

HUMBOLDT STATE UNIVERSITY

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C A T A L O G

learning to make a positive difference

Academic Calendar 2005-2006

Summer Term 2005

May 31	Summer term and academic year begins
May 31	Instruction begins
July 1	Summer Session A ends
July 4	Independence Day Holiday
July 5	Summer session B begins
Aug 5	Summer term instruction ends
Aug 8	Summer term ends

Fall Semester 2005

Aug 16	Fall semester begins
Aug 16-19	Meetings, testing, advising, registration
Aug 22	Instruction begins
Sep 5	Labor Day Holiday
Nov 21-25	Thanksgiving Break
Dec 12-16	Final exams
Dec 20	Fall semester ends

Spring Semester 2006

Jan 12	Spring semester begins
Jan 12-13	Meetings, testing, advising, registration
Jan 16	Martin Luther King Holiday
Jan 17	Instruction begins
Mar 13-17	Spring break
Mar 31	Cesar Chavez holiday
May 8-12	Final exams
May 13	Commencement
May 17	Spring semester and academic year ends

For a more detailed calendar of academic dates and deadlines, see the **Registration Guide / Schedule of Classes**, published each semester.

Phone Index

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

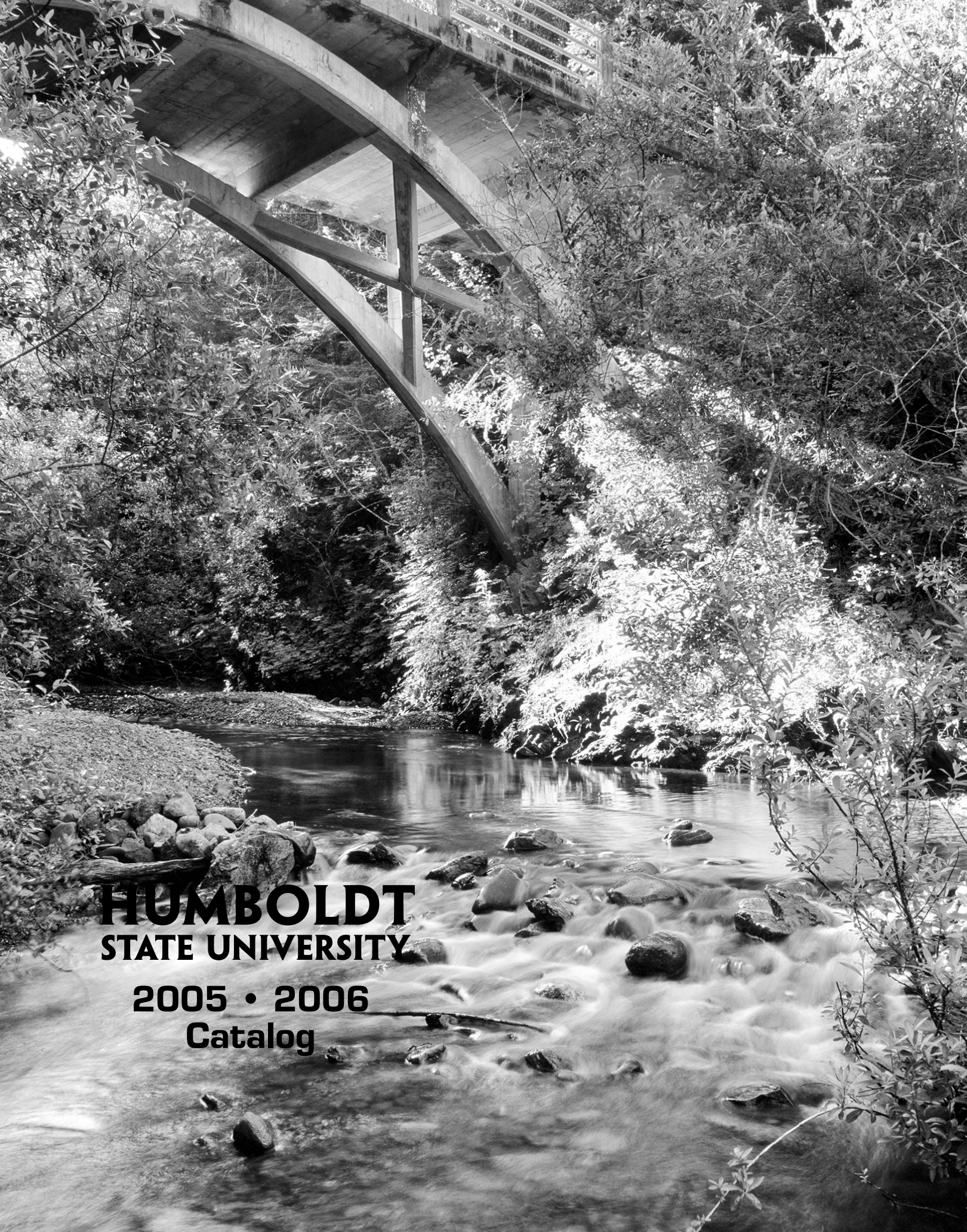
Academic Information & Referral Center (AIR).....	4101
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toll free	1-866-850-9556
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Mail: HSU Bookstore, Catalog Department, 1 Harpst Street, Arcata CA 95521-8299

If you are unable to visit the Humboldt State University Bookstore, call 707-826-3741 for current price information.



HUMBOLDT
STATE UNIVERSITY

2005 • 2006
Catalog

President Rollin C. Richmond talks about

THE HUMBOLDT SPIRIT

Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human and environmental condition. 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 that it is the individual citizen, acting in good conscience and engaging in informed ethical action, who will preserve and advance our world. We will commit to increasing our diversity of people and perspectives. We will be an exemplary partner with our communities and tribal nations. We will be stewards of learning that make a positive difference.

Humboldt has a tradition of excellence—in its students, faculty, staff, alumni, and generous friends. While we have frequently been cited as being among the top 10 percent of regional colleges and universities in the United States by a number of national publications, we continue to build on our high academic reputation.

Each day we are committed to making a better world by helping people get the education they need to live happy and fulfilling lives. Our mission to provide quality education, generate new knowledge, and help to use knowledge for individuals and our community is underscored with a set of values for the university—excellence, fairness, diversity, honesty, trust, and openness. Those values are being applied to fulfilling the following Humboldt State goals:

- be student-centered
- promote diversity of people and perspectives
- practice social and environmental responsibility
- be a role model for community involvement
- promote responsible economic development

While our top priority at Humboldt is to provide a high-quality education, it just so happens that a first-class educational experience can be obtained in one of the most beautiful natural areas in the country. Humboldt State's campus is set between the blue-green waters of the Pacific Ocean and towering redwood groves throughout our mountains.

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



President Rollin C. Richmond



*President Richmond with
volunteer students at
Humboldt's Day of Caring*



University Center

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WELCOME TO HUMBOLDT

Humboldt State University, situated in a serene, pastoral setting 270 miles north of San Francisco and just four miles from the Pacific Ocean, emphasizes learning by doing. The Arcata campus uses its location in the Redwoods as a natural resources classroom, attracting adventurous, self-reliant students from afar. In majors ranging from anthropology to zoology, HSU students have an uncommon undergraduate opportunity for hands-on, major research. They can dig into an active fault zone to study earthquakes, observe gray whales or mountain lions in their natural habitats, climb into the rich biodiversity of old growth redwood forest canopies and steep themselves in marine life on the ocean-going HSU research vessel, the *Coral Sea*. Small class sizes and the intimate natural setting foster friendliness and close student/faculty relationships. Sophisticated computer labs enable students to explore applications in nearly every field. Facilities include a marine lab, greenhouse, university forest,



and electron microscope. Student astronomers explore the heavens with their own observatory. They enjoy one of California State University's most diverse plant collections, encompassing more than 1,000 species in 187 families. HSU's Waterfowl Ecology Research Group monitors the spacious wetlands and coastal bays so important to our birds and wildlife. The College of Professional Studies is the new home of the Department of Social Work, which trains professionals to answer the nation's ever-expanding public health and child welfare needs. HSU is equipped with a highly respected Child Development Lab, hosts one of the best forensics programs in Northern California, and offers a distinguished minor in leadership training that you can take with a variety of majors, fulfilling our promise of outstanding



University Center Quad



interdisciplinary studies. KHSU-FM welcomes student volunteers in music, public affairs, production, and radio engineering. It offers paid work-study options and grant-funded producer positions. Through “KHSU Experience,” you can pick up one to three units of academic credit from the Department of Journalism and Mass Communication. The student-run campus newspaper, the *Lumberjack*, and the student-run magazine, *Osprey*, are recognized by the highly respected Society of Professional Journalists for their excellence. Our undergraduates also advance hydrogen fuel cell research, computer-model all sorts of molecules, survey archaeological sites, carry out experiments at an off-campus fish hatchery, and conduct research in wildlife game pens. Independent study is the watchword here.

In the humanities, students enjoy dramatic productions, recitals, competitive debates, student media, the West Coast’s largest art foundry, and a chamber music library with over 3,000 works. A high percentage of HSU graduates go on to doctorates in the sciences and mathematics, and the university recently opened a dedicated Department of Economics. Joint university projects with local companies give undergraduates first-hand business and financial experience. HSU offers personal and professional growth as well as exceptional academic opportunities. Recreational life is second to none. The northernmost institution of the 23-campus California State University system, HSU embodies intellectual excellence, physical wonders and spiritual awareness.

Traditionally known for its science and natural resources programs—aquatic/marine studies, biology, geology, fisheries biology, forestry, natural resources interpretation, natural resources planning, natural resources recreation, oceanography, remote sensing, watershed management, wildlife, and dozens more that are spelled out in the pages that follow—Humboldt has strengthened its diversity in the past decade. Fine arts, business, and humanities programs have earned national distinction. Repeatedly, *U.S. News & World Report* has ranked Humboldt State University among the top 10% of regional colleges and universities in the country. Humboldt has also been named a “best buy” in the West by *Money* magazine.

The intimacy of the campus mirrors the sense of community along California’s North Coast. In the small-town atmosphere, students learn they can make a direct, positive difference in the lives of others. And they do, through senior citizen programs, recycling, science outreach, legal counseling, health education, and more. Many students acquire a long-lasting sense of social commitment, as evidenced by Humboldt’s historically high proportion of graduates who enter the Peace Corps.

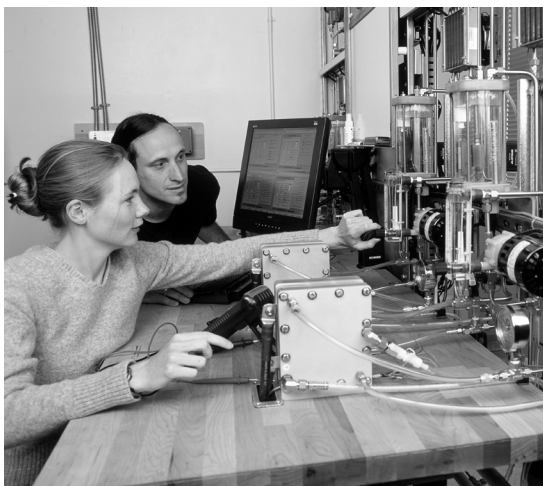
Humboldt enrolls about 7,700 students each year. The average student’s home is more than 500 miles from campus. Despite its size and remoteness—possibly because of them—Humboldt State is known for academic excellence, evidenced by high postgraduate and professional test scores. Though the atmosphere and lifestyle are casual, faculty take seriously their personal commitment to helping students advance along a rigorous scholarly trail.



student photo display



class field trip



interning at the Schatz Energy Research Center

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 is a comprehensive, residential campus of the California State University. 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, energizes the educational process.

Humboldt State University promoted the following core values that represent attributes of an academically integrated University, and provide a framework for accomplishing our collective vision and mission.

Accreditation

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

- Western Association of Schools & Colleges (985 Atlantic Ave, Suite 100, Alameda, CA 94501, 510-748-9001)
- Engineering Accreditation Commission of ABET (111 Market Place, Suite 1050, Baltimore, MD 21202-4012, 410-347-7700)
- American Chemical Society
- California Commission on Teacher Credentialing
- Commission on Collegiate Nursing Education
- Commission on Applied & Clinical Sociology
- Council on Social Work Education
- National Academy of Early Childhood Programs (reporting to the National Association for the Education of Young Children)
- National Association of School Psychologists
- National Association of Schools of Art & Design
- National Association of Schools of Music
- Society of American Foresters

Humboldt State has been approved by:

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

The California State University

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The newest, CSU Channel Islands, opened in fall 2002, with freshmen arriving in fall 2003.

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

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

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

The CSU offers more than 1,800 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2004 totaled 397,000 students, who were taught by some 21,000 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Nearly 2 million persons have been graduated from CSU campuses since 1960.

Summer Term for Scheduling Flexibility

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

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

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

Changes in Regulations and Policies in the Catalog

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

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

THE CALIFORNIA STATE UNIVERSITY



1 CALIFORNIA STATE UNIVERSITY, BAKERSFIELD • Q

9001 Stockdale Highway, Bakersfield CA 93311-1099
Dr. Horace Mitchell, President • (661) 664-3036 • www.csusb.edu

2 CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS • S

One University Drive, Camarillo CA 93012
Dr. Richard Rush, President • (805) 437-8500 • www.csuci.edu

3 CALIFORNIA STATE UNIVERSITY, CHICO • S

400 West First Street, Chico CA 95929-0150
Dr. Paul J. Zingg, President • (530) 898-4636 • www.csuchico.edu

4 CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS • S

1000 East Victoria St, Carson CA 90747-0005
Dr. James E. Lyons Sr., President • (310) 243-3300 • www.csudh.edu

5 CALIFORNIA STATE UNIVERSITY, EAST BAY • Q

25800 Carlos Bee Boulevard, Hayward, CA 94542
Dr. Norma Rees, President • (510) 885-3000 • www.csueastbay.edu

6 CALIFORNIA STATE UNIVERSITY, FRESNO • S

5241 North Maple Ave, Fresno CA 93740-0057
Dr. John D. Welty, President • (559) 278-4240 • www.csufresno.edu

7 CALIFORNIA STATE UNIVERSITY, FULLERTON • S

800 North State College Blvd., Fullerton CA 92834-9480
Dr. Milton A. Gordon, President • (714) 278-2011 • www.fullerton.edu

8 HUMBOLDT STATE UNIVERSITY • S

1 Harpst Street, Arcata CA 95521-8299
Dr. Rollin Richmond, President • (707) 826-4402 • (866) 850-9556 • www.humboldt.edu

9 CALIFORNIA STATE UNIVERSITY, LONG BEACH • S

1250 Bellflower Boulevard, Long Beach CA 90840-0115
Dr. Robert C. Maxson, President • (562) 985-4111 • www.csulb.edu

10 CALIFORNIA STATE UNIVERSITY, LOS ANGELES • Q

5151 State University Drive, Los Angeles CA 90032-8530
Dr. James M. Rosser, President • (323) 343-3000 • www.calstatela.edu

11 CALIFORNIA MARITIME ACADEMY • S

200 Maritime Academy Dr, Vallejo CA 94590
Dr. William B. Eisenhardt, President • (707) 654-1000 • (800) 561-1945
www.csum.edu

12 CALIFORNIA STATE UNIVERSITY, MONTEREY BAY • S

100 Campus Center, Seaside CA 93955-8001
Dr. Peter P. Smith, President • (831) 582-3330 • www.csUMB.edu

13 CALIFORNIA STATE UNIVERSITY, NORTHRIDGE • S

18111 Nordhoff St, Northridge CA 91330-8207
Dr. Jolene Koester, President • (818) 677-1200 • www.csun.edu

14 CALIFORNIA STATE POLYTECHNIC UNIV, POMONA • Q

3801 West Temple Ave, Pomona CA 91768-4003
Dr. J. Michael Ortiz, President • (909) 869-7659 • www.csupomona.edu

15 CALIFORNIA STATE UNIVERSITY, SACRAMENTO • S

6000 J Street, Sacramento CA 95819-6048
Dr. Alexander Gonzalez, President • (916) 278-6011 • www.csus.edu

16 CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO • Q

5500 University Parkway, San Bernardino CA 92407-2397
Dr. Albert K. Karnig, President • (909) 880-5000 • www.csusb.edu

17 SAN DIEGO STATE UNIVERSITY • S

5500 Campanile Drive, San Diego CA 92182-7455
Dr. Stephen L. Weber, President • (619) 594-5000 • www.sdsu.edu

18 SAN FRANCISCO STATE UNIVERSITY • S

1600 Holloway Ave, San Francisco CA 94132-4002
Dr. Robert A. Corrigan, President • (415) 338-1111 • www.sfsu.edu

19 SAN JOSÉ STATE UNIVERSITY • S

One Washington Square, San José CA 95192-0001
Mr. Don Kassing, Interim President • (408) 924-1000 • www.sjsu.edu

20 CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO • Q

One Grand Avenue, San Luis Obispo CA 93407
Dr. Warren J. Baker, President • (805) 756-1111 • www.calpoly.edu

21 CALIFORNIA STATE UNIVERSITY, SAN MARCOS • S

333 S. Twin Oaks Valley Rd., San Marcos CA 92096-0001
Dr. Karen S. Haynes, President • (760) 750-4000 • www.csusm.edu

22 SONOMA STATE UNIVERSITY • S

1801 East Cotati Avenue, Rohnert Park CA 94928-3609
Dr. Ruben Armiñana, President • (707) 664-2880 • www.sonoma.edu

23 CALIFORNIA STATE UNIVERSITY, STANISLAUS • 4-1-4

801 West Monte Vista Avenue, Turlock CA 95382-0299
Dr. Hamid Shirvani, President • (209) 667-3122 • www.csustan.edu

Note: Telephone numbers are to the campus admission office.

THE CAMPUS COMMUNITY

Academic Support Services

Academic Advising. At Humboldt State, academic advisors play a vital role in a student's education. All new students are assigned an academic advisor during the first two weeks of classes, and are notified of the assignment via email. With a few exceptions the advisor is a faculty member in the student's major. Undeclared undergraduate and unclassified post-baccalaureate students have advisors assigned from the Academic Information and Referral (AIR) Center, or from the faculty at large until they have declared a major; while students participating in the EOP have an EOP advisor assigned for their first academic year in addition to their academic advisor.

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

Academic Information & Referral Center. Students can find advising assistance at the Academic Information & Referral (AIR) Center where staff provide general education advising, assistance with registration, enrollment verification, applications for graduation, transcript request forms, petition information, and clarification on academic regulations and deadlines. The AIR Center is comprised of staff from the Offices of the Registrar and Undergraduate Studies. Students can make appointments with an evaluator for degree audit review or any other staff member in the Office of the Registrar by contacting the AIR Center. The AIR Center also provides liberal studies major advising, veterans enrollment services, and undeclared majors advising.

The AIR Center is in SBS 133, phone (707) 826-4101, email air@humboldt.edu; Web site www.humboldt.edu/~air. The AIR Center is open 9-4 Monday-Friday.

Learning Center. The Learning Center offers comprehensive services that include learning skills and tutorial components to support the academic needs of Humboldt students. The staff provides assistance in study strategies such as time management, test taking techniques, note taking, college reading and memory, and can help students develop individualized plans to enhance their academic skills. The staff also offers standardized test preparation (GRE, GWPE), ESL, and support for students in lower division science courses. **The Learning Center Tutorial Lab** offers free small group tutoring (available for many lower division courses), supplemental instruction for selected lower division science courses, and one-to-one tutoring for a small fee. For more information, call (707) 826-5217 or call (707) 826-4266 for tutorial assistance. The Learning Center is located in Little Apartments, House 71. Visit our Web site: www.humboldt.edu/~learning.

Student Support Services. Student Support Services assist those from low-income families who need academic support to complete their education. Priority goes to students whose parents do not have a college degree.

These services, tailored to the needs of the individual, include academic and personal counseling, tutorial help, study skills programs, and assistance with English, mathematics, spelling, and reading. Students may enroll in developmental classes in English grammar and composition, arithmetic, elementary algebra, reading improvement, and vocabulary development.

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

Alumni Activities

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

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

Art Galleries

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

Athletics (also see Recreation)

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

Humboldt's intercollegiate teams have produced many championships over the years. Five men's and seven women's teams compete within the National Collegiate Athletic Association. Men's sports include football, soccer, basketball, cross-country, and track and field. Women's sports include soccer, volleyball, cross-country, basketball, softball, track and field, and crew.

Humboldt State University is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics. Information concerning athletic opportunities available to male and female students and the financial resources and personnel Humboldt dedicates to its men's and women's teams may be obtained from the athletics office in the Forbes Complex (707-826-3666) or visit our Web site at hsujacks.com.

Facilities. Humboldt State has a modern physical education complex with areas for basketball, volleyball, wrestling, dance, yoga, fencing, and archery. Humboldt also offers a swimming pool, soccer and football fields, tennis courts, a modern weight-training room, and an all-weather track. The university's fieldhouse allows for indoor football, track, or softball practice.

Bookstore

The bookstore, conveniently located on the University Center's third floor, carries all textbooks and course materials required by HSU students. The Bookstore also stocks a large selection of general books, HSU imprinted clothing and gift items, computer hardware and software, school and art supplies, as well as food, beverage, and sundry items.

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

Career & Employment Services

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

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

Besides individual counseling, two courses help students choose a major or a career: Career Decision Making & Life Planning (PSYC 165) and Life/Work Options for Women (PSYC/WS 166). Computer-based guidance systems give information about occupations and help students examine occupational values, interests, and skills.

Job Search Services, located in NHW 130, help students and their partners find part-time, summer, temporary, work-study, or full-time work. These services are provided year round and stress educational and career objectives. All local, part-time jobs are posted

on-line so students can have access to these listings at their convenience. Students can register with our office to access these listings by going to www.humboldt.edu/~career. Students can also sign up monthly on skills lists for miscellaneous short-term jobs in the community. Career Center staff also help students develop job-hunting, résumé writing, and interview skills. Call (707) 826-3341.

Internships & Student Career Experience Program (SCEP). Through the Career Center's Internship Program and SCEP (formerly Cooperative Education) program, students gain pre-professional experience in their career fields while earning money. Positions are offered throughout the school year and summertime. Students may also earn 1-3 credits for internships through directed study. All internships and SCEP positions are posted on-line for easy access.

Career Resources Room. The Career Center houses a career resources room in Nelson Hall West 132. There, students find:

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

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

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

Certain employers interview candidates on campus, including representatives of business, industry, government, and education. Check the Career Center Web site "Events

Calendar" for employers who are visiting HSU.

Center for Indian Community Development

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

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

Since 1966, CICD has supported and collaborated on hundreds of projects with American Indian community members, Tribes, Indian organizations, educational institutions, and governmental representatives in support of Native American people. The Center continues to dedicate its staff, material, and financial resources to furthering the goals of American Indian projects and communities. Its several main areas of focus are American Indian language, literature and ethnographic research; community development, public relations, and the Cultural Resources Facility.

The center also emphasizes educational, social, and community development activities. Call (707) 826-3711 or visit Brero House 93.

Child Care

The **Children's Center** provides a care and education program for toddlers and pre-school children. Priority goes to university students' children. Children of university staff members are welcomed on a space-available basis. Fees are based on parental income. Call (707) 826-3838 or drop by Jensen House 94.

The **Child Development Laboratory** offers an educational program for preschool children of students, staff, and community residents. Child development majors (and others) observe the children and serve as student teachers. Call (707) 826-3475.

Community Service

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

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

Youth Educational Services (YES) offers leadership and volunteer opportunities through student-directed programs addressing social issues in the community. These include SNAP (Support Network for Adolescent Parents), Refugee Extension Program, Environmental Education, and Homelessness Network.

YES trains students to become community activists and organizers, giving them the knowledge, skills, and field 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. Academic credit is available for YES work. For information, visit Youth Educational Services, Hagopian House 91, or call 826-4965.

Computers

(see Resources for Research)

Counseling & Psychological Services

Counseling services are available for all regularly enrolled HSU students. Students who wish to receive services can come in Mon - Fri between 8:00 a.m. and 4:45 p.m. to fill out paperwork and schedule an assessment. The assessment usually takes 30-50 minutes to determine the most appropriate resources for the student:

- groups and workshops;
- short-term individual counseling;
- crisis and consultation services;
- community referral.

Services are free and confidential. Call 826-3236 or come by the office, HC 205, located on the second floor of the Student Health Center Building. Bring your student I.D. card.

For additional, current information visit our Web site at studentaffairs.humboldt.edu/counseling/.

Dining Services

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

The **Jolly Giant Dining Commons** ("the J") serves as the main dining facility for students living in the residence halls. Service is cafeteria style for breakfast, lunch, and dinner Monday through Friday and brunch and dinner on weekends. Special efforts are made to meet diverse student needs: vegetarian entrées at every meal, a build-your-own salad bar, fresh fruit, desserts, and a variety of snack items. In addition to the J, the Giant's Cupboard, a convenience store located in the Jolly Giant Commons, is open seven days a week. The Cupboard offers numerous beverages and snack items, frozen foods, sandwiches, and food staples.

The Depot, a food court arcade, serves the main campus as well as resident students. The Depot offers made-to-order sandwiches, a Mexican burrito bar, salad bar, pasta bar, pizza, assorted bottled and fountain beverages, burgers, fresh soups, wraps, espresso, and specialty coffees.

Windows Café offers full table service and a salad bar. The menu highlights local favorite recipes. The **South Campus Marketplace** is a convenience store located in the Student and Business Services Building at the south end of campus.

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

Each meal plan contains a different amount of meal points that can be used at any of our campus dining operations. This provides students maximum flexibility with their meal

plans. Students living off campus may also purchase meal plans.

For answers to questions about any of the dining services or meal plans, call (707) 826-3451 or email director Ron Rudebeck, rlr4@humboldt.edu.

Disabled Students
(see "Students with Disabilities"
under Support Services)

Dormitories
(see Housing)

Exchange Programs & International Study

Exchange Programs. A program approved for credit by HSU may be considered as enrollment at HSU and therefore eligible for federal financial aid assistance. Arrangements must be made with the Financial Aid Office prior to departure.

National Student Exchange. Students can experience educational and cultural life in a new geographic setting through the National Student Exchange program. Students apply to any of 180 participating colleges and universities across the nation. National exchange students don't pay out-of-state fees at their exchange universities.

Consult an academic advisor before applying. Applicants need at least a 2.5 GPA (C+). For a list of participating universities, contact NSE coordinator, Bill Arnett, SBS 211, 826-6189. Deadline to apply is March 1.

Intrasystem Enrollment Programs. See Admission Information Section.

Study Abroad Programs. There are many opportunities for students at Humboldt State to study abroad for a year, a semester, or the summer and receive academic credit. Students are advised to attend one of the informational meetings held twice weekly throughout the year where they can learn about the programs and countries available to them. Please call or email Penelope Shaw at (707) 826-3942 or pjs25@humboldt.edu. The Study Abroad Office is located in Siemens Hall 130.

California State University International Programs. Developing intercultural communication skills and international understanding among its students is a vital mission of the California State University. Since its inception in 1963, CSU international programs have contributed to this effort by providing qualified students an affordable opportunity to continue their studies

abroad for a full academic year. More than 15,000 students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while pursuing full-time study at a host university or special study center abroad. The international programs serve the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 18 countries, the programs offer a wide selection of study locales and learning environments.

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

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

Chile: Pontificia Universidad Católica de Chile (Santiago)

China: Peking University (Beijing)

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

France: Institut des Etudes Françaises pour Étudiants Étrangers, L'Académie d'Aix-Marseille (Aix-en-Provence), Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry

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

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

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

Japan: Waseda University (Tokyo)

Korea: Yonsei University (Seoul)

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

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

Spain: Universidad Complutense de Madrid, Universidad de Granada

Sweden: Uppsala Universitet

Taiwan: National Taiwan University (Taipei),

National Tsing Hua University

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

Zimbabwe: Univ of Zimbabwe (Harare)

International Programs pays all tuition and administrative costs for participating California resident students to the same extent that such funds would be expended to support similar costs in California. Participants are responsible for all personal costs, such as transportation, room and board, living expenses, and home campus fees. Financial aid, with the exception of Federal Work-Study, is available to qualified students.

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

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the Web at www.gateway.calstate.edu/csuienet/.

Extended Education

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

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

Humboldt's undergraduate programs accept up to 24 units; graduate programs up to nine units. Students regularly enrolled

at Humboldt the previous semester are ineligible to register for extension courses.

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

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

Summer session courses offer the convenience of reduced class size and short-term time commitment yet with all the benefits of full university resident credit. For information or for a copy of the summer session bulletin, call 826-3731.

Financial Aid (see Fees & Financial Aid)

Fine Arts (also see Art, Music, or Theatre)

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

High quality professional performances by nationally-recognized artists encompass the classical, the traditional, the contemporary, and the experimental. World-class entertainers such as Los Lobos, Ray Charles, David Grisman, Wynton Marsalis, Cuban National Dance Company, and Oakland Ballet have performed and given workshops for students and the public. Students receive discounted tickets, opportunities to meet the performers, and the rare experience of enjoying urban arts experiences in a rural setting.

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

Community Events. Humboldt County is rich in cultural activity, with performances and exhibits throughout the county each month. The Dell'Arte Players, an international touring company, is based in nearby Blue Lake.

Community actors have established theatre companies in Arcata, Eureka, and Ferndale. Local musicians play to fans of classical, rock, jazz, and folk music, while art exhibits, craft fairs, and cultural festivals abound year round.

Freshman & Transfer Interest Groups

A Freshman Interest Group (FIG) and a Transfer Interest Group (TRIG) each consist of approximately 25 freshmen or transfer students who take a set of thematically linked courses during their first semester. Each FIG/TRIG is typically comprised of 3-5 classes worth between 7 and 14 units. The courses in a FIG/TRIG meet HSU degree requirements such as General Education, American Institutions, Diversity and Common Ground, or major requirements, except the one-unit seminar which is a one-unit elective.

FIGs/TRIGs provide new students with:

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

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

There are many benefits to joining a FIG/TRIG. Students in FIGs/TRIGs are retained at a significantly higher rate, earn a significantly higher average grade point average than non- FIG/TRIG students, and overall are more satisfied with their Humboldt experience. In addition, FIG/TRIG students generally complete more units during the fall

semester, are more satisfied with their relationships with faculty, are more satisfied with their academic experiences, and participate in more community service activities.

Government, Student

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

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

One chief ASC responsibility is administering the annual budget, derived from student fees. More than 20 programs receive funds from the Associated Students, including the Campus Center for Appropriate Technology, campus recycling, the children's center, club support, drop-in recreation, and the multi-cultural center. ASC also provides travel funds to clubs and offers a book exchange program.

The ASC meets regularly in open session. To become involved, drop by the Associated Students office in the south lounge of the University Center, or call (707) 826-4221.

Serving on Committees. Twenty-five university committees have students as voting members. To serve on a committee, contact the AS office early in the semester. The committee structure handbook published by the AS lists committee openings.

Health Services

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

Services available include:

1. Diagnosis and treatment of illness and injuries;
2. Reproductive health services

3. Immunizations, preventive health screening;
4. Health education and nutrition services;
5. Pharmacy, Laboratory and X-ray departments.
6. Elective services, physical examinations for employment and participation in athletics, and travel immunizations. (There are added fees for these services).
7. Referral to outside medical specialists and facilities for complex and chronic health problems.

