softball (2005); BA, Humboldt State Univ

**Wood, Kelly**, Coach/Women's Volleyball (2012); BS, Sonoma State Univ; MA, Chapman Univ

## Biological Sciences

**Bourdeau, Paul**, Asst Prof (2014); BS, MS, University of Massachusetts; PhD, Stony Brook University

**Craig, Sean**, Prof (2000); BA, New Hampshire; MS, Houston; PhD, SUNY-Stony Brook

**Cuellar-Gempeler, Catalina**, Asst Prof (2018) BS, Universidad de los Andes, Bogotá, Colombia; PhD, Univ of Texas at Austin

**Goley, Dawn**, Prof (1996); BS, North Carolina-Wilmington; MS, Victoria; PhD, UC Santa Cruz

**Hawkins, Melissa**, Asst Prof (2017); BS, MS, W. Illinois Univ; PhD George Mason Univ

**Henkel, Terry**, Prof (2002); BSc, Ohio Univ; MSc, University of Wyoming; PhD, Duke

**Jules, Erik**, Prof (2000); BA, Ithaca College; MS, PhD, University of Michigan

**Marks, Sharyn**, Prof (1994); BA, Chicago; PhD, UC Berkeley

**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

**Sprowles, Amy**, Asst Prof (2014); BA, Clary University; PhD, Vanderbilt University

**Steele, John**, Asst Prof (2016); BA, Kenyon College; PhD, Icahn School of Medicine at Mount Sinai

**Szewczak, Joseph M.**, Prof (2003); BSE, Duke Univ; PhD, Brown Univ

**Tissot, Brian**, Prof (2013); BS, Cal Poly SLO; MS, UC Irvine; PhD, Oregon State Univ

**Tomescu, Alexandru**, Prof (2005); MS, University of Bucharest, Romania; PhD, Ohio Univ - Athens

**White, Jeffrey**, Prof (2000); BA, UC Santa Cruz; PhD, Michigan State

**Wilson, Mark**, Prof (1999); BA, St. Mary's College of MD; MS, Virginia Polytechnic; PhD, Cornell

**Zhong, Jianmin**, Prof (2006); BS, Shanghai Medical Univ, China; MM Shanghai Medical Univ, China; PhD, Univ of Tenn, Memphis

## Business Administration

**Adhikari, Ramesh**, Asst Prof (2015); BA, MA, Tribhuvan University; MA, CSU Sacramento; MS, PhD, University of New Orleans

**Lancaster, Kathryn**, Assoc Prof (2012); BS, Ft Lewis College; MS, Colorado State; PhD, Texas A&M

**Qu, Li**, Asst Prof (2017); BA, Dalian Univ; MA, Dongbei Univ; MA, MS, Kent State Univ; PhD, Univ of Connecticut

**Ray Chaudhury, Sarita**, Asst Prof (2012); BC, Kolkata Univ, India; MS, MBA, Illinois Inst of Tech; PhD, New Mexico State

**Singh, Harinder**, Prof (2012); MA, DAV College, India; PhD, Univ of Illinois

**Sleeth-Kepler, David**, Assoc Prof (2011); BA, MA, PhD, Univ of Maryland

**Stumpf, Tyler**, Asst Prof (2015); BUS, North Dakota State University; MBA, Gonzaga University; PhD, Washington State University

**Vizenor, Nancy**, Asst Prof (2011); BA, Cal Poly; PhD, Washington

**Zender, Josh**, Asst Prof (2015); BBA, Gonzaga University; MPA, University of Illinois; PhD, Auburn University

## Chemistry

**Cappuccio, Jenny**, Asst Prof (2013); BS, CSU Chico; PhD, UC Santa Cruz

**Harmon, Christopher**, Asst Prof (2011); BS, Purdue; PhD, UC Irvine

**Hurst, Matthew**, Prof (2006); BS, BA, Humboldt State; PhD, Univ of Calif, Santa Cruz

**Parker, Claire**, Asst Prof (2016); BS, Bates College; PhD, UC Santa Cruz

**Schineller, Jeffery**, Assoc Prof (1995); BA, BS, Ithaca Col; MS, PhD, Penn State

**Smith, Joshua**, Prof (2001); BA, Simon's Rock College of Bard; PhD, Dartmouth

Sperling, Kimberly, Asst Prof (2017); BS, UC Santa Cruz; MS, UC Santa Barbara; PhD, UC Santa Cruz

**Wayman, Kjirsten**, Prof (2000); BS, UC Santa Barbara; PhD Univ Colorado

**White, Kimberly**, Assoc Prof (2017); BS, UC Santa Cruz, MA, UC Santa Barbara; PhD, UC Santa Cruz

**Zoellner, Robert**, Prof (1998); BS, St Norbert Col; PhD, Kansas State

## Child Development

**Lara-Cooper, Kishan**, Assoc Prof (2010); BA, Humboldt State Univ; MA, Univ of Arizona; EdD, Arizona State Univ

**Rana, Meenal**, Asst Prof (2013); BS, MS, Chaudhary Charan Singh Haryana Agricultural Univ; PhD, Michigan State Univ

**You, Hyun-Kung**, Asst Prof (2013); BS, MS, PhD, Oregon State Univ

## College of Arts, Humanities & Social Sciences

**Bond-Maupin, Lisa**, Dean (2017); MSW, PhD Arizona State Univ; BA, Univ of Missouri

**Benavides-Garb, Rosamel**, Assoc Dean (1991); BA, Oregon/Universidad de Chile; MA, PhD, Oregon

### College of Natural Resources & Sciences

**Oliver, Dale**, Dean (1991); BS, Calvin Col; MS, PhD, Colorado State Univ

**Zechman, Rick**, Assoc Dean (2012); BS, Univ of North Carolina, Wilmington; MS, Univ of New Hampshire; PhD, Louisiana State Univ

### College of Professional Studies

**Gold, Gregg**, Assoc Dean (2000); BA, UCLA; MA, CSU Northridge; PhD, UCLA

### Communication

**Frye, Joshua**, Assoc Prof (2015); BA, University of Minnesota; MA, Marquette University; PhD, Purdue University

**Hahn, Laura**, Prof (2001); BA, San Francisco State; MA, San Francisco State; PhD, The Ohio State

**Reitzel, Armeda**, Prof (1981); BA, Central Col; MA, PhD, Southern Illinois

**Schnurer, Maxwell**, Prof (2005); BA, Vermont; MA, Wake Forest; PhD, Univ of Pittsburgh

### Computer Science

**Bogle, Sherrene**, Asst Prof (2018); PhD, University of Georgia

**Burgess, Scott**, Assoc Prof (2000); BS, Southern Oregon; MS, Rutgers; PhD, Oregon State

**Carter, Adam**, Asst Prof (2016); BS, Central Washington Univ; PhD, Washington State Univ

**Fode Made, Adamou**, Asst Prof (2017); BA, Marygrove Coll; MS, W. Michigan & Stanford Univ; PhD Bowling Green Univ

**Tuttle, Sharon**, Prof (1998); BA, Rice; MS, Washington; PhD, Houston

### Critical Race, Gender & Sexuality Studies

**Accomando, Christina**, Prof (1997); BA, MA, PhD, UC San Diego

**Bell, Ramona**, Assoc Prof (2011); BA, Univ of Tennessee; MA, Tennessee Tech Univ; PhD, Bowling Green State Univ

**Berry, Kim**, Prof (1999); BA, Wesleyan Univ; MA, PhD, Cornell

**Pérez, Nancy**, Asst Prof (2018); BA, MA, California State Univ, Northridge

**Schnurer, Maxwell**, Prof (2005); BA, Vermont; MA, Wake Forest; PhD, Univ of Pittsburgh

**Urban, Jessica**, Assoc Prof (2004); BA, MA, PhD, Northern Arizona Univ

**Winston, Janet**, Prof (2006); BA, UCLA; PhD, Univ of Iowa

### Economics

**Eschker, Erick**, Prof (1998); BA, Illinois; MA, PhD, UC Davis

**Wilson, Beth**, Prof (2001); BS, Miami Univ; MS, PhD, University of Oregon

### Education

**Cook, Thomas**, Asst Prof (2007) BA, Univ of Missouri, Columbia; MA, CSULA; PhD, USC

**Ellerd, David**, Prof (2002); BA, CSC San Bernardino; MA, Pepperdine; PhD, Utah State

**Lee, John**, Prof (2010); BA, PhD, Univ of Illinois, Chicago

**Miller, Libbi**, Asst Prof (2017); BA, Ft. Lewis Coll; MA, Univ of CO; EdD Northern AZ Univ

**Ruiz, Marisol**, Asst Prof (2013); BA, MA, San Francisco State Univ; PhD, Univ of New Mexico

**Van Duzer, Eric**, Assoc Prof (2000); BS, Humboldt State; MA, PhD, UC Berkeley

### English

**Accomando, Christina**, Prof (1997); BA, MA, PhD, UC San Diego

**Adsit, Janelle**, Asst Prof (2015); BA, MA, Colorado State University; PhD, University at Albany, SUNY

**Creadon, Mary Ann**, Assoc Prof (1986); BA, Colorado State; MA, PhD, Northwestern

**Eldridge, Michael**, Prof (1995); BA, Northern Michigan; PhD, Minnesota

**Hobbel, Nikola**, Prof (2003); BA, UC Berkeley; MS, Dominican Univ; PhD, Wisconsin

**Scott, Suzanne**, Assoc Prof (2002); BA, UC Davis; MA, CSU Chico; PhD, Northern Arizona Univ

**Tremain, Lisa**, Asst Prof (2016); BA, Sonoma State University; MA Ed, Fielding Graduate University; MA, CSU Northridge; PhD, UC Santa Barbara

**Winston, Janet**, Prof (2006); BA, UCLA; PhD, Univ of Iowa

### Environmental Science & Management

**Byrne, Kerry**, Asst Prof (2017); PhD, Colorado State Univ; BS, UC Davis

**Everett, Yvonne**, Prof (1998); BA, Pomona Col; MS, PhD, UC Berkeley

**Fingerman, Kevin**, Asst Prof (Spring 2013); BA, Wesleyan Univ; MS, PhD, UC Berkeley

**Graham, James**, Asst Prof (2013); BS, CSU Chico; PhD, Colorado State Univ

**Gwenzi, David**, Asst Prof (2016); BSc, Bindura University of Science Education; MSc, University of Twente; PhD, Colorado State University

**Marlow, Jennifer**, Asst Prof (2019); JD, Univ of Washington

**Martin, Steven**, Prof (1992); BS, Principia Col; PhD, Montana

**O'Dowd, Alison**, Assoc Prof (2008); BS, Univ of Oregon; PhD, UC Berkeley

**Richmond, Laurie**, Asst Prof (2012); BA, Middlebury College; PhD, Univ of Minnesota

### Environmental Resources Engineering

**Alstone, Peter**, Asst Prof (2016); BS, North Carolina State University; MS, Humboldt State University; PhD, UC Berkeley

**Boyle, Liza**, Asst Prof (2016); BS, University of the Pacific; MS, PhD, University of Colorado, Boulder

**Cashman, Eileen**, Prof (2000); BS, Humboldt State; MS, PhD, Wisconsin at Madison

**Eschenbach, Beth**, Prof (1995); BA, UC Santa Cruz; MS, PhD, Cornell

**Hickenbottom, Kerri**, Asst Prof (2015); BS, University of Nevada, Reno; MS, PhD, Colorado School of Mines

**Jacobson, Arne**, Prof (2005); BA, Earlham College; MS, Humboldt State; PhD, UC Berkeley

**Lang, Margaret**, Prof (1994); BS, Illinois; MS, PhD, Stanford

**Moradi, Ali**, Asst Prof (2017); BSc K.N. Toosi Univ of Tech; MSc Iran Univ of Sci & Tech; MSc Univ of Mass; PhD CO School of Mines

**Vergara, Sintana**, Asst Prof (2017); BS, Cornell Univ; MS, PhD, UC Berkeley

### Fisheries Biology

**Bushheister, Andre**, Asst Prof (2016); BS, Duke University; MS, PhD, College of William & Mary

**Cuevas-Urbe, Rafael**, Asst Prof (2014); BS, Universidad de Guadalajara; MS, Kentucky State University; PhD, Louisiana State

**Kinziger, Andrew**, Prof (2003); BS, Saint Norbert College; MS, Frostberg State Univ; PhD, Saint Louis Univ

**Marin Jarrin, Jose**, Asst Prof (2018); BS, Univ of Guayaquil; MS, Univ of Oregon; PhD, Oregon State University

**Ward, Darren**, Assoc Prof (2010); BS, Utah State Univ; MS, Univ of Minnesota; PhD, Dartmouth College

### Forestry & Wildland Resources

**Berrill, John-Pascal**, Assoc Prof (2008); BS, Univ of Canterbury, New Zealand; MS, PhD, UC Berkeley

**Greene, David**, Prof (2014); BS, UC Berkeley; MS, PhD, University of Calgary

**Kane, Jeffrey**, Asst Prof (2012); BS, Plattsburgh State Univ; MS, Humboldt State; PhD, Northern Arizona Univ

**Kelly, Erin**, Asst Prof (2012); BA, Whitman College; MS, PhD, Oregon State

**Kerhoulas, Lucy**, Asst Prof (2016); BS, MS, HSU; PhD, Northern Arizona 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

**Stubblefield, Andrew**, Assoc Prof (2006); BA, Oberlin College; MS, Univ of Michigan; PhD, UC Davis

**Zald, Harold**, Asst Prof (2016); BS, MS, University of Michigan; PhD, Oregon State University

### Geography, Environment & Spatial Analysis

**Derrick, Matthew**, Assoc Prof (2012); BA, Augsburg College; MA, PhD, Univ of Oregon

**Perdue, Nicholas**, Asst Prof (2016); BA, Lewis College; BS, Metropolitan State University; MS, Michigan State University; PhD, University of Oregon