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

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

Immunizations. Measles and rubella (MR, MMR) and hepatitis B immunizations are available free of charge to students who are required to have these immunizations as a condition of enrollment (see Health Screening).

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

Housing

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

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

Benefits of living on campus are numerous. Studies show that students living

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

Humboldt's facilities, located in a spectacular natural setting, consist of five 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. There is no additional cost for this service as it is included in the room rate.

Redwood and Sunset Halls, known as "The Hill," are traditional residence halls. Each of the three-story buildings houses 210 students in double and single, rooms.

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

Cypress Hall is a series of suites built up the slope of a hillside. Each suite houses 7-10 people in double and single rooms and has a common bathroom, living room, and small kitchen.

Creekview Apartments are for our transfer students. The facility consists of four 3-story buildings, each home to 12 apartments. Each apartment houses 5-6 students in double and single rooms and has a kitchen, living room, and bathroom.

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

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

Students living in the residence halls (with the exceptions of Creekview and The Manor)

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

What does it all cost? The following full-year figures are for the 2004-2005 academic year. Rates for the following year are determined in the spring of the year preceding the academic year.

Single room	\$4,777 - 4,992
Double room	\$3,858 - 4,034
Meal plans	\$2,670 - 3,485

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

Off-campus Housing. Most off-campus students live in Arcata. Housing maintains an off-campus rental listing service: houses, apartments, and realtors who handle rentals. The listing is available only to students attending or planning to attend Humboldt State University. Associated Students provides counseling, advice, and information on landlord/tenant matters.

International Study (see Exchange Programs)

Intramural Sports

Humboldt's intramural program sponsors activities seven nights a week and all day Sundays. Intramurals offer a chance to have fun, stay in shape, and meet new people. Programs range from organized leagues with tournament champions to drop-in recreation programs.

Sports include softball, football, basketball, soccer, volleyball, racquetball, and wallyball. Special events include a short course triathlon, wrestling, frisbee golf, water polo, and 3-on-3 basketball. Drop-in recreation, provided by Associated Students, offers activities such as softball, volleyball, basketball, badminton, swimming, wallyball, and kayaking.

Intramurals are free to full-time students. Part-time students don't enroll but should

stop by the intramural office (Forbes 151), register, and pay a \$2 per-semester fee. Call 826-6011.

Library

The collection includes 557,776 volumes, 2,128 print and 5,622 electronic subscriptions to scholarly and popular periodicals, and extensive holdings of microforms and other material. The library also has 435,534 California state and federal government publications. Students, faculty, and staff have access to library resources nationwide through interlibrary loan and document delivery services.

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

Research & Instructional Services. Librarians offer general reference assistance and provide instruction in locating, retrieving, organizing, evaluating, and communicating information. They offer both formal and informal classes addressing information literacy concepts. Librarians also teach a 1 unit class on information retrieval each semester.

The library provides round-the-clock access to 160 index, reference, and full-text databases. Virtually all of these resources are accessible from the library home page (library.humboldt.edu). The library's Digital Literacy Closet (DLC) provides facilities and assistance to Humboldt State University students and faculty who wish to explore, evaluate, and apply multimedia technologies to their scholarly endeavors.

The HSU Library Catalog provides online access via the internet to information about resources in the Library's collections, including books, journals, videos, etc. In addition, the online catalog supports functions such as circulation, acquisitions, and cataloging, as well as providing access to course reserve readings through ONCORES (the HSU Library's Online Course Reserve System).

Within the library, students have access to over 50 computer workstations for study and research. These computers provide access not only to local information resources and library materials, but also to those of other institutions within the CSU system and beyond, via the internet.

Library Media. In the Media Resources Area, located on the 2nd floor, the library offers

a variety of audiovisual materials, including videos, compact discs, and microforms, to support instruction and research in many academic areas. Students can either check out those resources, or use listening and/or viewing equipment available in that area, for self-paced study.

Multicultural Center

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

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

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

A round-table of representatives makes decisions regarding activities and projects. They represent 14 campus culture groups: American Indian Alliance; ARCH; Asian Students Union; Black Student Union; Disabled Student Services; Gay, Lesbian, Bisexual Student Association; INRSEP; International Students Union; ITEPP; Islamic Student Association; Jewish Student Union; MEChA; Women's Center; and HSU Drum. For information, call (707) 826-3364 or visit House 55.

Museums

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

Music

The Music Department presents active and varied seasons of concerts and recitals. Performance groups include the wind ensemble, opera workshop, PM and AM Jazz Bands, chorale, Humboldt Symphony, University Singers, chamber choir, madrigals, and vocal jazz. Audiences also enjoy student recitals and a faculty artist concert series.

Natural History Museum

A visit to Humboldt's Natural History Museum, located in Wells Fargo Hall at 1315 G Street in Arcata, is a step back through time and an introduction to regional natural history. The centerpiece of the museum is a collection of 2000 fossils spanning from the Precambrian to the present. The local natural history exhibits include Birds of the Redwood Forest, Native Bees, Butterflies, Mollusks, Sponges, Crabs and Corals. Living exhibits include the 50-gallon tidepool tank and observation bee hive, 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 in a wide range of disciplines use the Museum to learn about: youth and adult science education; exhibits techniques; conservation of objects; public relations; and museum management. The Museum has internships, work-study and volunteer positions available to students.

The Nature Adventures program series allows students and the public to attend over 250 different classes, workshops and field trips each year. Schools and other organized groups schedule docent-led natural science programs on a variety of topics throughout the year.

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

Ombudsperson

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

discussing the problem with the department chair or college dean.

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

Organizations & Clubs

Nearly 150 organizations and clubs allow students to pursue a variety of activities. The average Humboldt student is involved in two or more. Contact the Clubs Office in the University Center, (707) 826-3776 (for recreation/sport clubs, call 826-4534).

Academic

- Anthropological Society
- ASPRS Student Chapter
- Astronomy Club
- Biology Grad Student Association
- Business and Economics Club
- Cartographic Society
- Computing Science Club
- Environmental Resources Engineering
- Fisheries Student Association
- Forestry Club
- Future Educators of HSU
- Geographic Society
- Geology Club
- German Club
- Graduate Environment & Community
- History Club
- Humboldt Art History Association
- Industrial Technology Club
- Institute for Industrial Technology
- Int'l Development Technology Club
- KRFH Radio Club
- Math Club
- Model Arab League
- Nurses' Association
- Philosophy Club
- Pre-Medical Association
- Pre-Veterinary Club
- Psychology Club
- Range Club
- Redwood Chapter of Interpreters
- Social Work Student Association
- Society of Women Engineers
- Sociology Student Association
- Soils Club
- Student Speech Assoc.

Associated Student Funded Programs

- Adult Re-Entry Center
- Arts & Music Festival Committee
- Associated Students Government
- Campus Center for Appropriate Technology
- Campus Recycling Program
- Club Coordinating Council
- Humboldt Legal Resource Center
- Marching Lumberjacks
- Multicultural Center
- Operation U-Turn
- Service Learning Club
- Women's Center
- Youth Educational Services

Cultural

American Indian Alliance
Asian Pacific American Student Alliance
Ballet Folklorico de Humboldt
Black Student Union
Capoeria Club
Club Cubano
Global Connections
Indian NR Science & Engineering Program
Indian Teachers Education Personnel Program
International Cultural Festival
Latinos Unidos HSU
MEChA
Middle Eastern Dance Club
Queer Student Union
Salsa Dance Club
Tribal Dance and Music Club

Greek Organizations

Chi Phi Fraternity (Nat'l)
Delta Phi Epsilon Sorority (Nat'l)
Gamma Alpha Omega
Greek Council
Phi Delta Psi Sorority (Local)
Rho Chi Upsilon Sorority (Local)

Honor Societies

Nat'l Society of Collegiate Scholars
Omicron Delta Kappa
Pi Gamma Mu
Pi Kappa Delta (Forensics)
Psi Chi (Psychology—Nat'l)
Xi Sigma Pi

Religious

Bible Studies/New & Old Testament
Campus Crusade for Christ
Jewish Student Union
Koinonia
Lutheran College Fellowship
Newman Catholic Community
Pagan Awareness Network
Religious Studies
Solid Rock Christian Fellowship
The Vine

Special Interests

Alternative Transportation Club
American Sign Language Club
Anime and Manga Club
Association of Student Sculptors
Bicycle Learning Center
Billiards Club
BS Players
Campus Coalition for Independent Media
Campus Country Kickers
Chess Club
Child Development Association
Circle K Club
Circus Club
Clay Club
Club Sex-Positive
Conservation Unlimited
Court Appointed Special Advocates (CASA)
Democrats of HSU
Earth First Club
Eclectic Products Cinema Club
Electronic Music Club
Fantasy Gamers Guild
Food Not Waste
Green Dragon Holistic Living Club
Greenhouse Conspiracy

Grenada Field Studies
HSU Animal Rights Collective (HARC)
HSU Habitat for Humanity
HSU Photography Club
HSU Sewing Club
Humboldt Ambassadors
Humboldt College Republicans
Humboldt Int'l Short Film Festival
Humboldt Juggling Society
Humboldt NOW
Humboldt Orientation Program
Humboldt Upward Bound Alumni Club
Iron Monkey Temple/Martial Arts
Jammers League
Lindy Hop Club
Natural Resources Club
Network of Resistance
Oceanography Society
Physical Therapy Club
Renewable Energy & Sustainable Living
Residence Hall Association
Rocky Horror Club
Sista To Sista
Society of American Foresters St. Chapter
Society for Creative Anachronism
Student California Teachers Association
Student Environmental Action Coalition
Students for Peace
Sustainable Campus Task Force
Thrive Dance Ensemble Club
Veterans Club
VOX (Students for Choice)
Wilderness Protection Club
Wildlife Disease Club
Wildlife Graduate Students Society

Sports

Baseball Club
Demolition
Dodgeball Club
Fencer's Guild
HSU Cheer
Lacrosse Club (Men's)
Mountain Bike Racing Team
Rowing Association (Men's crew)
Rugby Football Club (Men's)
Rugby (Women's)
Snowboarding Club
Ultimate Frisbee (Men's)
Ultimate Frisbee (Women's)
Volleyball (Men's)

Orientation

Humboldt requires all new students to go through orientation. The student-run Humboldt Orientation Program is offered several times during the summer and once each fall and spring. HOP acquaints new students and their parents with the university and surrounding community.

New students meet with advisors from their major departments and attend peer groups (led by highly trained student counselors) designed to orient them to Humboldt's academic regulations and degree requirements. They register for classes and tour

the campus and community. They also get to know other new students and discuss college life through a full slate of social events and outdoor adventures.

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

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

Parking

Many students, living on campus or off, get around without a car. Because parking is at a premium (about 2300 spaces), 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 (\$67.50) or the day (\$2.00). Permit parking and meters are enforced Monday through Thursday, 7 a.m. to 10 p.m., and Friday, 7 a.m. to 5 p.m.

Visitors may obtain a parking permit at the Parking & Commuter Services Office on Harpst Street. Semester-long parking permits for motorcycles and mopeds are only one quarter of the cost of automobile permits.

Police, University

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

The professionally trained staff protects life and property. It oversees crime prevention, multihazard emergency planning, general security, and parking administration and enforcement. Its duties also include criminal and traffic investigation, law enforcement, escorts of valuables and equipment, reporting of safety hazards, assistance to motorists, and assistance to other law enforcement and social service agencies.

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

Publications

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

The Lumberjack has won more than two dozen California Newspaper Publishers' Association awards in the past 20 years, including being named best college newspaper in the state six times. It has also won several Society of Professional Journalists awards.

Osprey magazine, published each semester by students in journalism, includes feature-length articles on various subjects and color or black-and-white photography.

English students annually publish *Toyon*, a high-quality book of the poetry and prose of student and community writers. It includes occasional photos and drawings plus the winner and other entries in the annual Raymond Carver Short Story Contest (honoring an alumnus and one of America's great short-story writers).

Humboldt's alumni appear in the *Humboldt Stater*, published by University Advancement. Feature-length articles plus briefs about alumni and campus activities are included in this award-winning magazine. For a free copy call (707) 826-5101.

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

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

Radio

KHSU-FM. Humboldt State provides regional broadcast service to the North 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 enjoy finding many of their favorite programs from National Public Radio and other national programs in the fine arts and public affairs. KHSU also broadcasts a wide variety of programs locally produced by staff, students, and volunteers (involving the coordinated activity of over 130 people). Programs are selected on the basis of quality and service to the community. Programming standards reflect a continuing commitment to excellence in public broadcasting.

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

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

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

Recreation

Center Activities. This University Center program offers a wide variety of recreational opportunities and services to the university community including outdoor adventure classes and clinics, aquatic classes, certification courses, and leisure activities. The Center Activities Outdoor Center, located in the University Center's South Lounge, is open Monday through Friday. The Outdoor Center includes a rental department, consignment area, an outdoor resource/reference library for outdoor activities on the North Coast, and concession area.

The outdoor adventure and aquatic programs offer seasonal classes in backpacking, windsurfing, sailing, kayaking, cross-country skiing, 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 you are a beginner or experienced outdoors person, Center Activities has an adventure for you. You'll meet new friends, learn new skills, and have lots of fun.

Leisure classes include yoga, cooking, music, dance, self-development, language, martial arts, and private pilot ground school, 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.

Center Activities can provide assistance with planning group outings for interested groups or clubs. Activity choices include rafting, ropes course, sea kayaking tours and rock climbing adventures. Group rentals are also possible.

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

The new HSU **Student Recreation Center** opening in 2005 will offer a full range of fitness equipment, weight training facilities, an indoor climbing wall and a large multiuse indoor turf field.

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

Recycling

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

CRP provides a means for students to take responsibility for the waste they generate and to make a positive contribution to the quality of their environment. Students

involved in CRP design and administer programs to benefit the entire student body. When these students leave the university, the leadership and initiative they have developed become valuable assets.

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

The Campus Recycling Program's excellent example has netted a bevy of awards, including selection by the California Integrated Waste Management Board as a model waste reduction campus for the CSU system. To find out more, visit the Web site (www.humboldt.edu/~recycle) or call (707) (707) 826-4162.

Reentry Services

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

The **Adult Reentry Center** at Humboldt (ARCH) provides peer advisors for reentry students. They can answer questions about financial aid, entry requirements, campus clubs, and more. Call (707) 826-3360 or visit House 55, room 101.

The **Over-60 Program** enables California residents over 60 to register for classes (for a \$6 fee) and work on degrees. Contact the Office of Admissions for more information.

The Office of Admissions, (707) 826-4402, offers **advising services** for reentry students seeking admission to Humboldt. Already-enrolled reentry students should seek the guidance of the advisors assigned from within their departments. They can also obtain degree requirement information from the Academic Information and Referral (AIR) Center in SBS 133, (707) 826-4101.

Assessment of Prior Learning gives credit for knowledge gained outside the classroom (work, volunteer activities, travel, community service). In SP 350, Conceptualizing Prior Learning, the instructor helps students examine their experiences and record them in a portfolio. Students earn up to eight units for completed portfolios (SP 351, Portfolio

on Prior Learning). Contact professor Simon Green, Founders Hall 153, (707) 826-3247 or 826-3641.

Resources for Research & Study

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

Art Foundry. The university's art foundry is 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, iron, or aluminum sculptures. The foundry offers excellent metal sculpture equipment, including welders and cutters for metal fabrication. Humboldt's broader sculpture curriculum encourages creativity through a variety of materials, including laminated paper, stone, plastics, wood, and found objects.

Biological Sciences Greenhouse. Humboldt State's splendid greenhouse contains plant specimens from more than 175 families—one of the most diverse collections in California. Individual rooms, ranging from a desert room to a fern room, offer students a unique opportunity to study the world's plant life in one setting.

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

Committee for the Protection of Human Subjects in Research. Humboldt State supports an institutional review board (IRB) in compliance with federal regulations to enable students and faculty to conduct research using human subjects. The IRB's function is to protect research subjects, including student volunteers, from risks of physical, psychological, or social harm. The

IRB promotes the human rights and dignity of research subjects by providing voluntary, informed consent and risk/benefit analysis of research proposals. All research involving human subjects must be thus reviewed and approved for safety before recruitment of subjects may begin.

Human subjects research includes, among other categories, surveys, interviews, observations of public behavior, psychological research, social research, and physiological research. This applies to all research conducted at Humboldt State, using university facilities, by employees, students, or other persons otherwise affiliated with the university, or using university employees or students as subjects. This policy applies to the university and its auxiliaries. For further information, contact the Office for Research and Graduate Studies, (707) 826-3949.

Computer Access. Students can access mainframe, mini, and microcomputers from many sites on campus. Various programming languages and databases are available, as well as pre-written software applications. Students also are provided personal email and Web accounts.

Computer labs house both Macintosh and PC-compatible microcomputers, available for use by classes, students, and faculty. In addition, numerous departments have microcomputers in their teaching labs.

A student help desk is available for walk-in, call-in, email, and Web site support.

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

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

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

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

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

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

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

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

Fishery Research Unit. The only one of its kind in the state, the California Cooperative Fishery Research Unit conducts research in response to state, national, and regional need. Graduate fisheries students work on aquatic problems as part of their degree. The Co-op Fisheries Unit is a joint effort of the university, the National Biological Survey, and the California Department of Fish and Game. Call (707) 826-3268 or drop by the Wildlife & Fisheries Bldg., Room 212.

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

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

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

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

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

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

Library. See Campus Community.

Marine Laboratory. In the coastal town of Trinidad, 11 miles north of campus, students in fisheries biology, oceanography, geology and the biological sciences take classes and conduct research at the Telonicher Marine Laboratory. The Lab includes a circulating seawater system, lecture rooms, several research labs, a computer lab, and various kinds of microscopes and instrumentation for faculty and student use. Nearby Trinidad and Humboldt Bays and the Pacific Ocean provide rocky and sandy intertidal and subtidal habitats for further study.

The Lab is open for visitors from 9 a.m. to 4:30 p.m. during the week and from 10 a.m. to 5 p.m. on weekends when HSU is in session. Local fishes and invertebrates are on display, and there is a simulated tide pool area containing invertebrates that may be touched. For more information call (707) 826-3671. To schedule group tours, call the Marine Naturalist at (707) 826-3689.

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

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

The **University Herbarium**, largest in the CSU system, contains over 190,000 specimens of algae, fungi, mosses, ferns, gymnosperms, and flowering plants. It stores reprints, monographs, and floras.

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

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

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

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

The **Vertebrate Museum** houses approximately 8,000 specimens with worldwide representation. Additionally, about 1,500 amphibian and reptile specimens are maintained. The mammal collection is accredited by the American Society of Mammalogists and the museum is part of the federal Marine Mammal Stranding Network.

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

Observatory. Astronomy students take a bus up Fickle Hill in Arcata to use the university observatory. It is located only 10 miles from campus but over 2,000 feet above sea level. Far from city lights, the site has two observatory buildings, housing two

14-inch telescopes and six 8-inch telescopes. Students go far beyond textbook photos in observing stars, planets, and galaxies.

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

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

Study Abroad Programs (see Exchange & International Study)

Support Services

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

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

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

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

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

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

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

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

A study center for students with disabilities houses adaptive equipment, which may include the following: VisualTek, accessible IBM-compatible and Macintosh computers, scanners, Perkins braille, and a variety of adaptive software.

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

Veterans Upward Bound (VUB). The VUB program is a federally funded grant program designed to assist low-income and first-generation college-bound veterans. VUB services include academic, personal, and occupational counseling as well as assistance with admissions, tutoring and financial aid. The program is approved by the Veterans Administration and if applicable, students may receive GI educational benefits while attending this program.

VUB also offers an intense and unique residential program of summer study through its Veterans Math and Science Center (VMSC). The program is designed to encourage veterans to pursue degrees that will lead to careers in math or science. Humboldt State's VMSC is one of two VMSCs offered in the nation and hosts veterans from all over the country.

For more information about VUB and its programs contact the Veterans Upward Bound office at (707) 826-4971 or visit the office in University Annex 158.

Testing Center

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

Theatre

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

Humboldt is one of the few universities in the country devoting entire seasons (every third year) to new works of American playwrights.

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

Transportation (also see Parking)

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

The university and local governments have encouraged alternatives to cars by establishing bicycle lanes, mass transit, and carpool services. For more information, call 826-3773 or write to: Parking & Commuter

Services, Humboldt State University, Arcata CA 95521-8299.

Bus Service. Two regional bus systems serve Humboldt. Thanks to university subsidies, students may ride the city's Arcata & Mad River Transit System for free (with four stops at the library every hour) and the county's Redwood Transit System at a discount. The county system serves Park-and-Ride lots in Eureka, Fortuna, and Trinidad. Riders may use bicycle racks on the Redwood Transit System buses. For details call (707) 822-3775 (Arcata system) or 443-0826 (county system).

The Eureka Transit Service runs buses in the city of Eureka (seven miles south of Arcata) and connects with Redwood Transit System. Greyhound Bus Lines serves the area with a depot in Eureka and Arcata.

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 license costs \$2 a year. Call 822-2428.

Car Pools and Ride Sharing. Parking & Commuter Services offers an on-line car-pool matching service to Humboldt State students, staff, and faculty, helping people find others who share their commute. Parking's Web site at humboldt.edu/~parking provides access to this service, as well as carpooling tips.

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

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

Undeclared Students

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

Undeclared students will be assigned advisors from the Academic Information & Referral Center (AIR). These advisors are excellent resources for explaining degree requirements, helping students select courses, and advising on ways to explore majors. Students are encouraged to work with these advisors on a regular basis and, through them, to meet with faculty from a variety of departments.

Other resources for undeclared students include a special lecture at Humboldt Spring Preview (for prospective students) in April and advising during the Humboldt Orientation Program (for new students). In addition, the Career Center offers career counseling advising, several workshops, and special 2-unit classes to help students decide on a major: PSYC 165 (Career Decision Making and Life Planning) and PSYC 166 (Life/Work Options for Women).

Undeclared advising staff in the AIR Center will answer questions. For more information visit the AIR Center.

University Center

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

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

For more information, log onto the University Center Web site at www.humboldt.org/~univc.

Veterans Enrollment Services

The veteran's office at HSU is a member of the National Association of Veterans Program Administrators (NAVPA) and is a participant in the Service Members Opportunity Colleges program (www.soc.aascu.org) Veterans Enrollment Services, located in the Academic Information and Referral (AIR) Center (SBS 133), will certify enrollment for veterans' educational benefits and assist eligible veterans and their dependents to initiate or transfer benefits, including students interested in the Department of

Veterans Affairs Vocational Rehabilitation and Employment services. Information about veterans' educational program planning, tutorial services, military credit evaluations, and the VA work study program is available. There is an active veterans club and a Wellness Program for veterans. For more information, go online (www.humboldt.edu/~ves), visit the AIR Center, or call (707) 826-6191.

Women's Center

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

ADMISSION INFORMATION

Admission

Requirements for admission to [name of campus] are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements, you should consult a high school or community college counselor or CSU campus admission office.

Applying to the University. The California State University application is available online at www.csumentor.edu. The CSU Mentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applications may be obtained online or at any California high school or community college or from the Office of Admission at any of the campuses of the California State University.

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

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

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

Undergraduate Application Procedures. Prospective students applying for part-time or full-time undergraduate programs of study in day or evening classes must file a complete undergraduate application. The \$55 nonrefundable application fee should be in the form of a check or money order

payable to "The California State University" or by credit card. Students wishing to be considered for admission at more than one CSU campus should submit separate applications to each desired campus.

Deadlines.

Apply to Humboldt State University as early as possible

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

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

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

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

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

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

directly from the high school or college to the Office of Admissions.

- For those enrolled in classes when applying, final, official transcripts must be sent after completion of course work.

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

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

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

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

Qualifying for Admission

First-time Freshmen. First-time freshman applicants will qualify for regular admission if they:

- graduated high school,
- have a qualifiable eligibility index (see section on Eligibility Index), and
- have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements (see Subject Requirements).

Eligibility Index. The eligibility index is the combination of a student's high school grade point average and score on either the ACT or the SAT. The grade point average is based on grades earned in courses taken during the final three years of high school that satisfy the comprehensive pattern of college preparatory subject requirements, and bonus points for approved honors courses (excluding physical education and military science).

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

Provisional Admission. Humboldt may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned academic course work for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all course work has been satisfactorily completed. A campus may rescind admission decisions for students who are found not to be eligible after the final transcript has been evaluated.

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

Applicants who cannot meet admission requirements may wish to enroll at a community college to prepare for admission to Humboldt at a later date.

For questions regarding individual situations, make an appointment with an admissions counselor. Phone 707-826-4402 or toll free 1-866-850-9556.

Subject Requirements

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

- 4 years of English
- 3 years of math [algebra, geometry and intermediate algebra]
- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 2 years of laboratory science, including one year of biological and one year of physical science

- 2 years in the same language other than English (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual or performing arts: art, dance, drama/theatre, or music. Both semesters must be within the same area – one full year of dance or one full year of music, etc.
- 1 year of electives selected from English, advanced mathematics, social science, history, laboratory science, foreign language, and visual and performing arts.

Recommendations. Students should consider taking courses beyond the minimum required. Humboldt strongly recommends preparation in natural sciences, social sciences, visual and performing arts, foreign languages, humanities, and keyboarding. Competency in word processing, spreadsheets, and telecommunication will significantly enhance a student's university experience.

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

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

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

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

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

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

Eligibility Index

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

GPA	ACT	SAT I	GPA	ACT	SAT I	GPA	ACT	SAT I	GPA	ACT	SAT I
3.00 and above			2.75	15	700	2.48	20	920	2.21	26	1140
qualifies with			2.74	15	710	2.47	20	930	2.20	26	1140
any score			2.73	15	720	2.46	21	940	2.19	26	1150
2.99	10	510	2.72	15	730	2.45	21	940	2.18	26	1160
2.98	10	520	2.71	16	740	2.44	21	950	2.17	26	1170
2.97	10	530	2.70	16	740	2.43	21	960	2.16	27	1180
2.96	11	540	2.69	16	750	2.42	21	970	2.15	27	1180
2.95	11	540	2.68	16	760	2.41	22	980	2.14	27	1190
2.94	11	550	2.67	16	770	2.40	22	980	2.13	27	1200
2.93	11	560	2.66	17	780	2.39	22	990	2.12	27	1210
2.92	11	570	2.65	17	780	2.38	22	1000	2.11	28	1220
2.91	12	580	2.64	17	790	2.37	22	1010	2.10	28	1220
2.90	12	580	2.63	17	800	2.36	23	1020	2.09	28	1230
2.89	12	590	2.62	17	810	2.35	23	1020	2.08	28	1240
2.88	12	600	2.61	18	820	2.34	23	1030	2.07	28	1250
2.87	12	610	2.60	18	820	2.33	23	1040	2.06	29	1260
2.86	13	620	2.59	18	830	2.32	23	1050	2.05	29	1260
2.85	13	620	2.58	18	840	2.31	24	1060	2.04	29	1270
2.84	13	630	2.57	18	850	2.30	24	1060	2.03	29	1280
2.83	13	640	2.56	19	860	2.29	24	1070	2.02	29	1290
2.82	13	650	2.55	19	860	2.28	24	1080	2.01	30	1300
2.81	14	660	2.54	19	870	2.27	24	1090	2.00	30	1300
2.80	14	660	2.53	19	880	2.26	25	1100			
2.79	14	670	2.52	19	890	2.25	25	1100			
2.78	14	680	2.51	20	900	2.24	25	1110			
2.77	14	690	2.50	20	900	2.23	25	1120			
2.76	15	700	2.49	20	910	2.22	25	1130			

Below 2.00 does not qualify for regular admission

Transfer Requirements

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

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

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

Lower Division Transfer Requirements

Generally, applicants will qualify for admission as a lower division transfer student if they have a grade point average of at least 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

- Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see First-time Freshman under Qualifying for Admission); **or**
- Were eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

Making Up Missing College Preparatory Subject Requirements. Lower division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

1. Complete appropriate courses with a C or better in an adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
3. Earn acceptable scores on specified examinations.

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

Upper Division Transfer Requirements

- Applicants must have a GPA of 2.0 (C) or better in all transferable units attempted (2.4 for non-residents),
- be in good standing at the last college/university attended, and
- have completed at least 30 semester units of college course work with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) **OR** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission

Humboldt may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. Humboldt will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit official transcripts of all college level work completed. Campuses will rescind admission for all students who are not eligible after the final transcript has been evaluated. Financial Aid will not pay and loans cannot be certified until you are clearly admitted.

The **California articulation number (CAN)** system identifies transferable, lower division introductory courses commonly taught on California college campuses. The system assures students that CAN courses on one participating campus will be accepted in lieu of comparable CAN courses on another participating campus. For example, CAN ECON 2 on one campus will be accepted for CAN ECON 2 on every other participating campus. Each campus retains its own numbering system but adds the CAN designation parenthetically in its publications (after the course descriptions).

Most campuses throughout the state use California articulation numbers. Transferring students may check with counseling offices, academic advising offices, articulation officers, or visit the CAN Web site at

www.cansystem.org for current listings.

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 course work, visit their Web site at www.assist.org.

Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index"), from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on campus and are required to submit test scores, you should take the test no later than October or November. Test scores are also used for advising and placement purposes.

Registration forms and dates for the SAT I or ACT are available from high school or college counselors and from Humboldt's Testing Center; (707) 826-3611.

Applicants also may contact:

The College Board (SAT I)
Registration Unit, Box 6200
Princeton, New Jersey 08541-6200
(609) 771-7588
www.collegeboard.org

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

TOEFL 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 [campus minimum score] or above on the Test of English as a Foreign Language. Some majors may require a score higher than [campus minimum]. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of [campus minimum] or above. Some majors may require a higher score. Some campuses may also use alternative methods of assessing English fluency.

Advanced Placement Tests. Humboldt grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up

to six semester units (nine quarter units) of college credit. The number of units (and how they meet specific academic requirements) are provided in the following chart. If the content covered by an examination duplicates other credit awarded, the units will be adjusted from the amount indicated.