**Ray, Sarah**, Assoc Prof (2013); BA, Swarthmore College; MA, Univ of Texas-Austin; PhD, Univ of Oregon

**Sherriff, Rosemary**, Assoc Prof (2009); BS, Univ of Oregon; MA, PhD, Univ of Colorado, Boulder

## Geology

**Browne, Brandon**, Assoc Prof (2015); BS, Oregon State University; MS, PhD, University of Alaska Fairbanks

**Hemphill-Haley, Mark**, Prof (2002); BS, MS, Humboldt State; PhD Oregon

**Levy, Laura**, Asst Prof (2017); BS, Mt. Holyoke College; MS, N Arizona Univ; PhD, Dartmouth College

**Michalak, Melanie**, Asst Prof (2015); BS, Massachusetts Institute of Technology; MS, PhD, UC Santa Cruz

**Oshun, Jasper**, Asst Prof (2015); BA, Brown University; PhD, UC Berkeley

## History

**Cliver, Robert**, Assoc Prof (2007); BA, Tufts; MA, Hawaii-Manoa; PhD, Harvard

**Dallasheh, Leena**, Asst Prof (2015); LL.B, Hebrew University of Jerusalem; MA, PhD, New York University

**Marschke, Benjamin**, Prof (2006); BA, Santa Clara Univ; MA, PhD, UCLA

**Mays, Thomas**, Prof (2003); BA, Roanoke College; MA, Virginia Tech; PhD, Texas Christian Univ

**Pasztor, Suzanne**, Prof (2005); BA, Adams State; MA, Texas Christian; PhD, Univ of New Mexico

**Paulet, Anne**, Prof (2000); BA, Swarthmore; MA, PhD, Rutgers

## Journalism & Mass Communication

**Burstiner, Marcy**, Assoc Prof (2006); MS, Columbia Univ

**Moss, Kirby**, Asst Prof (2017); BA, MA, Univ of Nebraska; PhD Univ of Texas, Austin

**Pike, Deidre**, Asst Prof (2012); BA, MA, PhD, Univ of Nevada

**Sama, Victoria**, Prof (2006); MA, Univ of Colorado, Boulder

## Kinesiology & Recreation Administration

**Bloedon, Taylor**, Asst Prof (2015); BS, University of Oregon; MS, Oregon State University; PhD University of Maine

**Kwon, Young Sub**, Asst Prof (2013); BA, MS, Chung-Ang Univ; PhD, Univ of New Mexico

**Marchand, Geneviève**, Asst Prof (2014); BS, Université de Québec; MA, CSU Chico; PhD, Univ of Minnesota

**McGuire, Jayne**, Assoc Prof (2006); PhD, Univ of Utah, Salt Lake City

**Ogle, Whitney**, Asst Prof (2017); BS, Univ of Puget Sd; DPT Regis Univ; MS, PhD, Indiana Univ

**Ortega, Justus**, Assoc Prof (2008); BS, Humboldt State; MS, PhD, Univ of Colorado, Boulder

**Pachmayer, Ara**, Asst Prof (2016); BA, Univ of Wisconsin; MS, PhD, Arizona State Univ

**Pawlowski, Jill**, Asst Prof (2017); MS, MPH, PhD Oregon State Univ; BS, Univ of Oklahoma

## Library

**Hagen, Brianne**, Sr Asst Librarian (2016); BA, MLS, Indiana University-Perdue University Indianapolis

**Karajova, Katia**, Sr. Asst Librarian (2013); MS, Sofia Univ; MLIS, San Jose State Univ

**Marino, Carly**, Sr. Asst. Librarian (2016); BA, Univ of Vermont; MA, USC; MLIS, San Jose State Univ

**Miller, Timothy, Sr.** Asst Librarian (2017); BS, MS, Humboldt State Univ; MLIS San Jose State Univ

**Morgan, Kyle**, Sr. Asst. Librarian (2016); BA, MLIS, UCLA

**Mourer, Marissa**, Sr Asst Librarian (2016); BA, Humboldt State; MA, Ed, Eastern Michigan University; MILS, University of Arizona

**Oberlander, Cyril**, Dean (2014); MLIS, University of Illinois at Urbana-Champaign

**Wrenn, George**, Assoc Libr (2005); AB, Harvard; MLIS, UCLA

## Mathematics

**Ballinger, Bradley**, Assoc Prof (2009); BS, MA, PhD, UC Davis

**Dugaw, Chris**, Prof (2005); BS, Western Washington; MS, Univ of Washington; PhD, UC Davis

**Evans, Tyler**, Prof (2002); BA, Sonoma State Univ; MS, University of Oregon; PhD, UC Davis

**Freedman, Walden**, Prof (2001); BA, UC Berkeley; MA, University of Michigan; PhD, UC Santa Barbara

**Goetz, Peter**, Assoc Prof (2006); BA, Univ of Oregon; MS, Univ of Washington; PhD, Univ of Oregon

**Haag, Jeffrey**, Prof (1990); BS, MS, Northern Arizona; PhD, Washington State

**Hasan, Abeer**, Asst Prof (2013); BS, MA, Univ of Jordan; MS, Univ of Toledo; PhD, Bowling Green State Univ

**Kim, Yoon**, Prof (1992); MS, Wright State; Seoul National Univ; PhD, Virginia Polytechnic

**Mazzag, Borbala (Bori)**, Prof (2005); BA, UC Santa Cruz, MS, PhD, UC Davis

**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

## Music

**Cummings, Paul**, Prof (2005); BM, Cincinnati Col/Conservatory of Music; MM, San Francisco State Univ; DMA, Oregon

**Harrington, Elisabeth**, Assoc Prof (2006); BA, UNC Greensboro; MM, UNC Chapel Hill; DMA, Univ of Colorado, Boulder

**Mineva, Daniela**, Assoc Prof (2008); DMA, Eastman School of Music; MM, Univ of No Texas, Denton; BA, MM, State Academy of Music Pancho Vladigerov, Sofia, Bulgaria

**Moyer, Cindy**, Prof (1995); BA, MA, MM, DMA, Eastman School of Music

**Novotney, Eugene**, Prof (1985); BM, Cincinnati Col/Conservatory of Music; MM, DMA, Illinois

**Post, Brian**, Prof (1998); BA, CSU Hayward; MM, DA, Northern Colorado

**Woods, Garrick**, Asst Prof (2016); BM, MM, Univ of Arizona; DM, Univ of Utah

## Native American Studies

**Begay, Kayla**, Asst Prof (2016); BA, Stanford Univ; MA, PhD, UC Berkeley

**Risling Baldy, Cutcha**, Asst Prof (2017); BA, Stanford Univ; MFA, San Diego State Univ; PhD, UC Davis

## Oceanography

**Abell, Jeffrey**, Assoc Prof (2006); BS, U Miami; MS, PhD, Univ of Washington, Seattle

**Barriquand, Tamara**, Asst Prof (2018); BA, Colorado College; MA, Univ of California, San Diego; PhD, Univ of Paris VI

**Cass, Christine**, Asst Prof (2011); BA, Pomona College; PhD, Univ of South Florida

## Philosophy

**Bockover, Mary**, Prof (1989); BA, St. Mary's Col, Maryland; MA, PhD, UC Santa Barbara

**Goodman, Michael**, Prof (1984); BA, Humboldt State; MA, San Diego State; PhD, Michigan State

**Heise, David**, Assoc Prof (2006); BA, CSU Sacramento, MA, PhD, So Illinois Univ, Carbondale

**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**, Prof (2007); BA, Colorado; MS, PhD, Washington

**Mola, Monty**, Prof (2002); BS, St. Marys College of Calif; PhD, Montana State Univ

**Saunders, Ruth**, Asst Prof (2016); BS, Dublin City University; MS, University of Oregon; PhD, Dublin City University

## Politics

**Baker, Mark**, Prof (2006); BA, UC Santa Cruz; MS, PhD, UC Berkeley

**Burkhalter, Stephanie**, Assoc Prof (2007); BA, Maryland; MA, George Washington; PhD, Washington

**Chang, Joice**, Asst Prof (2013); BS, UC Berkeley; JD, Ohio State Univ; PhD, Indiana Univ

**Holmes, Alison**, Asst Prof (2014); BS, Northwestern University; AM, University of Chicago; PhD, London School of Economics

**Meyer, John**, Prof (1998); BA, Colorado Col; MA, PhD, Wisconsin-Madison

**Zerbe, Noah** (2004); BA, MA, Northern Arizona Univ, PhD, York Univ

## Psychology

**Aberson, Chris**, Prof (2000); BA, CSU Northridge; MA, PhD, Claremont Grad Univ

**Aigner, Carrie**, Asst Prof (2014); BA, University of Wisconsin; MS, PhD, Indiana University Purdue University

**DeMatteo, Francis**, Assoc Prof (2017); BS, Univ of Scranton; M.Ed., PMC, Ed.D, Indiana Univ of Pennsylvania

**Gaffney-Wasdyke, Amber**, Asst Prof (2015); BA, Humboldt State University; MA, PhD, Claremont Graduate University

**Gahtan, Ethan**, Prof (2005); BA, Macalester; MA, PhD, University of Minnesota

**Graham, Ben**, Asst Prof (2016); BA, Univ of Nebraska-Lincoln; MS, Univ of Wisconsin-Madison; PhD, DePaul Univ

**Hahn, Amanda**, Asst Prof (2016); BA, BS, UC Irvine; MSc, Western Washington Univ; PhD, Univ of St. Andrews

**Howe, Tasha**, Prof (2002); BA, UC Santa Barbara; MA, PhD, UC Riverside

**Iturbide, Maria**, Asst Prof (2015); BA, University of the Pacific; MA, PhD, University of Nebraska

**Kim, Sangwon**, Asst Prof (2013); BA, MA, Ewha Womans Univ; PhD, Univ of Georgia

**Padron, Elena**, Asst Prof (2018); BA, Univ of California, Berkely; MA, PhD, Univ of Minnesota

**Sanchez, Kauyumari**, Asst Prof (2015); BA, CSU Fresno; MA, PhD, UC Riverside

**Villarreal, Brandilynn**, Asst Prof (2017); BA, UCLA; MA, CSU Dominguez Hills; PhD UC Irvine

**Walmsley, Christopher**, Asst Prof (2016); BA, Univ of New Hampshire at Durham; MA, PhD, Western Michigan Univ

## Religious Studies

**Biondo, Vincent**, Assoc Prof (2017); BA, UC San Diego; MA, SDSU; PhD, UC Santa Barbara

## Social Work

**Abarca, César**, Asst Prof (2013); BA, MS, San Francisco State Univ; PhD, Boston Univ

**Gough, Heather**, Asst Prof (2017); BA, JD, UC Berkeley; MS, Univ of Denver; PhD, Arizona State Univ

**Hancock Bowers, Pam**, Asst Prof (2016); BASW, San Francisco State University; MSW, University of Denver; PhD, University of Texas

**Jensen, Jamie**, Asst Prof (2017); BA, MSW, HSU; MA, Fielding Graduate Univ, PhD, Fielding Grad Institute

**Maguire, Jennifer**, Asst Prof (2013); BA, MSW, CSU Chico; PhD, Oregon State Univ

**O'Neill, Marissa**, Asst Prof (2015); BS, Bemidji State University; MSW, The University of St. Thomas; PhD, Arizona State University

**Swartz, Ronnie**, Prof (2004); BA, Brown, MSW, Michigan; PhD, Fielding

## Sociology

**Byrd, Renee**, Asst Prof (2013); BA, Mills College; PhD, Univ of Washington

**Eichstedt, Jennifer**, Prof (1995); BA, Washington; MA, Univ of Mass; PhD, UC Santa Cruz

**Meisel, Joshua**, Assoc Prof (2008); BA, UC Santa Cruz; PhD, Univ of Colorado, Boulder

**Silvaggio, Anthony**, Asst Prof (2015); BA, Keuka College; MA, Humboldt State University; PhD, University of Oregon

**Sugata, Michihiro Clark**, Asst Prof (2017); BS, Northern Arizona Univ; MA, PhD, Arizona State Univ

**Virnoche, Mary**, Prof (2001); BA, Univ of Wisconsin; MA, Univ of Northern Colorado; PhD Univ of Colorado, Boulder

## 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

**Bloom, Susan**, Asst Prof (2017); BA, Hampshire College, Amherst, MA; MFA, Univ of Texas, Austin

**Lescher, Troy**, Asst Prof (2015); BA, University of Virginia; MFA, Brooklyn College – CUNY; PhD, Texas Tech University