AP Test	GE Units / Elective	
	Area	Units
Art History	3 / C1	3
Art Studio - Drawing	3 / C1	3
Art Studio - 2-D Design (equiv to Art 105C)	3 / C1	3
Art Studio - 3-D Design	3 / C1	3
Biology (equiv to Biol 104 with score of 3 or above; equiv to Biol 105 with score of 4 or 5)	3 / B2	3
Calculus AB (equiv to Math 109)	3 / B3	3
Calculus BC (equiv to Math 109 & 110)	3 / B3	3
Chemistry	3 / B4+B5	3
Computer Science A (equiv to CIS 130 & 230)		6
Computer Science AB (equiv to CIS 130, 230, & 291)		6
Economics - Macro	3 / D2	3
Economics - Micro	3 / D2	3
English Language/Comp (equiv to Engl 100)	3 / A1	3
English Literature/Comp (equiv to Engl 100)	3 / A1 3 / C2	
Environmental Science		6
French Language	3 / C3	3
French Literature	3 / C2	3
Geography - Human (equiv to Geog 104 or 105)	3 / D4	3
German Language	3 / C3	3
Govt./Politics - US	3 / D6	3
Govt. & Political Comp	3 / D6	3
History - US (meets US history requirement) (equiv to Hist 110 or 111 with score of 4 or 5)	3 / D5	3
History - European	3 / D5	3
History - World (equiv to Hist 106 or 107 or 108 or 109 or 109B with score of 4 or 5)	3 / D5	3
Latin - Virgil	3 / C3	3
Latin - Literature	3 / C2	3
Music Theory	3 / C4	3
Physics B	3 / B4+B5	3
Physics C - Mechanics	3 / B4+B5	3
Physics C - Elec/Magn	3 / B4+B5	3
Psychology	3 / D7	3
Spanish Language	3 / C3	3
Spanish Literature	3 / C2	3
Statistics	3 / B3	3
EEE Exam	3 / A1	3
IB Exam (score of 5, 6, or 7 at higher level)		
-Engl1A (equiv to Engl 100/105)	3 / A1 3 / C2	
-Biol	3 / B2	3
-Other (determined upon evaluation)	3	3
CLEP Test		
CALC w/Elem Functions (min score of 51)	3 / B3	0

Coll Algebra/Trig (min score of 49)	3 / B3	0
General Chemistry (min score of 48)	3 / B4	0

New Student Orientation

The purpose of new student orientation is to assist students in their transition to the university, introduce them to the broad educational opportunities at Humboldt State and to integrate them into the life of the university. The student-run **Humboldt Orientation Program (HOP)**, a New Student Program, is offered several times during the summer and once each fall and spring. HOP acquaints new students and their parents with the university and surrounding community. All newly admitted students will receive registration information in the mail about orientation.

New Student Programs also offers **Freshman and Transfer Interest Groups** for new students. A Freshman Interest Group (FIG) and a Transfer Interest Group (TRIG) each consist of approximately 25 freshmen or transfer students who take a set of thematically-linked courses during their first semester.

More information can be found in the Campus Community section of this catalog under Freshman and Transfer Interest Groups and/or Orientation, or visit studentaffairs.humboldt.edu/nsp/.

Systemwide Placement Tests

The CSU requires each entering undergraduate, except those who qualify for an exemption, to take the Entry Level Mathematics (ELM) exam and the English Placement Test (EPT) prior to enrollment.

These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

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

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

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

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

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

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

Mathematics Placement Test (MPT). Part 3 of the Mathematics Placement Test is offered at Humboldt’s Testing Center (House 71) for a fee of \$5 per test. Passing part 3 of the MPT permits students to enroll in one of the first-semester calculus courses (Math 105 or 109). Further details and sample tests can be viewed on the Math Department Web page at www.humboldt.edu/~math by clicking on the Mathematics Placement Tests (MPT) link.

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

Intrasystem Enrollment Programs

Students enrolled at any CSU campus have access to courses at other CSU campuses on a space-available basis unless those campuses or programs are impacted. This access is offered without being admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student’s home CSU campus as at least elective credit, students should consult

their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Academic Information and Referral (AIR) Center, SBS 133, (707) 826-4101.

CSU Concurrent Enrollment. Matriculated students in good standing may enroll at both their home CSU campus and a host CSU campus during the same term. Credit earned at the host campus is reported at the student’s request to the home campus to be included on the student’s transcript at the home campus.

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 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.

Health Screening

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 (applies to all students born after January 1, 1957). All new and readmitted students born after January 1, 1957 must provide proof of full immunity to measles and rubella. Full immunization means two doses of measles/rubella vaccine received after one year of age. Proof of immunization is also required for certain groups of students who have increased exposure to measles and rubella.

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.

Meningococcal Disease. The Student Health Center recommends that entering students consider taking the vaccination against meningococcal disease. This rare, but potentially fatal bacterial infection is slightly more prevalent nationally among college freshmen, particularly those living in residence halls. The vaccine provides protection for 3-5 years against most of the common types of the disease. Students may wish to discuss the risks and benefits of vaccination with a family physician or County Public Health Department. The vaccine is available at the Student Health Center for approximately \$65. 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 one from contracting the disease and whether or not he or she has chosen to receive the vaccination.

These are not admission requirements, but shall be required of students as conditions of enrollment in CSU. Proof of measles and rubella immunization is also required for certain groups of students who have increased exposure to these diseases.

To avoid a registration hold, present proof of immunization to the Student Health Center. Obtain immunization from a personal physician, the county health department, or the Student Health Center.

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.

Special Admission

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

1. Possesses a high school diploma (or has established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination).
2. Has not been enrolled in college as a full-time student for more than one term during the past five years.

3. If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.

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

Humboldt also has an **Over-60** program allowing senior adults who are California residents to take courses for a \$6 fee. Contact the Admissions Office (SBS).

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. Contact the Admissions Office for details.

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

Nursing Students

Due to the impacted status of the nursing major and limited clinical facilities, the Department of Nursing selects majors on the basis of supplementary screening criteria. Obtain a separate application to the major directly from the Department of Nursing. This application is accepted until March 1 for the following fall semester. For more information, see the nursing program description.

International Students

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

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency, financial resources, and academic

performance are all important considerations for admission.

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

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

Application Deadline Dates:

Undergraduates and Second Bachelor applicants:

Fall terms:	June 1st
Spring Terms:	November 1st
Summer terms:	
Undergraduate:	February 1st
MBA:	May 15th

Graduates:

See your specific department at: www.humboldt.edu/~gradst/contacts.html

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

- 1) Application for admission*
- 2) Application fee of U.S. \$55.00 (non-refundable)
- 3) Financial Statement and Affidavit*
- 4) Statement from financial institution verifying sufficient funds
- 5) Official transcripts of academic records
- 6) Appropriate test scores (TOEFL, GRE, GMAT)
- 7) Medical insurance Guidelines & Agreement*

*Download these forms from www.humboldt.edu/admissions/apply/internathome/ or email us at overseas@humboldt.edu.

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

English Language Proficiency. The Test of English as a Foreign Language (TOEFL) is an admission requirement for all international students whose native language is not English or whose preparatory education was principally in a language other than English. A composite score of 550

(computer based minimum score of 213) or higher is required for admission and must have been completed within two years of enrolling at HSU. A waiver of the TOEFL may be granted by the International Evaluator on an individual basis for students who present a minimum grade of 'B' or higher from a California Community College or University general education English composition course, or for applicants who have graduated from an accredited four-year U.S. high school and have completed three years of English college preparation course work with grades of 'B' or higher. Students who have not obtained the above minimum scores may be interested in attending the International English Language Institute (IELI), www.humboldt.edu/~ieli, which is located on the HSU campus.

Estimated Expenses. The estimated cost of attending Humboldt for one academic year (August - May) which is based upon enrollment in a minimum of 12 units per semester for undergraduates and includes tuition (currently \$282.00 per unit), registration fees, books, supplies, room, board, health insurance, and incidental expenses is approximately \$20,000. The estimated cost for graduates to include the categories listed above is approximately \$19,000 and is based upon enrollment in at least 8 units per semester.

A minimum of \$3,000.00 is required for modest living expenses during the summer vacation period.

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

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

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

Undergraduate students may apply for one of the few highly competitive International Intern positions only after completing a minimum of one year of full time study at HSU in addition to maintaining immigration status and the required academic standards of the university. Applicants are required to submit

a written application and appear for a formal interview. Students who are selected for an available position will have a portion of the non-resident tuition fees waived in exchange for approximately 160 hours of service per semester. Positions may not be available each semester.

A limited number of Graduate Assistantships and or tuition waivers may be available through some graduate departments. Please consult with your specific graduate department for additional details (www.humboldt.edu/~gradst/contacts/).

HSU does not have funds to offer financial aid or scholarships to international students. Additionally, on-campus jobs are limited and extremely competitive, so students must not rely on them to meet financial obligations.

Official Transcripts and Translations.

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

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

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

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

Eligibility Requirements.

- **Applicants for Bachelor's degrees:**

First time freshmen are required to have, at a minimum, the equivalent to graduation from secondary school in their native country (GCE with 5 'O' levels and 2 'A' levels, Vitnamel, Maturity Certificates, Abitur, etc.)

which gives access to university study in their home country or graduation from a US high school. All applicants must possess an overall minimum 2.00 grade point average that will be calculated by the International Evaluator. 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 56 transferable units) must submit an official high school transcript with diploma/graduation certificate (if appropriate) showing the equivalent of high school graduation with a minimum grade point average of 2.00 and official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.40 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 2.40 on at least 56 transferable units. In addition, applicants are expected to complete a minimum of 30 units in general education, to include English composition, speech communication, critical thinking, and math concepts with minimum grades of 'C' or higher. Applicants who have completed course work outside the U.S. will be evaluated on an individual basis, and may also be asked to present secondary school records.

Second bachelor's applicants must submit official transcripts from all accredited colleges and/or universities attended with a minimum grade point average of 2.5 on the last 60 semester units attempted and hold a valid bachelor's and/or master's degree or equivalent (at the very minimum 4 years of study).

- **Applicants for Master's degrees:**

Applicants to Master's programs are required to submit official transcripts from all accredited institutions attended with a minimum grade point average of 2.5 on the last 60 semester units attempted and hold a valid bachelor's and/or master's degree or equivalent (at the very minimum 4 years of study). Master's applicants are advised to contact their specific graduate departments directly for additional requirements, documents, and application deadlines (for instance, applicants to some master's program must submit official GRE test results, and nearly all departments require a statement of objectives and three letters of recommendation). Master's applicants must satisfy admission requirements from

both the Department and the International Student Admissions Office.

Medical Insurance Information and Documentation.

Health care in the United States can be very costly. The California State University system requires that all non-immigrant students submit a signed agreement (complete the Medical Insurance Guidelines and Agreement) to obtain and maintain insurance coverage for health, medical evacuation, and repatriation prior to their enrollment at a CSU campus. You may meet this requirement by either purchasing the California State University Student Health Insurance (CSUSHI) policy that is available through Humboldt State University (approximately \$550.00 per year), or by obtaining private insurance and completing the Petition to Approve Alternate Insurance. This petition can be downloaded from www.humboldt.edu/admissions/apply/internathome/. Benefits covered by the CSUSHI policy can be found at www.somerton-ins.com.

The minimum amounts of coverage are shown below:

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

Contact Information.

Humboldt State University
International Student Admissions
1 Harpst Street
Arcata, CA 95521 USA

Telephone: (707) 826-4402

FAX: (707) 826-6194

Email: overseas@humboldt.edu

International English Language Institute.

A student whose English does not meet the Test of English as a Foreign Language (TOEFL) requirements may enroll in a program of intensive English study on campus. The curriculum is designed for students preparing to enter an American college or university or for professionals who want to improve their English.

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

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

Tuition for each eight-week session is currently \$1,440; and student health insurance, \$97. For information, write to IELI, Extended Education, Student and Business Services Building, Humboldt State University, Arcata CA 95521-8299, or call (707) 826-5878 (fax 826-5885).

ACADEMIC REGULATIONS

Academic Standing

Good Standing. Undergraduate students whose cumulative grade-point average is 2.0 or above are considered in good academic standing. Graduate students whose cumulative GPA is 3.0 or above are considered in good academic standing.

Academic Probation and Disqualification. An undergraduate seeking a bachelor's degree, a postbaccalaureate student seeking a second bachelor's degree, or an unclassified postbaccalaureate 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:

Effective Fall 2003:

Freshmen (<30 units) below 1.50

Sophomores (30 to 59.9 units) below 1.70

Juniors (60 to 89.9 units) below 1.85

Seniors (>90 units), postbaccalaureate students seeking a 2nd bachelor's degree

Unclassified post-baccalaureate graduates below 1.95

A graduate student who is classified or conditionally classified, or a credential-seeking student, will be placed on academic probation if the Humboldt State cumulative grade-point average falls below 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 requirements for the degree. While on academic probation, if a graduate student or a credential-seeking student's cumulative GPA at Humboldt remains below 3.0 a second consecutive term, the student will be academically disqualified.

Disqualified students will not be allowed to register without formal readmission to the university. A disqualified student will be excluded from the university for up to one academic year, after which that student may petition the Academic Reinstatement Committee for reinstatement. The student must demonstrate that s/he can maintain the minimum GPA at Humboldt. For information regarding reapplication and the

petition process, contact the Academic Information and Referral (AIR) Center at 826-4101.

Financial aid and veterans educational benefits have satisfactory academic progress criteria that can affect aid eligibility. Baccalaureate and post-baccalaureate level veterans and eligible dependent students will be placed on veteran's academic probation if their cumulative grade point average at Humboldt State falls below a 2.00. Veterans and eligible dependents are permitted a maximum of two semesters on probation before their benefits will be terminated due to unsatisfactory academic progress. Contact the Veterans Certification Officer, SBS 133, for information regarding veterans educational benefit criteria.

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

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

Add/Drop (see Schedule Adjustments)

Attendance

Humboldt State University expects attendance at every class meeting during the first week of instruction. Unless the instructor is notified before the absence, nonattendance can result in a student's space being given to another. Should this occur, the student must officially drop the course. If a student fails to drop the course officially, the instructor submits a grade of WU or F. Withdrawal unauthorized, WU, is computed in the GPA the same as an F grade.

Auditing a Course

A student must petition the Office of the Registrar to audit a class. The petition must be approved by the instructor, the fees paid, and the petition returned to the Academic Information and Referral Center, SBS 133, by the end of the second week of the term.

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

credit students. Regular class attendance is expected.

Once enrolled as an auditor, a student may not change to credit unless s/he requests the change before the last day of the term's second week. A student enrolled for credit may not change to audit status after the second week of the term.

An AU grade for the audited course will appear on the student transcript. An AU earns neither academic nor degree credit.

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

Catalog Rights & Continuous Enrollment

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

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

Note: A student changing her/his major or minor may be required to complete the major or minor requirements in effect at the time of the change.

Challenging a Course

A student must enroll in the course to be challenged. During the first two weeks of the semester, s/he must submit an application for credit by examination to the Academic Information and Referral (AIR) Center, SBS 133.

Not all courses may be challenged. The instructor and department chair must first approve this application. They will consider background, nature of the work to be covered, and availability of qualified staff to administer the challenge examination.

Units earned by examination will not count toward Humboldt's residency requirement. Persons challenging courses must be enrolled as matriculating students.

Class Level

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

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

Commencement

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

Credit by Examination

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

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

Credit for Noncollegiate Instruction

Humboldt grants undergraduate degree credit for successful completion of non-collegiate instruction—either military or civilian—appropriate to the baccalaureate degree. Credit must be recommended by the Commission on Educational Credit and Credentials of the American Council on Education.

For civilians, *The National Guide to Educational Credit for Training Programs* recommends the number of units allowed. Appropriate documentation of instruction/course work must be submitted to the registrar through the Academic Information and Referral Center before credit can be awarded.

Military Credit. Students may earn credit for one year or more of active military service with an honorable discharge by filing a certified copy of their DD-214 with the Registrar's Office. Students may earn credit for education and training courses completed in the military, based on recommendations by the American Council on Education. Students will need to submit appropriate documentation such as a military registry transcript, DD-295, or Verification of Military Education Training (VMET), to Veterans Enrollment Services in the Registrar's Office.

Contact Veterans Enrollment Services to see about obtaining a military registry transcript or other VA forms, 826-6191.

Credit for Prior Learning. Humboldt State grants up to eight units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy (see Assessment of Prior Learning). Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

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 eight units of Open University / Special Session courses can apply toward a master's degree (provided these courses are on the candidate's approved master's program).

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

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

Credit/No Credit

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

Optional Credit/No Credit. In some courses, students choose between taking a letter grade or credit/no credit. A student choosing the credit/no credit option must do so by the 8th week of classes; otherwise s/he will receive a letter grade.

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

Graduate students can choose optional CR/NC only for courses not required by their approved program. No more than 1/3 of master's degree courses may be taken credit/no credit.

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

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

Disqualification (see Academic Standing)

Double Major

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

Please note: By regulation, students *cannot* be awarded two degrees and/or diplomas in the same semester. A student may, however, complete all the course work for both degrees at the time the first degree is awarded, then file a second Application for Graduation, and receive the second degree the following semester with no additional course work.

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

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

Drop/Add
(see Schedule Adjustments)

Educational Leave
(see Leave of Absence)

Enrollment Limitations

Undergraduate students are limited to 19 units per semester. Any student anticipating the need to enroll for more than 19 units should seek approval from his/her academic advisor.

Full-time Status

Undergraduates taking 12 or more semester units, or graduate students taking nine or more semester units, are enrolled full-time for student verification purposes.

Grading Symbols

A — Outstanding achievement

B — Very good, commendable achievement

C — Satisfactory achievement

D — Minimum performance

F — Failure without credit

AU, Audit — enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor

shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes. A student who is enrolled for credit may not change to audit after the second week of instruction.

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

NC, No Credit — unsatisfactory achievement of course requirements. This grade does not affect GPA calculation; many graduate and professional schools, however, interpret NC as an F.

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

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, complete assignments or course activities or both were insufficient to make normal evaluation of the academic performance possible. For purposes of grade point average this symbol is equivalent to an F.

RD, Report Delayed (assigned by the registrar)—due to circumstances beyond the student's control, a grade has not been reported to the registrar.

RP, Report in Progress — used in conjunction with thesis project and other courses where work assigned extends beyond one academic term. The RP indicates that work is in progress but that assignment of a final grade must await completion of additional work. RP is not included in the student's grade point average. Work is to be completed in one year except for master's thesis courses. Master's thesis courses with an RP grade must be completed within seven years from the end of the term in which it was assigned. If a graduate student does not complete the course work within seven years, the RP grade will be administratively changed to a grade of F (Failure) and will be included in the student's grade point average or to a grade of NC (No Credit) depending on the grade mode of the course.

W, Withdrawal — an authorized drop of the class within the allowed deadline. The symbol W indicates the student was permitted to drop the course after the fourth week of instruction with the approval of the instructor and department chair. It carries no connotation of quality of student performance and is not used in calculating grade-point average. Note: If a student withdraws completely from Humboldt, an instructor has the right to override a W with an F or NC, depending on the grade mode of the course.

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

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

Graduate Credit

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

Graduate Credit for Undergraduates

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

- only courses taken in the final semester of the senior year are applicable;
- no more than six units remain to complete requirements for the bachelor's degree;
- cumulative GPA is 2.5 or higher;

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
WU	0.0	Yes
AU		No
CR		No
NC		No
I		No*
RD		No
RP		No
W		No

*Incomplete changed to F if not completed within one year

- 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.

Graduation/Degree Check, Applying for

The university doesn't automatically grant academic degrees upon completion of degree requirements. Students must apply for graduation, which initiates a degree check. Those pursuing a bachelor's degree may apply for graduation any time after they've reached junior standing (60 units). The university strongly recommends applying **at least** two semesters prior to the expected term of graduation. Early application ensures receiving the degree check in time for adequate planning and advising for the final semester(s) of enrollment. Students pursuing master's degrees should apply for graduation at the time they advance to candidacy. Please refer to the Calendar of Activities and Deadlines in the current class schedule for application deadlines.

Applications for graduation are available from the Academic Information and Referral (AIR) Center (SBS 133), and online at www.humboldt.edu/~reg. The application for graduation for master's students is available from the Office for Research and Graduate Studies (ORGS), Siemens Hall 130. They must be returned to the AIR Center or ORGS after payment of the \$30 graduation fee at Student Financial Services, Student Business Services Bldg, room 285. Students pursuing a bachelor's degree should also include a major contract, obtained from the major advisor and approved by the advisor and the department chair.

Once the application for graduation is received, a degree check is prepared and mailed to both the student and the advisor. The degree check summarizes how degree requirements have been satisfied and lists requirements remaining to be completed. Students can come to the Academic Information and Referral (AIR) Center, SBS 133 with questions about their degree check or for an occasional update on their progress toward the degree objective.

Once candidates have applied for graduation, their names appear on lists for faculty approval, for diploma ordering, and for publication in the commencement booklet for the expected term of graduation. An

undergraduate student who has applied for graduation is not eligible to register for the term following the expected graduation date without either deferring the expected graduation date or reapplying to the university as a postbaccalaureate student.

After semester grades are processed, the university reviews degree checks for all that term's candidates for graduation. If all degree requirements have been satisfied, the degree is posted to the student's academic records and a diploma is sent. If any requirements remain unsatisfied, the university mails the student a letter outlining the deficiency. Should students need to postpone graduation after the expected date has passed, they must pay a \$15 reapplication fee.

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 course work 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 course work) determines which honors the student receives at graduation:

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

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

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

Graduation with Distinction

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

Leave of Absence / Educational Leave

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

A student must attend at least one term prior to requesting a leave of absence. A leave of absence maintains continuing student status. This allows a student to maintain catalog rights and eligibility to enroll for the term immediately after the expiration of the leave without reapplying to the university. While on leave, a student is not considered enrolled and is not eligible for any services from the university. The student will be apprised of registration information and deadlines for the term s/he is to return to Humboldt State.

Students may request a leave of absence for one or two terms, but the leave may be extended under special circumstances. For more information or to obtain an educational leave request, contact the Academic Information and Referral (AIR) Center (SBS 133), or go online at www.humboldt.edu/~reg.

Major/Advisor Change

An undergraduate may change a major, advisor, or premajor by filing appropriate forms with the Office of the Registrar. The forms are available at the Academic Information and Referral (AIR) Center (SBS 133) or online at www.humboldt.edu/~reg. Students should obtain the required signatures from the department before filing these forms. Some departments may have additional requirements. Graduate students should contact the Office of Research and Graduate studies for information on changing a major.

Minor, Declaring

To declare a minor, fill out a Declaration of Minor form obtained from the Academic Information and Referral (AIR) Center (SBS 133), or online at www.humboldt.edu/~reg.

Noncollegiate Instruction (see Credit for Noncollegiate Instruction)

Presidential Scholar

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

Probation (see Academic Standing)

Registration

Students register for classes via the World Wide Web. Students register from any computer with Internet access, at home or on campus.

Continuing students normally register in November for the spring semester and in April for the fall semester. Students' academic advisors have registration materials. New students, transfer students, or students returning after an absence have the opportunity to register before the beginning of the term. Students should refer to their admission letter and the schedule of classes for more specific registration information.

Registration Holds

A hold is placed on a student's registration and schedule adjustment for any type of financial obligation owed to the university or for other administrative reasons. Students are responsible for resolving any holds placed on their registration.

Registration, Late

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

Remediation

Basic skills in English and mathematics are crucial to academic success at Humboldt, but many students are admitted to the university with a need for further development in these areas, as measured by scores on the English Placement Test and the Entry Level Mathematics exam.

All new students whose ELM or EPT scores indicate a need for remediation must enroll in appropriate remedial classes their first term. Some students may need more than one term to complete remedial course work. All remedial course work must be completed within one year after entering a California State University campus, or a student may not be able to continue his/her enrollment. Satisfactory completion of remedial course work requires a grade of C- or higher.

Renewal, Academic

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:

- Present evidence in the petition that the course work 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 course work involving one or more additional terms to qualify for the degree. Include the specific course work 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 course work:
 - 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.

Please note: This policy can be applied only if students have met all graduation requirements except GPA. Students who believe they are eligible should file a Petition of the Student with the registrar through the Academic Information and Referral (AIR) Center (SBS 133).

Repeating Courses

Undergraduate students may repeat a course an unlimited number of times. This is an automatic process. All attempts will appear on the permanent record, but only

the most recent attempt will count toward the cumulative Humboldt State GPA and units earned toward the degree. Grades of I, NC, RP, RD, and W will not be considered attempts for GPA computation.

Individual programs may limit the number of times a student may take a course.

Note: For postbaccalaureate programs, some institutions calculate all attempts at every course and ignore the undergraduate GPA provided by the institution.

Graduate students may repeat courses; however, all grades will appear on the permanent record and count in the GPA. Units earned toward the degree count only once.

To repeat at Humboldt a course previously taken at another college may require permission (a repeat policy petition signed by the department chairperson) from the university department offering an equivalent course (if the equivalency has not been established by an articulation agreement). Petitions should be submitted to the Academic Information and Referral (AIR) Center (SBS 133).

Note: A student may not take a course at Humboldt, repeat it at another college, and then use the repeat policy petition to remove the Humboldt course from the GPA.

Repeat policy petitions are available from the Academic Information and Referral (AIR) Center (SBS 133).

Schedule Adjustments

Adding/Dropping Courses. As a matter of university policy, the class instructor may not drop on a student's behalf. Even if the course appears on a student schedule as the result of an error, it is still the student's responsibility to drop the class. If a student fails to attend the first week of classes, the instructor will not officially drop his/her name from the class roll, even though the seat in the class may be given to another. Nor will the instructor automatically drop the student if s/he stops attending.

Students may add courses during the first four weeks of classes. Beginning the second week of instruction, instructor approval is required to enroll in open classes. After the fourth week, approval to add courses will be granted only with verification that the course is necessary for the student to graduate at the end of the current semester. Instructor, department chair, and college dean signatures are required.

Students may drop a class during the first four weeks of instruction without obtaining

instructor or departmental chair approval. No notation for the drop will appear on the student's academic record. Drops after the first four weeks of instruction require serious and compelling reasons and both instructor and department chair approval. Such drops will result in a W grade being recorded. Courses cannot be dropped after the thirteenth week of the semester.

See the current Registration Guide/Schedule of Classes for add/drop deadline dates.

Second Bachelor's Degree

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

When the first degree is from another institution: To earn a second bachelor's degree at Humboldt, a student must complete at least 30 semester units in residence at HSU beyond the requirements of the first degree. Of these units, 9 must be in general education, 24 must be upper division, and at least 12 of the upper division units must be included in the major. Student must have an overall 2.00 grade point average at HSU.

Candidates must fulfill the requirements of the second major and must satisfy the GWPE, US institutions, and DCG requirements.

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

Please note: By regulation, students *cannot* be awarded two degrees and/or diplomas in the same semester. A student may, however, complete all the course work for both degrees at the time the first degree is awarded, then file a second Application for Graduation, and receive the second degree the following semester with no additional course work.

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

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

Second Master's Degree

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

Social Security Number & HSU-ID Number

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

In order to protect the student's privacy and to guard against identity theft, Humboldt State generates an identification number for all students called HSU-ID. The HSU-ID can be used only for obtaining services from the university. If it is lost, it cannot be used to establish credit or to identify the student for business purposes outside the university. Therefore, it does not create the potential for identity theft inherent in using social security numbers.

Transferring to Another Institution

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

Transcripts

A student may request a copy of his/her academic record or transcript by filing a transcript request form (form can be printed from the Enrollment Services Web site www.humboldt.edu/~reg) with the Office of the Registrar. Transcripts also may be ordered by mail at the following address:

AIR Center
Transcript Section
Humboldt State University
1 Harpst Street
Arcata CA 95521-8299

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

To avoid delays in processing, include:

- student's current full name and all other prior names used
- social security number
- date of birth
- beginning/ending dates of attendance
- whether the current term's grades are to be included (when a transcript is ordered near the end of a term)
- full address of the agency, college, or individuals to whom transcripts are to be sent (complete mailing addresses are required)
- student's signature and date (authorizing release of records to the designee)
- the correct fee payment
- credit card billing information and authorization for all requests sent via fax

The current fee is \$4 for the first copy, \$2 for each additional copy *prepared at the same time* (to a total of ten copies), and \$1 per copy over ten. Students may print unofficial copies of their Humboldt State transcripts from the Web at www.humboldt.edu (Records & Registration link).

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

The Office of the Registrar will accept requests to expedite service, such as preparing and mailing transcripts within 48 hours or preparing special certifications of graduation status prior to issuing a diploma. The fee is \$10 for expedited service. Requests to transmit documents via fax also require a \$5 service charge. Requests for special handling will be accepted only if work volume permits. To request expedited service or special handling, call (707) 826-4101.

Withdrawal from HSU

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Any student who is anticipating the need to withdraw from Humboldt State is encouraged to discuss this with his/her academic advisor or with staff at the Academic Information & Referral (AIR) Center, SBS 133.

To start the withdrawal process, a student should go to the AIR Center. A student who formally withdraws prior to the end of the fourth week of instruction will have only an appropriate date of withdrawal (no course work) appear on the academic record for that term. A student who formally withdraws after the first four weeks of the semester will have an appropriate date of withdrawal appear on the academic record, and all course work will appear with a grade of "W" (withdrawal). A student is not allowed to withdraw during the last three weeks of instruction or later except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete grade is not practicable. 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."

A student who does not plan to return to Humboldt State the next semester must request an educational leave or reapply to the university upon return. For more information please contact the AIR Center, (707) 826-4101.

A student who withdraws from the university may be eligible for a refund of institutional charges, *i.e.*, registration fees and nonresident tuition. 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, 826-4331.

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university.

If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions. Financial aid recipients will be billed for any unearned financial aid and resulting unpaid university charges.

NOTE: Students must keep their HSU Preferred Email Address correct. Humboldt State University may need to contact a student with important information.

Withdrawal Procedures for Students Mobilized for Active Duty. HSU students in the military reserves or the United States National Guard who are called to active duty after the beginning of a semester or summer session, have options they may consider in determining their enrollment status with the university. Students should contact Veterans Enrollment Services (SBS 133) immediately for withdrawal assistance and a discussion about available options.

Retroactive Withdrawals

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

Withdrawal from classes or the university after the thirteenth week of instruction will be considered only for accident or serious physical or mental illness, or serious personal or family problems where the cause of withdrawal is due to circumstances clearly beyond the student's control and **the assignment of an incomplete grade is not practicable**. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Students may not request a late withdrawal for poor academic performance. Lack of awareness of the withdrawal procedures is not an extenuating circumstance.

Requests for retroactive withdrawals must be made in writing. For more information contact the Academic Information and Referral (AIR) Center, SBS 133, 826-4101.

FEES & FINANCIAL AID

CSU Funding

Average Support Cost Per Full-time Equivalent Student And Sources Of Funds:

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2004/05 final budget amounts were \$2,447,958,000 from state General Fund appropriations (not including capital outlay funding), \$902,669,000 from State University Fee Revenue, \$208,629,000 from other fee revenues, and \$184,709,000 from reimbursements for a total of \$3,743,965,000. The number of projected 2004/05 full-time equivalent students (FTES) is 324,120. The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2004/05 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is \$10,338 and when including all sources as indicated below is \$11,433. Of this amount, the average student fee support per FTE is \$2,985, which includes all fee revenue in the state higher education fund (e.g. State University Fee, nonresident tuition, application fees, miscellaneous course fees).

Fees

The **registration fee** includes: student body association fee, student body center fee, facilities fee, instructionally-related activities fee, student health fee, computer lab paper fee, and the state university fee.

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

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

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

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

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

Section 68121 - Students enrolled in an undergraduate program who are the sur-

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

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

Student Body Fees. The law governing the California State University provides that fees defined as mandatory, such as a student body association fee and a student body center fee, may be established. A student body association fee must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (Education Code, Section 89300). A student body center fee may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (Education Code Section 89304). The student body fee was established at (name of institution) by student referendum in (date). The campus President may adjust the student body association fee only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (Education Code, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust student body center fees is governed

2004/05 Funding

	Amount	Average Cost per FTE Student	Percentage
Total Support Cost	\$3,743,965,000	\$11,433	100%
• State Appropriation	2,447,958,000	7,553	65%
• Student Fee Support ¹	1,111,298,000	2,985	30%
• Reimbursements	184,709,000	545	5%

¹ Student fee support represents fee revenue deposited in the State Treasury/state higher education fund. The average CSU 2004/05 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is \$2,916. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Fees at Humboldt State University

<p>Registration (per semester)</p> <p>Student body association fee *\$ 51</p> <p>Student body center fee (spring = \$92)..... 93</p> <p>Facilities fee 3</p> <p>Instructionally related activities fee 48</p> <p>Computer lab paper fee 5</p> <p>Student health fee * 124</p> <p>State university fee (undergraduate)</p> <p> 0-6 units..... 732</p> <p> 6.1 or more units 1,260</p> <p>State university fee (graduate)</p> <p> 0-6 units..... 900</p> <p> 6.1 or more units 1,551</p> <p>State university fee (teacher credential)</p> <p> 0-6 units..... 849</p> <p> 6.1 or more units 1,461</p> <p>Summer Term</p> <p>Student body association fee * 35</p> <p>Student body center fee 92</p> <p>Health facilities fee 3</p> <p>Instructionally related activities fee 13</p> <p>Computer lab paper fee 5</p> <p>State university fee (undergraduate)</p> <p> 0-6 units, \$148 + 166/unit maximum 732</p> <p> 6.1 or more, \$148 + 122/unit maximum 1,260</p>	<p>State university fee (graduate)</p> <p> 0-6 units, \$148 + 200/unit maximum \$ 900</p> <p> 6.1 or more, \$148 + 147/unit maximum 1,551</p> <p>State university fee (teacher credential)</p> <p> 0-6 units, \$148 + 192/unit maximum 849</p> <p> 6.1 or more, \$148 + 142/unit maximum 1,461</p> <p style="text-align: center;">Nonresident Tuition</p> <p>Non-California residents pay tuition in addition to the fees above (fall, spring, & summer term), per unit 339</p> <p style="text-align: center;">Other Fees</p> <p>Administrative charge for dropping to lower fee category or withdrawing27</p> <p>Application 55</p> <p>Application for Graduation 30</p> <p>Check returned 25</p> <p>Checks returned for payment of registration fees also assessed</p> <p> late registration fee 25</p> <p>Failure to meet administratively required appointment or time limit 5 - 20</p> <p>Identification card (or replacement)..... 5</p> <p>Injury/sickness insurance (estimate for year) 509</p>	<p>Late payment fee \$ 30</p> <p>Late registration fee 25</p> <p>Late schedule adjustments 2 - 10</p> <p>Library materials service charge, loss of or damage to varies</p> <p>Materials, services & facilities fee ...varies</p> <p>Parking* (per semester)</p> <p> automobiles* 90</p> <p> motorcycles, motorized bicycles.. 22.50</p> <p>Replacement Diploma/Cover 15</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: center;">Extension (per unit)</p> <p>Lecture or discussion course 110</p> <p>Administrative (contract) course 30</p> <p>Independent or directed study varies (Plus ID card, parking, & other fees)</p> <p style="text-align: center;">Concurrent Enrollment (per unit)</p> <p>Lecture course 130</p> <p>Activity course 154</p> <p>Laboratory course 175</p> <p>Independent study varies</p>
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*Fee increase proposed, but not yet approved at time of printing.

by provisions of the State University Revenue Bond Act of 1947 – including but not limited to – Education Code Sections 90012, 90027, and 90068. Student body association fees support a variety of cultural and recreational programs, child care centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and sometimes a student referendum. The campus President may use alternate consultation mechanisms if the President determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may also request the Chancellor to establish the mandatory fee. Authority to adjust fees after consider-

ation by the campus fee advisory committee and the completion of a student referendum is delegated to the President.

Materials, Services, and Facilities Fees.

Students pay additional fees for courses with activities such as field trips. Some courses require insurance (certain music courses, for example). The current semester class schedule, on sale at the university bookstore, has fee information.

Veterans Administration Educational Benefits.

Many veterans, dependents of deceased or disabled veterans, and reservists are eligible for VA educational benefits.

California Department of Veterans Affairs Fee Waiver.

Many spouses and dependents of service connected deceased or disabled veterans are eligible for a Cal Vet Fee Waiver. This is

a partial waiver of registration fees at any CSU, UC, or community college through the California Department of Veterans Affairs. Eligibility is established by the veteran's disability rating and, in some instances, the student's income. 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 Services (SBS 133; 707-826-6191) at least two months before the term you plan to attend.

Debts & Refunds

Fees and Debts Owed to the Institution.

Should a student or former student fail to pay a fee or a debt owed to Humboldt State, the university may "withhold permission to

register; to use facilities for which a fee is authorized to be charged; or to receive services, materials, food, or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). For example, Humboldt may withhold permission to receive official transcripts of grades from any person owing a debt.

Prospective students who register for courses offered by the university are obligated for the payment of fees associated with registration for those courses. Failure to cancel registration in any course for an academic term prior to the first day of the academic term gives rise to an obligation to pay student fees including any tuition for the reservation of space in the course.

Humboldt may withhold permission to register or receive official transcripts of grades or other services offered from anyone owing fees or another debt to the university. If a person believes he or she does not owe all or part of an asserted unpaid obligation that person may contact Student Financial Services (707) 826-4331, who will review all pertinent information provided by the person

and available to the campus and will advise the person of its conclusions.

Refund of Fees Including Nonresident Tuition. Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in section 41802 of the Title 5, California Code of Regulations. For purposes of the refund policy, mandatory fees are defined as those systemwide fees and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support programs at the California State University (courses offered through Extended Education) are governed by a separate policy established by the university.

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

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

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

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

- The tuition and mandatory fees were assessed or collected in error;
- The course for which the tuition and mandatory fees were assessed or collected was cancelled by the university;

2005-06 Schedule of Fees

Legal residents of California are not charged tuition. The following reflects applicable fees and nonresident tuition for the 2005-2006 academic year. Estimates do not include summer attendance. (Fees are subject to change without notice.)

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

HSU Units Cost:

<i>Units</i>	<i>Per Semester</i>	<i>Per Academic Year</i>
Undergraduate		
6.1 or more	\$1,584	\$3,168
0 to 6.0	\$1,056	\$2,112
Credential Program Participants		
6.1 or more	\$1,785	\$3,570
0 to 6.0	\$1,173	\$2,346
Graduate		
6.1 or more	\$1,875	\$3,750
0 to 6.0	\$1,224	\$2,448

Nonresident Students (U.S. and International):

Nonresident Tuition (in addition to other fees charged all students) for all campuses

Charge Per Course Unit \$339

The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2005-06) is \$10,170.

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

Credit Cards:

Master Charge, Discover, & American Express credit cards may be used for payment of fees through a third party vendor.

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

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

Information concerning any aspect of the refund of fees may be obtained from Student Financial Services.

Determination of Residency for Nonresident Tuition Purposes

The law governing residence for tuition purposes at the California State University is California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's Web site at www.calstate.edu.

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

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

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

active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

Adult noncitizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. Unmarried minor noncitizens derive their residence in the same manner as unmarried minor citizens except that both parent and minor must have an immigration status consistent with establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.5, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts and most students who have attended three years of high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

2005-06 Undergraduate Attendance Costs (9 months)

	Living with parents	Living in residence halls	Living off-campus
Estimated fees (subject to change).....	\$3,168	\$3,168	\$3,168
Books & supplies..... (also includes computer expenses, & course material fees)	1,080	1,080	1,080
Food & housing	3,222	7,906	7,997
Transportation	1,015	1,062	1,062
Miscellaneous personal expenses (clothing, laundry, toiletries, medical, entertainment, etc.).....	1,704	1,873	1,782
ESTIMATED COST OF ATTENDANCE.....	\$10,189*	\$15,089*	\$15,089*

* Nonresident students add \$339 per unit for tuition. For a nonresident student carrying a full-time class load of 12 units per semester, the estimated cost of attendance would be \$23,225:

$$12 \text{ units} \times 2 \text{ semesters} = 24 \text{ units} \times \$339 \text{ per unit} = \$8,136 \text{ nonresident fees}$$

$$\$8,136 \text{ nonresident fees} + \$15,089 = \$23,225$$

Please note: Estimated fees are based on 6.1 or more units per semester. Estimates do not include dependents' expenses, summer attendance costs, or the proposed fee increases in the governor's 2005-06 budget.

Students whose aid eligibility does not seem satisfactory, or who have questions, should make an appointment with a financial aid counselor:

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence, which will be considered along with physical presence and intent in determining reclassification.

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

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

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

Financial Aid

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

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

Financial aid application forms are available (usually in December) at all UC, CSU, and California community college campuses,,

as well as at California high schools. You may also apply via FAFSA on the Web at www.fafsa.ed.gov.

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, 2005, although applicants are advised to file as soon as possible after January 1.

Types of Aid

The answers to most general questions about assistance programs, application procedures and financial aid services are available on the Financial Aid Web site at www.humboldt.edu/~finaid. You may access your personal financial aid award information online at www.humboldt.edu/~finaid and click on CHECK MY AID. If you have further questions, Intake Service Advisors are available during regular work hours at (707) 826-4321 or toll free at (866) 255-1390, or you may also fax Financial Aid at (707) 826-5360. Most fax inquiries are treated as incoming mail.

A partial list of aid sources follows:

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

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

Federal Perkins Loans. Low-interest loans (currently 5%) awarded to students based on financial need. Students begin to repay these loans once they are enrolled less than half-time.

Federal Supplemental Educational Opportunity Grants. Awarded to a limited number of undergraduates.

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

State University Grants. State-supported, awarded to California residents with financial need. You must be classified as a California resident for fee purposes to be eligible for

this grant. Fee waivers can affect eligibility for this grant.

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

Federal Direct Loans. Long-term federal loans available to students and the parents of dependent students. Interest rates are variable and adjusted each year on July 1. The current maximum interest rates are 8.25% for students, 9% for parents. Repayment and deferment plans vary. For comprehensive information, contact the Financial Aid Office.

Cal Grants A, B, and T are state grants awarded by the California Student Aid Commission to California residents. Cal Grants A and B are for undergraduates; Cal Grant T is for students enrolled in the teaching credential program, but the program was not funded in the 2003 California budget. Future allocation is unknown at this time.

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 \$10 to \$250; generally, must be repaid within six weeks.

Humboldt State Scholarships

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

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

PLANNING YOUR BACHELOR'S DEGREE

The Language of Program & Requirement Descriptions

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

Academic Terminology

This catalog refers to academic programs, academic departments, and academic disciplines. The same name may refer to all three. For instance, history can refer to the major in history (a program), to the History Department, or to the general academic discipline of history. On the other hand, some names apply only to a program or department or discipline. There is, for instance, a physical science major but no physical science department.

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

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

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

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

Course Numbering System

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

001-099	remedial; units do not count toward graduation
100-199	lower division, appropriate for freshmen
100-102	lower division general education, area A
103-109	lower division general education (except Spanish, French, and German 105)
200-299	lower division, appropriate for sophomores
300-399	upper division, appropriate for juniors
300-308	upper division general education, area B, C, or D
309	upper division general education, CWT courses
400-499	upper division, appropriate for seniors
400	general education, area E
480	seminars/selected topic courses
499	independent/directed studies
500-599	graduate courses which may be taken by qualified seniors on an elective basis.
600-699	graduate level, open only to graduates
700-799	credential/licensure courses, not generally applicable to a master's degree program

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

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

The letter L used as a suffix signifies a laboratory taught in conjunction with a lecture. Usually students must enroll in the lecture as well as the laboratory of such a course. The letter D signifies a discussion section—and A signifies an activity section—offered in conjunction with the lecture portion of a course.

Other Terminology

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

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

One speaks of a total baccalaureate (BA) requirement of 120 units or describes a course as having three units. A **unit** is an amount of credit, the value assigned to the course.

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

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

The Bachelor's Degree Program as a Whole

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

Faculty have recommended, and administrators have approved, the programs and requirements described later in this catalog. They represent a means for students to accomplish identifiable educational goals. The

fundamental goal of the bachelor's degree program is to foster a capacity for, and a disposition toward, a disciplined examination of human experience.

Guidelines

Students' baccalaureate programs must conform to specific guidelines:

Limits. In certain kinds of courses, only a limited number of units apply toward graduation requirements. For instance, no more than six units in intercollegiate athletics courses or two units in intramural activity courses may count toward graduation.

For graduate school admission requirements and degree information, see **Planning Your Degree: Masters**.

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

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

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

All students must demonstrate competency in writing skills as a requirement for graduation. All bachelor's degree candidates must pass the **Graduation Writing Proficiency Exam (GWPE)** before graduating from Humboldt. Students may take the GWPE after completing 60 semester units (junior standing) in addition to English 100 (or an equivalent college composition course with

a C or better). Students should take the test before their last semester.

The GWPE is offered (for a \$20 fee) once in the fall semester and twice in the spring. Contact the Testing Center for information (Hs 71, room 101; <http://studentaffairs.humboldt.edu/testing/>).

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

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

Components of the Degree: Majors, Minors, Electives

The **major** provides depth of study. For the BA (bachelor of arts) degree, the major consists of a minimum of 24 semester units, with at least 12 units at the upper division level. For the BS (bachelor of science) degree, a major requires a minimum of 36 semester units, with at least 18 upper division units.

Major programs must be approved by the University. Most require more than the minimum number of units required for the bachelor's degree. A list of approved baccalaureate or undergraduate majors offered at Humboldt State appears at the beginning of the Academic Programs section, followed by detailed descriptions of the majors.

A major contract approved by the student's advisor and department chair must be submitted to the Office of the Registrar when a student applies for graduation or earlier. The major contract lists courses required for the major, including transfer courses and substitutions that have been reviewed and approved. Students wishing to initiate the contract should contact their academic advisor.

The **minor** is similar to the major but less comprehensive. Although a minor is not required for graduation, many students find a minor complements their studies and enhances their career opportunities.

A minor requires a minimum of 12 units, six of which must be upper division. A minimum 2.0 (C) GPA is required. Courses used for a minor can also be used for general education and a major. A minor cannot be awarded to a student receiving a related major of the same name.

Although minors are posted on the transcript, they are not listed on the diploma. A minor cannot be posted if completed after the degree has been awarded. It must be completed in conjunction with a degree or credential program.

Students choose **elective** courses (outside of specific degree requirements) to fulfill total unit requirements for the degree. Some majors require so many specific units that there remains little room for electives within the prescribed unit total. That should not deter a student from taking elective courses beyond the total number of units required for the degree.

Because electives do not meet specific requirements, a student may use them to pursue individual goals and interests. A student also may use electives to complete a minor or second major. Most Humboldt courses may be taken as electives.

Components of the Degree: General Education

The general education (GE) program meets CSU breadth requirements and helps students meet the goals of the bachelor's degree program. The general education program educates students in three ways:

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

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

Important Provisions

- Students may elect to take approved GE courses offered by their major department.
- Do not substitute other Humboldt courses for the approved GE courses on the following pages.

Components of the Degree

120 units

40 upper division (B.A. majors)

The major requires from 24 to 80 units.

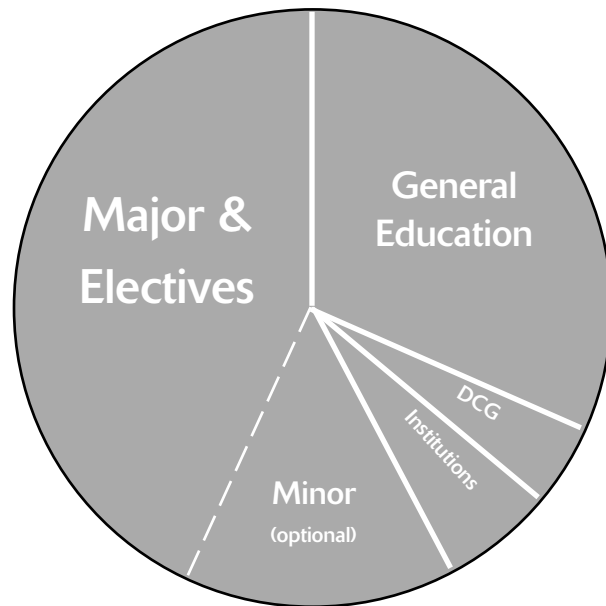
The general education (GE) component requires 48 units. These units may simultaneously satisfy major, minor, or diversity/common ground requirements.

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

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

An optional minor requires from 12 to 24 units

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



- Liberal Studies/Elementary Education, and Liberal Studies/Child Development (Elementary Education) majors have GE requirements incorporated into the major requirements.
- Environmental Resources Engineering majors should consult their advisors regarding special provisions for fulfilling GE.
- Students must complete GE Basic Subjects and Mathematical Concepts/Quantitative Reasoning courses with grades of C- or higher.
- Information and advice regarding GE requirements are available at the Academic Information and Referral Center, SBS 133.

Lower Division Component

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

Upper Division Component

Upper division GE courses build upon knowledge and abilities developed in lower division GE courses. Students must complete nine upper division units: three units each from areas B, C, and D.

In addition, all students need three units in an area E course (human integration). Humboldt State offers area E courses at an upper division level, but transfer students

can meet the requirement with transferable lower division units appropriately certified by a CSU or California Community College.

Transfer Students & GE

Students who transfer to Humboldt from a California Community College, and who have followed the approved CSU or IGETC general education pattern, may satisfy up to 39 semester units of GE with transfer course work. 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 Admission for evaluation. A Summary of Transferable Credit (SOTC) — usually issued at the time of initial enrollment and updated upon submission of additional transcripts—will indicate how courses taken elsewhere apply toward Humboldt's general education requirements.

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

Lower Division General Education

Area A

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

Goals. Area A courses sharpen a student's ability to think clearly and logically, to find and

critically examine information, and to communicate orally and in writing. They help students write better papers, ask critical questions, and improve overall understanding of material.

Requirements. Students need a minimum of nine lower division units in area A, including a 3-unit course in each of three categories: oral communication, written communication, and critical thinking. It is strongly recommended that students take these classes in the first year. It is required they be completed before earning 60 units. (Students who transfer in with more than 30 units must complete these before they complete 30 units at HSU.) A minimum grade of C- is required in each course.

Everyone takes the following:

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

One of the following:

ENGL 100 First Year Reading & Composition **or**
ENGL 100i Intensive Reading & Composition

One of the following:

CIS 100 Critical Thinking with Computers
COMM 101 Critical Thinking in Small Groups
COMM 102 Introduction to Argumentation
COMM 103 Critical Listening & Thinking

ENGL 101	Critical Writing
FOR 100	Critical Thinking and Social & Environmental Responsibility
PHIL 100	Logic
PSYC 100	Psychology of Critical Thinking
SOC 102	Critical Thinking in Research

Area B

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

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

GE science courses:

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

Complete a minimum of nine lower division units: at least three units in each of the three categories. One must be a laboratory course (L). Sometimes area B require-

ments may be met by course sequences (bearing the suffixes Y and Z) in which the total number of units taken is more than the minimum nine. Where courses or sequences exceed three units, only three count toward GE requirements. Courses below are three units unless indicated.

Life Forms

BIOL 104	General Biology (L) (not for science or NR majors)
BIOL 105	Principles of Biology (L)(4)
BIOL 109/109L	General Microbiology (L) (3/1) (not for science majors)
BOT 105	General Botany (L)(4)

Mathematical Concepts & Quantitative Reasoning

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

BIOM 109	Introductory Biometrics
MATH 103	Contemporary Mathematics (not for science or NR majors) (5)
MATH 103i	Mathematics as a Liberal Art (MATH 43 corequisite, not for science or NR majors)
MATH 104	Finite Mathematics
MATH 105	Calculus for the Biological Sciences & Natural Resources
MATH 106	Calculus for Business & Economics
MATH 107YZ	Mathematics for Elementary Education (8) (complete both Y & Z for three units of GE credit)
MATH 108	Critical Thinking in Mathematics (for prospective elementary teachers)
MATH 109	Calculus I (4)
STAT 106	Introduction to Statistics for the Health Sciences
STAT 108	Elementary Statistics (4)

Physical Universe

CHEM 104	Chemistry & Society
CHEM 107	Fundamentals of Chemistry (L)(4)
CHEM 109	General Chemistry (L)(5)
GEOG 106	Physical Geography
GEOL 106	Earthquake Country (not for geology majors)
GEOL 108	The Dynamic Earth (L) (not for geology majors)
GEOL 109	General Geology (L)
OCN 109	General Oceanography (L)(4)
PHYX 103	Introduction to Meteorology (L)(3)

PHYX 104	Descriptive Astronomy (L)(4)
PHYX 105	Conceptual Physics (L)(4)
PHYX 106	College Physics: Mechanics & Heat (L)(4) (not calculus-based)
PHYX 107	College Physics: Electromagnetism & Modern Physics (L)(4) (not calculus-based)
PHYX 109	General Physics I: Mechanics (L)(4)

Area C

Arts, literature, philosophy, modern languages

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

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

Humanities courses:

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

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

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

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

AHSS 105	Arts Alive
ART 103	Introduction to Art History
ART 104 (B-N)	Art History (ART 104K, M, and N count as both GE and diversity & common ground (non-domestic).)
ART 105 (B-C)	Art Studio
ART 106	Beginning Painting
ART 107	Printmaking I
ART 108	Beginning Graphic Design
ART 109	Beginning Sculpture
CD 109Y and Z	American Sign Language: Level I & II (complete both courses for three units of GE credit)
COMM 108	Oral Interpretation
ENGL 105	Introduction to Literature
FREN 106	French Level II (4)
FREN 107	French Level III (4) ⁺
GERM 106	German Level II (4)
GERM 107	German Level III (4)
IT 104	Beginning Wood
MUS 104	Introduction to Music
MUS 103	Listening to the Movies
MUS 105	The American Musical
MUS 106 (any)	Musical Ensembles (1-3)
MUS 107 (any)	Chamber Ensembles (1-2)
MUS 108 (any)	Beginning Music (1)
MUS 109 (any)	Intermediate Music (1)
PHIL 104	Asian Philosophy ⁺
PHIL 106	Moral Controversies
PHIL 107	Introduction to Philosophy
RS 105	World Religions ⁺
SPAN 106	Spanish Level II (4)
SPAN 107	Spanish Level III (4) ⁺
SPAN 108	Level III, Spanish Speakers (4)
THEA 103 (any)	Dance Techniques
THEA 104	Storytelling
THEA 105	Acting
THEA 106	Behind the Scenes in Theatre (2-3)
THEA 107	Dramatic Writing
THEA 108	Action: Movement & Mime
THEA 109	Introduction to Radio, TV, & Film
WS 107	Women, Culture, History*

Area D

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

Goals. These courses introduce scholarly study of human experience: culture; ethni-

city; place; time; the economy; the political community; behavioral, emotional, and cognitive processes; and human interaction and organization.

Three courses from the following, but not more than one course from any one discipline. One course from The American Institutions course list on page 50 can count unless a transfer American Institutions course has already been used in this area. The American Institutions course will be regarded as a distinct discipline. (For example, a student can satisfy Area D with COMM 105, HIST 104, and HIST 110 from the American Institutions list; or with ANTH 104, PSCI 104, and PSCI 110 from the American Institutions list; or with PSYC 104, ECON 104, and ECON 323 from the American Institutions list.)

ANTH 104	Cultural Anthropology
ANTH 105	Archaeology and World Prehistory
COMM 105	Introduction to Human Communication
ECON 104	Contemporary Topics in Economics
ES 105	Introduction to US Ethnic Studies*
ES 108	Power/Privilege: Gender & Race, Sex, Class*
GEOG 105	Cultural Geography ⁺
HIST 104	Western Civilization to 1650
HIST 105	Western Civilization, 1650 to Present
HIST 106	Africa & Middle Eastern Civilization
HIST 107	East Asian History to 1644
HIST 108	East Asian Civilization, Since 1644
HIST 109	Colonial Latin American History
HIST 109B	Modern Latin America
NAS 104	Introduction to Native American Studies*
NAS 105	Introduction to US Ethnic Studies*
NRPI 105	Natural Resource Conservation
PSCI 104	People & Politics
PSYC 104	Introduction to Psychology
PSYC 104B	Introduction to Psychology ITS
SOC 104	Introductory Sociology
SW 104	Introduction to Social Work & Social Work Institutions*
WS 106	Introduction to Women's Studies*
WS 108	Power/Privilege: Gender & Race, Sex, Class*
	American Institutions course (list on p. 50)

Area E

Lifelong understanding and integration of self

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

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

Choose one course from the following:

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

Upper Division General Education

Area B

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

ANTH 303	Human Biology/Evolution
BIOL 300	Contemporary Ecological Topics
BIOL 301	History of Biology
BIOL 302	Human Biology ⁺
BIOL 304	Human Genetics
BIOL 305	Biological Evolution & Sociobiology
BIOL 306	California Natural History
BIOL 308	Ecological Change in North America
BOT 300	Plants & Civilization

BOT 301 Fundamentals of Horticulture
 CHEM 305 Environmental Chemistry
 CHEM 308 Alchemy
 ENGR 305 Appropriate Technology
 ENGR 308 Technology & Environment
 ENVS 308 Ecotopia
 FISH 300 Introduction to Fishery Biology
 FOR 302 Forest Ecosystems & People
 FOR 307 California's Forests & Woodlands
 GEOL 300/300L Geology of California
 GEOL 303 Earth Resources
 GEOL 305 Fossils, Life, & Evolution
 GEOL 308 Natural Disaster on the Pacific Rim
 MATH 301 Mathematics & Culture: an Historical Perspective+
 MATH 308B - 308C Mathematics for Elementary Education (for prospective elementary teachers)
 OCN 301 Marine Ecosystems—Human Impact
 OCN 304 Resources of the Sea
 OCN 306 Global Environmental Issues
 PHYX 300 Frontiers of Modern Physical Science
 PHYX 301 Science of Sound
 PHYX 302 Light & Color
 PHYX 303 The Conscious Universe
 PHYX 304 Cosmos (4)
 RRS 306 Rangeland Resource Principles
 WLDF 300 Wildlife Ecology & Mgmt.
 WLDF 306 Birds & Human Society

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

AHSS 309 Darwin & Darwinism
 CIS 309 Computers & Social Change
 COMM 309B Gender & Communication*
 ENVS/NRPI 309 Communication in Natural Resources Conflict Resolution
 ENVS/NRPI 309B Environmental Communication
 PHIL 309 Case Studies in Environmental Ethics
 PHIL 309B Perspectives: Humanities/Science/Social Science
 WLDF 309 Case Studies in Environmental Ethics
 WS 309B Gender & Communication*

Area C

Select one course.

ART 300 Major Monuments of Art
 ART 301 The Artist

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

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

AHSS 309 Darwin & Darwinism
 CIS 309 Computers & Social Change
 COMM 309B Gender & Communication*
 ENVS 309 Communication in Natural Resources Conflict Resolution
 ENVS 309B Environmental Communication
 JMC 309 Analyzing Mass Media Messages

NRPI 309 Communication in Natural Resources Conflict Resolution
 NRPI 309B Environmental Communication
 PHIL 309 Case Studies in Environmental Ethics
 PHIL 309B Perspectives: Humanities/Science/Social Science
 WLDF 309 Case Studies in Environmental Ethics
 WS 309B Gender & Communication*

Revolution, Reform, & Response: 20th Century Latin America—HIST 309, SPAN 309, WS 309. Taken as a group, these courses fulfill area C and D upper division GE. Students then need a non-CWT area B course to complete the upper division GE requirement.

Area D

Select one course.

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

Any of the following **Communication and Ways of Thinking** courses may be used to meet the upper division area D requirement.

Students are limited to one CWT course within the upper division GE component.

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

Revolution, Reform, & Response: 20th Century Latin America—HIST 309, SPAN 309, WS 309. Taken as a group, these courses fulfill area C and D upper division GE. Students then need a non-CWT area B course to complete the upper division GE requirement.

Components of the Degree: American Institutions

Complete one history course and one government course from the list below. Though the American Institutions requirement is separate from General Education, one of the courses listed below can count in lower division GE Area D, except when a transfer American Institutions course has already been used in GE Area D. Regardless of whether a lower or upper division American Institutions course is applied to GE, it will count for lower division GE, not upper division GE.

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

Instruction in US history should bring about an understanding of:

- 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;
- the roles of major ethnic and social groups in such events, and the contexts in which those events have occurred; and

- how these events illustrate both the continuity of “the American experience” and its derivation from other cultures (including consideration of politics, economics, social movements, and geography).

Instruction in US and California constitution and government covers:

- political philosophies of the framers of the US constitution, and the nature and operation of political institutions and processes under that constitution, as amended and interpreted;
- rights and obligations of citizens in the political system established by the constitution;
- California’s constitution within the framework of evolving federal/state relations, and the nature and processes of state and local government under that constitution;
- the contemporary relationship of state and local governments with federal government; resolution of conflict and establishment of cooperative processes under the constitutions of both state and nation; political processes involved.

Requirements: There are three options:

- complete one history course and one constitution/government course from the list below:

United States History

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

United States Constitution & California State & Local Government

PSCI 110	American Government
PSCI 210	United States Politics
PSCI 359	California Government
PSCI 410	American Constitutional Law: Freedom & Power

- pass the qualifying exams in US history, American constitutional government, and California state and local government; or
- complete a combination of courses and exams.

To satisfy the requirement by examination, students must pass in three areas: (1) US history, (2) US government and constitution, and (3) California state and local government. These three exams may be taken separately. The California state and local exam is provided separately so that students may challenge this portion separately when their

previous course work does not specifically address this requirement (e.g. out of state course work). The department offering the exam sets limits on repeating the exam(s). To exercise this option, contact the history department for that exam and/or for study materials and exam dates. For Political Science exams, contact the Testing Center. These are competency exams and do not result in credit or grades.

Components of the Degree: Diversity & Common Ground

Recognizing the increasing cultural diversity of California’s population, and the importance of understanding diverse cultural experiences, identities and how differential privilege and power are organized, the university requires that students complete a Diversity and Common Ground (DCG) requirement as part of the baccalaureate degree program. Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. Students may meet the DCG requirement with courses that simultaneously meet other degree requirements (general education, the major or minor; US institutions, or the elective component).

Below is a list of courses currently approved to count towards satisfaction of the Diversity and Common Ground requirement. Approved courses are subject to change. Courses used to count towards this requirement must be DCG approved at the time the course is taken. Students are advised to check the current Registration Guide and Schedule of Classes or on-line for the most current list of DCG approved courses.