**Robison, Lisa Rae**, Assoc Prof (2006); BA, Missouri Valley Coll; MFA, UC Irvine

## Wildlife Management

**Barton, Daniel**, Asst Prof (2013); BS, Evergreen State College; PhD, Univ of Montana

**Black, Jeff**, Prof (1998); BA, Hiram Col; PhD, Wales

**Brown, Richard**, Assoc Prof (2008); BS, UC Davis; MA, Boulder; PhD, UC Berkeley; DVM, UC Davis

**Clucas, Barbara**, Asst Prof (2016); BS, Purdue University; PhD, UC Davis

**Colwell, Mark**, Prof (1989); BA, Whitman Col; PhD, North Dakota

**Johnson, Matthew**, Prof (1999); BS, UC Davis; PhD, Tulane Univ

**Szykman Gunther, Micaela**, Assoc Prof (2006); BA, Amherst College; PhD, Michigan State University

## World Languages & Cultures

**Brintrup, Lillianet**, Prof, Spanish (1990); BA, MA, Universidad de Concepción (Chile); PhD, Michigan

**Dean, Matthew**, Assoc Prof, Spanish (2008); BA, CSU San Marcos; MA, San Diego State Univ; PhD, UC Riverside

**Diémé, Joseph**, Assoc Prof, French (2008); Licence, Maîtrise, Université de Poitiers; MA, PhD, University of Iowa

# EMERITUS FACULTY

*Dates = years of employment/retirement*

- **Aalto, Kenneth**; Geology (1974-2004)
- **Albright, Claude, Jr**; Hist (1964-1990)
- **Allen, Ben**; Bus & Econ (1981-2003)
- **Allen, Bill**; Biol (1966-1998)
- **Allen, Gerald M**; For & Wshd (1976-2001)
- **Allen, Thomas**; Educ (1985-1991)
- **Allyn, David**; Hist (1969-1998)
- **Anderson, 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)
- **Antón, Don**; Art (1991-2014)
- **Armstrong, Susan**; Phil (1972-2004)
- **Astrue, Robert**; Phys (1966-1995)
- **Ayoub, Kenneth**; Mus (1993-2016)
- **Aziz, Abdul**; Bus & Econ (1986-2000)
- **Badgett, Lee**; Bus & Tech (1985-1990)
- **Bao, Wurliq**; CRGS (1999-2012)
- **Bartlett, Maria**; Soc Work (1999-2006)
- **Bazemore, Jean**; Thea Film Dan (1969-2000)
- **Beal, Brenda**; Educ (1974-1995)
- **Beck, Gerald**; Thea Film Dance (1969-1992)
- **Beilfuss, Erwin**; Biol (1957-1976)
- **Bennett, Susan**; Engl (1987-2008)
- **Bennion, Lowell**; Geog (1970-1999)
- **Bennion, Sherilyn**; Jm Mas Com, WS (1971-1996)
- **Benson, Diane**; Nurs (1999-2009)
- **Berke, JoAnne**; Art (1994-2013)
- **Berman, Joan**; Lib (1972-2014)
- **Bicknell, Susan**; Forestry (1978-2004)
- **Bigg, William**; For & Wld Res (1979-2007)
- **Biles, Charles**; Math (1969-2005)
- **Bivens, William, III**; Engl (1970-2001)
- **Blaisdell, James**; Comp Sci (1982-98)
- **Blank, Paul**; Geog (1995-2010)
- **Bond, Kenneth M**; Bus (1988-2005)
- **Borgeld, Jeffrey**; Ocean (1981-2018)
- **Borgers, Tom**; Chem (1967-2002)
- **Botzler, Richard**; Wldf (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)
- **Boyd, Milton**; Biol Sci (1972-2006)
- **Braund, Robert**; Educ (1968-1986)
- **Bravo, Michael**; Art (1973-2004)
- **Brenneman, Kristine**; Fish Biol (1996-2012)
- **Bright, Lewis**; Comm (1965-1996)
- **Brown, Pamela A**; Soc Work (2001-2009)
- **Brueske, William**; Biol (1966-1998)
- **Bruner, Michael**; Comm (2001-2018)
- **Brusca, Stephen**; Phys (1981-2005)
- **Budig-Markin, Valérie**; French (1985-2014)
- **Buck, Whitney**; Engl (1964-1992)
- **Burges, Jená**; Engl (2006-2016)
- **Burke, Raymond**; Geol (1979-2009)
- **Burroughs, Ann**; Comp Sci (1982-2006)
- **Burroughs, Robert C**; English (1967-1994)
- **Butcher, Lucy**; Library (1965-1982)
- **Calhoun, Roland**; Psyc (1969-1988)
- **Camann, Michael**; Biol (1997-2018)
- **Campbell, David**; Psych (1981-2014)
- **Campbell, Harold**; CS (1989-2009)
- **Cannon, Edward 'Chip'**; Kines (1982-2007)
- **Carlson, Steven**; Enrs (1983-2004)
- **Carlson, Warren**; Psyc (1968-1998)
- **Carlton, Karen**; Engl (1983-2004)
- **Carver, Gary**; Geol (1973-1998)
- **Cashman, Susan**; Geol (1977-2016)
- **Chadwick, Sharon**; Lib (1980-2013)
- **Chamberlin, Charles**; ERE (1983-2010)
- **Chaney, Ronald**; ERE (1981-2004)
- **Cheek, Frank**; Health & PE (1969-2000)
- **Cherry, Pamela**; Nurs (1999-2004)
- **Chew, Sing**; Soc (1990-2014)
- **Cheyne, Bernadette**; Thea Film Dan (1990-2013)
- **Chinn, Leung**; Phys (1968-2000)
- **Chinn, Phyllis Z**; Math (1975-2005)
- **Chu, Kai**; Comp Sci (1979-2008)
- **Clark, Thomas**; Chem (1959-2000)
- **Clendinning, Lester**; Phys (1958-2001)
- **Cline, Gilbert**; Mus (1982-2014)
- **Cole, Robert**; Comm (1970-1980)
- **Coleman, John**; Geog (1964-1989)
- **Collins, Chester**; Psyc (1956-1979)
- **Cooper, Charlotte**; Educ (1952-1975)
- **Cornejo, Rafael**; Spanish (1972-2000)
- **Costello, John**; Health & P.E. (1997-2003)
- **Coyne, Peter**; Speech Comm (1968-1996)
- **Cranston, Jernal**; Thea, Wom Std (1969-1992)
- **Crawford, James**; Art (1977-2007)
- **Crosbie, Jane**; Nurs (1980-2000)
- **Crowe, Martha**; Educ (1972-1982)
- **Cunha, Stephen**; Geog (1996-2017)
- **Curial, Barbara**; CRGS/Engl (1997-2018)
- **Dalsant, Barry**; Engl (1970-2004)
- **Daniel, William**; Gov & Politics (1972-2007)
- **deAngelis, Marie**; Ocean (1993-2004)
- **De Martini, John**; Biol (1963-1997)
- **Dengler, Lori**; Geol (1979-2015)
- **Derden, James, Jr**; Phil (1969-2000)
- **Di Costanzo, Charlie**; Art (1973-2000)
- **Diez, Andres A**; Spanish (1988-2005)
- **Dingle, Mary**; Educ (2014-2018)
- **Diver-Stamnes, Ann**; Educ (1990-2012)
- **Dixon, Chip**; Comp Sci (1984-2014)
- **Dodge, Jim**; Engl (1996-2008)
- **Doty, Kathleen**; Engl (1989-2014)
- **Duncan, Brent**; Psych (1990-2014)
- **Dupree, James**; Psyc (1989-2009)
- **Early, Thomas**; Phil (1971-2001)
- **Eckerd, Lizabeth**; Psych (2008-2014)
- **Elkins, Robert**; Educ (1986-1992)
- **Elmore, Bettye**; Psyc (1977-2007)
- **Emenhiser, JeDon**; Govt; Poli (1977-2004)
- **Everding, Robert**; Thea Film Dan (1988-1997)
- **Fairless, Ben**; Soc Work (1968-1998)
- **Figone, Albert**; Health & PE (1980-2003)
- **Finney, Brad**; ERE (1979-2018)
- **Fitzsimons, Dennis**; Geog (2002-2012)
- **Flashman, Martin**; Math (1981-2014)
- **Fox, Lawrence**; For & Wtrshd (1976-2004)
- **Fox, Stephen**; Hist (1969-1999)
- **Frances, Susan**; Psyc (1973-2001)
- **Freeland, Dean**; Hydrol (1967-1983)
- **Frisch, Noreen**; Nurs (1990-1998)
- **Fritzsche, Ronald**; Fish (1980-2004)
- **Frost, Nancy**; Child Dev (1971-2002)
- **Fulgham, Kenneth**; Range (1978-2009)
- **Fulton, Gloria**; Library Info Svc (1970-2000)
- **Fults, Gail**; Bus (1986-2009)
- **Gaasch, James**; French (1974-2001)
- **Gage, Thomas**; Engl (1976-2000)
- **Gai, John**; Soc Work (1975-2003)
- **Garlick, Donald**; Geol (1969-1998)
- **Gearheart, Robert**; ERE (1975-1998)
- **Gelenian, Keri**; Educ (1998-2010)
- **George, Luke**; Wldf (1991-2012)
- **Gilchrist, Richard**; Biol (1969-1998)
- **Giovannetti, Joseph**; Nat Am St (1994-2014)
- **Golightly, Richard**; Wldf (1981-2012)
- **Golla, Victor**; Anth (1988-2012)
- **Grobey, John**; Bus & Econ (1967-1996)
- **Gruber, Mary**; Psyc (1974-2003)
- **Guillaume, Alfred, Jr**; French (1994-1999)
- **Gutierrez, Ralph**; Wldf (1979-2000)
- **Hackett, Steven**; Econ (1994-2018)
- **Han, Han-Sup**; For & Wld Res (2006-2017)
- **Handwerker, Penn**; Anthro (1972-1995)
- **Hankin, David**; Fish Biol (1979-2010)
- **Hansis, Richard A**; Enrs (1999-2005)
- **Harris, Albert**; Pol (1990-2014)
- **Harris, Stanley**; Wldf (1969-1992)
- **Harwood, Thomas Mark**; Psyc (2002-2007)
- **Hashem, Gene**; Educ (1970-1992)
- **Hauxwell, Donald**; Range/Soils (1966-2001)
- **Havelka, Juliette**; French (1971-1980)
- **Heckel, John**; Thea Film Dan (1973-2002)
- **Hedrick, Donald**; Range/WldSoil (1969-1980)
- **Heinsohn, Marvin**; Educ (1982-1992)
- **Hellyer, Paul**; Thea Film Dance (1981-1991)
- **Henderson, Lee**; Comp Sci (1985-1994)
- **Hendricks, Herbert**; Educ (1969-1992)
- **Hendrickson, Gary**; Fish Biol (1978-2012)
- **Hennings, John**; Chem (1967-2002)
- **Herbrechtsmeier, William**; Rel Std (1991-2014)
- **Hewston, John**; NRPI (1966-1987)
- **Higgins, Susan**; Coll Prof Studies (2002-2008)
- **Hines, Robert**; Bus & Econ (1973-1997)
- **Hodgkins, Gael**; Relig Std (1976-1990)
- **Hodgson, Robert**; Ocean (1972-1992)
- **Holschuh, Jane**; Soc Work (2004-2009)
- **Honsa, Bill**; Engl (1967-1996)
- **Hopkins, Geraldine**; Educ (1989-2000)
- **Hopper, Christopher**; Kines (1980-2017)
- **Howard, James**; Biol Sci (2000-2010)
- **Hui, Lumei**; Psyc (1996-2011)
- **Humphry, Kenneth**; Psyc (1955-1983)
- **Hunt, James**; Health & PE (1966-1986)
- **Hunt, Robert W**; Math (1976-2001)
- **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)
- **Jenkins, Stephen**; Relig Std (1998-2013)
- **Jensen, Betty**; Nurs (1995-2003)
- **Jewett, Frank**; Bus & Econ (1966-1986)
- **Johansen, Martha**; Lib (1986-2010)
- **Johnson, Diane**; Math (1990-2015)