DCG Courses — DOMESTIC

AIE 330	History of Indian Education
AIE 335	Social & Cultural Considerations
AIE 340	American Indian Experience in Education
AIE 435	Counseling Issues
CD 310	Perspectives: History & Theory
CD 352	Parent-Child Relationships
CD 467	Working with Culturally Diverse Families
COMM 300	American Public Discourse*
COMM 309B	Gender & Communication*
COMM 315	Communication & Social Advocacy*
COMM 322	Intercultural Communication

EDUC 313 Education for Action
 EDUC 318 Gay & Lesbian Issues
 in Schools
 ENGL 308B Women in Literature*
 ENGL 336 American Ethnic Literature
 ENGL 465B Multicultural Issues in
 Language/Literature
 ES 105 Introduction to US
 Ethnic Studies*
 ES 108 Power/Privilege: Gender &
 Race, Sex, Class*
 ES 304 Migrations & Mosaics*
 ES 308 Multicultural Perspectives
 in American Society*
 ES 313 Education for Action
 ES 314 Chicano Culture & Society
 in America
 ES 336 American Ethnic Literature
 ES 465B Multicultural Issues in
 Language/Literature
 GEOG 304 Migrations & Mosaics*
 HIST 372 Rise of Modern American,
 1877-1929
 NAS 104 Intro. to Native American
 Studies*
 NAS 105 Intro. to US Ethnic Studies*
 NAS 306 Native People of North
 America*
 PHIL 306 Race, Racism & Philosophy*
 PSYC 300 Psychology of Women*
 PSYC 302 Psychology of Prejudice*
 PSYC 437 Sexual Diversity
 SOC 303 Race & Ethnic Relations*
 SOC 306 Changing Family*
 SOC 316 Gender & Society
 SW 104 Introduction to Social Work
 & Social Work Institutions*
 THEA 307 Theatre of the Oppressed*
 WS 106 Intro. to Women's Studies*
 WS 107 Women, Culture, History*
 WS 108 Power/Privilege: Gender &
 Race, Sex, Class*
 WS 300 Psychology of Women*
 WS 308B Women in Literature*
 WS 309B Gender & Communication*
 WS 311 Feminist Principles
 & Practice
 WS 313 Education for Action
 WS 316 Gender & Society
 WS 318 Gay & Lesbian Issues
 in Schools

DCG Courses – NON-DOMESTIC

ANTH 302 Anthropology of Religion*
 ANTH 315 Sex Gender & Globalization
 ART 104K Intro to Tribal Art*
 ART 104M Latin American Art*
 ART 104N Asian Art*
 BA 410 International Business Mgmt.
 BIOL 302 Human Biology*
 ECON 306 Economics of the Developing
 World*
 ENGL 305 Postcolonial Perspectives:
 Literature of the Developing
 World*
 ENGL 308C Women in Literature*
 ENGL 465C Multicultural Issues in
 Language
 ES 465C Multicultural Issues in
 Language
 FREN 107 French Level III*
 FREN 207 French Level IV
 FREN 300 African Storytelling*
 FREN 306 Sex, Class & Culture:
 Gender & Ethnic Issues in
 International Short Stories*
 FREN 311 Advanced French Language V
 GEOG 105 Cultural Geography
 GEOG 300 Global Awareness*
 GEOG 344 South America
 GERM 306 Sex, Class & Culture:
 Gender & Ethnic Issues in
 International Short Stories*
 HIST 377 Vietnam Wars
 MATH 301 Mathematics & Culture, A
 Historical Perspective*
 MUS 302 Music in World Culture*
 PHIL 104 Asian Philosophy*
 PHIL 305 Fractured Universe of Ideas*
 PSCI 303 Third World Politics*
 RS 105 World Religions*
 RS 340 Zen, Dharma and Tao
 SPAN 107 Spanish Level III*
 SPAN 306 Sex, Class & Culture:
 Gender & Ethnic Issues in
 International Short Stories*
 THEA 240 Theatre History I
 THEA 303 World Dance Expressions*
 WS 303 Third World Women's
 Movements*
 WS 306 Sex, Class & Culture:
 Gender & Ethnic Issues in
 International Short Stories*
 WS 308C Women in Literature*
 WS 315 Sex Gender & Globalization

* Counts as both GE and Diversity/
Common Ground (Domestic).

+ Counts as both GE and Diversity &
Common Ground (Non-Domestic).

PLANNING YOUR MASTER'S DEGREE

Degree Programs

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

Leading to the MA degree with majors in:

Biology	Social Science
Education	Sociology
English	Theatre Arts
Psychology	

Leading to the MS degree with majors in:

Environmental Systems
Kinesiology
Natural Resources

Leading to the MBA degree with a major in:

Business Administration

Leading to the MFA degree with a major in:

Theatre Arts (currently suspended)

Leading to the MSW degree with a major in:

Social Work

Application

All graduate and postbaccalaureate applicants (e.g., joint Ph.D. and Ed.D. applicants, master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission materials at www.csumentor.edu. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee.

To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Certain programs require a separate application in addition to the CSU postbaccalaureate application. Contact the specific program for details.

An electronic version of the CSU graduate application is available on the Web at www.csumentor.edu.

TOEFL Requirement. Regardless of their citizenship, all graduate and postbaccalaureate applicants whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Anyone without a bachelor's degree from a postsecondary institution where English is the principal language of instruction must earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Applicants taking the computer-based TOEFL must score 213 or higher.

Admission Requirements

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

Minimum requirements for admission to graduate/postbaccalaureate studies at a CSU campus are in accordance with individual university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall at the time of enrollment:

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

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

Classification. Students who meet these minimum requirements for graduate and postbaccalaureate studies will be considered for admission in one of the three following categories:

- **Postbaccalaureate Classified.** If you wish to enroll in a credential or certificate program, you will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by Humboldt State. Contact specific programs for details.
- **Graduate Conditionally Classified.** You may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, you can remedy deficiencies by additional preparation.
- **Graduate Classified.** To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations prescribed by Humboldt State. Contact specific programs for details.

Graduate Study Deadlines

For fall semester admission, apply after October 1. For spring semester admission, apply after August 1. Deadlines for submitting graduate applications vary by department. Check with Research and Graduate Studies, (707) 826-3949, or the individual department office. While some admission categories remain open later than others, no applications will be accepted later than one month prior to the beginning of the term.

Graduate Financial Aid

Placement in one or another of the postbaccalaureate admission categories has an effect on student eligibility for financial aid. Contact the Financial Aid office, (707) 826-4321, for clarification of eligibility.

Graduate Study Procedures

1. Apply for and gain admission to Humboldt State University.
2. Consult with the graduate advisor in your area of intended study and prepare a tentative course schedule.
3. After completing 15 units or at least one semester of graduate work, apply for advancement to candidacy for the master's degree. The graduate office, 130 Siemens Hall, has the necessary forms. They are also available on the

Web at www.humboldt.edu/~gradst/. After completing them and obtaining the approval of your advisor, committee and graduate coordinator, return the forms to the graduate office for processing. Advancement to candidacy requires:

- a suitable amount of appropriate course work (upper division and graduate) with a GPA of 3.0 or better;
- satisfactory performance on any comprehensive or qualifying exam required by the department;
- approval by departmental committee of an official program of study that meets all requirements for the degree;
- approval of plan to use humans or animals as subjects for research, if applicable.

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

Graduate Degree Requirements

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

1. Complete a specified program of study, usually requiring approval from the university department.
2. Complete a minimum of 30 semester units of approved upper division and graduate courses within a set time. All degree requirements must be met within a maximum of seven years. An extension beyond this time limit may be granted if circumstances warrant. This standard includes:
 - no less than 21 semester units at Humboldt (residency requirement) unless an exception is made;
 - not less than half the units required for the degree in courses specifically for graduate students, 500-600 level;
 - no more than six units for a thesis or project;
 - a maximum of nine units of independent study, field problems, or thesis courses.
3. Satisfactorily complete a thesis, project, or comprehensive examination as defined below. It is the student's responsibility to determine from his/her advisor the

departmental policy on theses, projects, or comprehensive exams.

- A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states major assumptions, explains the significance of the undertaking, sets forth sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Usually it will require an oral defense.

- A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. A written abstract summarizes and describes the project's significance, objectives, methodology, and conclusions or recommendations. An oral defense may be required. Projects are treated in one of two ways. Some projects are described thoroughly in a manuscript, bound, and placed in the Humboldt State University library. These projects are referred to as "bound projects" and must meet the manuscript format requirements of the thesis. An unbound project is a project that cannot be bound, for example, a theatre lighting project. Unbound projects are governed by regulations specific to the program in which they originate. Departments or colleges are responsible for archiving the projects and for maintaining permanent record of the projects.

- A comprehensive examination assesses a student's ability to integrate knowledge of the area, show independent and critical thinking, and demonstrate mastery of the subject matter. The results evidence independent thinking, appropriate organization, critical analysis, and accuracy of documentation. Examination questions and responses are kept according to the CSU records retention policy.

4. Maintain a grade-point average of 3.0 (B) or better in all courses taken to satisfy degree requirements. Courses in which no letter grade is assigned are not used in computing GPA.
5. The California State University, under Executive Order 665, requires that graduate students demonstrate competency

in writing. The compliance methods for the various programs are listed in the "Handbook for Master's Students," see Graduate Writing Requirement. (www.humboldt.edu/~gradst/; click on "Continuing Students")

6. To graduate, be in good standing (maintain a 3.0 overall GPA).
7. File the graduate student application for graduation at least one semester before finishing all degree requirements. A current schedule of classes has appropriate deadlines.

Continuous Enrollment

Students admitted to master's degree programs are required to enroll for a minimum of one unit per term for at least two terms per academic year (fall, spring, summer) until their degree requirements are completed. Master's degree students who do not maintain continuous enrollment (two terms each academic year), and who have not been granted a leave of absence are required to reapply for admission to the university and to the graduate program. Thus, students will be subject to any new admission or degree requirements that have been approved since their first admission to the program. The seven-year time limit will continue to apply to all course work on the approved graduate course list.

Those students who have completed regular course work, but still have to complete the culminating experience, may enroll in a discipline-specific course (see advisor) either through regular enrollment or through the Office of Extended Education. Extended Education enrollment allows a graduate student to maintain their status in the master's degree program and to make use of campus resources.

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

Academic Probation & Disqualification

Graduate students who are classified or conditionally classified will be placed on academic probation if their Humboldt grade-point average falls below a 3.0 (B grade average). While on academic probation, if a graduate student's cumulative GPA at Humboldt is be-

low 3.0 for a second consecutive term, the student will be academically disqualified.

Graduate students may be placed on probation and/or disqualified for failure to make adequate progress in the program, as defined by the requirements and policies of individual programs, by recommendation of the program faculty and graduate coordinator, and action of the graduate dean.

Unclassified postbaccalaureate students are governed by the academic probation and disqualification regulations for senior undergraduate students.

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

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

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

ACADEMIC PROGRAMS

Majors

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

Bachelor of Arts (BA)

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

Bachelor of Science (BS)

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

Minors

without corresponding majors:

American Indian Education
American Sign Language & Special Populations
Appropriate Technology
Biometry
Broadcast News
Broadcasting
California Studies
Criminal Justice
Dance
Diving
Education
Environmental Ethics
Ethnic American Literatures
Ethnic Studies
Family Studies
Film
Francophone Studies
Geography
International Relations
Latin American and Latino Studies

Leadership Studies
Linguistics
Media Studies
Multicultural Queer Studies
Natural Resources
Natural Resources Interpretation
Natural Resources Planning
Natural Resources Recreation
News-Editorial
Pacific Basin Studies
Peace & Conflict Studies
Public Administration
Public Relations
Social Advocacy
Teaching English as a Second Language
Theatre
Water Resource Policy
Watershed Management
Wildland Soil Science
Women's Studies

Credentials

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

Graduate Degrees

Master of Arts (MA)

Biology
Education
English
International Program in English
Literature
Teaching of Writing
Psychology
Academic Research
Counseling
School Psychology
Social Science
Environment & Community
Sociology
Theatre Arts

Master of Business Administration (MBA)

Business Administration

Master of Science (MS)

Environmental Systems
Environmental Resources
Engineering, Geology,
International Development
Technology, Mathematical
Modeling
Kinesiology
Exercise Science/Wellness
Management, Athletic
Training Education,
Teaching/Coaching
Natural Resources
Fisheries, Forestry,
Natural Resources
Planning & Interpretation,
Rangeland Resources &
Wildland Soils, Wastewater
Utilization, Watershed
Management, Wildlife

Master of Social Work (MSW)

ADAPTED PHYSICAL EDUCATION

Adapted Physical Education Credential

See Kinesiology for the Master of Science degree with a major in Kinesiology.

Program Coordinator

Chris Hopper, Ph.D.

Department of Health & Physical Education

Forbes Complex 101
(707) 826-4536

The Program

This program includes extensive field work to prepare students to teach physical education to individuals with disabilities. Students develop teaching competencies in perceptual motor development, aquatics, game and sports skills, and physical fitness.

Admission Requirements

Submit the following documents to Health and Physical Education:

- letter of application, stating interest in working with a special group

- three letters of recommendation for admission to the program
- transcripts of all previous college work

Applicants must hold a basic teaching credential authorizing the teaching of physical education. A single subject credential with a supplementary authorization in sports and games is not a valid basic credential. The following are acceptable: single subject in physical education; multiple subject; standard secondary with a major or minor in kinesiology; standard elementary with a major or minor in kinesiology; standard early childhood; special secondary in PE; general elementary; general secondary; junior high school; kindergarten—primary.

Program Requirements

All students receiving the Adapted Physical Education Specialist Credential must:

- successfully complete the California Basic Education Skills Test (CBEST)

- complete a CCTC-approved subject area program or pass the SSAT and/or Praxis tests authorizing the teaching of physical education

- maintain a 3.0 GPA in the following required courses:

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



AMERICAN INDIAN EDUCATION

Minor in American Indian Education

This minor is housed within the Indian Teacher and Educational Personnel Program (ITEPP).

Director of ITEPP

Suzanne M. Burcell
(707) 826-5195
smb7001@humboldt.edu

Student Services Coordinator

Phil Zastrow
(707) 826-5197
pmz7001@humboldt.edu

Curriculum Resource Center Coordinator

Marlette Grant-Jackson
(707) 826-5199
mmj5@humboldt.edu

Indian Teacher & Educational Personnel Program Office

Spidell House 85
(707) 826-3672, fax 826-3675
www.humboldt.edu/~HSUitepp/

The Program

The American Indian Education minor provides learners with an understanding of the particular educational needs of American Indian students along with the skills to apply methodologies and classroom practices conducive to academic success and validation of cultural identity and values.

Indian Teacher & Educational Personnel Program (ITEPP)

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, ITEPP provides a rigorous curriculum designed to give leaders an awareness of the numerous and complex issues surrounding American Indian education, along with successful educational models and classroom applications.

There are three components of ITEPP:

- academic courses/institute offerings

- student recruitment/retention services
- the Curriculum Resource Center.

Student Recruitment/Retention Service

ITEPP provides academic support and educational retention services to prepare American Indian students to become teachers, professors, counselors, psychologists, social workers, personnel, ancillary educational and tribal professionals. Many ITEPP graduates assume leadership roles and improve educational opportunities for American Indian students in the public, private, and tribal school systems.

Curriculum Resource Center

ITEPP's Curriculum Resource Center provides students, teachers, and community members with curricular resources and materials to facilitate the study of American Indian cultures, provide curricular assistance for K-12 schools, mitigate cultural miscommunication, and facilitate cultural inclusion and understanding for all people.

REQUIREMENTS FOR THE MINOR

AIE 330	History of Indian Education***
AIE 335	Social & Cultural Considerations* **
AIE 340	Educational Experiences* **
AIE 435	Counseling Issues* **

Three units from the following:

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

* Diversity/Common Ground courses.

** Depth-of-study for LSEE majors.

ITEPP Courses

ITEPP courses are available to all Humboldt students. Community members may enroll through Extended Education.

In addition to general education and major courses, ITEPP participants are required to take the AIE minor courses (above) plus the following:

AIE 491	Fieldwork in American Indian Education
AIE 492	Seminar: Professional Opportunities

Each summer ITEPP sponsors an American Indian Summer Institute, with classes designed to enrich the cultural knowledge base of teachers and students.

ITEPP's Optimum Access Initiative

In 2002 ITEPP implemented the Optimum Access Initiative to increase enrollments in AIE courses. Under this Initiative, certain AIE courses are offered as one-week "intensives" in the weeks before each semester begins. The HSU campus is relatively quiet then, and there is no charge for parking. Once each semester begins, additional AIE courses are offered online, further minimizing schedule conflicts for regularly enrolled students while increasing access for working professionals in distant locations. By taking a combination of one-week "intensives" and online courses, targeted professionals can complete the five 3-unit AIE courses as a 15 unit Professional Development Program in one year. For more information, visit our Web site at:

<http://www.humboldt.edu/~hsuitepp>



AMERICAN SIGN LANGUAGE & SPECIAL POPULATIONS

Minor in American Sign Language and Special Populations

Department Chair

Nancy L. Hurlbut, Ph.D.

Department of Child Development

Jenkins Hall 206C

(707) 826-3471

www.humboldt.edu/~chld

The Program

The American Sign Language and Special Populations Minor is designed to assist individuals who wish to work with the deaf or hard of hearing and/or children with special needs. Individuals might 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 back-

ground in child development, language acquisition, American Sign Language, life and culture of the deaf and hard of hearing communities, and experiences of families with children with special needs.

REQUIREMENTS

Students must complete a total of 19 units from the following list of courses.

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

CD 253	Prenatal and Infant Development or
CD 255	Early Childhood Development or
CD 256	Middle Childhood Development

American Sign Language (6 units of credit)

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

Language Acquisition (3 units)

CD 355	Language Development
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Special Needs Populations (7 units)

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

**Students with extensive prior experience using ASL may take the challenge exam to complete CD 109Y. NOTE: Challenge process requires students to enroll in the course and inform instructor of desire to challenge and take exam within the first two weeks of the semester. The student must earn a 70% or greater on the challenge exam to earn a credit in CD 109Y and before proceeding to CD 109Z.*



ANTHROPOLOGY

Bachelor of Arts degree with a major in Anthropology

Minor in Anthropology

Department Chair

René Vellanoweth, Ph.D.

Department of Anthropology

Library 55

(707) 826-3139

The Program

Concerned with the world's diverse cultures, anthropology provides education and experience to help students understand the perspectives of peoples in other places, settings, and times. It develops critical and analytical skills and empathic understanding. Students can pursue a wide number of anthropological fields: social and cultural, archaeological, linguistic, and biological.

Humboldt State's unique setting in proximity to nine Native American tribes presents a rare opportunity for learning about the first Nations of North America and their contemporary relationships to other cultures of the U.S. Our region's cultural richness includes immigrant communities and families as well as students and faculty of diverse nationalities at HSU. Combined with our Department's emphasis on international and applied experience, this context allows our students to obtain an academic and experiential education in the study of culture.

Anthropology provides an excellent liberal arts background, benefiting many careers. Wherever crosscultural relations are present, or wherever culturally broad perspectives are valuable (education, social services, medicine, business, legal services, and journalism), anthropologists can make strong contributions.

Humboldt's program provides a strong foundation for graduate study. Graduates have established careers in archaeology, linguistics, international development, foreign affairs, health services, multicultural education, environmental planning and research, biological and medical research, cultural resource management, and professional anthropology.

Preparation

At the High School level, students can prepare for a major in Anthropology through the study of college preparatory courses, especially including second-language learning, social sciences, mathematics and biology. At the university level we encourage students to continue with a carefully-planned breadth of education in these areas.

Please obtain a Major Contract form as soon as you decide to major in anthropology - you can pick up the form at the departmental office, or print a copy from the Anthropology home page (www.humboldt.edu/~anthro). Review the form with your advisor each semester, and ask how to best apply international study and field school work toward the requirements of your major.

REQUIREMENTS FOR THE MAJOR

Introductory Core

ANTH 104 Cultural Anthropology

ANTH 105 Archaeology and World Prehistory

ANTH 110/111 Physical Anthropology Lab
Any approved statistics course

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

Framework Course

ANTH 310 History of Anthropology

Upper Division Core

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

Archaeological

ANTH 350 Method & Theory in Archaeology

ANTH 359 Special Topics in Archaeology

ANTH 374 Cultural Resource Mgmt.

Biological

ANTH 333 Primatology

ANTH 339 Special Topics in Biological Anthropology

Linguistic

ANTH 340 Language & Culture

ANTH 341 Anthropological Linguistics

Social/Cultural

ANTH 316 Anthropology & Development

ANTH 317 Women & Development

ANTH 318 Ethnography

Regional Studies

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

ANTH 306 World Regions Cultural Studies

ANTH 390 World Regions Cultural Seminar [regional studies in cultures of Asia, Africa, North America, Central America, South America, Oceania, Europe]

ANTH 394 Archaeology of No. America

ANTH 395 Mesoamerican Archaeology

Breadth & Specialty Requirements

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

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

Culminatory Core

ANTH 410 Anthropological Theory

REQUIREMENTS FOR THE MINOR

ANTH 104 Cultural Anthropology

ANTH 105 Archaeology and World Prehistory **or**

ANTH 110 Physical Anthropology

ANTH 111 Lab in Physical Anthropology

Plus 9 upper division units



APPROPRIATE TECHNOLOGY

Minor in Appropriate Technology

Advisors:

Elizabeth A. Eschenbach, Ph.D.
Department of Environmental
Resources Engineering
Brookins House 18, Room 201
(707) 826-4348

John Meyer, Ph.D.
Department of Government & Politics
Founders Hall 138
(707) 826-4497

The Program

Students combine theory and practice at the Campus Center for Appropriate Technology. Headquartered on campus at the Buck House, CCAT is a live-in, working demonstration home. The technologies and demonstrations include photovoltaic and wind electric systems, a solar hot water system, a greenhouse passive heating system, a composting privy, a graywater system, and organic gardens.

This minor assists students in careers in science, technology, political science, engineering, and natural resources. The courses are especially useful for students wishing to volunteer for the Peace Corps or other overseas development work.

REQUIREMENTS FOR THE MINOR

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



ART

**Bachelor of Arts degree
with a major in Art —
concentration in art history**

Minor in Art History

**Bachelor of Arts degree
with a major in Art—
concentration in studio art**

Minor in Studio Art

**Certificate of Study in
Art Museum & Gallery Practices**
(see Certificates of Study)

The Art Department is a fully accredited member of the National Association of Schools of Art and Design.

Department Chair
M. Elizabeth Boone, Ph.D.

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

Art History Concentration

The Program

At Humboldt, art history is taught in a variety of ways, based on the visual and historical contexts in which the art was created. At the beginning level of instruction, the program features period courses (ART 104), such as Renaissance Art, Tribal Art, and 20th Century Art. These courses introduce works of art within their historical contexts.

Upper division courses focus on narrower periods, movements, artists, or problems, such as 20th Century Women Artists, Vincent Van Gogh, or Mexican Muralists.

On the advanced level, travel courses provide direct experience with works of art in the physical contexts in which they are displayed. In recent years, travel courses have focused on major exhibitions/collections (in New York, Los Angeles, and San Francisco) or on Native American sites and collections on California's North Coast.

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 stu-

dents 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 semester of language study to learn how language affects thinking and visual experience in other cultures.

Preparation

In high school take as many art courses as possible in a variety of areas.

REQUIREMENTS FOR THE MAJOR

Lower Division

ART 103 Introduction to Art History

Four courses (12 units) from the ART 104 series

Two courses from the following:

ART 105B	Beginning Drawing
ART 106	Beginning Painting
ART 109	Beginning Sculpture
ART 250	Beginning Photography

One language course other than English — German or French recommended. (A second semester is highly recommended.)

Upper Division

ART 356	The Art Museum
ART 410	Seminar in Art History

Upper division art history (15 units)

Electives to bring total units to 124 (40 units must be upper division)

REQUIREMENTS FOR THE MINOR

Lower Division

Two 104-series art history courses (6 units)

Upper Division

Three upper division art history courses (9 units)

Art Studio Concentration

The Program

The studio concentration has classes in painting, ceramics, digital arts, 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, digital artists, Web-page designers, painters, commercial jewelers, art historians and teachers. Other careers: printmaking, art direction, art museum work, exhibition design, package

design, silkscreening, sculpting, illustration, photography, jewelry, and ceramics.

Preparation

In high school take as many art courses as possible in a variety of areas.

REQUIREMENTS FOR THE MAJOR

Lower Division Core

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

Lower Division Studio Electives

Select four courses (12 units) from:

ART 105C	Color and Design
ART 107	Printmaking I
ART 108	Beginning Graphic Design
ART 122	Life Drawing I
ART 250	Beginning Photography
ART 280	Beginning Jewelry
ART 290	Beginning Ceramics

Upper Division

ART 321	Intermediate Drawing or
ART 325	Life Drawing II

Two courses in art history (minimum six units)

15 upper division studio courses (ART 356 recommended)

REQUIREMENTS FOR THE MINOR

Lower Division

ART 105B	Beginning Drawing
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6 units of studio electives

Upper Division

ART 321	Intermediate Drawing
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6 units of studio electives



ART EDUCATION

Bachelor of Arts degree

with a major in Art — education option leading to a single subject teaching credential

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

M. Elizabeth Boone, Ph.D.

Department of Art

Art Complex 121
(707) 826-3624
www.humboldt.edu/~artdept

The Program

The undergraduate subject-matter program in art education prepares students to teach in a junior high and senior high school. The art education curriculum is a combination of studio, art history, and museum practices; this prepares the student for more advanced training to become an art educator either in schools or museums. Our program is an approved subject matter waiver program through the California Commission on Teacher Credentialing.

The lower division core classes build a strong foundation for students developing the skills and tools needed in becoming an artist or teacher. In upper division classes, students have the opportunity to concentrate in a particular studio area while taking courses that prepare them to teach a broad spectrum of courses offered in a junior or high school.

Students will familiarize themselves with the four components of the California Visual and Performing Arts Framework and the California Visual and Performing Arts Content Standards in order to develop strategies for teaching and lessons for instruction. We have a service learning component built into the art education classes. Students have the opportunity to develop curriculum and teach art in local schools and docent school children at the local galleries and museums.

In the fifth-year credentialing program, students are immersed in education classes and have opportunities to teach with excellent Master Teachers in Humboldt County.

Students must apply for this program and pass the competency assessment of subject matter, which takes place spring semester of the senior year.

REQUIREMENTS FOR THE MAJOR

Please note: Degree requirements listed here do not include the professional education courses required for the credential. Students earning this degree may waive SSAT/Praxis assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Lower Division Core

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

* Prerequisite to further art course work.

Lower Division Art History

- Select one course from the following:
- ART 104K Introduction to Tribal Art
 - ART 104M Latin American Art
 - ART 104N Asian Art

Lower Division Studio

- ART109 Beginning Sculpture
- ART 280 Beginning Jewelry
- ART 290 Beginning Ceramics

Upper Division Core

- Select one course from:
- ART 321 Intermediate Drawing
 - ART 325 Life Drawing II
- and**
- ART 356 Museum & Gallery Practices
 - ART 357B Curriculum and Development through Art Education I (fall only)
 - ART 357C Curriculum and Development through Art Education II (spring only)

Upper Division Art History

- ART 317 Late Modern and Contemporary Art

- Select one course from:
- ART 301 The Artist—20th Century Women Artists

- ART 301 The Artist—Muralism in Mexico & the U.S.
 - ART 301 The Artist—Women Artists in History
 - ART 355 Native American Art of the North Coast
- Plus three units of upper division Studio Electives.



BIOLOGY

Bachelor of Science degree with a major in Biology

Emphases include:

- Biodiversity
- Cellular/molecular biology
- Ecology
- Environmental biology
- General biology
- Marine biology
- Microbiology
- Special major

Minor in Biology

Science Teaching Credential

Master of Arts degree with a major in Biology

College Faculty Preparation Program: Biology

Department Chair

Milton Boyd, Ph.D.

Department of Biological Sciences

Science Complex B 221
(707) 826-3245
www.humboldt.edu/~biosci

The Program

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

Students also use a vertebrate museum, containing bones and skins of animals, and a large invertebrate museum. Scanning and transmission electron microscopes are available for student use.

Humboldt's marine laboratory, located on the coast in the nearby town of Trinidad, gives students splendid opportunities for marine biology projects. The research vessel, the *Coral Sea*, is used for seagoing field trips. Several smaller boats are used in nearshore waters, coastal lagoons, and Humboldt Bay.

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

Preparation

In high school take biology, chemistry, and physics (with labs, if possible); beginning and intermediate algebra; geometry; and trigonometry.