- Johnson, James; Engl (1967-2001)
- Johnson, Ronald; Art (1974-1998)
- Jolly, Frank; Ind Tech (1965-1992)
- Jones, Thomas A; Geog (1968-2005)
- Kates, Philip; Mus (1966-1995)
- Kay, Mary; Library (1991-2011)
- Kelly, Paul; Phys (1968-1991)
- Kelly, Robert; Health & PE (1967-2000)
- Kelso, Margaret; Thea Film Dan (1996-2014)
- Kennemer, Hubert; Mus (1970-1997)
- Kenyon, Peter; Bus & Econ (1984-2003)
- Kenyon, Sharmon; Lib (1983-2007)
- Kilmer, Frank; Geol (1964-1983)
- Kinzer, David; KRA (1977-2008)
- Kitchen, David; Wldf (1972-2005)
- Knox, Claire; Child Dev (1992-2018)
- Kozlak, Jeanne; Nurs (1975-2008)
- Krause, Jerrald; Soc (1971-2000)
- LaBahn Clark, Kathleen; German (1983-2011)
- 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)
- Larson, Mark; Jrn & MC (1975-2009)
- Lasko, Carol; Chem (1990-2010)
- Lee, Sue; Biol (1969-1996)
- Leeper, Joseph; Geog (1972-2004)
- Leftridge, Leonard; Educ (1979-2000)
- Lehman, Peter; ERE (1979-2012)
- Lehre, Andre; Geol (1981-2011)
- Levine, MaryAnne; Nurs (1983-2010)
- Little, Judith; Soc (1980-2008)
- Littlejohn, Stephen; Comm (1970-1996)
- Lovelace, James; Biol (1965-1997)
- Lowery, Bette; Prof Studies (1983-1996)
- Lowry, John; Bus & Econ (1980-1996)
- Lu, Casey; Biol (1995-2016)
- Mace, Miriam L; Thea Film Dan (1978-2001)
- Mack, Herschel L; Comm (1970-2001)
- MacConnie, Susan E; Kins (1989-2008)
- MacPherson, Helen; Educ (1948-1970)
- Mahar, Franklyn; Hist (1968-1992)
- Mahler, Donald; Psyc, Spec Ed (1968-1986)
- Manier, Martha; Spanish (1981-2006)
- Manos, Tina; KRA (2005-2014)
- Marak, Louis B; Art (1969-2001)
- McBroome, Delores; Hist (1991-2009)
- McClary, Maclyn H; Jrn & MC (1967-2001)
- McCrone, Alistair; Geol (1974-2002)
- McElwain, Brian; CAPS (2008-2018)
- McGaughey, Russell W; Engl (1968-2004)
- McHugh, James; Thea Film Dan (1992-2013)
- McKee, Mac; ERE (1984-1998)
- McNelis, James; Engl (1956-1981)
- Mesinger, Bonnie; Comm (1974-1998)
- Mesler, Michael; Biol (1975-2015)
- Metz, Edward; Biol Sci (1998-2017)
- Meyer, Richard; Biol (1968-1998)
- Miller, William; Geol (1984-2016)
- 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)
- Mortazavi, Saeed; Bus (1984-2012)
- Mossman, Archie; Wldf (1961-1980)
- Mueller, Carolyn; Lib (1988-2010)
- Muilenburg, Harley; Mus (1983-2015)
- Mullery, Colleen; Fac Affairs HR (1984-2018)
- Mulligan, Timothy; Fish Biol (1987-2013)
- Munoz, Kathy; KRA (1995-2010)
- 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)
- O'Gara, Bruce; Biol (2000-2019)
- Okin, Louis; History (1969-2001)
- Oliner, Pearl; Educ (1974-1993)
- Oliner, Samuel; Sociol (1971-1994)
- Osborn, Alane; Psyc (1989-2001)
- Oyler, David; Library (1976-1991)
- Park, Yung; Govt Pol (1966-1988)
- Partain, Elizabeth; Health & PE (1967-1982)
- Partain, Gerald; Forestry (1954-1983)
- Paselk, Richard; Chem (1976-2010)
- Patel, Vithal; Math (1969-1999)
- Patzlaff, Kris; Art (1999-2017)
- Pence, Ellsworth; French (1973-1999)
- Pequegnat, John; Ocean (1971-2004)
- Perryman, Wayne; Library (1995-2012)
- Pham, Quoc; Bus (2009-2018)
- Phillips, Valgene; Mus (1967-2004)
- Plank, Robert; Geog (1970-1994)
- Poelzer, Dolores; Soc (1972-1992)
- Potter, Denis; Ind Tech (1975-2000)
- Powell, John W.; Phil (1993-2017)
- Preston, Kathleen; Psyc, Wom Std (1971-1992)
- Price, Leslie; Art (1972-2005)
- Price, Thomas; Educ (1970-1986)
- Rafferty, Cathleen; Educ (2000-2010)
- Rasmussen, Robert; Biol (1966-1997)
- Reynolds, William; Psych (2000-2017)
- Rice, Judy; Nurs (1978-2001)
- Rice, Lawrence; Educ (1996-2013)
- Richmond, Rollin; Biol (2002-2015)
- Ridenhour, Richard; Fish Biol (1960-1992)
- Rigby, Wanda; Jrn Mass Com
- Riordan, Craig; KRA (2001-2015)
- Robison, Houston; Behav Soc Sci (1969-1977)
- Roelofs, Terry D; Fish Biol (1970-2005)
- 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)
- Santos, Terry; Engl (1991-2009)
- Sathrum, Robert; Library (1974-2008)
- Sattinger, Gerald; Govt & Poli (1970-1998)
- Sawatzky, Jasper; Comp Sci (1959-1987)
- Schafer, Donna; ORGS (2000-2006)
- Schafer, John; Engl (1981-2003)
- Scheerer, David; TFD (2006-2016)
- Schimps, Erich; Library (1964-1997)
- Schneider, Keith; Art (1988-2018)
- Scott, Andrew 'Mort'; Art (1975-2007)
- Seitzer, Marlys; Nurs (1975-1994)
- Shaffer, Peter Mark; German (1966-1998)
- Shellhase, Jeremy; Library (2000-2019)
- Sherman, Marlon; NAS (2004-2018)
- Sibley, Brooks; Forestry (1969-2000)
- Sievers, Linda; Thea Film Dan (1984-2006)
- Sievers, Rodney M; Hist (1971-2001)
- Simmons, Greg; Health & PE (1982-2006)
- Simmons, Lindsay; Educ (1972-1991)
- Sin, Srun M; For & Wshd (1976-2001)
- Sise, William; For & Wshd (1970-2004)
- Smith, James; Biol (1969-2000)
- Smith, Llyn; Anth (1990-2015)
- Smith, Steve; Biol (2001-2016)
- Snyder, Robert; Phil (1986-2014)
- Sonntag, Selma (Sam); Pol (1986-2014)
- Spaid, Stanley; Hist (1949-1971)
- Sprankle, Norman; Ind Tech (1969-2001)
- Squires, Larry; Engl (1965-1983)
- Stacey, David; Engl (1999-2018)
- Stanley, Teresa; Art (1991-2016)
- Stauffer, Howard; Math (1984-2006)
- Steinhagen, Elizabeth; Library (1989-96)
- Stepp, Richard; KRA (1989-2007)
- Stokes, Charlotte; Art (1999-2007)
- Stoob, John C; Comp Sci (1981-2002)
- Stradley, Jean; Educ (1958-1986)
- Stuart, John; Forestry (1982-2012)
- Stull, Richard; KRA (1989-2011)
- Sullivan, Calista; Library (1996-2003)
- Sullivan, William; For/Soils (1974-1997)
- Sundstrom, Roy; Hist (1969-1998)
- Suryaraman, M G; Chem (1966-1991)
- Tam, Patrick; Phys (1969-2003)
- Tang, Victor; Math (1963-1988)
- Thobaben, Marshelle; Nurs (1982-2007)
- Thomas, Michael; Bus (2005-2015)
- Thompson, Richard L; Phys (1968-2001)
- Thompson, Robert; Ocean (1965-1983)
- Tucker, Roy; Math (1959-1988)
- Turner, John P; Engl (1970-2002)
- Turner, Sara; Soc Work (1976-1991)
- Upatisinga, Vis; Math (1969-1997)
- Van Den Bergh, Nancy; Soc Work (1996-2003)
- Van Putten, Barbara; Health & PE (1961-1992)
- VanKirk, Robert; NRPI (1969-1990)
- VanKirk, Robert; Math (2008-2013)
- Varkey, Jacob; Biol Sci (1994-2017)
- Verlinden, Jay; Comm (1987-2012)
- Vrem, Richard; Math (1980-2007)
- Walker, Dennis; Biol Sci (1965-2005)
- Waller, Margaret; Soc Work (2006-2017)
- Waters, James; Biol (1966-1998)
- Watson, Elizabeth; Soc (1989-2011)
- Webb, Edward 'Buzz'; Psyc (1976-1999)
- Webb, Sheila; Educ (1987-1999)
- Weinstein, Josh; Psyc (1969-1998)
- Wells, Harry; Rel Std (1989-2010)
- Welsh, James F; Zool (1959-1986)
- Wenger, Patrick; Anth (1969-2003)
- White, Robert; Govt Poli (1969-1999)
- Wieand, Lou Ann; Psyc (1984-2008)
- Williamson, Rhea; ERE (2011-2016)
- Willis, Robert; ERE (1977-2010)
- 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)
- Yancey, Patricia; Educ (2003-2011)
- Yanosko, Kenneth; Math (1977-2004)
- Yarnall, John; Biol (1969-1992)
- Yee, Carlton; Forestry (1970-2000)
- Yingling, Julie; Comm (1988-2004)
- Young, Todd; Anth (1970-2000)
- Zulauf, Dwight; Bus & Econ (1985-1990)

# STUDENT RIGHTS, RESPONSIBILITIES & THE FINE PRINT

## Academic Honesty / Dishonesty Academic Honesty Policy (P16-05)

Academic honesty is of serious concern at Humboldt. Students are expected to maintain high standards of academic integrity. Acting in good conscience is integral to our vision statement.

**Academic dishonesty** is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

**Cheating** is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain credit for work or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to:

### Taking information:

- (1) Copying graded homework assignments from another student.
- (2) Working with others on a take-home test or homework when specifically prohibited by the instructor.
- (3) Looking at another student's paper or screen during an examination.
- (4) Looking at text, notes or electronic devices during an examination when specifically prohibited by the instructor.
- (5) Accessing another student's electronic device and taking information from the device.
- (6) Allowing another person to complete assignments or an on-line course.

### Providing information:

- (1) Giving one's work to another to be copied or used in an oral presentation.
- (2) Giving answers to another student during an examination or for a take-home test.
- (3) After having taken an exam, informing another person in a later section about questions appearing on that exam.
- (4) Providing a term paper to another student.
- (5) 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, s/he will be permitted to remain in the class through the formal hearing process (as outlined in Executive Order 1098) (PDF, req. Adobe Reader).

The instructor shall contact the student with evidence of the cheating in writing within one week of discovery of the event. The Academic Dishonesty Referral form will also be submitted to the Office of Student Rights &

Responsibilities with copies to the student and to the student's major department. Student's rights shall be ensured through attention to matters of due process including timeliness of action.

The Student Conduct Administrator located in the Office of Student Rights & Responsibilities 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, or disciplinary probation, suspension or expulsion from the university and the CSU system.

**Plagiarism** is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving proper credit to the sources. Such actions include but are not limited to:

- (1) Copying homework answers from the text to hand in for a grade.
- (2) 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.
- (3) Submitting a paper purchased from a "research" or term paper service or downloaded from the internet.
- (4) Copying another student's paper and handing it in as one's own.
- (5) Giving a speech or oral presentation written by another and claiming it as one's own work.
- (6) Claiming credit for artistic work done by someone else, such as a musical composition, photos, a painting, drawing, sculpture, or design.
- (7) Presenting another's computer program as one's own.

**Policy on Plagiarism.** Plagiarism may be considered a form of cheating and therefore subject to the same policy as cheating which requires notification of the Office of Student Rights & Responsibilities and disciplinary action. However, as there may be plagiarism as a result of poor learning or 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. In this contact, the student and instructor shall attempt to come to a resolution of the event. The instructor may assign an "F" or "O" 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 shall be filed with the Office of Student Rights & Responsibilities using the Academic Dishonesty Referral form.

When a case is referred to the Office of Student Rights & Responsibilities, the consequences might be severe. Disciplinary actions might include but are not limited to: requiring special counseling, loss of membership in organizations, suspension or dismissal from individual programs, or disciplinary probation, suspension or expulsion from the university. If the Office of Student Rights and Responsibilities determines that no violation has occurred, the instructor will comply with the decision, and refrain from issuing penalties, or remove those already on the student's record.

**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:

- (1) Planning with one or more fellow students to commit any form of academic dishonesty together.
- (2) Giving a term paper, speech or project to another student whom one knows will plagiarize it.
- (3) Having another student take one's exam or do one's computer program, lab experiment, or artistic work.
- (4) Lying to an instructor to increase a grade.
- (5) Submitting substantially the same paper or speech for credit in two different courses without prior approval of the instructors involved.
- (6) Altering a graded work after it has been returned, then submitting the work for regrading, without the instructor's prior approval.
- (7) 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 explain what is and is not acceptable in their classes.

For further information on the disciplinary process and sanctions, see the Office of Student Rights & Responsibilities, Siemens Hall Room 211, (707) 826-3504, or Associate Dean of Students, Student Rights & Responsibilities. An Academic Dishonesty Referral Form (PDF, req. Adobe Reader) is provided for use.



## Anti-Hazing & Initiation Policy

Each year universities experience hazing incidents that result in serious physical and/or emotional injury. As members in university student organizations, students may become victims in what are believed to be acceptable initiation traditions and rituals. Humboldt State University is committed to maintaining an environment that is safe, healthy and conducive to learning. We support the educational and character development of students as they transition into university life and continue toward graduation and becoming life-long learners.

### Definition of "Hazing"

Hazing is a violation of California State University and Humboldt State University policy, as well as State law.

Humboldt State University interprets the term "hazing" broadly, to include not just conduct likely to cause physical harm but also conduct likely to cause personal degradation or disgrace resulting in physical or mental harm. Hazing can occur even when the victim voluntarily submits to being hazed. The full definition of hazing is:

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.

[Title 5, California Code of Regulations, section 41301(b)(8), emphasis added.]

Participation in hazing, actively or passively, will result in both individual and organizational disciplinary action, including possible expulsion from Humboldt State University and the California State University system. Disciplinary action will also be initiated against organizational officers who permit hazing to occur within their own organization.

Examples of prohibited hazing activities include but are not limited to:

- Paddling, shoving, or otherwise striking individuals
- Requiring individuals to consume alcohol or drugs
- Requiring individuals to eat or drink foreign or unusual substances, or requiring the consumption of undue amounts of food

- Having substances thrown at, poured on, or otherwise applied to the bodies of individuals
- Morally degrading or humiliating games, or any other activities that make the individual the object of ridicule, including postings on Facebook, Twitter, other forms of electronic media, and social network sites
- Transporting individuals against their will, abandoning individuals at distant locations, conducting a kidnap or engaging in any "road trip" or "ditch" that might in any way endanger or compromise the health, safety, or comfort of any individual
- Activities that require a person to remain in a fixed position for a long period of time
- "Line-ups" involving intense demeaning intimidation or interrogation, such as shouting obscenities or insults
- Assigning activities such as pranks or scavenger hunts that compel a person to deface property, engage in theft, or harass other individuals or organizations
- Requiring individuals to wear or carry unusual, uncomfortable, degrading, or physically burdensome articles or apparel

Any activity or similar activity as described above upon which the initiation or admission into, or affiliation with the organization is directly or indirectly conditioned, or which occurs during a pre-initiation or initiation activity shall be presumed to be "compelled" activity, regardless of the willingness of an individual to participate in such an activity.

Engaging in hazing that is likely to cause serious bodily injury is also a crime, punishable by up to one year in jail and up to a \$5,000 fine. (Penal Code 245.6.) If Humboldt State University determines that hazing has occurred and appears to meet the criminal definition, it may refer the matter to the District Attorney's office for prosecution, regardless of any disciplinary action that is taken.

### Permissible Initiation Activities

Joining an on-campus organization should be a positive experience. Initiation rituals should therefore focus upon the positive aspects of both the organization and the individual. Examples of permissible team and community building include:

- Hosting a dinner for new members
- Completing a community service project
- Sponsoring activities such as hiking, camping, or bowling
- Hosting a fundraiser for a local charity such as a movie night
- Holding a new member recognition night

### Reporting Procedures

If you wish to report an act of hazing, you should contact University Police, at 707-826-5555, or the Office of Student Rights and Responsibilities, at 707-826-3504 or online at [publicdocs.maxient.com/reportingform.php?HumboldtStateUniv&layout\\_id=1](http://publicdocs.maxient.com/reportingform.php?HumboldtStateUniv&layout_id=1)

## Prohibition Against Retaliation

"Retaliation" means adverse action taken against a student because the student has or is believed to have 1) reported or opposed conduct which the student reasonably and in good faith believes is hazing or 2) participated in a hazing investigation/disciplinary proceeding. Organizations and individuals who retaliate against such student(s) shall be subject to university disciplinary action which may include suspension or permanent expulsion from the Humboldt State University and the California State University system.

## Student Conduct

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, § 41301.

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

### Title 5, California Code of Regulations, § 41301. Standards for Student Conduct.

**Campus Community Values.** The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

**Grounds for Student Discipline.** Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

(1) Dishonesty, including:

- A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
- B) Furnishing false information to a university official, faculty member, or campus office.
- C) Forgery, alteration, or misuse of a university document, key, or identification instrument.
- D) Misrepresenting one's self to be an authorized agent of the university or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of university property.

(3) Willful, material and substantial disruption or obstruction of a university-related activity, or any on-campus activity

(4) Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus university related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a university related activity, or directed toward a member of the university community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, [except as expressly permitted by law and university regulations] or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages [except as expressly permitted by law and university regulations], or public intoxication while on campus or at a university related activity.

(11) Theft of property or services from the university community, or misappropriation of university resources.

(12) Unauthorized destruction or damage to university property or other property in the university community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a university related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:

A) Unauthorized entry into a file, for any purpose.

B) Unauthorized transfer of a file.

C) Use of another's identification or password.

D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the university community.

E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

F) Use of computing facilities and resources to interfere with normal university operations.

G) Use of computing facilities and resources in violation of copyright laws.

H) Violation of a campus computer use policy.

[16] Violation of any published university policy, rule, regulation or presidential order.

[17] Failure to comply with directions 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 wellbeing 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.

**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. [Note: At the time of publication, such procedures are set forth in California State University Executive Order 1098 (Revised June 23, 2015), available at [calstate.edu/eo/EO-1098-rev-6-23-15.html](http://calstate.edu/eo/EO-1098-rev-6-23-15.html).

**Application of this Code.** Sanctions for the conduct listed above can be imposed on ap-

plicants, 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, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she 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, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of 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.

**Title 5, California Code of Regulations, § 41303. Conduct by Applicants for Admission.** Note: Authority cited: Sections 66300, 66600, 89030 and 89035, Education Code. Reference: Sections 66017, 66300, 66600, 69810-69813 and 89030, Education Code; and Section 626.2, Penal Code.

**Title 5, California Code of Regulations, § 41304. Student Disciplinary Procedures for the California State University.** Note: Authority cited: Sections 66300, 66600, 89030 and 89035, Education Code. Reference: Sections 66017, 66300, 66600, 69810-69813 and 89030, Education Code; and Section 626.2, Penal Code.

Questions regarding campus procedures and adjudicating complaints against students pursuant to the above-listed violations of Section

41301 of Title 5 of the California Code of Regulations can be answered in the Office of Student Rights & Responsibilities, 707-826-3504, or the Office of the Vice President for Student Affairs, 707-826-3361.

### **Civil and Criminal Penalties for Violation of Federal Copyright Laws**

Anyone who is found to be liable for copyright infringement may be liable for either the owner's actual damages along with any profits of the infringer or statutory damages of up to \$30,000 per work infringed. In the case of a willful infringement, a court may award up to \$150,000 per work infringed. (See 17 U.S.C. §504.) Courts also have discretion to award costs and attorneys' fees to the prevailing party. (See 17 U.S.C. §505.) Willful copyright infringement can also result in criminal penalties, including imprisonment and fines. (See 17 U.S.C. §506 and 18 U.S.C. §2319.)

### **Complaint Procedure, Student (Complaints Regarding the CSU)**

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

(1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at [www.wascsenior.org/](http://www.wascsenior.org/) comments. WASC is the agency that accredits the CSU's academic program.

(2) If your complaint concerns an alleged violation by CSU of any law that prohibits discrimination, harassment or retaliation based on a protected status (such as age, disability, gender (or sex), gender identity, gender expression, nationality, race or ethnicity (including color or ancestry), religion or veteran or military status), you may present your complaint as described in Section XVI (Nondiscrimination Policy).

(3) If your complaint concerns an alleged violation by the CSU of other state law, including laws prohibiting fraud and false advertising, you may present your claim complaint to the campus president or designee at: Student Affairs, W. Wayne Brumfield, Vice President for Student Affairs, 707-826-3361, [ovasa@humboldt.edu](mailto:ovasa@humboldt.edu). See Procedure for Student Complaints—Executive Order No. 1063 for details regarding the complaint requirements and complaint process: [www.calstate.edu/eo/eo-1063.html](http://www.calstate.edu/eo/eo-1063.html).

(4) Other complaints regarding the CSU may be presented to the campus dean of students [or other appropriate administrator], who will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the campus, or by WASC, you may file an appeal with the Assistant Vice Chancellor, Academic and Student Affairs (or designee) at the CSU Chancellor's Office.

This procedure should not be construed to limit any right that you may have to take legal action to resolve your complaint.

### **Privacy Rights of Students in Educational Records**

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) (FERPA) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their educational records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of those records. FERPA 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 correct 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. FERPA generally requires the campus obtain a student's written consent before releasing personally identifiable data pertaining to the student. The campus has adopted a set of policies and procedures governing implementation of FERPA and the regulations. Copies of these policies and procedures may be obtained at the Office of the Registrar, the Vice Provost for Academic Programs & Undergraduate/Graduate Studies, and the Office of Diversity & Inclusion. Among the information included in the campus statement of policies and procedures is: (1) the student records maintained and the information they contain; (2) the campus official responsible for maintaining each 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) procedure for challenging the content of student records; and (7) the student's right 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.

FERPA authorizes the campus to release "directory information" pertaining to students. "Directory information" may include:

- 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 campus may release this "directory information" at any time unless the campus has received prior written objection from the student specifying the 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 will be disclosed to the CSU Chancellor's Office to conduct research, to analyze trends, or to provide other administrative services. 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.

**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 Office of Academic Programs.

**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 (IRS) 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:

**Student** — any person who is or has been previously enrolled at the university.

**Disclosure** — access or release of personally identifiable information from an Education Record.

**Access** — personal inspection of an Education Record or an oral or written description of the contents of an Education Record.

**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 on the Office of the Registrar website, and in the *University Catalog* and *Graduate Student Handbook*.

The university registrar will review this policy and campus information management practices concerning education records at least every two years or 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 the Student.

#### V. Copies

While students retain the right to inspect their Education Records, the university may refuse to provide copies of such records, including transcripts, if Students have an unpaid financial obligations 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:** Director Counseling & Psychological Services

**Disciplinary:** Coordinator, Office of Student Rights & Responsibilities, Student Affairs

**Extended Education:** Director, College of Extended Education & Global Engagement

**Graduate student:** Dean, Office of Academic Programs & Undergraduate/Graduate Studies

**Health:** Director, Student Health & Wellness

**Housing:** Housing & Residence Life Director

**Financial & Student Payroll:** Fiscal Affairs Director

**Financial Aid:** Director, Financial Aid

**Placement:** Director Academic & Career Advising Center

#### 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 (See 32 CFR 216);

(13) To the Student and Exchange Visitor Information System (SEVIS), the INS internet-based system for tracking, monitoring and reporting information to the INS about international students;

(14) To comply with a court order to produce education records sought by the U.S. Attorney General (or designated federal officer or employee in a position not lower than Assistant Attorney General) based on "specific and articulable facts giving reason to believe that the education records are likely to contain information" relevant to the investigation or prosecution of terrorist acts;

(15) To counsel or the court when the student whose records are being disclosed has sued the university provided such a disclosure is relevant for the university to defend itself in the lawsuit.

**C. Log of Requests.** Each Unit Custodian will maintain a record of all requests for and/or disclosures of information from a Student's Education Records unless otherwise required by federal or state law, including without limitation the USA Patriot Act of 2001. (PL 107-56, 2001 HR 3152; 115 Stat 272. Unless otherwise required by law, the log will state (1) the name of the requesting party, (2) any 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 the student's Education Records(s) by submitting a written request to the university Registrar. The student shall identify the part of the Education Record to be amended or corrected and state the reason(s) the Student believes the information in the record is inaccurate or misleading.

**B. Notice of Decision.** The university Registrar shall 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 six-year graduation rate for the group of first-time, full-time students who entered Humboldt State University in the Fall of 2012: 52%.

The persistence rate for first-time, full-time students who entered Humboldt State University in the Fall of 2017 is 71%. Previous years rates can be found at [humboldt.edu/anstud/humis/sgret.html](http://humboldt.edu/anstud/humis/sgret.html).

### First-Time Freshmen:

#### How to Graduate in Four Years

At Humboldt, we realize that the completion of your undergraduate degree in four years may be an important goal. To assist you, we are committed to advising you on how to graduate within four years.

At the same time, we believe that an education with an emphasis on time constraints might not meet some students' desire for enhanced educational and growing experiences. If you choose to change majors, enhance your education by taking additional courses, involve yourself in extracurricular activities, study abroad, engage in one or more internships or work study opportunities, or simply work, it may not be possible to graduate within four years. The quality of your experience may be more important than the time required to complete your degree.

As a residential community, Humboldt staff and faculty will strive to provide you with an enriched educational experience. We offer the following guidelines for completing graduation requirements in four years:

- Enroll in general education mathematics and writing composition during first year.
- Satisfactorily complete a minimum of 30 semester units per year. (Certain majors may require additional units per year.) You need a minimum GPA of 2.0 to graduate.
- Meet each semester with your assigned academic advisor to plan an appropriate course of study. Also meet with a Transfer & Graduation Counselor (Office of the Registrar, SBS 133) each semester to review academic progress.
- Declare a major at the time of admission or during your first semester. A major change may increase the time to degree.
- Pass the Graduation Writing Proficiency Exam (GWPE) as soon as possible after completing 60 semester units.
- Meet all financial aid and fee-payment deadlines.

- Apply for graduation at least three semesters prior to graduation.
- Participate in early registration each semester and refrain from withdrawing and/or taking educational leaves.

The university will provide regular academic advising, provide required courses, and make available sufficient class offerings for the student to make satisfactory progress.

If the required courses for a four-year degree plan are not available, and if all conditions above are met, the student will not be required to pay tuition and/or the tuition fee otherwise required to register and enroll in subsequent courses necessary for graduation. This is the sole remedy for the university's breach of the four-year degree pledge program. Please contact the Office of the Registrar, SBS 133, if you wish to establish this agreement.

### Grievance Procedure, Student

The Student Grievance Procedures apply to such matters (not an exhaustive list) as appeal of a grade; appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; complaint of unfair application of standards applied to work required for award of a degree.

A grievable action is an action that is in violation of a written campus policy or procedure, or an established practice. The basis of the grievance is that an action constitutes arbitrary, capricious, or unequal application of a written campus policy or procedure or an established practice.

The HSU community recognizes that a student may dispute a decision or action by a member of the faculty, staff, or administration. In most cases, these disputes are handled informally through normal academic or administrative channels where the student discusses a concern directly with the university ombudsperson: [humboldt.edu/ombuds](http://humboldt.edu/ombuds) or the Student Grievance Coordinator: [humboldt.edu/acac/stafffaculty/grievance-procedure-students](http://humboldt.edu/acac/stafffaculty/grievance-procedure-students). These persons can provide advice on possible means for resolving the problem without the need for pursuing steps indicated in the Student Grievance Procedures. For those few instances when informal resolution is not possible, the student may utilize the Student Grievance Procedures, which permits timely review and an impartial evaluation of the student's complaint.

Copies of the Student Grievance Procedures can be obtained from the Student Rights & Responsibilities website: [studentrights.humboldt.edu/complaint-staff](http://studentrights.humboldt.edu/complaint-staff). **NOTE: There are established timelines for initiating a grievance.**

### Programs Leading to Licensure & Credentialing

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees or any associated costs to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available from the Office of Academic Affairs, Siemens Hall 216, 707-826-3722.

### Availability of Institutional & Financial Assistance Information

The following information concerning student financial assistance may be obtained from Financial Aid Office, SBS 241, 707-826-4321:

A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at Humboldt State University;

- 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;
- 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;
- 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;
- The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
- The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;
- 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;
- The general conditions and terms applicable to any employment provided as part of the student's financial aid package;

- The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;

- The exit counseling information the school provides and collects for student borrowers; and

- Contact information for campus offices available for disputes concerning federal, institutional and private loans.

Information concerning the cost of attending Humboldt State University is available from Student Financial Services, SBS 285, 707-826-6789, and includes tuition and fees; the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

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, Lower Library 56, 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 and annual fire safety 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 Student Health & Wellbeing Services, 707-826-5228 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, Kinesiology & Athletics Building, 707-826-3666.

Information concerning teacher preparation programs at Humboldt State University, including the pass rate on teacher certification exami-

nations, may be obtained from the Education and Credential Office, Harry Griffith Hall 202, 707-826-5867.

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 for Academic Affairs, Siemens Hall 216, 707-826-3722; or the Office of Student Rights & Responsibilities, Siemens Hall 211, 707-826-3504.

Information concerning student activities that Humboldt State University provides, may be found on the Humboldt State events, webpage [humboldt.edu/events/](http://humboldt.edu/events/).

Information concerning student body diversity at Humboldt State University, including the percentage of enrolled, full-time students who are (1) male, (2) female, (3) Pell Grant recipients, and (4) self-identified members of a specific racial or ethnic group, may be obtained from the Office of Institutional Effectiveness, Siemens Hall 001 & 006, 707-826-5338 or online at [ie.humboldt.edu](http://ie.humboldt.edu).

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 <http://www.sss.gov>.

## **Nondiscrimination Policy & Complaint Procedures**

**Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.** The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status – as these terms are defined in CSU Executive Order 1097 – in its programs and activities, including admission and access. Federal and state laws,

including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Human Resources has been designated to coordinate the efforts of Humboldt State University to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this department at Human Resources, Siemens Hall 211, Humboldt State University, Arcata, CA 95521-8299, 707-826-4501. CSU Executive Order 1097 Revised October 5, 2016 ([www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf](http://www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf)) (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation **made by students** against the CSU, a CSU employee, other CSU students or a third party.