REQUIREMENTS FOR THE MAJOR

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

Biodiversity Emphasis

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109 General Chemistry
GEOL 109 General Geology
MATH 105 Calculus for the

Biological Sciences & Natural Resources*

PHYX 106 College Physics: Mechanics & Heat

PHYX 118 College Physics: Biological Applications

ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 330 Principles of Ecology
BIOL 345 Genetics with Population Emphasis

BIOL 445 Evolution
BOT 350 Plant Taxonomy
CHEM 328 Brief Organic Chemistry
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology
BIOL 490 Senior Thesis **or**
BIOL 499 Directed Study

One course from:

BOT 321 Plant Anatomy
BOT 372 Vascular Plant Morphology
ZOOL 370 Comparative Anatomy of the Vertebrates

ZOOL 372 Evolution of the Vertebrates
ZOOL 476 Principles of Animal Development

One ecology course from:

BIOL 430 Intertidal Ecology
BOT 330/330L Plant Ecology/Lab
BOT 553 Marine Macrophyte Ecology
FISH 430 Ecology of Freshwater Fishes
FISH 435 Ecology of Marine Fishes
WLDF 460 Conservation Biology

WLDF 475 Wildlife Ethology
WLDF 478 Ecology of Wildlife Populations
ZOOL 430 Comparative Animal Behavior

One zoology course from:

FISH 310 Ichthyology
ZOOL 314 Invertebrate Zoology
ZOOL 350 Protozoology
ZOOL 352 Natural History of the Vertebrates
ZOOL 354 Herpetology
ZOOL 356 Mammalogy
ZOOL 358 Entomology
ZOOL 452 Parasitology

Cellular/molecular Biology Emphasis

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109/110 General Chemistry
MATH 105 Calculus for the Biological Sciences & Natural Resources*

PHYX 106/107 College Physics
ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

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

Ecology Emphasis

Lower Division

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOOL 210 Principles of Zoology
CHEM 109 General Chemistry
PHYX 106 College Physics: Mechanics Applications
PHYX 118 College Physics: Biological Applications

- MATH 105 Calculus for Biological Sciences & Natural Resources*
- BIOM 109 Introductory Biometrics

One course from the following:

- GEOL 109 General Geology
- OCN 109 General Oceanography
- FISH 320 Limnology
- SOIL 260/260L Introduction to Soils
- GEOG 106 Physical Geography

Upper Division

- CHEM 328 Brief Organic Chemistry
- BIOL 340 Genetics **or**
- BIOL 345 Genetics with Population Emphasis
- BIOL 445 Evolution
- BIOL 330 Principles of Ecology
- BIOL 431 Population Ecology **or**
- WLDF 478 Ecology of Wildlife Populations
- BIOL 432 Community Ecology
- BIOM 333 Intermediate Statistics **or**
- BIOM 408 Experimental Design and ANOVA
- BIOL 438 Field Ecology **or**
- BIOL 490 Senior Thesis

One course from the following:

- ZOOL 310 General Animal Physiology
- BOT 310 General Plant Physiology

Two courses from the following:

- ZOOL 314 Invertebrate Zoology
- ZOOL 316 Freshwater Invertebrates
- ZOOL 352 Natural History of the Vertebrates
- ZOOL 358 General Entomology
- FISH 310 Ichthyology
- ZOOL 354 Herpetology
- WLDF 365 Ornithology I
- ZOOL 356 Mammalogy
- ZOOL 556 Marine Mammalogy
- BOT 350 Plant taxonomy
- BOT 354 Agrostology
- BOT 355 Lichens and Bryophytes
- BOT 552 Pteridology
- BOT 353 Phycology
- BOT 359 Biology of Ascomycetes and Basidiomycetes
- BOT 358 Biology of Microfungi
- BIOL 412 General Bacteriology
- ZOOL 350 Protozoology

Upper Division Electives:

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

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

Environmental Biology Emphasis

Lower Division

- BIOL 105 Principles of Biology
- BIOM 109 Introductory Biometrics
- BOT 105 General Botany
- CHEM 109 General Chemistry
- CHEM 110 General Chemistry
- MATH 105 Calculus for the Biological Sciences & Natural Resources*
- PHYX 106 College Physics: Mechanics & Heat
- PHYX 118 College Physics: Biological Applications
- ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

- BIOL 330 Principles of Ecology
- BIOL 340 Genetics **or**
- BIOL 345 Genetics with Population Emphasis
- BIOL 410 Cell Biology **or**
- BOT 310 General Plant Physiology **or**
- CHEM 328 Brief Organic Chemistry **or**
- ZOOL 310 Animal Physiology
- Two courses in plant groups from:
- BOT 350 Plant Taxonomy
- BOT 353 Phycology
- BOT 354 Agrostology
- BOT 355 Lichens & Bryophytes
- BOT 359 Biology of the Ascomycetes & Basidiomycetes
- BOT 360/360L Biology of the Fleshy Fungi/Lab
- BOT 454 Freshwater Algae
- BOT 552 Pteridology

Two courses in animal groups from:

- FISH 310 Ichthyology
- WLDF 365 Ornithology I
- ZOOL 314 Invertebrate Zoology
- ZOOL 316 Freshwater Aquatic Invertebrates
- ZOOL 350 Protozoology
- ZOOL 352 Natural History of the Vertebrates

- ZOOL 354 Herpetology
- ZOOL 356 Mammalogy
- ZOOL 358 General Entomology
- ZOOL 556 Marine Mammals

One anatomy/morphology course from:

- BOT 321 Plant Anatomy
- BOT 372 Vascular Plant Morphology
- ZOOL 370 Comparative Anatomy of the Vertebrates
- ZOOL 374 Introduction to Human Anatomy

Two practical applications courses from:

- BIOL 412 General Bacteriology
- BOT 394 Forest Pathology
- BOT 458 Pollination Biology
- BOT 553 Marine Macrophyte Ecology
- NRPI 360 Natural Resource Planning Methods
- REC 330 Outdoor Education
- SOC 320 Social Ecology
- SOIL 260/260L Introduction to Soil Science
- WLDF 460 Conservation Biology
- ZOOL 359 Forest Entomology
- ZOOL 430 Comparative Animal Behavior
- ZOOL 452 Parasitology

Or other courses selected in consultation with an advisor

One unit from:

- BIOL 490 Senior Thesis or
- BIOL 499 Directed Study

General Biology Emphasis

Lower Division

- BIOL 105 Principles of Biology
- BIOM 109 Introductory Biometrics
- BOT 105 General Botany
- CHEM 109 General Chemistry
- MATH 105 Calculus for the Biological Sciences & Natural Resources*
- PHYX 106 College Physics: Mechanics & Heat
- PHYX 118 College Physics: Biological Applications
- ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

- BIOL 330 Principles of Ecology
- BIOL 412 General Bacteriology
- BIOL 340 Genetics **or**
- BIOL 345 Genetics with Population Emphasis
- BIOL 410 Cell Biology **or**
- BOT 310 General Plant Physiology **or**

ZOOL 310 Animal Physiology
CHEM 321/322 Organic Chemistry **or**
CHEM 328 Brief Organic Chemistry

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

Marine Biology Emphasis

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109 General Chemistry
OCN 109 General Oceanography
MATH 105 Calculus for the
Biological Sciences &
Natural Resources*
PHYX 106 College Physics:
Mechanics & Heat
PHYX 118 College Physics:
Biological Applications
ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 330 Principles of Ecology
BIOL 340 Genetics
BIOL 412 General Bacteriology
BIOL 430 Intertidal Ecology
BOT 353 Phycology
CHEM 328 Brief Organic Chemistry
ZOOL 314 Invertebrate Zoology
BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology

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

One unit from:

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

Microbiology Emphasis

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109/110 General Chemistry
MATH 105 Calculus for the
Biological Sciences &
Natural Resources*
PHYX 106 College Physics:
Mechanics & Heat
PHYX 118 College Physics:
Biological Applications
ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

BIOL 330 Principles of Ecology
BIOL 340 Genetics
BIOL 362 Photomicrography
BIOL 412 General Bacteriology
BOT 358 Biology of the Microfungi
CHEM 328 Brief Organic Chemistry
ZOOL 350 Protozoology
BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**
ZOOL 310 Animal Physiology
BIOL 490 Senior Thesis **or**
BIOL 499 Directed Study

SCIENCE (BIOLOGY) TEACHING CREDENTIAL

(See Science Education)

Special Major Emphasis

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
BOT 105 General Botany
CHEM 109 General Chemistry
MATH 105 Calculus for the
Biological Sciences &
Natural Resources*
PHYX 106 College Physics:
Mechanics & Heat
PHYX 118 College Physics:
Biological Applications
ZOOL 210 Principles of Zoology

Take all lower division courses before beginning upper division work.

Upper Division

Three required courses:
CHEM 328 Brief Organic Chemistry
BIOL 330 Principles of Ecology
BIOL 340 Genetics

One of the following:

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

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

REQUIREMENTS FOR THE MINOR

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOOL 110 General Zoology **or**
ZOOL 210 Principles of Zoology

One of the following:

BIOL 410 Cell Biology **or**
BOT 310 General Plant Physiology **or**

ZOOL 310 Animal Physiology

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

REQUIREMENTS FOR THE MASTER'S DEGREE

Requirements For Admission

- Bachelor's degree in biology, botany, zoology, or a related subject area approved by the Department of Biological Sciences
- Undergraduate GPA at least 2.5 overall or 3.0 for the last 60 semester units of credit
- Submitted results of the aptitude portion of the Graduate Record Examination (GRE)

Requirements For The Degree

- 30 upper division or graduate units in biological sciences or supporting courses approved by the graduate committee, including BIOL 683 and 684 (normally taken at the first opportunity) and two seminars (BIOL 685). A minimum of 18 units must be at the graduate level.
- Combined total of not less than four nor more than eight units of BIOL 690 and/or 699 (with a maximum of six units in 690) and a thesis approved by the graduate committee
- While in residence, enrollment in a minimum of two units per semester of BIOL 690 or 699
- Oral presentation of the thesis work and defense of the thesis before the graduate committee

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Biology

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

The certificate consists of five components (12 units), described below. After consulting with your graduate advisor, and under

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

the advisement of the College Faculty Preparation Program coordinator; develop a plan of study tailored to meet your specific timelines and professional goals. The CFPD coordinator and the dean for Research and Graduate Studies must approve each plan of study.

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

1) Discipline-Specific Teaching Methods

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

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

2) Higher Education Teaching Methods

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

EDUC 583 Teaching in Higher Education

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

3) Professional Development Seminar

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

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

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

SP 683 College Faculty Preparation Internship

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

OR

- **Pre-doctoral College Track**
 Three units of mentored teaching experience at HSU.
 BIOL 700 In-Service Professional Training in Biology

5) Capstone Experience

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

SP 685 Instructional Resources for Higher Education



BIOMETRY

Minor in Biometry

Information:

Mark Rizzardì, Ph.D., Biometrics Coordinator
 Department of Mathematics
 (707) 826-4951

Bill Bigg, Ph.D., Professor
 Department of Forestry
 (707) 826-4220

Dale Oliver, Ph.D., Chair
 Department of Mathematics
 (707) 826-4921

The Program

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

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

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

REQUIREMENTS FOR THE MINOR

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

One of the following sets:

MATH 105 Calculus for the Biological Sciences & Natural Resources

and

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

OR

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

One of the following:

BIOM 109 Introductory Biometrics
 STAT 108 Elementary Statistics
 STAT 323 Probability & Mathematical Statistics I

BIOM/STAT 333 Intermediate Statistics

Two courses from the following:

BIOM 406/506 Introduction to Sampling Theory

BIOM 408/608 Experimental Design & ANOVA

BIOM 480/580 Special Topics in Biometrics

BIOM 508 Multivariate Biometry
 MATH/STAT 480 Selected Topics in Biometrics/Statistics

[such as nonparametric statistics, generalized linear models, regression analysis, time series analysis, Bayesian inference]

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

BIOL 580 Vegetation Sampling
 FISH 450 Introductory Fish Population Dynamics

FOR 311 Forest Mensuration & Growth

WLDF 311 Wildlife Techniques
 WLDF 478 Ecology of Wildlife Populations



BOTANY

Bachelor of Science degree with a major in Botany

Minor in Botany

See Biology for information on the Master of Arts degree.

Department Chair

Milton Boyd, Ph.D.

Department of Biological Sciences

Science Complex B 221

(707) 826-3245

The Program

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 FOR THE MAJOR

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

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources*
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 210	Principles of Zoology

Upper Division

BIOL 330	Principles of Ecology
BOT 310	General Plant Physiology
BOT 350	Plant Taxonomy
BOT 353	Phycology
BOT 355	Lichens & Bryophytes
BOT 359	Biology of the Ascomycetes & Basidiomycetes
CHEM 328	Brief Organic Chemistry
BOT 321	Plant Anatomy or
BOT 372	Vascular Plant Morphology
BIOL 340	Genetics or
BIOL 345	Genetics with Population Emphasis
BIOL 412	General Bacteriology or One upper division zoology course with lab

One unit from:

BIOL 490	Senior Thesis or
BIOL 499	Directed Study

REQUIREMENTS FOR THE MINOR

BIOL 105	Principles of Biology
BOT 105	General Botany

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

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

BROADCAST NEWS

Minor in Broadcast News

Department Chair

Mark Larson, Ph.D.

Department of Journalism & Mass Communication

Bret Harte House 52

(707) 826-4775

The Program

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

REQUIREMENTS FOR THE MINOR

JMC 116	Introduction to Mass Communication
JMC 234	Broadcast News Writing

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

BROADCASTING

Minor in Broadcasting

Department Chair
Mark Larson, Ph.D.

Department of Journalism & Mass Communication

Bret Harte House 52
(707) 826-4775

The Program

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

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

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

Preparation

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

REQUIREMENTS FOR THE MINOR

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



BUSINESS ADMINISTRATION

Bachelor of Science degree with a major in Business Administration

Minor in Business Administration

Master of Business Administration

See also Business Education

School Chair

Colleen Mullery, Ph.D.

School of Business

Siemens Hall 111
(707) 826-3224
www.humboldt.edu/~sbe

The Program

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, finance, general business, management, and marketing.

Humboldt State University is committed to teaching in small classes. Business students learn to produce professional quality written assignments and oral presentations delivered in a realistic business setting.

Business students apply a wide-range of computing skills, including projects that develop their information research capability. Acquisition, analysis, and presentation of statistical data are quantitative skills that get special emphasis in our program.

We are a small department that encourages frequent, personal contact with students; our office doors are open to encourage student interaction. Business majors can participate in student club activities, in internships, and in other special events that provide professional, practical experience.

Preparation

High school students should follow preparation requirements for the CSU system.

Community college students should take approved substitutes for lower division core courses. Community college courses may not be transferred to fulfill upper division core or elective requirements.

Consult your community college advisor or contact the School of Business if you have questions about transfer credit for business courses.

REQUIREMENTS FOR THE MAJOR

Lower Division Core (24 units)

BA 210	Legal Environment of Business
BA 232	Introductory Business Statistics
BA 250	Financial Accounting
BA 252	Management Accounting
ECON 210	Principles of Economics
MATH 106	Calculus for Business & Economics

Upper Division Core (36 units)

Math 106 is a prerequisite for the upper division core. Consult a faculty advisor.

BA 332	Intermediate Business Statistics
BA 340	Principles of Marketing
BA 360	Principles of Finance
BA 370	Principles of Management
BA 401	Advanced Sustainable Management Applications
BA 410	International Business
BA 412	Social Environment of Business
BA 414	Strategic Management
ECON 310	Intermediate Microtheory & Strategy

Concentrations (12 units)

Select a minimum of three courses from one of the concentrations listed below:

Be sure to check with the department office or with an advisor regarding the availability of elective courses.

ACCOUNTING:

BA 310	Business Law
BA 450	Corporate Financial Reporting
BA 452	Cost Accounting, Planning, & Control
BA 459	Special Topics in Accounting (Income Tax, Auditing)

FINANCE:

BA 310	Business Law
BA 460	Investment Management
BA 462	Problems in Financial Mgmt.
BA 464	Personal Financial Mgmt.
BA 468	Capital Budgeting
ECON 435	Principles of Money & Banking

GENERAL BUSINESS

Minimum of three courses from at least two areas (Accounting, Finance, Management, and Marketing).

MANAGEMENT:

BA 310	Business Law
BA 470	Management Theory
BA 472	Change Management
BA 474	Advanced Mgmt. Topics

MARKETING:

BA 310	Business Law
BA 440	Marketing Communication
BA 442	Product & Pricing Mgmt.
BA 444	International Marketing
BA 446	Marketing Theory

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

Requirements for the Minor

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

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

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

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

REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION

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

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

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

Admission to the MBA program requires a GMAT score of 500 and a minimum undergraduate GPA of 2.75 (x 200 = minimum index required of 1050).

Degree Requirements

- Undergraduate Prerequisite Courses (24 units)

ACCOUNTING:

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

ECON 210	Principles of Economics
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FINANCE:

BA 365	Finance Essentials (or equivalent)
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LAW:

BA 210	Legal Environment of Business (or equivalent)
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MANAGEMENT:

BA 375	Management Essentials (or equivalent)
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MARKETING:

BA 345	Marketing Essentials (or equivalent)
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STATISTICS:

BA 232	Intro to Business Statistics or
STAT 108	Elementary Statistics (or equivalent)

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

- MBA core courses (32 units)

Fall Semester (12 units)

MBA 600	International Economics
MBA 610	Data Acquisition/Analysis/Presentation
MBA 650	Management Theory

Spring Semester (12 units)

MBA 620	Managerial Accounting
MBA 630	Managerial Marketing
MBA 640	Managerial Finance

- Summer Capstone Term (8 units)

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

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

COLLEGE FACULTY PREPARATION PROGRAM**A Graduate Certificate in College Teaching: Business Administration**

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

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

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

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in business instruction. Students work with instructors of core courses in business administration. Three units, taken first or second semester of the MBA program:

MBA 699	Independent Study
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2) Higher Education Teaching Methods

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

EDUC 583	Teaching in Higher Education
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Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

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

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- Community College Track:
Three units of a mentored teaching

experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

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

OR

- Pre-doctoral College Track:

Three units of a mentored teaching experience at College of the Redwoods.

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

5) Capstone Experience

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

SP 685 Instructional Resources for Higher Education



BUSINESS EDUCATION

Bachelor of Science degree with a major in Business

Administration—Education Option leading to a single subject teaching credential

School Chair

Colleen Mullery, Ph.D.

School of Business

Siemens Hall 111
(707) 826-3224
www.humboldt.edu/~sbe

The Program

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

Preparation

High school students should follow preparation requirements for the CSU system.

Community college students should take approved substitutes for lower division core courses. Community college courses may not be transferred to fulfill upper division core or elective requirements.

Consult your community college advisor or contact the School of Business if you have questions about transfer credit for business courses.

REQUIREMENTS FOR THE MAJOR

Please note: Degree requirements listed here do not include professional education courses required for admission to the credential program. Students earning this degree may waive SSAT/Praxis assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

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

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

Lower Division Core (29 Units)

BA 210 Legal Environment of Business
BA 232 Intro Business Statistics
BA 250 Financial Accounting
BA 252 Management Accounting
CIS 110 Introduction to Computers
CIS 130 Introduction to Programming
ECON 210 Principles of Economics
BA 212 Business Communication **or**
JMC 232 Technical Writing

Upper Division Core (24 Units)

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

ELECTIVES (11 units)

Three courses from at least two areas:

ACCOUNTING:

BA 450 Corporate Financial Reporting
BA 452 Cost Accounting, Planning, & Control
BA 459 Special Topics in Accounting

LAW:

BA 310 Business Law

ECONOMICS:

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

FINANCE:

BA 460 Investment Management
BA 462 Problems in Financial Mgmt
BA 464 Personal Financial
BA 468 Capital Budgeting

MANAGEMENT:

BA 470 Management Theory
BA 472 Change Management
BA 474 Advanced Management Topics

MARKETING:

BA 440 Marketing Communication
BA 442 Product & Pricing Management
BA 444 International Marketing
BA 446 Marketing Theory Mgmt

QUANTITATIVE METHODS:

BA 332 Intermediate Business Statistics



CALIFORNIA STUDIES

Minor in California Studies

John Travis, Advisor
Founders Hall 139
(707) 826-4495

The Program

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

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

REQUIREMENTS FOR THE MINOR

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

The Setting

Six units:
GEOG 322 California
GEOL 300 Geology of California

The Historical & Cultural Context

Six units from:
HIST 305 American West, 1763-1900
HIST 383 California History
PSCI 359 California Government

Peoples of California

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



CERTIFICATES OF STUDY

Certificates of study are collections of courses in subjects other than those in which majors or minors are offered. A certificate of study is not the same as a teaching certificate, a credential, or a license.

Art Museum & Gallery Practices

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

College Faculty Preparation

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

Economic Education

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

Forest Measurements

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

Geographic Information Systems & Remote Sensing

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

Journalism

Prepare for a career in news, public relations, broadcasting or another job within the mass media or related fields. Contact the Department of Journalism and Mass Communication, 826-4775.

Legal Studies

First, students acquire skills necessary for understanding a modern, complex society from the standpoint of legal issues. Second, students gain a basic understanding of the law and its practical implications. The certificate does not provide preprofessional training. Contact JeDon Emenhiser, Government and Politics (826-4494).

Museum Studies & Multimedia Display

The Certificate in Museum Studies & Multimedia Display provides experience preparatory to working in art museums, commercial galleries, and cultural resource agencies. Practice first-hand the skills of curatorship, registration and accessions, exhibition design, historical and geographical research, art and multimedia preparation display while producing art exhibitions or serving as an intern or docent for preservation and exhibition of cultural resources. Contact Delores McBroome, 826-5770.

Natural Resources Interpretation

Develop basic skills for careers in natural resources interpretation and public

information. Contact the Department of Environmental and Natural Resource Sciences, 826-4147.

Natural Resources Planning:

An overview of effective participation in multi-disciplinary planning activities. Contact the Department of Environmental and Natural Resource Sciences, 826-4147.

Natural Resources Policy & Administration:

Aimed at students seeking positions at advanced managerial levels in agencies and corporations responsible for managing natural resources. Contact the Department of Environmental and Natural Resource Sciences, 826-4147.

Peace & Conflict Studies

Provides conceptual skills for analyzing current world situations from the perspectives of peace and conflict. Students become more aware of the significance of their participation in creating a more peaceful world. Contact the department of Religious Studies (826-4126).

Social Work and the Arts

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

Soil Science

Courses benefit those seeking certification as soil scientists, with opportunities for employment with various agencies and companies responsible for land use and management. Contact the Department of Rangeland Resources and Wildland Soils, 826-4147.

Wildland Fire Management

Curriculum is designed for those wishing to enhance or upgrade knowledge and skills in managing wildland fuels, prescribed fire, fire suppression, and fire ecology. Students can supplement previously taken college courses to help qualify for employment with various agencies and companies that manage wildlands. For information, contact the Department of Forestry and Watershed Management, 826-3935.

Women's Studies

Helps expand knowledge and experience in a particular area of women's studies. This certificate can be particularly useful for those entering careers in counseling, psychology, social work, health care, or teaching. Contact the Women's Studies program, 826-4925.



CHEMISTRY

Bachelor of Arts degree with a major in Chemistry

Bachelor of Arts degree with a major in Chemistry— option in Chemical Technology

Bachelor of Science degree with a major in Chemistry

Bachelor of Science degree with a major in Chemistry— option in Biochemistry

Bachelor of Science degree with a major in Chemistry— option in Environmental Toxicology

Minor in Chemistry

Department Chair
Robert W. Zoellner, Ph.D.

Department of Chemistry
Science Complex A 470
(707) 826-3277 or 826-3244

The Program

Students majoring in chemistry may choose either a bachelor of science or a bachelor

of arts degree. Both degrees offer excellent preparation for graduate study and professional schools.

The BS degree with a major in chemistry fulfills requirements for professional training established by the American Chemical Society. Students may choose biochemistry or environmental toxicology options, which prepare them for careers in biochemistry, toxicology, or related fields, as well as for graduate study.

Students who choose the BA program find less specialization in chemistry and greater opportunity for study in other fields. This program is recommended for students wanting a standard teaching credential with specialization in secondary school teaching.

The BA in Chemical Technology has been specifically designed for students who wish to work as chemists and analysts in California's high tech industries. There is demand for skilled chemical laboratory workers in areas such as biotechnology, electronics, environmental sciences and

agriculture. The degree also provides the student with an excellent background for graduate studies in a variety of chemically related fields.

Potential careers: analytical chemist, biotechnologist, nutritionist, food and drug inspector, toxicologist, organic or inorganic chemist, medical technologist, genetic engineer, physical chemist, pharmacologist, science librarian, biochemist, forensic chemist, sanitarian, geochemist, environmental consultant, chemical engineer.

Preparation

High school students should take chemistry, English, and mathematics.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE CHEMISTRY MAJOR DEGREE

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry
MATH 109 Calculus I

MATH 110	Calculus II
MATH 210	Calculus III
MATH 241	Elements of Linear Algebra
PHYX 109	General Physics I
PHYX 110	General Physics II
PHYX 111	General Physics III

Upper Division

CHEM 321	Organic Chemistry
CHEM 322	Organic Chemistry
CHEM 340	Symbolic Computation in the Sciences or an advisor-approved computer literacy course
CHEM 341	Quantitative Analysis
CHEM 361	Physical Chemistry
CHEM 362	Physical Chemistry
CHEM 363	Physical Chemistry Lab
CHEM 410	Inorganic Chemistry
CHEM 441	Instrumental Analysis
CHEM 485	Seminar in Chemistry

Plus two or more approved advanced chemistry courses totaling at least 4 units. Approved advanced courses in physics, engineering, or mathematics may substitute for these units.

Plus free electives to bring the total units for the BS degree to 120.

Biochemistry Option

Lower Division

Same lower division requirements listed for the chemistry major plus:

BIOL 105	Principles of Biology
BOT 105	General Botany or
ZOOL 210	Principles of Zoology

Upper Division

CHEM 321	Organic Chemistry
CHEM 322	Organic Chemistry
CHEM 340	Symbolic Computation in the Sciences or an advisor-approved computer literacy course
CHEM 341	Quantitative Analysis
CHEM 431	Biochemistry
CHEM 432	Biochemistry
CHEM 485	Seminar in Chemistry
BIOL 340	Genetics

Plus one of these physical chemistry **series**:

- CHEM 364 Introductory Physical Chemistry
- CHEM 367 Introductory Physical Chemistry Lab **or**
- CHEM 361 Physical Chemistry
- CHEM 362 Physical Chemistry
- CHEM 363 Physical Chemistry Lab

Plus one of the following:

ZOOL 310	Animal Physiology or
BOT 310	General Plant Physiology or
BIOL 412	General Bacteriology

Environmental Toxicology Option

Lower Division

Same lower division requirements listed for the chemistry major plus:

BIOL 105	Principles of Biology
ZOOL 210	Principles of Zoology
BIOM 109	Introductory Biometrics or an approved alternative

Upper Division

CHEM 321	Organic Chemistry
CHEM 322	Organic Chemistry
CHEM 340	Symbolic Computation in the Sciences or an advisor-approved computer literacy course
CHEM 341	Quantitative Analysis
CHEM 433	Principles of Chromatography
CHEM 438	Introductory Biochemistry or
CHEM 431	Biochemistry and
CHEM 432	Biochemistry
CHEM 441	Instrumental Analysis
CHEM 450	Chemical Concepts in Toxicant Behavior
CHEM 451	Biochemical Toxicology
CHEM 485	Seminar in Chemistry

Plus one of these physical chemistry **series**:

- CHEM 364 Introductory Physical Chemistry
- CHEM 367 Introductory Physical Chemistry Lab **or**
- CHEM 361 Physical Chemistry
- CHEM 362 Physical Chemistry
- CHEM 363 Physical Chemistry Lab

REQUIREMENTS FOR THE BACHELOR OF ARTS CHEMISTRY MAJOR DEGREE

Lower Division

CHEM 109	General Chemistry
CHEM 110	General Chemistry

Plus one of these calculus series:

- MATH 105 Calculus for the Biological Sciences and Natural Resources
- MATH 205 Multivariate Calculus for the Biological Sciences and Natural Resources **or**
- MATH 109 Calculus I
- MATH 110 Calculus II
- MATH 210 Calculus III

Plus one of these physics **series**:

- PHYX 106 College Physics: Mechanics and Heat
- PHYX 107 College Physics: Electromagnetism and Modern Physics **or**
- PHYX 109 General Physics I: Mechanics
- PHYX 110 General Physics II: Electricity and Heat
- PHYX 111 General Physics III: Optics and Modern Physics

Upper Division

CHEM 341	Quantitative Analysis
CHEM 485	Seminar in Chemistry

One of these physical chemistry series:

- CHEM 364 Introductory Physical Chemistry
- CHEM 367 Introductory Physical Chemistry Lab **or**
- CHEM 361 Physical Chemistry
- CHEM 362 Physical Chemistry
- CHEM 363 Physical Chemistry Lab

One of these organic Chemistry series

- CHEM 321 Organic Chemistry
- CHEM 322 Organic Chemistry **or**
- CHEM 328 Brief Organic Chemistry

Plus additional approved courses to bring total units in upper division chemistry to 24.

Plus electives to bring the total BA units to 120.

Chemical Technology Option

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry
BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics

Plus one of these calculus series

- MATH 105 Calculus for the Biological Sciences and Natural Resources
MATH 205 Multivariate Calculus for the Biological Sciences and Natural Resources **or**
- MATH 109 Calculus I
MATH 110 Calculus II
MATH 210 Calculus III

Plus one of these physics series:

- PHYX 106 College Physics: Mechanics and Heat
PHYX 107 College Physics: Electromagnetism and Modern Physics **or**
- PHYX 109 General Physics I: Mechanics
PHYX 110 General Physics II: Electricity and Heat
PHYX 111 General Physics III: Optics and Modern Physics

Upper Division

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 323 Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques
CHEM 330 Molecular Modeling
CHEM 341 Quantitative Analysis
CHEM 364 Introductory Physical Chemistry
CHEM 367 Introductory Physical Chemistry Laboratory
CHEM 438 Introductory Biochemistry
CHEM 438L Introductory Biochemistry Laboratory
CHEM 485 Seminar in Chemistry
OCN 370 Library Research and Report Writing Seminar

Plus one of the following:

CHEM 433 Principles of Chromatography
CHEM 441 Instrumental Analysis

Plus electives to bring the total BA units to 120.

REQUIREMENTS FOR THE MINOR

A minimum of 8 upper division units must be completed at Humboldt State University.

Lower Division

CHEM 109 General Chemistry
CHEM 110 General Chemistry

Upper Division

15 approved upper division units, including at least one of the following sequences:

- CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry **or**
- CHEM 431 Biochemistry
CHEM 432 Biochemistry **or**
- CHEM 361 Physical Chemistry
CHEM 362 Physical Chemistry
CHEM 363 Physical Chemistry Lab **or**
- CHEM 341 Quantitative Analysis
CHEM 364 Introductory Physical Chemistry
CHEM 367 Introductory Physical Chemistry Lab

For the required 15 upper division units, the following courses are approved for all students:

CHEM 321 Organic Chemistry
CHEM 322 Organic Chemistry
CHEM 323 Nuclear Magnetic Resonance Spectroscopy Techniques
CHEM 341 Quantitative Analysis
CHEM 410 Inorganic Chemistry
CHEM 429 Organic Chemistry of Biologically Important Compounds
CHEM 433 Principles of Chromatography
CHEM 441 Instrumental Analysis
CHEM 450 Chemical Concepts in Toxicological Behavior
CHEM 451 Biochemical Toxicology
CHEM 495 Undergraduate Research

The following courses are approved for all students except those listed:

CHEM 328 Brief Organic Chemistry [not approved for students getting credit for CHEM 321 or 322]
CHEM 361-362 Physical Chemistry **or**
CHEM 364 Introductory Physical Chemistry [students get credit in either, but not both]

CHEM 363 Physical Chemistry Lab **or**
CHEM 367 Introductory Physical Chemistry Lab [students get credit in either, but not both]
CHEM 438 Introductory Biochemistry [not approved for students getting credit for CHEM 431 or 432]



CHILD DEVELOPMENT [LIBERAL STUDIES]

Please note: This program is distinct from Humboldt's more generic Liberal Studies degree program.

Bachelor of Arts degree with a major in Liberal Studies Child Development

**Bachelor of Arts degree in
Communicative Disorders and Deaf
Studies** — Distance Learning Program,
California State University, Fresno. Students
must meet with child development advisor
for major requirements.

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

Nancy L. Hurlbut, Ph.D.

Department of Child Development

Jenkins Hall 206C

(707) 826-3471

www.humboldt.edu/~chld

The Program

This major focuses on the ever-growing body of knowledge about children, its implications, 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 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; speech pathologist/therapist, elementary teacher; youth services coordinator.

Humboldt's program is unique among the child development programs in the CSU system in that:

- core courses (which all students take) give cohesive and comprehensive attention to children's development and socialization;
- an on-campus practicum is required;

- additional practicums with children or families are available in the emphasis and specialization areas;
- course work 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 it. After the core, students select one of the following three tracks – Teaching, Child and Family Services, or Specialized Studies Track. Within the first two tracks, students select emphasis and specialization areas while the Specialized Studies is individually designed between student and advisor. For a visual representation of the program options, please go to the Child Development Web site at http://www.humboldt.edu/~chld/forms/CD_Curriculum_Chart_3-05.doc.

Preparation

High school students should take courses in History, Political Science, English, and Speech.

REQUIREMENTS FOR THE MAJOR

Between 58-59 units required depending on the track selected. These are distributed as follows:

- Core for all tracks (34 units) **plus**
- Teaching track (24 - 25 units) **or**
- Child and Family Services track (24 units) **or**
- Specialized Studies track (24 units)

Students must earn a minimum grade of C- in all courses required for the major—core, emphasis, and specialization.

Core (34 units)

The core courses are required of all students and should be taken in the order listed below. [Students may encounter scheduling problems that could delay graduation if they postpone level 200 and 300 courses until their final year].

- **One** course from the following three growth & development courses depending upon the track selected. (Students select a course in consultation with their advisor).