**Protected Status: Disability.** The California State University does not discriminate on the basis of disability (physical and mental) – as this term is defined in CSU Executive Order 1097 – in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Human Resources has been designated to coordinate the efforts of Humboldt State University to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this department at Human Resources, Siemens Hall 211, Humboldt State University, Arcata, CA 95521-8299, 707-826-4501. CSU Executive Order 1097 Revised October 5, 2016 ([www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf](http://www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf)) (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

**Protected Status: Gender (or sex) Gender Identity (including transgender), Gender Expression, and Sexual Orientation.** The California State University does not discriminate on the basis of gender (or sex), gender identity (including transgender), gender expression or sexual orientation – as these terms are defined in CSU policy – in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Marcus Winder, Discrimination, Harassment and Retaliation Prevention Administrator, Campus Title IX Coordinator has been designated to coordinate the efforts of Humboldt State University to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this department at Human Resources, Siemens Hall 211, Humboldt State University, Arcata, CA 95521-8299, 707-826-4501. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics. CSU Executive Order 1097 Revised October 5, 2016 ([www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf](http://www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf)) (or any successor executive order) is the systemwide

procedure for all complaints of discrimination, harassment or retaliation **made by students** against the CSU, a CSU employee, other CSU students or a third party.

As a matter of federal and state law and California State University policy, the following types of conduct are prohibited:

**Sex Discrimination or Gender Discrimination** means an adverse action taken against a student by the CSU, a CSU employee, or another student because of gender or sex (including sexual harassment, sexual misconduct, domestic violence, dating violence and stalking).

**Sexual Harassment**, a form of sex discrimination, is unwelcome verbal, nonverbal or physical conduct of a sexual nature that includes, but is not limited to sexual advances, requests for sexual favors, and any other conduct of a sexual nature where:

- (1) Submission to, or rejection of, the conduct is explicitly or implicitly used as the basis for any decision affecting a complainant's status or progress, or access to benefits and services, honors, programs, or activities available at or through the university; or
- (2) The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the complainant, and is in fact considered by the complainant, as limiting his or her ability to participate in or benefit from the services, activities or opportunities offered by the university; or
- (3) The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the complainant, and is in fact considered by the complainant, as creating an intimidating, hostile or offensive environment.

Sexual harassment could include being forced to engage in unwanted sexual contact as a condition of membership in a student organization; being subjected to video exploitation or a campaign of sexually explicit graffiti; or frequently being exposed to unwanted images of a sexual nature in a classroom that are unrelated to the coursework.

Sexual harassment also includes acts of verbal, non-verbal or physical aggression, intimidation or hostility based on gender or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Executive Order 1097 covers unwelcome conduct of a sexual nature. While romantic, sexual, intimate, personal or social relationships between members of the university community may begin as consensual, they may evolve into situations that lead to sexual harassment or sexual misconduct, including dating or domestic violence, or stalking, subject to this policy.

Claiming that the conduct was not motivated by sexual desire is not a defense to a complaint of harassment based on gender.

**Sexual Misconduct.** All sexual activity between members of the university community must be based on affirmative consent. Engaging in any sexual activity without first obtaining

affirmative consent to the specific activity is sexual misconduct, whether or not the conduct violates any civil or criminal law. Sexual activity includes, but is not limited to, kissing, touching intimate body parts, fondling, intercourse, penetration of any body part, and oral sex. It also includes any unwelcome physical acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, and dating violence. When based on gender, domestic violence or stalking also constitute sexual misconduct. Sexual misconduct may include using physical force, violence, threat or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication) to engage in sexual activity. Men as well as women can be victims of these forms of sexual misconduct. Sexual activity with a minor is never consensual when the complainant is under 18 years old, because the minor is considered incapable of giving legal consent due to age.

**Sexual Assault** is a form of sexual misconduct and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex.

**Sexual Battery** is a form of sexual misconduct and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex as well as touching an intimate part of another person against that person's will and for the purpose of sexual arousal, gratification or abuse.

**Rape** is a form of sexual misconduct and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental or physical disability renders the person incapable of giving consent. The respondent's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant.

**Acquaintance Rape** is a form of sexual misconduct committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website.

**Affirmative consent** means an informed, affirmative, conscious, voluntary, and mutual agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that s/he has the affirmative consent of the other participant(s) to engage in the sexual activity. Lack of protest or resistance does not mean consent nor does silence mean consent. Affirmative consent must be voluntary, and given without coercion, force, threats or intimidation.

- The existence of a dating or social relationship between those involved, or the fact of past sexual activities between them, should never by itself be assumed to be an indicator of affirmative consent. A request for someone to use a condom or birth control does not, in and of itself, constitute affirmative consent.

- Affirmative consent can be withdrawn or revoked. Consent to one form of sexual activity (or sexual act) does not constitute consent to other forms of sexual activity. Consent given to sexual activity on one occasion does not constitute consent on another occasion. There must always be mutual and affirmative consent to engage in sexual activity. Consent must be ongoing throughout a sexual activity and can be revoked at any time, including after penetration. Once consent is withdrawn or revoked, the sexual activity must stop immediately.

- A person who is incapacitated cannot give affirmative consent. A person is unable to consent when s/he is asleep, unconscious or is incapacitated due to the influence of drugs, alcohol, or medication so that s/he could not understand the fact, nature or extent of the sexual activity. A person is incapacitated if s/he lacks the physical and/or mental ability to make informed, rational decisions.

- Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person's own intoxication or incapacitation from drugs or alcohol does not diminish that person's responsibility to obtain affirmative consent before engaging in sexual activity.

- A person with a medical or mental disability may also lack the capacity to give consent.

- Sexual activity with a minor (a person under 18 years old) is not consensual, because a minor is considered incapable of giving legal consent due to age.

- It shall not be a valid excuse that a person affirmatively consented to the sexual activity if the respondent knew or reasonably should have known that the person was unable to consent to the sexual activity under any of the following circumstances:

- The person was asleep or unconscious;
- The person was incapacitated due to the influence of drugs, alcohol or medication, so that the person could not understand the fact, nature or extent of the sexual activity;
- The person was unable to communicate due to a mental or physical condition.

- It shall not be a valid excuse that the respondent believed that the person consented to the sexual activity under either of the following circumstances:

- The respondent's belief in affirmative consent arose from the intoxication or recklessness of the respondent;
- The respondent did not take reasonable steps, in the circumstances known to the respondent at the time, to ascertain whether the person affirmatively consented.

## Consensual relationships

Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or romantic relationships between members of the university community may begin as consensual, they may evolve into situations that lead to discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence or stalking.

- A university employee shall not enter into a consensual relationship with a student or employee over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each campus shall develop a procedure to reassign such authority to avoid violations of this policy.

- This prohibition does not limit the right of an employee to make a recommendation on the personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or MPP/confidential personnel plan.

- **Domestic Violence** is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the respondent has a child, someone with whom the respondent has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. It does not include roommates who do not have a romantic, intimate, or sexual relationship. Factors that may determine whether persons are cohabiting include, but are not limited to (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as spouses, (5) the continuity of the relationship, and (6) the length of the relationship. For purposes of this definition, "abuse" means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.

- **Dating Violence** is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website. For purposes of this definition, "abuse" means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.



▪ **Stalking** means engaging in a repeated course of conduct directed at a specific person that would cause a reasonable person to fear for his/her or others' safety or to suffer substantial emotional distress. For purposes of this definition:

- Course of conduct means two or more acts, including but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property;
- Reasonable person means a reasonable person under similar circumstances and with the same protected status(es) as the complainant;
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

▪ See further information in Humboldt State University sexual violence prevention and education statement, Title IX Notice of Nondiscrimination (which includes facts and myths about sexual violence), and Victim's Rights and Options Notice, at [humboldt.edu/titleix/](http://humboldt.edu/titleix/), and under Sexual Assault Policy.

**Whom to Contact If You Have Complaints, Questions, or Concerns.** Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. The campus Title IX Coordinator is available to explain and discuss the right to file a criminal complaint (for example, in cases of sexual misconduct); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. **If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.**

Complaints of sexual assault or sexual harassment may be made to:

**Campus Title IX Coordinator**

Marcus Winder  
Student Affairs, Siemens Hall 215C  
[marcus.winder@humboldt.edu](mailto:marcus.winder@humboldt.edu);  
707-826-3385  
8:00am to 5:00pm, Monday through Friday

**University Police**

Student & Business Services Building, 101  
[hsupd@humboldt.edu](mailto:hsupd@humboldt.edu)  
707-826-5555

**U.S. Department of Education,**

Office for Civil Rights (OCR)  
Main Office: 800-421-3481; California Office:  
415-486-5555, TDD: 800-877-8339; or  
Main Office: [ocr@ed.gov](mailto:ocr@ed.gov);  
California Office: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

If you wish to fill out a complaint form online with the OCR, you may do so at [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html).

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of gender discrimination complaints, including sexual harassment and misconduct, as well as provide

training, education and preventive measures related to sex discrimination. CSU Executive Order 1097 ([www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf](http://www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf)) (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

**Duty to Report.** Except as provided below under confidentiality and sexual misconduct, dating violence, domestic violence, and stalking, **any** university employee who knows or has reason to know of allegations or acts that violate university policy shall promptly inform the Title IX Coordinator. These employees are required to disclose all information including the names of the parties, **even where the person has requested that his/her name remain confidential.** The Title IX Coordinator will determine whether confidentiality is appropriate given the circumstances of each such incident. (See confidential reporting options outlined below.)

Regardless of whether an alleged victim of gender discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or misconduct, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any gender discrimination/harassment/misconduct, prevent its recurrence, and remedy its effects.

**Safety of the Campus Community is Primary.**

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for gender discrimination, harassment or misconduct; therefore, victims should not be deterred from reporting incidents of sexual misconduct out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual misconduct shall not be subject to discipline for related violations of the Student Conduct Code.

**Information Regarding Campus, Criminal, and Civil Consequences of Committing Acts of Sexual Violence.**

Individuals alleged to have committed sexual misconduct may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university, up to and including suspension or expulsion. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the university with gender discrimination, harassment or misconduct will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098 at [www.calstate.edu/EO/EO-1098-rev-6-23-15.pdf](http://www.calstate.edu/EO/EO-1098-rev-6-23-15.pdf) or any successor executive order) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environ-

ment. Such measures may include but not be limited to: immediate interim suspension from the university; a required move from university-owned or affiliated housing; adjustments to course schedule; and/or prohibition from contact with parties involved in the alleged incident.

**Confidentiality and Sexual Violence, Dating Violence, Domestic Violence and Stalking**

The university encourages victims of sexual misconduct, dating violence, domestic violence or stalking to talk to someone about what happened – so they can get the support they need, and so the university can respond appropriately.

**Privileged and Confidential Communications**

**Physicians, Psychotherapists, Professional Licensed Counselors, Licensed Clinical Social Workers, and Clergy**

– Physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers, and clergy who work or volunteer on or off campus, acting solely in those roles or capacities as part of their employment, and who provide medical or mental health treatment or counseling (and those who act under their supervision, including all individuals who work or volunteer in their centers and offices) may not report any information about an incident of sexual misconduct to anyone else at the university, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers and clergy without triggering a university investigation that could reveal the victim's identity or the fact of the victim's disclosure. However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable.

**Sexual Assault and Domestic Violence Counselors and Advocates**

– Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, victim advocacy offices, women's centers and health centers (including those who act in that role under their supervision, along with non-professional counselors or advocates who work or volunteer in sexual assault centers, victim advocacy offices, women's centers, gender equity centers, or health centers), may talk to a victim without revealing any information about the victim and the incident of sexual misconduct to anyone else at the university, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from these counselors and advocates without triggering a university investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

The university will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to (1) speak only to a physician, professional licensed counselor, licensed clinical social worker, clergy member, sexual assault counselor, domestic violence counselor or advocate; and (2) maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the university and a separate complaint with local or university police. If a victim insists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: university academic support or accommodations; changes to university-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the university or report the incident to the police, and thus have the incident fully investigated. These counselors and advocates can provide victims with that assistance if requested by the victim. These counselors and advocates will also explain that Title IX includes protections against retaliation, and that the university will not only take steps to prevent retaliation when it knows or reasonably should know of possible retaliation, but will also take strong responsive action if retaliation occurs.

**Exceptions:** Under California law, any health practitioner employed in a health facility, clinic, physician's office, or local or state public health department or clinic is required to make a report to local law enforcement if he or she provides medical services for a physical condition to a patient/victim who he or she knows or reasonably suspects is suffering from (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury inflicted upon a victim where the injury is the result of assaultive or abusive conduct (including sexual misconduct, domestic violence, and dating violence). This exception does not apply to sexual assault and domestic violence counselors and advocates. Health care practitioners should explain this limited exception to victims, if applicable.

Additionally, under California law, all professionals described above (physicians, psychotherapists, professional counselors, licensed clinical social workers, clergy, and sexual assault and domestic violence counselors and advocates) are mandatory child abuse and neglect reporters, and are required to report incidents involving victims under 18 years of age to local law enforcement. These professionals will explain this limited exception to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to: (1) local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or (2) to the court if com-

pelled by court order or subpoena in a criminal proceeding related to the sexual misconduct, dating or domestic violence, or stalking incident. If applicable, these professionals will explain this limited exception to victims.

#### **Reporting to University or Local Police**

If a victim reports to local or university police about sexual misconduct crimes, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that his/her identity be kept confidential, his/her name will not become a matter of public record and the police will not report the victim's identity to anyone else at the university, including the Title IX Coordinator. University police will, however, report the facts of the incident itself to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their own criminal investigation. The university is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the university will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

#### **Reporting to the Title IX Coordinator and Other University Employees**

Most university employees have a duty to report incidents of sexual misconduct when they are on notice of it. When a victim tells the Title IX Coordinator or another university employee about an incident of sexual misconduct, the victim has the right to expect the university to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. In all cases, the university strongly encourages victims to report incidents of sexual misconduct directly to the campus Title IX Coordinator. As detailed above, in the "Privileged and Confidential Communications" section of this policy, all university employees except physicians, licensed professional counselors, licensed clinical social workers, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any incidents of sexual misconduct of which they become aware. The university will need to determine what happened – and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other university employees will be shared only with individuals responsible for handling the university's response to the incident. The university will protect the privacy of individuals involved in a sexual misconduct violence incident except as otherwise required by law or university policy. A report of sexual misconduct may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, university policy regarding access to public records and disclosure of personal information

may require disclosure of certain information concerning a report of sexual misconduct. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim's identity and privacy and the privacy of other involved individuals. Except as detailed in the section on "Privileged and Confidential Communications" above, no university employee, including the Title IX Coordinator, should disclose the victim's identity to the police without the victim's consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another university employee that his/her identity remain completely confidential, the Title IX Coordinator will explain that the university cannot always honor that request or guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the university must weigh that request against the university's obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim's request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the university has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim's identity, the university's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited. See Executive Order 1095 (or any successor executive order) for further details around confidential reporting, and other related matters (<http://www.calstate.edu/eo/EO-1095-rev-6-23-15.pdf>).

#### **Additional Resources**

Humboldt State University's sexual misconduct prevention and education statement, which includes facts and myths about sexual misconduct at [humboldt.edu/titleix](http://humboldt.edu/titleix), [stoprape.humboldt.edu](http://humboldt.edu/stoprape), and under Sexual Assault Policy.

**U.S. Department of Education, regional office**  
Office for Civil Rights  
50 United Nations Plaza  
San Francisco, CA 94102  
415-486-5555  
TDD (877) 521-2172

**U.S. Department of Education, national office**  
Office for Civil Rights  
800-872-5327

**California Coalition Against Sexual Assault**  
1215 K. Street, Suite 1850  
Sacramento, CA 95814  
916-446-2520  
<http://calcasa.org/>

**Know your rights about Title IX:**  
<http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html>

**Domestic and Family Violence**, Office of Justice Programs, United States Department of Justice: <https://ovc.ncjrs.gov/topic.aspx?topicid=27>

**National Institute of Justice: Intimate Partner Violence**, Office of Justice Programs, United States Department of Justice: <http://www.nij.gov/topics/crime/intimate-partner-violence/Pages/welcome.aspx>

**National Domestic Violence Hotline:** 1-800-799-SAFE (7233): <http://www.thehotline.org/>

**Office of Violence against Women**, United States Department of Justice: <http://www.justice.gov/ovw>

**Centers for Disease Control & Prevention:** Intimate Partner Violence: <http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/index.html>

**Defending Childhood, United States Department of Justice:** <http://www.justice.gov/archives/defendingchildhood>

**North Coast Rape Crisis Team**  
707-445-2881

Available 24 hours a day, 7 days a week

**HSU Counseling & Psychological Services**  
Student Health & Wellbeing Services  
Monday through Friday 9:00am - 4:30pm  
707-826-3236 (available 24/7)  
[counseling.humboldt.edu](http://counseling.humboldt.edu)

### **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 Student

Rights & Responsibilities to initiate university disciplinary action which may result in the student's permanent exclusion from the course and other disciplinary sanctions. Ordinarily, if a student 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. Public Safety 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 Department is required to report crimes to the Department of Justice on a monthly basis. Statistics for crimes, arrests, property loss, and recovery are reported simultaneously to the CSU Chancellor's Office.

The Humboldt State University Annual Security Report is published in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The report includes crime awareness and campus security statistics (including hate crime statistics). The full text of this report is available upon request from the University Police, Student and Business Services Building, Room 101, 707-826-5555. It is also online at [police.humboldt.edu/clery-act-report](http://police.humboldt.edu/clery-act-report).

The Housing Fire Safety Report contains information related to fire safety and fire statistics in campus housing and is also available online at [police.humboldt.edu/clery-act-report](http://police.humboldt.edu/clery-act-report).

When an emergency strikes, there are multiple ways the campus community will be alerted and informed. These include free text messaging to those who register their cell phone number, RSS feeds to computers and smart phones, social networking, audible alert tones, and public announcements. The best sources of current information are posted to HSU's homepage, recorded on the campus conditions phone line (707-826-INFO), and/or broadcast live on KHSU 90.5 FM radio. These systems are tested each semester.

The University Police Department offers on-campus 24-hour safety escort service. Call 707-826-5555 for information.

The University Police Department actively participates in the following public safety education programs: residence hall presentations, building security programs, crime prevention and alert notices, drug awareness training, acquaintance rape/rape awareness, women's self-defense, bicycle registration, property identification programs, and active shooter awareness and defense.

## Selective Service Requirements

The federal Military Selective Service Act requires most males residing in the U.S. to present themselves for registration with the Selective Service System within 30 days of their 18th birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office. Many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available online. The registration process may be initiated at [sss.gov](http://sss.gov).

## Sexual Assault, Intimate Partner/Domestic Violence, Dating Violence and Stalking Policy

Humboldt State University (HSU) is committed to maintaining and strengthening an educational, working, and living environment founded on dignity and social responsibility. Sexual misconduct (including sexual assault and sexual harassment), intimate partner/domestic violence, dating violence and stalking as well as acts of retaliation against survivors go against the standards and ideals of our community and will not be tolerated. HSU aims to eliminate these harmful actions through education, training, clear policy, and serious consequences for violations of this policy. This policy applies to all university community members, including university employees, students, and third parties. (Examples of third parties include employees of auxiliary organizations, volunteers, independent contractors, vendors and their employees, and visitors.) If a university community member is found responsible for committing sexual misconduct, intimate partner violence, or stalking, they can face criminal charges and/or the appropriate HSU conduct process (for information concerning the various conduct processes, see "Information Regarding the HSU Campus' Criminal and Civil Consequences of Committing Acts of Sexual Violence" at [humboldt.edu/titleix/](http://humboldt.edu/titleix/)). HSU is committed to the well-being and rights of the person reporting the assault, while ensuring due process for the accused.

**Consent** – fully conscious, voluntary acceptance and agreement to engage in a sexual act. If force, fear, threat, coercion, incapacitation (including by alcohol or other drugs) or violence is used or someone takes advantage of an individual who is incapable of giving consent due to that individual's age or disability or by the use of coercion through one's position of

authority, consent cannot exist. Consent cannot be inferred from a current or previous sexual, romantic, or marital relationship, nor can it be inferred from consenting to any other sexual acts. Consent can be taken away at any time.

**Criminal charges** – upon law enforcement investigation a report may be forwarded to the District Attorney's office, which is solely responsible for the decision of whether to file criminal charges.

**Dating Violence** – a form of sexual violence and is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website.

**Intimate partner/domestic violence** – a pattern of power and control that results in physical, sexual, or mental harm, or other forms of abuse, by a person who is or has been in a social relationship of romantic nature, including spouses. This type of violence can occur among heterosexual or same-sex couples and does not require sexual intimacy. Domestic violence also includes abuse committed against a current or former cohabitant or someone with whom the abuser has a child. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to, (1) sexual relations between parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint ownership of property, (4) whether the parties hold themselves out as husband and wife, (5) the continuity of the relationship, and (6) the length of the relationship.

**Dating violence** – a form of sexual violence and is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website.

**Retaliation** – adverse action taken against a person who has reported or opposed conduct which the person reasonably and in good faith believes is discrimination or harassment, has participated in an investigation / proceeding, or has assisted someone in reporting or opposing discrimination, harassment or retaliation or is perceived to have done either of these things.

**Sexual assault** – any attempted or completed sexual act without consent, including unwelcome sexual touching, oral, anal, or vaginal contact and/or penetration. Rape is defined as sexual intercourse without consent, and is a form of sexual assault.

**Sexual harassment** – consists of both non-sexual conduct based on sex or sex-stereotyping and conduct that is sexual in nature which can be verbal, nonverbal, or physical. Sexual harassment also includes hostile behavior based on sex or gender stereotypes, or one's sexual orientation or gender identity, even if that behavior isn't explicitly sexual. This behavior has

the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment, limiting one's ability to participate in or benefit from the services, activities or opportunities offered by the university.

**Stalking** (including cyber-stalking) – a repeated course of conduct directed at a specific person that places that person in reasonable fear for their or the safety of others of others, or causes the victim to suffer substantial emotional distress. This can encompass a range of behaviors, including following someone in person or otherwise monitoring them.

Individuals are encouraged to contact the North Coast Rape Crisis Team at 707-445-2881 or HSU Counseling and Psychological Services at 707-826-3236 for support.

Humboldt State encourages all victims of sexual assault to file an immediate report with the University Police (707-826-5555).

A victim of sexual assault may take one or more of the following actions:

- a) File a written complaint to initiate the appropriate process: that of the University Police or if the complaint is against a student, the Office of Student Rights & Responsibilities. Disciplinary sanctions may include dismissal from the university.
  - b) File criminal charges through the Humboldt County district attorney. University Police can assist the victim in filing this criminal complaint. Under this option, the state accuses the alleged perpetrator; and the victim may serve as a witness for the state.
  - c) Sue the accused for monetary damages in civil court.
  - d) File a complaint through the U.S. Department of Education, Office 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 (707-826-3361).

## Substance Abuse Policy & Sanctions

The faculty, staff, and administration of Humboldt State University are dedicated to creating an environment that allows students to achieve their educational goals. Humboldt State believes that an awareness through education is necessary to promote a healthy lifestyle for our campus, and that every member of the campus community should be encouraged to assume responsibility for a person's behavior.

Humboldt State University subscribes to a drug-free campus and workplace (Drug-Free 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 U.S.

California Laws Governing Distribution, Use & Possession of Drugs and Alcohol. No person may sell, furnish, give, or cause to be sold, furnished, or given away, any alcoholic beverage to a person under age 21 or to any obviously intoxicated person. No person under age 21 may purchase alcoholic beverages or possess alcoholic beverages on any street or highway or in any place open to public view. It is illegal to sell alcohol without a valid liquor license or permit. It is unlawful for any person to drink while driving, to have an open container of alcohol in a moving vehicle, or to drive under the influence of alcohol (intoxication is presumed at blood alcohol levels of .08% or higher; but may be found with levels under .08%). It is also illegal to operate a bicycle while intoxicated. Penalties for a first drunk driving offense include attending an alcohol/drug program, fines up to \$1,000, up to six months in jail, and driver's license suspension up to six months. Second offenses are punishable by fines up to \$1,000, imprisonment up to one year, driver's license suspension up to 18 months, and/or a required drug/alcohol program of up to 30 months. Third and fourth offenses carry similar sanctions, plus three- and four-year revocations of driver's license, 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 1,000 feet of a school or university, within 100 feet of a recreational facility, to anyone in prison or jail, to anyone under 18 by anyone over 18, or to a pregnant woman. Personal property may be seized if it contains drugs or was used in a drug transaction. The illegal possession of most of these drugs is also a felony (marijuana may be a felony or misdemeanor depending upon the amount involved), carrying maximum prison sentences of up to seven years.

Sources: Printed with permission from University of California, Davis — materials prepared for members of Bay Area Consortium of College and University Prevention Programs (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 of Student Health & Wellbeing Services, 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 707-826-5228 for more information.

Many self-help groups meet both on campus and in the community. Check the bulletin board outside the health educator's office and counseling center on the second floor of the Student Health & Wellbeing Services for exact names, places, and times. There are many community resources (public, private nonprofit, and private for profit) available. See [wellbeing.humboldt.edu](http://wellbeing.humboldt.edu).

#### **On Campus Resources**

Counseling & Psychological Services  
707-826-3236  
Student Health & Wellbeing Services  
707-826-3146

#### **Off Campus:**

Alcoholics Anonymous  
844-442-0711  
[aahumboldtelnorte.net](http://aahumboldtelnorte.net)  
Al-Anon Alateen, Northern California  
707-443-1419  
[ncwsa.org](http://ncwsa.org)  
Alcohol/Drug Care Services  
707-445-3869  
Domestic Violence Services  
707-444-9255  
707-443-6042 24-hour Crisis Line  
Department of Health & Human Services  
Healthy Moms 707-441-5220  
Tobacco Free Humboldt 707-268-2132  
Humboldt Alcohol Recovery Treatment  
(HART) 707-725-9381  
Humboldt Family Service Center  
707-443-7358  
[humboldtfamilyservice.org](http://humboldtfamilyservice.org)  
Humboldt Open Door Clinic  
707-826-8610  
[opendoorhealth.com](http://opendoorhealth.com)  
Humboldt Recovery Center  
707-444-6262  
707-443-0514  
Narcotics Anonymous  
707-444-8645  
[humboldtna.org](http://humboldtna.org)  
United Indian Health Services  
707-825-5000  
[unitedindianhealthservices.org](http://unitedindianhealthservices.org)

## 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 percent of the student body binge drinks), the vast majority of college 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 percent of all academic problems and 28 percent of all dropouts.

Sources: Wechsler, Henry, et al. 'Health and Behavioral Consequences of Binge Drinking in College.' *Journal of 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.

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, heart disease, hypertension, 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.

**Other Depressants.** These drugs include narcotics (for example, opium, heroin, morphine, codeine, and synthetic opiates) and sedative-hypnotics and anti-anxiety 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 anti-anxiety drugs can cause temporary psychosis, hallucinations, paranoid delusions, interference with short-term memory, impaired judgment and motor performance.

**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 self 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.

## Policy on Systemwide Smoke and Tobacco Free Environment

### I. Authority and Purpose

This executive order is issued pursuant to Title 5, California Code of Regulations, Sections 42356, Government Code 7597.1, and the Standing Orders of the Board of Trustees. A cornerstone of the California State University and higher education is the principle of one's individual freedom to learn, teach, work, think, and take part in their intellectual and career endeavors in a fulfilling, rewarding, safe, and healthy environment. For decades, the health hazards of tobacco and second-hand smoke to individuals have been well studied and chronicled. Further, studies have clearly demonstrated the acute health benefits, medical costs savings, and organizational costs savings when individuals quit smoking. Thus, in order to provide the California State University's faculty, staff, students, guests and the public with campuses that support the principle of one's individual freedom to learn, teach, work, think and take part in their intellectual endeavors in a fulfilling, rewarding, safe and healthy environment, the creation and implementation of a "smoke and tobacco free" policy systemwide is necessary and welcome. Campus Presidents or their designees shall have the responsibility for implementing the policy on their campuses with an implementation date of September 1, 2017.