CD 253	Prenatal & Infant Development
CD 255	Early Childhood Development
CD 256	Middle Childhood Development

PSYCH 414 Psychology Of Adolescence & Young Adulthood

Plus:

CD 211	Perspectives: Professional Development
CD 250	Foundations for Studying Children & Families
CD 257	Supervised Work with Children, I
CD 310*	Perspectives: History & Theory
CD 354	Methods of Observation
CD 355	Language Development or
COMM 422	Children's Communication Development
CD 366	Exceptional Children & Their Families
CD467*	Working with Culturally Diverse Families or
CD 465	Parents in Partnership
CD 469	Contemporary Issues in Child Development
CD 479	Policy Analysis & Advocacy

Tracks (24-25 units): **Students select one of the following three tracks:**

Track 1 — Teaching (24-25 units including emphasis & specialization)

Emphasis: All five courses required.

CD 356	Curriculum Development for Early Childhood
CD 357	Early Literacy
CD 358	Supervised Work with Children II
CD 446/546	Structure & Content of Children's Thinking
CD 482	Directed Field Experience

Specialization Areas: Select one of the following three specializations.

• **Specialization 1: Early Childhood Education and Care** (8 - 9 units)

CD 255 Early Childhood Development (core requirement)

plus:

CD 251	Children, Families and Their Communities
CD 352*	Parent/Child Relationships

and 2 - 3 units from:

CD 362	Children and Stress or
CD 461	Topics in Early Childhood Administration or
CD 463	Administration of Early Childhood Programs or

CD 464 Atypical Child Development

NOTE: Students completing the above specialization qualify to apply for the California Commission on Teacher Credentialing Child Development Permit at the Site Supervisor level. To move to the Program Director level of the Permit, students must complete both CD 461 and CD 463 (or equivalent courses) and an additional 3-unit program administration course. In addition, they need at least one-year of documented experience as a Site Supervisor.

• **Specialization 2: Elementary Education** (9 units)

CD 256 Middle Childhood Development (core requirement)

plus:

MATH 308B & 308C* Mathematics for Elementary Education

SCI 331 Fundamental Concepts in Science Education

KINS 475 Elementary School Physical Education

ART 358 Art Structure

NOTE: Students completing the above specialization qualify to apply for the California Commission on Teacher Credentialing Child Development Permit at the Site Supervisor level with a School Age emphasis. Students are also well prepared to apply to Elementary Education Credential programs to become elementary school teachers.

For information about a specific California Teacher Credentialing Subject Matter approved program, see separate information on the Child Development Elementary Education Program.

• **Specialization 3: Special Education/Early Intervention** (9 units)

One of the following three courses:

CD 253 Prenatal and Infant Development

CD 255 Early Childhood Development

CD 256 Middle Childhood Development

plus:

CD 352* Parent/Child Relationships

and 6 units from:

CD 109Y American Sign Language I **or**

CD 109Z* American Sign Language II

CD 362 Children and Stress

CD 464 Atypical Child Development

PSYC 417 Psychology of Exceptional Children

PSYC 418 Social and Emotional Problems in Children

Track 2 – Child & Family Services

(24 units including emphasis & specialization)

This track includes three components: child and family foundation, emphasis and specializations. Students select an emphasis in child development, social work, psychology, or sociology and a specialization area suited to their needs.

Child and Family Foundation

CD 251 Children, Families and Their Communities

CD 352* Parent/Child Relationships

• **Emphasis Areas** (Choose 9 units from one discipline.)

Child Development

CD 334 Maternal & Child Nutrition

CD 358 Supervised Work with Children II

CD 359 Infant/Toddler Practicum

CD 362 Children and Stress

CD 370 Working with Family Resources

CD 464 Atypical Child Development

CD 482 Directed Field Experience

Psychology

PSYC 321** Biological Bases of Behavior

PSYC 324** Cognitive Psychology

PSYC 337** Personality Theory and Research

PSYC 417 Psychology of Exceptional Children

PSYC 418 Social and Emotional Problems of Children

PSYC 436 Human Sexuality

PSYC 454 Interviewing and Counseling Techniques

PSYC 473 Drug Use and Abuse

Students who elect to complete 15 units in Psychology can declare a psychology minor as the 15 units taken to complete this emphasis will meet the requirements for the minor.

Social Work

SW 104* Introduction to Social Work & Social Work Institutions

SW 340 Social Work Methods I

SW 341 Social Work Methods II

SW 431/SOC 431 Juvenile Delinquency

SW 440 Family Social Work

SW 442 Special Issues in Social Work Methods

SW 480 Special Topics (Must be child and family related and approved by a Child Development advisor.)

Sociology

SOC 303* Race & Ethnic Relations

SOC 305 Sociology of the Modern World-System

SOC 306* The Changing Family

SOC 308 Sociology of Altruism & Compassion

SOC 315 Social Class

SOC 319/WS 319 Ecology of Family Violence

SOC 330 Social Deviance

SOC 420 Social Change

SOC 431/SW 431 Juvenile Delinquency

• **Specialization Areas** (Choose 9 units from one area.)

American Indian Communities

AIE 335 Social and Cultural Considerations

AIE 340 Educational Experiences

AIE 380 Special Topics

AIE 435 Counseling Issues

NAS 306 Native Peoples of North America

NAS 340 Language & Communication in Native American Communities

NAS 361 Tribal Sovereignty, Tribal Citizens

Diversity

ES 105/NAS 105* Introduction to US Ethnic Studies

ES 308* Multicultural Perspectives in American Society

ES 326 Minorities and the Media

ES 354 Minorities, American

Institutions, & Social Services

ES 360/WS 360 Race, Gender & US Law

Plus 3-6 units in Ethnic Studies, ITEPP or Native American Studies relating to a specific ethnic group.

Family Intervention

CD 370 Working with Family Resources

SW 340 Social Work Methods I

SW 341 Social Work Methods II

SW 440 Family Social Work

SW 480 Special Topics in Family Violence

PSYC 454 Interviewing and Counseling Techniques

Language

3-6 units of a modern language other than English

COMM 322 Intercultural Communication

ENGL 328 Structure of American English

ENGL 417/COMM 417 Second Language Acquisition

NAS 340 Language & Communication in Native American Communities

Program Administration

BA 110	Introduction to Business
BA 210	Legal Environment of Business
BA 310	Business Law
BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials
CD 461	Topics in Early Childhood Administration
CD 463	Administration of Early Childhood Programs

Recreational Programming

REC 200	Foundations of Recreation Studies
REC 210	Recreation Leadership
REC 310	Recreation for Special Groups
REC 320	Organization, Administration & Facility Planning
REC 330	Outdoor Education
REC 340	Camp Organization & Counseling
REC 345	Environmental Education
REC 420	Legal & Financial Aspects

Special Populations

CD 109Y	American Sign Language I
CD 109Z*	American Sign Language II
CD 362	Children and Stress
CD 464	Atypical Child Development
PSYC 417	Psychology of Exceptional Children
PSYC 418	Social and Emotional Problems of Children

Technology

CIS 100*	Critical Thinking with Computers
CIS 171	Word Processing I or
CIS 271	Word Processing II
CIS 172	Spreadsheets I or
CIS 272	Spreadsheets II
CIS 176	Introduction to Internet
CIS 178	Creating Web Homepages
CIS 309*	Computers and Social Change
CIS 310	Database for Non-Majors

TRACK 3 - Specialized Studies (24

Units Total)

This track is individually designed for students who plan to enter professions requiring specialized preparation and/or post-graduate studies (e.g. Child Life Specialist). Students select courses for this track in consultation with their advisor. Such a program must include:

CD 482	Field Placement or
CD 499	Senior Project

Child Development faculty recommend that, in consultation with the advisor, the student design a program including:

- A coherent emphasis including at least 9 units from a single discipline
- A specialization of at least 7 related units providing greater depth related to the emphasis
- Any specific courses that may be required or recommended for graduate school admission or specialized post-baccalaureate education

REQUIREMENTS FOR THE MINORS

Early Childhood Development

This minor provides a background in the development of children from birth through age eight with a focus on family relations, the special needs of children, and observation skills. The minor may be useful to those wishing to work in child and family services. Students must complete courses in the following areas:

Growth & Development (complete both):

CD 253	Prenatal & Infant Development
CD 255	Early Childhood Development

One of the above courses is a prerequisite to all other courses in the minor.

Guidance & Discipline: (select one):

CD 257	Supervised Work with Children, I
CD 359	Infant & Toddler Practicum
CD 354	Methods of Observation

Special Needs of Children (select one):

CD 362	Children & Stress
CD 366	Exceptional Children & Their Families
CD 464	Atypical Child Development

Family Relations (select one):

CD 352*	Parent/Child Relations
CD 465	Parents in Partnership
CD 467*	Working with Culturally Diverse Families

Child Development Permit

Students who minor in Early Childhood Development may wish to explore requirements for the Child Development Permit, issued by the California Commission on Teacher Credentialing and required for teaching in state and federally funded programs in California. For permit eligibility and application procedures visit the Child Development Training Consortium's website at: <http://www.childevelopment.org>.

American Sign Language And Special Populations Minor

See American Sign Language and Special Populations.

Family Studies Minor

See Family Studies.



* Satisfies diversity/common ground and/or GE requirements.

** These courses require PSYC 104 as a prerequisite; students interested in a psychology emphasis are advised to take PSYC 104 to fulfill one of their lower division Area D GE Requirements.

CHILD DEVELOPMENT / ELEMENTARY EDUCATION [LIBERAL STUDIES]

Bachelor of Arts degree with a major in Liberal Studies—

Child Development/Elementary
Education concentration

Please note: This program is distinct from Humboldt's Child Development (Liberal Studies) program or Liberal Studies/Elementary Education.

Department Chair

Nancy L. Hurlbut, Ph.D.

Department of Child Development

Jenkins Hall 206C
(707) 826-3471
www.humboldt.edu/~chld

The Program

This program is designed for students who wish to become elementary school teachers. The California Commission for Teacher Credentialing (CCTC) has approved this subject-matter program as preparation for an elementary credential program. 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 environments impact the child learner and the learning process.
- Courses explore different philosophies of education but emphasize those that see children as active learners who construct knowledge when engaged in meaningful experiences.
- Students have opportunities to explore careers to clarify their professional goals.
- Students participate in multiple supervised classroom experiences.

Elementary school teachers work in self-contained classrooms and, therefore, must be able to teach children "the Three Rs." 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 participants 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 engaging in hands-on activities relevant to their lives.

The CDEE concentration encourages frequent self-assessment and guided career exploration. Students explore both teaching and other professions that make use of their knowledge and skills. Supervised experiences in children's classrooms are key. The CDEE student can acquire guidance and discipline skills and prepare developmentally appropriate curriculum while working in early primary classrooms.

To apply to the Humboldt's elementary education credential program, 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.

Also, the CCTC requires all majors to complete subject-matter assessment. The assessment (conducted during the student's final semester) involves submitting a professional portfolio and successfully completing an interview. Subject-matter assessment is required before entering any CCTC-approved credential programs. (See Education for admission requirements to Humboldt's elementary education credential program.)

REQUIREMENTS FOR THE MAJOR

Program currently under review. See Child Development advisor for requirements.

CORE LIBERAL ARTS (GE requirements)

CHILD DEVELOPMENT CORE (34 units)

Child Development major includes growth and development courses, practicums with children, and depth of studies options.



COMMUNICATION

Bachelor of Arts degree with a major in Communication

Minor in Communication

Department Chair

Scott Paynton, Ph.D.

Communication Department

Telonicher House 54
(707) 826-3261
www.humboldt.edu/~speech

The Program

Develop skills and understanding of communication codes, communication and influence, interpersonal and small group communication, public communication, cultural differences in communication, and applied communication in work contexts.

Become involved in active learning processes inside and outside the classroom. The Student Speech Association is open to all; honorary society chapters are available for those who excel. The forensics 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 and forensics are useful preparation but are not necessary.

REQUIREMENTS FOR THE MAJOR

Note: In variable-unit speech communication courses, majors must take the courses for four units. Note, too, that the department highly recommends majors take COMM 102 to fulfill GE area A, critical thinking.

Introduction

COMM 105 Introduction to Human Communication

Practical Skills

Four units from the following:
COMM 108 Oral Interpretation
COMM 213 Interpersonal Communication
COMM 214 Persuasive Speaking

Communication Codes

Four units from the following:
COMM 324 Nonverbal Communication
COMM 400 Communication & Human Integration
COMM 422 Children's Communication Development

Communication & Influence

COMM 404 Theories of Communication Influence

Interpersonal & Small Group Communication

Four units from the following:
COMM 312 Group Communication
COMM 407 Relational Communication Theory

Cultural Studies

Four units from the following:
COMM 309B Gender & Communication
COMM 322 Intercultural Communication

Applied Communication

Four units from the following:
COMM 311 Business & Professional Communication
COMM 411 Organizational Communication Theory

Experiential Learning / Forensics

Four units from the following:
COMM 110 / 310 Forensics Workshop
COMM 495 Field Experiences in Speech Communication

Special Topics

Four units from the following:
COMM 300 American Public Discourse
COMM 426 Adolescent Communication
COMM 480 Seminar in Speech Communication
COMM 499 Directed Study

Research Methods

COMM 319 Communication Research

Senior Theory Seminar

Four units from the following:
COMM 414 Rhetorical Theory
COMM 415 Communication Theory

Culmination

COMM 490 Capstone Experience

REQUIREMENTS FOR THE MINOR

12 units of communication courses, with six units from upper division courses and no more than three activity units counted toward the minor. If used for general education, COMM 100, 101, 102, and 103 cannot be included in the 12 units for the minor.



COMPUTER INFORMATION SYSTEMS

Bachelor of Science degree with a major in Computer Information Systems

Minor in Computer Information Systems

Department Chair
Sharon Tuttle, Ph.D.

Department of Computing Science
Nelson Hall West 234
(707) 826-3834
csdept@humboldt.edu
www.humboldt.edu/~csdept

The Program

The CIS degree at Humboldt emphasizes fundamentals of computing and their application to solving information needs that arise in business, the natural and physical sciences and the arts. The degree includes traditional CIS course work, such as Systems Analysis and Database Design, but it also emphasizes application development through a multi-semester sequence of classes that build progressively using an experiential approach to teaching and learning. In addition, it embraces the mathematical foundations of computing as a discipline by requiring discrete mathematics, and it insists that students are conversant with the fundamentals of the computing discipline such as programming, operating systems and computer architecture.

Successful CIS majors graduate prepared for entry-level employment as programmers, database designers, systems analysts and network specialists. The degree program also provides a work experience opportunity, which many students find provides an important bridge between their course work and the world of employment.

Many students who do not actually major in CIS find the study of their selected major complemented by the study of information systems. Pursuit of a CIS minor is appropriate to nearly every major course of study; humanities; applied, behavioral, and social sciences; education; basic sciences; the arts; and business administration.

Majors have access to the departmental lab, which provides dual boot Linux and Windows platforms that are connected to the University's network. In addition, there is an Internet Teaching Laboratory, which provides an isolated network for network design experimentation. Resources

(servers) for n-tier application development are available at both the department and the university levels.

The program provides a structured hands-on laboratory experience for nearly all its courses. Concepts presented in traditional manner during lectures are clarified, anchored, and developed by related laboratory exercises with an instructor present. With the faculty member's guidance and counsel, students often use this forum as an opportunity to explore and discover.

Students participate in the Computing Science Club, affiliated with the Association for Computing Machinery.

Preparation

High school students should take mathematics and general science courses. Oral and written communication skills are also important.

REQUIREMENTS FOR THE MAJOR

A minimum grade of C must be earned in all core courses (CIS & Math) required for the major. Prerequisite courses must be passed with a minimum grade of C.

Lower Division

CIS 110 Introduction to Computers
[The following may substitute for CIS 110 on a pre-approved basis: 3 units from CIS 170, 171, 172, 173, 174, 175, 176, 178, 180C, 180L, 271, and 272. These 1-unit courses are five-week modules in word processing, spreadsheet, database, graphics software, and special topics for microcomputers.]

CIS 130 Introduction to Programming
STAT 108 Elementary Statistics

MATH 109 Calculus I **or**
MATH 105 Calculus for the Biological
Sciences & Natural Resources

CIS 230 C++ Programming
CIS 250 Introduction to
Operating Systems

CIS 260 Systems Analysis
CIS 291 Data Structures in C++
MATH 253 Discrete Mathematics

Upper Division

CIS 315 Database Design &
Implementation
CIS 318 Programming Database
Applications
CIS 350 Computer Architecture
& Assembly Language

CIS 372 Telecommunications
CIS 450 Information Resource
Management
CIS 492 Systems Design &
Implementation

Fifteen additional units chosen from the following (no more than three units from CIS/CS 482 and 499):

CIS/CS 235 Java Programming
CIS/CS 240 Visual Basic Programming
CIS/CS 373 Network Design &
Implementation
CIS/CS 464 Electronic Commerce
(e-commerce)
CIS/CS 475 Geographic Information
Systems: Spatial Analysis
& Modeling
CIS/CS 480 Selected Topics in
Information Systems
CIS/CS 482 Internship
CIS/CS 499 Directed Study

REQUIREMENTS FOR THE MINOR

Group A [3 units]

CIS 110 Introduction to Computers
or three units from the following

CIS 170 Essentials of Procedural
Programming I
CIS 171 Word Processing I
CIS 172 Spreadsheets I
CIS 173 Micro database I
CIS 174 Micro Graphics I
CIS 175 Microbased Operating
System
CIS 176 Introduction to Internet
CIS 178 Creating Web Homepages
CIS 180 Selected Introductory Topics
in Computer Literacy
CIS 271 Word Processing II
CIS 272 Spreadsheets II

Group B [3 units - Required]

CIS 130 Introduction to Programming
or
CS 131 Introduction to Computer
Science

Group C [12 units - minimum 6 upper division]

Choose four of the following courses:

CIS 230 C++ Programming
CIS/CS 235 Java Programming
CIS/CS 240 Visual Basic Programming
CIS 250 Introduction to
Operating Systems

CIS 260 Systems Analysis
 CIS 290 Programming in Pascal
 CIS/CS 291 Data Structures in C++
 CIS 309 Computers & Social Change
 CIS 310 Database for Non-Majors **or**
 CIS/CS 315 Database Design & Implementation
 CIS/CS 318 Programming Database Applications

CIS 350 Computer Architecture & Assembly Language
 CIS/CS 372 Telecommunications
 CIS 373 Computer Network Design and Implementation
 CIS 463 Management Use of the Computer
 CIS 464 Electronic Commerce (e-commerce)

CIS 470 Decision Support and Expert Systems
 CIS/CS 475 Geographic Information Systems: Spatial Analysis & Modeling
 CIS/CS 480 Selected Topics in Information Systems
 CIS/CS 482 Internship
 CIS/CS 499 Directed Study



COMPUTER SCIENCE

Bachelor of Science degree with a major in Computer Science

Department Chair
 Sharon Tuttle, Ph.D.

Department of Computing Science
 Nelson Hall West 234
 (707) 826-3834
 csdept@humboldt.edu
 www.humboldt.edu/~csdept

The Program

The Computer Science program prepares students for active roles across the breadth of computer science, in both industry and research. The program includes a balance of mathematical, theoretical and practical knowledge about computing systems and computation.

Successful CS majors graduate prepared for entry-level employment as programmers, system administrators and network specialists as well as entry into graduate programs. The degree program also provides a work experience opportunity, which many students find provides an important bridge between their course work and the world of employment.

Majors have access to the departmental lab, which provides dual boot Linux and Windows platforms that are connected to the University's network. In addition, there is an Internet Teaching Laboratory, which provides an isolated network for network design experimentation. Resources (servers) for n-tier application development are available at both the department and the University levels.

Students participate in the Computing Science Club, affiliated with the national Association for Computing Machinery. A chapter of the national honor society for

computing sciences, Upsilon Pi Epsilon, was chartered in 1986.

Careers available to graduates in this major include software engineering, designing, implementing, testing and maintaining of large software systems. Careers are also available in specialties such as computer graphics, computer security, robotics, expert systems, distributed systems, and networking. The degree can lead to a career in almost any industry including business, manufacturing, banking, health, education, and entertainment.

Preparation

High school students should take mathematics and general science courses. Oral and written communication skills are also important.

REQUIREMENTS FOR THE MAJOR

A minimum grade of C must be earned in all courses required for the major. Prerequisite courses must be passed with a minimum grade of C.

Lower Division

CS 131 Introduction to Computer Science I
 CS 132 Introduction to Computer Science II
 CS 233 Computer Organization
 CS 234 Computer Architecture
 CS 236 Algorithms
 MATH 109 Calculus I
 MATH 110 Calculus II
 MATH 210 Calculus III
 MATH 253 Discrete Mathematics
 MATH 241 Elements of Linear Algebra
 PHYX 109 General Physics I: Mechanics
 PHYX 110 General Physics II: Electricity, Heat

Upper Division

CS 334 Operating Systems and Architecture
 CS 335 Programming Languages: Principles and Paradigms
 CS/CIS 372 Telecommunications
 STAT 323 Probability and Mathematical Statistics
 CS 435 Software Engineering
 CS 436 Theory of Computation

Choose one of the following:

CS/CIS 235 Java Programming
 CS/CIS 240 Visual Basic Programming
 ENGR 221 Computational Methods for Engineers I

Three courses from the following (two courses must be upper division):

CS/CIS 235 Java Programming
 CS/CIS 240 Visual Basic Programming
 CS/CIS 260 Systems Analysis
 CS/CIS 315 Database Design and Implementation
 CS/CIS 318 Programming Database Applications
 CS/CIS 373 Network Design and Implementation
 CS/CIS 475 Geographic Information Systems
 CS/CIS 480 Selected Topics in Computing Science
 CS/CIS 482 Internship
 CS/CIS 492 Systems Design and Implementation
 CIS/CS 499 Directed Study
 ENGR 221 Computational Methods for Engineers I
 MATH 351 Introduction to Numerical Analysis
 PHYX 316 Electronic Instrumentation & Control Systems



CRIMINAL JUSTICE

Minor in Criminal Justice

Coordinator

Judith Little, Ph.D.

Department of Sociology

Library 055
(707) 826-4561

The Program

This is an interdisciplinary program for students interested in the criminal justice system in the United States. Students may select courses to examine specific emphases in the broad area of criminal justice such as environmental crime and justice, dynamics of criminality and substance abuse, law and the administration of justice. Students planning to work within the criminal justice system, as advocates for environmental issues, as substance abuse counselors, as counselors for troubled youth, with native

peoples, or interested in pursuing a law degree should benefit from this minor.

REQUIREMENTS FOR THE MINOR

A minimum of 20 units from the following:

Introduction (required)

SOC 430 Criminology

Breadth (minimum of 13 units distributed among at least 3 groupings)

At least one course from each of the three departments:

NAS 332 Environmental Justice

NAS 360 Tribal Justice System

PSYC 406 Legal & Criminal Psychology

PSYC 438 Dynamics of Abnormal Behavior

PSYC 473 Drug Use & Abuse

PSCI 313 Politics of Criminal Justice

PSCI 316 Public Administration

PSCI 410 American Constitutional Law: Civil Rights & Liberties

PSCI/ENVS/NRPI 412 Legal Research

REC 310 Recreation for Special Groups

SOC 330 Social Deviance

SOC 363 Environmental Crime

SOC 440 Victimology

SOC 473 Prisons

SW/SOC/WS 319 Ecology of Family Violence

SW/SOC 431 Juvenile Delinquency

SW 442 Drugs, People & Society

Capstone (choose one)

PSYCH 483 Community Psychology Experience

PSCI 470 Internship

REC 495 Directed Field Experience

SOC 482 Applied Sociology



CROSSCULTURAL LANGUAGE & ACADEMIC DEVELOPMENT

A program of study leading to a certificate issued by the California Commission on Teacher Credentialing

Department of English

Kathleen Doty, Ph.D., Department Chair
Founders Hall 201
(707) 826-5917

Terry Santos, Chair

Committee to Administer Programs in Teaching English as a Second Language
Founders Hall 214
(707) 826-5988

The Program

This course of study enables current and prospective holders of a California teaching credential to obtain a Crosscultural Language and Academic Development (CLAD) certificate that is issued not by Humboldt State University but by the California Commission on Teacher Credentialing.

A CLAD certificate authorizes teachers to provide two types of instruction to limited-English-proficient students:

- English as a second language (ESL) instruction to develop listening, speaking, reading, and writing skills; and
- specially designed academic instruction delivered in English. SDAIE, also known as “sheltered English,” allows K-12 students access to core subjects, such as math and social studies, as they continue to improve their English ability.

This program is offered at Humboldt so that students in elementary, secondary, and special education programs may obtain a CLAD certificate when they obtain their teaching credentials. It is also open to local teachers.

The larger goal—one Humboldt shares with the CCTC—is to ensure that California teachers are trained to teach in schools with linguistically and culturally diverse students.

The number of K-12 students with limited English proficiency continues to grow, increasing the demand for trained teachers. This program improves both the competence and employability of current and prospective teachers.

REQUIREMENTS

- Complete the required course work as outlined below. Note: ENGL 326 or 328 or the equivalent is a prerequisite for ENGL/COMM 417. ENGL 435 is a prerequisite for 436.

ENGL 326 Language Studies for Teachers **or**

ENGL 328 Structure of American English

COMM 322 Intercultural Communication

ENGL/COMM 417 Second Language Acquisition

ENGL 435 Issues in English as a Second/Foreign Language

ENGL 436 Integrating Language & Content in English Instruction

- Possess a valid teaching credential (see Education for credential programs).
- Apply to the California Commission on Teacher Credentialing for the CLAD certificate.



DANCE

Minor in Dance

Also see: *Dance Studies*
(*Interdisciplinary*) and *Theatre Arts*

Dance Minor Advisor

Sharon Butcher
(707) 826-3549
sgb14@humboldt.edu

Department of Theatre, Film, & Dance

Theatre Arts Building, room 20
(707) 826-3566

The Program

Minors develop an understanding of dance as an art form and as a unique cultural and social expression. Students also attain a cumulative knowledge of dance as a history of the world and its people, and develop skills in physical techniques, creative process, collaboration, and performance. Dance minors are encouraged to participate in informal and mainstage dance performances.

REQUIREMENTS FOR THE MINOR

The program must be approved by the dance minor advisor. Minimum units for the minor is 18. Transfer students must complete nine units at HSU; three lower division and six upper division units.

Required courses (3 units each):

THEA 103B Dance Techniques II
THEA 303 World Dance Expressions
THEA 487 Dance Theatre Workshop

Plus three units of lower division and six units of upper division course work selected from the following:

Lower Division (3 units)

THEA 103 Dance Techniques I
THEA 103C Dance Techniques III
THEA 108 Action: Theatre
Movement and Mime

THEA 185 Ballet I or
THEA 186 Ballet II

THEA 190 Acting/Movement Studies
THEA 295 Body Works

PE 191 Folk Dance or
PE 194 Social Dance
PE 192 Latin Dance or
PE 193 Mexican Folklorico Dance
PE 195 Square Dance or
PE 190 Country Western Dance
PE 196 Swing Dance or
PE 197 Tappin', Dancin' Feet
PE 198 Vintage Dance

Upper Division (6 units)

THEA 385 Jazz Dance Styles I or
THEA 386 Jazz Dance Styles II
THEA 390 Acting/Movement Studies
in Theatre Arts
THEA 485 Interdisciplinary Dance
Seminar
THEA 489 Dance Theatre Production



DANCE STUDIES [INTERDISCIPLINARY]

Bachelor of Arts Degree with an Interdisciplinary Studies Major Option in Dance Studies—

with the following concentrations:

Dance as Language & Culture
Dance Performance as Arts
Integration
Dance as Sacred Tradition

Also see: *Theatre Arts*

Academic Advisor

Sharon Butcher
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sgb14@humboldt.edu

The Program

This program combines dance courses from the Departments of Health and Physical Education and Theatre, Film and Dance. Designed to offer students exposure to diverse creative and cultural experiences, the dance studies option is based on the goals of the National Dance Education Organization. All course offerings strive to provide a means for unifying the physical, intellectual, and emotional aspects of student learning. In an increasingly technological age,

this program is suited to keeping in touch with what is human by fostering aesthetic and kinesthetic education so that students develop a capacity to form and transform thought into expressive movement. As students learn skills that can assist them in non-verbal forms of expression, dance can serve them as a vehicle through which they can recognize and respect the importance of the dance contributions of various ethnic groups, societies, and historical periods that are connected to the present world culture.

The Dance Studies Option prepares students for careers as special arts events coordinators, dance studio teachers/instructors, dance choreographers and performers, designers of lights, sets, costumes, and publicity for dance, teachers of mind/body integration techniques, performer of sacred/religious dance, and further study at the graduate level.

There are three concentration options, each with a different approach to the study of dance. All three concentrations highly encourage student participation across

academic disciplines, and in exchange or international programs. There is a dance core of thirty units with ten units of dance electives. Each concentration has required academic courses and a selection of elective academic courses, [at least nine units must be upper division] which support the area of concentration.

Students choose one of the following concentration areas.

Dance as Language and Culture

Dance Performance as Arts Integration

Dance as Sacred Tradition

Dance Core Courses: Required for all three concentrations: 30 units

Lower Division

PE 192 Latin Dance or
PE 193 Mexican Folklorico Dance or
PE 196 Swing Dance or
PE 197 Tappin', Dancin' Feet
THEA 103B Dance Techniques II
THEA 103C Dance Techniques III
THEA 295 Body Works

Upper Division

- GEOG 300 Global Awareness
- KINS 392 Scientific Basis of Movement
- THEA 303 World Dance Expressions
- THEA 485 Interdisciplinary Dance Seminar
- THEA 487 Dance Theatre Workshop
- THEA 489 Dance Theatre Production
- Dance Electives: Choose 10 units

Lower Division

- PE 190 Country western **or**
- PE 191 Folk **or**
- PE 194 Social Dance **or**
- PE 195 Square Dance **or**
- PE 198 Vintage Ballroom
- THEA 103 Dance Techniques I
- THEA 185 Ballet I
- THEA 186 Ballet II
- THEA 190 Middle Eastern
- THEA 190 Congolese or West African Dance

Upper Division

- KINS 322 Dance Fundamentals
- RS 345 Tai Chi
- THEA 385 Jazz Dance Styles I
- THEA 386 Jazz Dance Styles II
- THEA 484 Creative Dance
- THEA 499 Directed Study

Dance As Language And Culture

This Interdisciplinary BA Major in Dance Studies provides a unique perspective for cultural understanding by placing emphasis on the study of dance as an expressive form able to cross language barriers through the human body. Through the dance core and electives students will gain a solid base for dance vocabulary, structure, and performance that will enable them to examine and to experience similarities and differences among world peoples.

Additional course work on global awareness, intercultural communication, anthropology, multicultural issues, and the arts provide a rich tapestry for examination, interpretation, and reflection on past and current trends that have shaped today's world.