### II. Definitions

**Members of the CSU Community:** This includes all students, faculty, staff, alumni, university volunteers, contractors or vendors and visitors to any California State University campus or properties.

**University Properties:** These include the interior and exterior campus areas of any California State University campus. This definition includes buildings (including residence halls), structures (including parking structures), parking lots, and outdoor areas owned, leased or rented by the university or one of its auxiliaries. Also included are vehicles owned, leased or rented by the university or one of the university's auxiliaries. Private vehicles on university-owned, leased, or rented land or in university-owned, leased, or rented parking structures will also be subject to compliance with Executive Order 1108.

**Smoke Free:** "Smoke Free" means the use of cigarettes, pipes, cigars, and other "smoke" emanating products including e-cigarettes, vapor devices and other like products are prohibited on all university properties.

**Smoke or Smoking:** "Smoke" or "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, cigarillo, pipe, hookah, or any other lighted or heated tobacco or plant product intended for inhalation, whether natural or synthetic, in any manner or in any form. "Smoke" or "Smoking" also includes the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form, or the use of any oral smoking device for the purpose of circumventing the prohibition of smoking.

**Tobacco Product:**

(i) A product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, and snuff.

(ii) An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah.

(iii) Any component, part, accessory of a tobacco product, whether or not sold separately.

(iv) "Tobacco product" does not include a product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product or for other therapeutic purposes where the product is market and sold solely for such an approved purpose.

**Tobacco Free:** "Tobacco Free" means the use of cigarettes, pipes, cigars, smokeless tobacco, snuffs, and other tobacco products are prohibited on all university properties.

**III. Policy**

Campus Presidents or their designees shall have the responsibility of implementing this Executive Order on their campuses with an anticipated implementation date no later than September 1, 2017.

**Scope of this Executive Order:**

Effective September 1, 2017, all California State University campuses shall be 100% Smoke Free and Tobacco Free. Smoking, the use or sale of tobacco products, and the use of designated smoking areas are prohibited on all California State University properties. Members of the CSU community are expected to fully comply with the policy.

Any sponsorship and/or advertising in respect to any university activity or event by a tobacco product manufacturer is prohibited unless explicitly authorized by the University President or designee.

**Exceptions:**

(i) Smoking in university-sponsored theater and dance productions, student-authored or sponsored scenes, showcases or workshops produced as part of the department of theatre as well as ceremonial campus events may be authorized by the President or designee only when a required part of a specific performance. This includes smoking and/or tobacco use for traditional ceremonial activities of recognized cultural and/or religious groups.

(ii) The use of nicotine cessation products regulated by the United States Food and Drug Administration for treating nicotine or tobacco dependencies is permitted under the terms of this executive order.

(iii) Institutional Review Board approved research on tobacco or tobacco-related products.

**Collective Bargaining:**

Nothing in this executive order shall extend the existing grounds for employee discipline and, to the extent that any of these provisions are in conflict with a Collective Bargaining

Agreement, the terms of the Collective Bargaining Agreement shall be controlling.

**IV. Compliance, Responsibilities and Enforcement**

Compliance is grounded in an informed and educated campus community. The success of this policy depends on the thoughtfulness, civility and cooperation of all members of the campus community, including visitors.

Members of the CSU community are individually responsible to comply with the creation of a systemwide smoke and tobacco free environment. While compliance with this executive order is an individual responsibility, members of the CSU community should be aware that enforcement of this policy may occur in the following instances:

(i) University Police shall reserve all enforcement authority with regards to any violation of existing state and federal law.

(ii) Individual agreements that prohibit smoking and proscribe penalties for breaches that are not impacted by this executive order (e.g. University Housing license agreements, other residential licenses, or existing leases).

Educational campaigns, outreach, communication and the promotion of tobacco cessation treatment options will be the primary means to promote compliance. A comprehensive education and outreach campaign, including resources and referrals for cessation will be made available as part of campus implementation programs.

The progress this policy represents in promoting the ability of students, faculty, staff and visitors to have a healthier and pleasant campus experience aligns well with the CSU's mission. Individual campus support and diligence in moving forward with the implementation and amendment of current policies is sincerely appreciated.

Hostile and/or violent interpersonal conduct directed against members of the CSU community requesting that an individual(s) comply regarding compliance with the terms of this executive order will not be tolerated, and will be enforced under systemwide or campus policies, including but not limited to workplace violence policies

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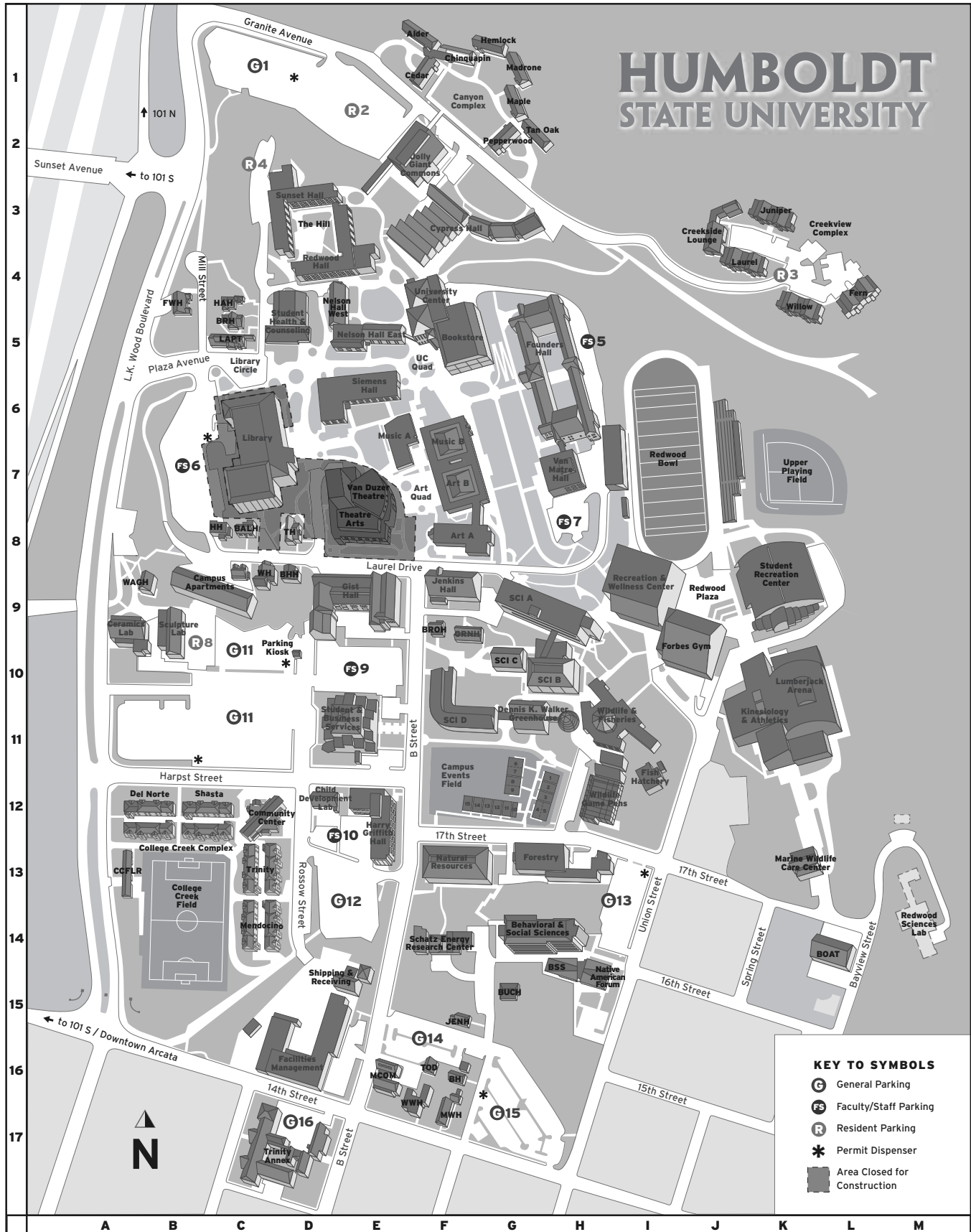
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# CAMPUS MAP



# HSU CAMPUS LISTING

## Alphabetical by Facility Name

- A -		- G -		- R -	
ALDER	Alder Residence Hall.....1F	GH	Gist Hall.....9D	RWC	Recreation & Wellness Center..... 9I
ARTA	Art A.....8F	- H -		RB	Redwood Bowl .....7I
ARTB	Art B.....7F	HH	Hadley House .....8B		Redwood Plaza.....9J
	Art Quad.....7F	HAH	Hagopian House (YES).....4B	REDWO	Redwood Residence Hall.....4D
- B -		HGH	Harry Griffith Hall.....12E		Redwood Sciences Lab .....14M
BH	Baiocchi House.....16F	HEMLC	Hemlock Residence Hall .....1G	- S -	
BALH	Balabanis House (MCC).....8C		Hill, The.....3D	SERC	Schatz Energy Research Ctr.....14F
BSS	Behavioral & Soc. Sciences.....14G	- J -		SCIA	Science A.....9G
BOAT	Boat Facility.....14K	JH	Jenkins Hall.....9F	SCIB	Science B.....10H
BRH	Brero House (ITEPP).....5C	JENH	Jensen House (Children's Center)....15F	SCIC	Science C.....10G
BHH	Bret Harte House.....9D	JGC	Jolly Giant Commons.....2F	SCID	Science D.....10F
BROH	Brookins House.....9F	JUNIP	Juniper Residence Hall .....3K	SCLPT	Sculpture Lab.....9B
BUCH	Buck House (CCAT) .....15G	- K -		SHAST	Shasta Residence Hall.....12B
- C -		KA	Kinesiology & Athletics.....11K	SR	Shipping & Receiving .....15E
CA	Campus Apartments.....9B	- L -		SH	Siemens Hall.....6E
CEF	Campus Events Field.....11F	LAURE	Laurel Residence Hall.....4J	SBS	Student & Business Services.....11E
	Canyon, The.....1F	LIB	Library .....7C	HC	Student Health & Counseling .....5D
CEDAR	Cedar Residence Hall.....1F		Library Circle .....5C	SRC	Student Recreation Center .....8K
CERAM	Ceramics Lab .....9A	LAPT	Little Apartments.....5C	SUNST	Sunset Residence Hall.....3D
CDL	Child Dev. Lab, Swetman.....12D	- M -		- T -	
CHINQ	Chinquapin Residence Hall.....1F	MADRN	Madrone Residence Hall.....1G	TANOK	Tan Oak Residence Hall.....2G
	College Creek Complex .....12B	MAPLE	Maple Residence Hall.....1G	TH	Telonicher House.....8D
CCF	College Creek Field .....14B	MWCC	Marine Wildlife Care Center.....13K	TA	Theatre Arts.....8D
CCFLR	College Cr. Field Locker Rooms .....13A	MCOM	Marketing & Communications.....16E	TOD	Toddler Center .....16F
CCCTR	Community Center .....12C	MWH	Mary Warren House.....17F	ANEX	Trinity Annex .....17C
CREEK	Creekside Lounge.....3J	MENDO	Mendocino Residence Hall.....14C	TRIN	Trinity Residence Hall .....13C
	Creekview Complex.....3K	MUSA	Music A .....6E	- U -	
CYPRS	Cypress Residence Hall .....3F	MUSB	Music B .....6F	UC	UC Quad.....5F
- D -		- N -		UPF	Upper Playing Field .....4K
DELNO	Del Norte Residence Hall.....12B	NR	Natural Resources .....13F	- V -	
SCIE	Dennis K. Walker Greenhouse .....11G	NHE	Nelson Hall East.....5E	VMH	Van Matre Hall .....7H
- E -		NHW	Nelson Hall West .....4D	- W -	
GRNH	Experiemental Greenhouse .....9F	- P -		WAGH	Wagner House .....9B
- F -		PARK	Parking Kiosk .....10D	WWH	Walter Warren House (INRSEP).....17B
FM	Facilities Management .....16D	PEPR	Pepperwood Residence Hall.....2G	WH	Warren House.....9C
FERN	Fern Residence Hall .....4L				
FWH	Feuerwerker House.....4B				
FSH	Fish Hatchery .....12I				
FGYM	Forbes Gym.....10I				
FR	Forestry.....13H				
FH	Founders Hall.....5H				

## Event, Meeting, and Retail Spaces

Bookstore	University Center (UC) 332.....5F
College Creek Marketplace	Community Center (CCCTR) 102.....12C
Depot	University Center (UC) 127.....5F
Fieldhouse	Student Recreation Center (SRC) 165.....8K
Fishbowl	Library (LIB) 209.....7C
Fulkerson Recital Hall	Music B (MUSB) 132.....6F
Goodwin Forum	Nelson Hall East (NHE) 102.....5E
Great Hall	Community Center (CCCTR) 260.....12C
Green & Gold Room	Founders Hall (FH) 166.....5H
J Dining Hall	Jolly Giant Commons (JGC) 400.....2F
Kate Buchanan Room (KBR)	University Center (UC) 225.....4F
Lumberjack Arena	Kinesiology & Athletics (KA) 247 .....10K
Native American Forum	Behavioral & Soc. Sciences (BSS) 162 .....15H
Van Duzer Theatre (JVD)	Theatre Arts (TA) 101.....7E
West Gym	Recreation & Wellness Center (RWC) 202.....9I

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Permits not required on weekends and HSU holidays

Vehicles in ♿ spaces always require disabled plate/placard and HSU parking permit when permits are required

General parking (w/permit) okay in Ⓡ lots evenings after 5pm Monday–Thursday

Ⓡ Resident parking areas require permits 24/7 Monday–Friday

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