Dance Core	30 units
Dance Electives	10 units
Total Dance	40 units

Required:

- ANTH 104 Cultural Anthropology
- Cultural Studies: At least nine units upper division; 12 units total

- ANTH 340 Language and Culture
- ART 104K Intro to Tribal Art
- COMM 322 Intercultural Communication
- ENGL 305 Postcolonial Perspectives
- ES 308 Multicultural Perspectives in American Society
- ES/GEOG 304 Migrations and Mosaics
- MUS 104 Intro to Music
- MUS 302 Music in World Cultures
- PSCI 340 Ethnicity and Nationalism
- SOC 303 Race and Ethnic Relations
- THEA 106 Behind the Scenes in Theatre
- THEA 307 Theatre of the Oppressed
- WS 309 B Gender & Communication

Total for Degree 55 units

Dance Performance As Arts Integration

This concentration provides a course structure for students to experience and to examine those elements that all the arts share with dance. Students will discover through music, theatre, and art how the elements of timbre, rhythm, compositional structure, two and three dimensional design, cinematic sequencing, and visual communication all lend themselves in support and augmentation of choreographic and performance development.

Additional course options in historical periods of music and art, performance styles of acting and physical theatre, or theatre as social activism, and lighting and scenery design provide a multilevel foundation for students who want to be dance choreographers/performers, or who wish to pursue dance study at the graduate level.

Dance Core	30 units
Dance Electives	10 units
Total Dance	40 units

Required:

- MUS 104 Intro to Music
- Arts Integration: At least nine units upper division; 12 units total
- ART 103 Introduction to Art History
- ART 108 Beginning Graphic Design
- MUS 105 American Musical
- MUS 301 ROCK: An American Music
- MUS 302 Music in World Culture
- MUS 305 Jazz-An American Art Form
- PHIL 301 Reflection on Art
- THEA 230 Visual Aesthetics
- THEA 305 Art of Film: Beginning to 1950s
- THEA 306 Art of Film: 1950s to Present
- THEA 307 Theatre of the Oppressed
- THEA 331 Scenery Design

- THEA 333 Lighting Design
- THEA 335 History of Costume

Total for Degree 55 units

Dance As Sacred Tradition

This concentration provides a framework for students to study dance from its origins in sacred ritual and ceremony to its current day uses in religion and therapy as a tool for transcending human limitations. Students will observe dance as prayer, as healer, as a cohesive demonstration of community, as a joyful release of energy, and as an ecstatic connection to the universe.

Additional course work in the departments of Religious Studies and World Languages and Cultures will assist students in their understandings of the religious dogmas and racial prejudices that have shaped today's world.

Dance Core	30 units
Dance Electives	10 units
Total Dance	40 units

Required:

- RS 105 World Religions
- Sacred Tradition: At least nine units upper division; 12 units total
- ES 308 Multicultural Perspectives
- ES 326 Minorities & the Media
- ES 304/GEOG 304 Migrations & the Media
- ES 108/WS 108 Power/Privilege: Gender, Race, Sex, Class
- NAS 311 Comparative Native American Myth
- PHIL 340 Philosophy Explores the Sacred
- RS 300 Living Myths DCG
- RS 331 Intro to Christianity
- RS 332 Intro to Islam
- RS 340 Zen, Dharma, and Tao
- RS 350 Religions of the Goddesses
- RS 360 Religion and Psychology
- RS 362 Wisdom and Craft
- RS 363 Mysticism and Madness
- RS 391 Buddhism in India and Tibet
- RS 391 Special Topics: Religion in Tradition (when applicable)
- RS 393 Special Topics: Religion in Myth, Culture & Experience
- RS 400 Paths to Center

Total for Degree 55 units



DIVING

Minor in Diving with options in scientific, recreational, or leadership diving

Advisors

Phillip Buttolph
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Richard Alvarez
HSU SCUBA Instructor
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rma1@humboldt.edu

The Program

This minor within the university's diving program provides broad-based support of subaquatic research, education, and recreational activities. The minor has three academic options: scientific, recreational, or leadership diving. Each option has a required sequencing of performance-based courses that develops diver competency while maintaining diver safety.

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 biol-

ogy, 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 (CPR for the Professional Rescuer) and PE 282 (DAN Oxygen Provider Certification).

REQUIREMENTS FOR THE MINOR

Scientific Diving Option

17 units:
PE 262 Beginning SCUBA
PE 282 DAN Oxygen Provider Certification [required every two years]
PE 362 Advanced SCUBA
PE 382 Underwater Photography
SCI 462 Scientific Diving
HED 120 CPR for the Professional Rescuer [required every two years]

Recreational Diving Option

13 units:
PE 262 Beginning SCUBA
PE 282 DAN Oxygen Provider Certification [required every two years]
PE 362 Advanced SCUBA
PE 382 Underwater Photography
HED 120 CPR for the Professional Rescuer [required every two years]

Leadership Diving Option

22 units:
PE 262 Beginning SCUBA
PE 282 DAN Oxygen Provider Certification [required every two years]
PE 362 Advanced SCUBA
PE 470 Rescue Diver
PE 472 Leadership Diving: Assistant Instructor
PE 474 Leadership Diving: Divemaster
HED 120 CPR for the Professional Rescuer [required every two years]



ECONOMICS

Bachelor of Arts degree with a major in Economics

Minor in Economics

For the Certificate of study in Economic Education, see Certificates of Study.

Department Chair

Steven C. Hackett, Ph.D.

Department of Economics

Siemens Hall 206
(707) 826-3204
www.humboldt.edu/~econ

The Program

Humboldt's economic program emphasizes applied knowledge and accommodates a broad range of student interests. Our mission is to advance the understanding of economic processes and their relationship to social, political, and cultural institutions. In the liberal arts tradition, we emphasize learning, critical thinking, and development of the whole individual within the context of a rapidly changing world. We advance understanding and respect for the broad diversity of ideas and values inherent to the human condition.

The economics faculty is committed to student learning as their first priority. Class sizes are small and advanced computer technology is used throughout the curriculum. There are many opportunities for students to collaborate with faculty on research, such as analyzing data, writing reports, and presenting original research at conferences. Student interns produce the monthly Economic Index of Humboldt County and have produced reports on watershed restoration and a youth hostel feasibility study. Students may also take a service-learning course in which they receive credit for working on local economic development projects.

The Economics curriculum emphasizes 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. Throughout time and around the globe, societies have been motivated by widely different social and philosophical value systems and so have had different "good" ways to allocate things. As a consequence, we have observed many different kinds of economies. Macroeconomics is about maintaining high employment, low inflation, and high rates of economic growth. Students learn to make sense of a large and complex economy. They critically evaluate the impact different economic policies have on lives.

Many of our graduates attend law school, earn an MBA, or pursue an advanced graduate degree in economics. Economics students typically earn high starting salaries and pursue a diverse range of career tracks including banking, government, advocacy organizations, consulting, brokerage, and sales. We have a strong record of helping students realize their career aspirations, whether that be through job placements or preparation for graduate and professional school. Economics majors at HSU are in the top 10 percent in terms of shortest time to graduation.

Our pathways (in the areas of politics, math and computers, environment, business, and individual design) allow students broad choice in the direction of their economic education and career.

Preparation

High school students should take college preparatory courses, including English, writing, social science, and economics (if available). Math (including calculus) is recommended.

REQUIREMENTS FOR THE MAJOR

Students must earn a minimum grade of C- in all required courses for the major and the minor.

Common Core

Taken in all pathways: 34-35 units.

ECON 210	Principles of Economics
ECON 310	Intermediate Microtheory & Strategy
ECON 311	Intermediate Macroeconomics
STAT 108	Elementary Statistics or
BA 232	Introductory Business Statistics

STAT 333	Intermediate Statistics or
BA 332	Intermediate Business Statistics or
ECON 340	Quantitative Economics
ECON 490	Capstone Experience
MATH 115	Algebra & Elementary Functions or
MATH 109	Calculus I or
MATH 106	Calculus for Business & Economics

Plus three 4-unit upper division economics elective courses other than ECON 310, 311, 320, or 340.

PATHWAY 1:

Economics, Politics, & Society

59-60 units, including core.

Develop skills appropriate for careers in law, business, government and public affairs, advocacy and interest groups, and other nonprofits. Gain an appreciation for the relationship between economics and governance/political systems.

- Take a minor in government and politics (22 units).
- SOC 282 (Sociological Statistics) may substitute for STAT 108 or BA 232 in the core.
- SOC 382 (Introduction to Social Research) may substitute for STAT 333 or BA 332 in the core.

PATHWAY 2:

Analytical Tools & Methods

CIS=53-56 units, including core; Math= 63-66 units, including core.

For students who want access to more technically demanding careers requiring extensive knowledge of computers or mathematics. This pathway will appeal to someone planning to enter a graduate program.

- Take a minor in either CIS (18 units) or applied math (26-28 units).
- STAT 108 and MATH 109 in the common core double-count toward the applied math minor.

PATHWAY 3:

Environmental & Natural Resource Planning & Policy

58-59 units, including core.

Provides a strong economics background for industry representatives, advocates,

consultants, and government planners working on environmental and natural resource issues.

- Take a minor in natural resources planning (15 units).
- Two of the upper division electives in the common core must be ECON 309 (Economics of a Sustainable Society) and ECON 423 (Environmental & Natural Resources Economics).
- GEOG 360 (Geography of the World Economy) may count as one of the upper division economics electives.
- CIS 110 Intro. to Computers
- Take the following:

NRPI 325	Natural Resource Regulatory Process
NRPI 360	Natural Resource Planning Methods
NRPI 425	Environmental Impact Assessment
NRPI 465	Rural Community Planning

Note: NRPI 325, 360, and 425 double-count toward the natural resources planning minor.

PATHWAY 4:

Business Economics

This pathway is designed for the student with career goals that demand specialized business training. Students choose courses in finance, accounting, management, marketing, or business law. This pathway will appeal to someone planning to enter business or an MBA program. This pathway can fulfill the requirements for the Minor in Business Administration.

Students take eighteen units of Business Administration courses (minimum of nine upper-division)

Students take ECON 435.

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

PATHWAY 5:

Individually Designed

With approval from one's academic advisor and the Department Chair, students with a good academic record and a clear concept of their personal goals can develop an individually designed pathway. Individually designed pathways will include an embed-

ded minor (or equivalent) plus other relevant course work totaling at least 15 units that reflect a rigorous depth of study from a related academic discipline. Students may also build a pathway around increased depth of study within economics. Students must write a memo that outlines the purpose of the individually designed pathway, including intended learning and career outcomes.

REQUIREMENTS FOR THE MINOR

ECON 210 Principles of Economics

In consultation with an economics advisor, select an additional 12 units of upper division economics electives (with the exception of ECON 320). Receive approval from the economics advisor before completing two courses in the program.



EDUCATION

Minor in Education

Master of Arts Degree in Education

Elementary Education:

- Preliminary and Professional Clear Credentials in Multiple Subjects

See also:

Liberal Studies/Elementary Education
Child Development/Elementary Education

Secondary Education:*

- Preliminary & Professional Clear Credentials in the following Single Subjects (You can find more information on any of the following undergraduate programs, listed under the subject name.):

Art Education, Business Education, English/Language Arts Education, French Education, German Education, Industrial Technology Education, Mathematics Education, Music Education, Physical Education, Science Education [Biology, Chemistry, Geoscience, or Physics], Social Science Education, Spanish Education

Special Education:

- Preliminary Level I Education Specialist Credential in Mild/Moderate Disabilities
- Professional Clear Level II Education Specialist Credential in Mild/Moderate Disabilities

Administrative Services

- Level I Preliminary Administrative Services Credential
- Level II Professional Clear Administrative Services Credential

**Students completing one of the single subjects education programs (secondary education) may waive the CSET or the SSAT and Praxis assessments for entering credential programs in those areas.*

Department of Education

Harry Griffith Hall 211
(707) 826-5873
(707) 826-5868 (fax)
www.humboldt.edu/~educ

Education and Credentialing Office

Harry Griffith Hall 202
(707) 826-5867 (Elementary, Secondary Ed)
(707) 826-3729 (Special Ed, Admin, Masters)

The Programs

Humboldt State University has a long tradition of teacher education dating back to 1914, when it first opened as a Normal School. Over the years, Humboldt has prepared many of the teachers of this region while developing a reputation for innovation and close cooperation with local school districts. One of every seven Humboldt students is involved in some phase of teacher education (including undergraduate preparatory programs).

Humboldt's teacher education programs enjoy positive working relationships with the local schools that accommodate credential candidates from year to year. With the cooperative efforts of supportive school administrators, excellent mentor teachers, university professors, and university supervisors, candidates receive the individual attention that makes their credential-year experiences most rewarding. Humboldt offers the following credentials/programs:

Minor In Education

Advisor

Arianna Thobaben
Founders Hall 166B
(707) 826-3752

The Program

The minor in education provides an overview of the field and offers students opportunities to learn more about teaching and other education careers during their undergraduate years. Those who have already chosen teaching as a career find that the minor provides a strong background in many cutting-edge contemporary issues. The minor also provides excellent preparation for other careers where skills related to teaching, classroom management, and creation of learning communities are increasingly in demand (business, nursing, sociology, psychology, public administration, recreation, social work, coaching, community organizing). Those seeking a foundational understanding of educational issues for future roles as parents, citizens, and taxpayers may also find the minor helpful.

REQUIREMENTS FOR THE MINOR

14 units required

Core Courses

Nine units:
EDUC 210 Current Issues In Schools
EDUC 310 Education for a Livable World
EDUC 311 How We Learn

Content Courses

Three units from the following:
AIE 330 History of Indian Education
AIE 335 Social & Cultural Considerations
AIE 340 Educational Experiences
AIE 435 Counseling Issues

CD 352	Parent/Child Relationships
CD 467	Working with Culturally Diverse Families
ES 308	Multicultural Perspectives in American Society
ES 314	Chicano Culture & Society in America
ES 322	African American Family
ES 324	Ethnic American History
ES/WS 330	Ethnic Women in America
ES 341	The Asian American Family & Intermarriage
ES 352	Dynamics of African American Culture & Family in America
ES 354	Minorities, American Institutions, and Social Services
PSYC 303	Family Relations in Contemporary Society
SOC 306	The Changing Family
SOC 315	Social Class
SW 350	Human Behavior & the Social Environment
SW 431	Juvenile Delinquency
WS/COMM 309B	Gender & Communication
WS/SOC 316	Gender & Society

Field Experience

Two-to-four units; two units required. Select one of the course sequences below:

- EED 210 Direct Experience with Children
- EED 310 Exploring Teaching as a Career **or**
- SED 210 Early Fieldwork Experience in Schools
- SED 410 Observation & Participation Seminar



ELEMENTARY EDUCATION

Coordinator

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Program Leader

Patty Yancey
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Preliminary Credential

Obtain a preliminary credential by taking a 40-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.

Holders of a preliminary credential must complete requirements for a professional clear credential within five years.

Procedures for Applying

The program begins each year in the fall semester. Since the application **deadline is February 1**, interested persons should begin the process a full year prior to the planned term of entry.

Admission requires a special application and a personal interview in addition to the normal postbaccalaureate application to Humboldt State. Contact the Educational Credentialing office to request an admission guide or (beginning in September) a complete application packet. Packets also are distributed at orientation sessions offered each fall.

Following are some of the items applicants must document. The education office has more information.

- By the time of application, a minimum of 45 hours of early fieldwork (observation/participation) in one or more K-12 classrooms. This requirement may be met through Humboldt courses (EED 210/310; SED 210/410; SPED 778;), through comparable courses at another university, or through privately arranged experiences (approved by the coordinator) in accredited schools with credentialed teachers.
- An overall GPA at or above 2.67, or 2.75 for the last 60 semester units (CSU systemwide GPA requirement for admission to credential programs).
- The California Commission on Teacher Credentialing requires that anyone re-

ceiving a California teaching credential have special technology competencies. The Department of Education offers a pre-requisite course, EDUC 285, Technology Skills for Educators - each semester. This course covers many of the required technology competencies, and the remaining technologies are addressed during the credential program.

All candidates are required to demonstrate entry level computer competency by one of the following options:

1. Pass EDUC 285, Technology Skills for Educators, 3 units, info online at www.humboldt.edu/~educ285;
 2. pass the Preliminary Education Technology Exam, Test #30; registration is online, www.cset.nesinc.com, cost is \$122;
 3. complete the CIS minor;
 4. pass course(s) equivalent to EDUC 285 that meet level 1 standards.
- Verification of CBEST exam taken (must be passed prior to April 1 of the application year).
 - Tuberculin clearance (chest x-ray or TB skin test) and rubella immunization.
 - Verification of passing the CSET in Multiple Subjects by deadline published in 2005-06 admissions guide.
 - CPR card from American Heart Association Course B or C or American Red Cross Community CPR.
 - Prior to beginning the program, either (1) a certificate of clearance from the California Commission on Teacher Credentialing, or (2) evidence of a credential or permit authorizing public school teaching in California. The education office provides forms.
 - A set of transcripts (unofficial transcripts are acceptable) and three letters of recommendation.
 - Passing of a basic constitution course (PSCI 110, 210, 359, or 410) or a passing score on the US Constitution Test administered by the university's Testing Center. Most Humboldt graduates have met this requirement. Students from other institutions of higher education should contact Humboldt's credential analyst, (707) 826-6222.
 - At least \$200,000 coverage of professional liability insurance, required by local school districts prior to student teaching. This can be arranged through a private

insurer or through membership in the Student California Teacher's Association.

February 1 is the deadline for submitting the application packet to the Education and Credentialing office. The deadline for submitting a postbaccalaureate application to the Office of Admissions is also February 1.

All packets are reviewed by Department of Education faculty and/or screened by subject-matter faculty committees. Candidates interview with a faculty committee and with school district administrators and teachers before being admitted to professional education courses.

PROGRAM REQUIREMENTS

Note: Credential requirements are subject to change due to action by the state legislature, the California Commission on Teacher Credentialing, or the CSU chancellor's office. The elementary education coordinator has the most current information on changes and how they affect student programs.

Professional Education

Elementary education preliminary-credential courses and field experiences ensure that all candidates completing the program will have been introduced to concepts and strategies for working effectively with English language learners.

Preliminary credential courses are sequential, beginning in the fall semester. Candidates observe/participate at their field sites full time (M-F) the first two weeks of fall semester. For the next seven weeks, they have courses two afternoons and evenings per week (M/T or W/Th) and participate at their field site a minimum of sixteen hours per week. The last seven weeks of the semester, candidates student teach full time and complete a minimum of three days' solo teaching.

The spring semester follows a similar pattern: intersession (first week of January) full-time observation/participation in the second fieldwork placement; eight weeks of course work (M/T or W/Th) with a minimum of sixteen hours per week in the placement; and 13 weeks of full-time student teaching, culminating in a two-week (minimum) solo.

One of the fieldwork placements, either fall or spring, will be in primary grades (K-3); the other placement will be in upper elementary grades (4-8). Candidates enroll in the following courses both fall and spring semesters, except as noted.

EED 720/B	The School & the Student
EED 721/B	Multicultural Foundations
EED 722/B	English Language Skills & Reading
EED 723/B	Integrating Math/Science in Elementary School
EED 724/B	Fine Arts in the Integrated Elementary Curriculum
EED 726/B	Professional Development Seminar
EED 728/B	History/Social Science in the Integrated Elementary Curriculum
EED 733/B	Teaching English Language Learners
EED 740/B	Special Populations in the General Education Classroom
EED 741	Health & Physical Education Curriculum in Elementary School (fall)
EED 751	Fieldwork in Elementary School (fall)
EED 752	Student Teaching in Elementary School (fall)
EED 753	Fieldwork in Elementary School (spring)
EED 755	Student Teaching in Elementary School (spring)

Note: Candidates can receive no grade lower than a "C" in a preliminary credential course and must maintain a B average to remain in the program. For additional information, please read the *Elementary Education Handbook*, available in the education office, Harry Griffith Hall 202.

Supplementary/Subject Matter Authorizations

Supplementary and subject matter authorizations may be added to a credential through course work. 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.

Crosscultural, Language and Academic Development (Clad)

For information on Humboldt's CLAD certificate program, see Crosscultural Language and Linguistic Academic Development.

Professional Clear Credential

An induction program is the preferred route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning

Teacher Project to support new teachers being inducted into the profession.

Holders of the Ryan Preliminary Credential may clear it with a minimum of 30 units in an institution-approved fifth-year program of study and all of the following:

HED 405/705	School Health Programs
KINS 475	Elementary School Physical Education
EDUC 719	Teacher Computer Competency
EED 776	Mainstreaming



SECONDARY EDUCATION

Coordinator

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Program Leader

Ann Diver-Stamnes
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The Program

Humboldt meets subject-matter and professional requirements in preparing students to teach in secondary schools (middle school and senior high).

Preliminary Credential

Obtain a preliminary credential by taking a 33-unit professional education program to qualify for teaching positions including teaching English language learners. This may be taken after graduation or, in exceptional cases, as part of an approved BA/BS subject-matter program. The bachelor's degree must be received from a regionally accredited institution of higher learning. Holders of a preliminary credential must complete requirements for a professional clear credential within five years.

Procedures for Applying

Use the application procedures described for Elementary Education (located in this section), with the following exceptions:

- 1) Secondary education applicants must submit **two copies** of all required information.
- 2) Secondary ed applicants must complete an approved undergraduate subject-matter program or pass CSET assessments in the appropriate subject-matter area (rather than CSET Multiple Subjects).

PROGRAM REQUIREMENTS

Note: Credential requirements are subject to change due to action by the state legislature, the California Commission on Teacher Credentialing, or the CSU chancellor's office. The coordinator has current information on changes and how they affect programs.

Professional Education

Courses required for the single subjects (secondary education) preliminary credential are listed below. These two semesters **must** be taken in sequence.

First Semester

SED 711	Nonviolent Crisis Intervention
SED 712	Teaching & Learning in Secondary Schools
SED 713	Classroom Management
SED 714	Educational Psychology
SED 715	Multicultural Education
SED 730	ELD Bilingual Theory & Methods
SED 731-741	Secondary Curriculum Instruction [one from: 731 Art, 732 Business, 733 English, 734 Modern Language, 736 Industrial Tech, 737 Math, 738 Music, 739 Physical Education, 740 Science, 741 Social Studies]
SED 743	Content Area Literacy
SED 762	Supervised Fieldwork in Student Teaching

During the fall semester, each candidate will be evaluated by his/her mentor teacher, supervisor, and both discipline-specific and education faculty in terms of his/her academic abilities and suitability for entering the teaching profession.

Second Semester

SED 744-754	Secondary Seminar [one from: 744 Art, 745 Business, 746 English, 747 Modern Language, 749 Industrial Tech, 750 Math, 751 Music, 752 Physical Education, 753 Science, 754 Social Studies]
SED 755	Literacy Applications
SED 756	ELD Applications
SED 763	Intersession Participation & Student Teaching
SED 764	Student Teaching / Secondary Education
SED 765	Student Teaching / Secondary Education
SED 766	Intersession Student Teaching
SED 776	Mainstreaming

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 course work during full-time student teaching. **SED candidates must maintain a "B" average (with no grade lower than a C-) to remain in the program.**

Supplementary/Subject Matter Authorizations

A student may add additional subjects to his/her credential through course work (as supplementary/subject matter authorizations) or by passing CSET examinations in additional subject areas. The department office has the specific requirements.

Professional Clear Credential

An induction program is the preferred route to clear an SB 2042 preliminary credential. Locally, Humboldt State University collaborates with the North Coast Beginning Teacher Project to support new teachers being inducted into the profession.

Holders of the Ryan Preliminary Credential may clear it with a minimum of 30 units in an institution-approved fifth-year program of study and all of the following:

HED 405/705	School Health Programs
EDUC 719	Teacher Computer Competency
SED 776	Mainstreaming



SPECIAL EDUCATION

Program Leader

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Coordinator

Peggy Kirkpatrick
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BPKirk@aol.com

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.

Preliminary Level I Credential

Obtain a preliminary credential by taking a 36-unit professional education program to qualify for teaching positions. This may be taken after graduation or, in exceptional cases, as part of an approved BA/BS subject-matter program. The bachelor's degree must be received from a regionally accredited institution of higher learning. Holders of a Preliminary Level I credential must complete requirements for a Professional Level II credential within five years.

Professional Clear Level II Credential

Obtain a Professional Level II credential by taking a 24-unit professional development program at Humboldt State. Under certain circumstances, a total of six units may be earned through nonuniversity professional development activities. To enter this program, students must have at least one year of full-time teaching experience in special education and be employed as a special education teacher.

Procedures for Applying

Use the application procedures described for Elementary Education (located in this section), with the following exceptions:

Preliminary Level I Credential:

1. Attempted all three sections of the CBEST (California Basic Educational Skills Test) prior to admission and passed all prior to full-time student teaching.
2. CPR card is desirable, but not mandatory.

Professional Clear Level II Credential:

- Contact the coordinator for information on applying. Applications are accepted throughout the year for admission the following fall semester.

PROGRAM REQUIREMENTS

Credential Options

A California Education Specialist Credential permits teaching grades K-12, including adults. This credential authorizes teaching individuals with specific learning disabilities, mental retardation, other health impairments, and serious emotional disturbances.

Upon completing all required tests, all assessments and observations, the US Constitution requirement, an accredited bachelor's degree, and the special education course sequence, candidates apply for a **Preliminary Level I Education Specialist Credential in Mild to Moderate Disabilities**. This preliminary credential authorizes teaching for five years, during which time candidates must acquire a Professional Level II Education Specialist Credential in Mild to Moderate Disabilities.

Preliminary Level I Credential COURSE REQUIREMENTS

This program is offered on a flexible schedule, including weekend and evening classes, to accommodate credential candidates who are currently employed or are at great distances from campus.

Students must maintain a B average with no grade lower than a C- to remain in the program.

Students must complete 36 units of approved courses in Special Education, including EDUC 377, Introduction to Exceptional Individuals. The Special Education Program Leader must approve the program of study. Contact the department office for details.

Foundation Courses:

EDUC 377	Education of Exceptional Individuals
SPED 702	Foundations of General & Special Education
SPED 703	Foundations of Assessment & Program Planning
SPED 704	Fieldwork Assessment
SPED 705	Multicultural Special Education
SPED 706	Applied Behavior Analysis for Teachers

Methods Courses:

SPED 707	Curriculum & Instruction — Reading & Language Arts
SPED 708	Practicum: Reading Instruction
SPED 709	Curriculum & Instruction — Math
SPED 710	Practicum: Math Instruction

SPED 711	Curriculum & Instruction — Science, History & Social Sci.
SPED 731	Classroom Management
SPED 732	Practicum: Classroom Mgmt.
SPED 733	Special Education Policies & Procedures
SPED 734	Student Teaching — Elementary Special Education
SPED 735	Student Teaching — Secondary Special Education
SPED 736	Curricular & Instructional Skills Seminar
SPED 737	Non-violent Crisis Intervention

Professional Clear Level II Credential

COURSE REQUIREMENTS (24 units)

SPED 751	Professional Development in Special Education
SPED 752	Advanced Studies in Assessment & Instruction
SPED 753	Advanced Studies in Consultation, Collaboration, & Transition
SPED 754	Advanced Behavioral, Emotional, & Environmental Support
SPED 761	The Reflective Special Education Practitioner

Emphasis Courses (six units electives):

Candidates complete at least one of the following:

SPED 755	Advanced Studies in Learning Disabilities
SPED 756	Advanced Studies in Mental Retardation
SPED 757	Advanced Studies in Secondary Special Education

Candidates may complete two of the above courses, or they may select one course from the following:

EDUC 624	Theories & Models of Reading & Writing
EDUC 625	Knowledge of Print: Decoding & Encoding
EDUC 626	Literary Assessment & Evaluation
KINS 535	Motor Assessment
PSYCH 518	Social & Emotional Problems in Children
PSYCH 545	Psychological Testing
PSYCH 565	Psychology of Vocational/ Career Development
PSYCH 668	Assessment & Treatment of Child Abuse & Neglect
SPED 799	Directed Study

Note: In accordance with the California Commission on Teacher Credentialing requirements, the HSU Professional Level II Credential program will allow candidates to substitute non-university activities (e.g., district-sponsored trainings, institutes, workshops) for up to six units of emphasis courses. The non-university activities may be taken for university credit, but they need not be. Candidates should consult with their HSU Level II advisor for prior approval of any substitutions.

Additional State Requirements:

HED 705	School Health Programs
EDUC 719	Teacher Computer Competency



ADMINISTRATIVE SERVICES

Program Leader/Coordinator

Louis Bucher

Harry Griffith Hall 211

(707) 826-5886 / lbocher@humboldt.edu

The Program

Humboldt State's administrative services program prepares educators for administrative leadership roles in K-12 schools. Many of the courses are taught by local administrators who strive to create a unique blend of theory and practice.

Procedures for Applying

Those seeking admission to the Level I Preliminary Administrative Service Credential program must submit the following documents to the program leader / coordinator:

- a completed application for admission to the Level I program
- a copy of a valid teaching or pupil personnel services credential
- two letters of recommendation for admission into the administrative credential program: one from the student's current supervisor and one from another administrator
- documentation of having completed one year upon entry—and, by completion of credential requirements, three years—of successful, full-time teaching or pupil personnel experience in public or private schools
- transcripts verifying a university grade-point average of 2.75 on the last 60 semester units

PROGRAM REQUIREMENTS

Level I: Preliminary Administrative Services Credential

All students must:

- document that a district is willing to support the fieldwork by completing a fieldwork plan sheet with approval signatures from district and university supervisors
- successfully complete the California Basic Education Skills Test
- maintain a 3.0 GPA (with no grade lower than a C-) in the following required courses (24 units):

AS 742 Curriculum: Development & Governance

AS 745	Personnel Administration & Supervision
AS 746	The Principal: Leader & Administrator
AS 747	Practicum: Diversity Issues & School Administration
AS 748	Legal & Fiscal Aspects of School Administration
AS 749	Ethics & School Administration
AS 760	Technology & School Management
AS 794	Elementary School Administration Fieldwork
AS 795	Secondary School Administration Fieldwork
AS 796	Fieldwork & Final Evaluation Seminar

- pass a final oral exam on the program's total skills and knowledge

Level II: Professional Administrative Credential

Prerequisites:

- Preliminary Administrative Services Credential
- A 3.0 GPA in Preliminary Administrative Services Credential course work.
- Employment as a school administrator
- Complete application

Course Of Study [24 units]:

AS 761	Professional Development—Induction
AS 762	Leadership, Management, & Policy Development in a Multicultural Setting
AS 763	Strategic Issues Management
AS 764	School & Community Relations
AS 765	Ethical & Reflective Leadership
AS 766	Information Systems & Human & Fiscal Resources
AS 767	Candidate Assessment & Evaluation



MASTER OF ARTS DEGREE IN EDUCATION

Graduate Program Coordinator

Eric Van Duzer

Harry Griffith Hall 104

(707) 826-3726 / ew1@humboldt.edu

The Program

Our program helps educators assume an enhanced and more focused leadership role in their schools. The education faculty believes in an ethic of teaching that fosters passion for learning, persistence in seeking insights, and creativity.

This ethic depends on communities of educators who reflect collaboratively on their professional experiences. Within such a community, educators broaden their understanding of the theoretical and methodological aspects of pedagogy by articulating what they know, asking meaningful questions about their practice, and providing opportunities for assessment. Collaborative inquiry is an effective means of practicing the profession with greater ingenuity, vitality, and joy.

Through collaboration with departments across the university, we integrate ideas across disciplines, identify generative topics as the basis for curricula, and explore connections between our students' interests across disciplines.

We hold as a central tenet that social betterment is engendered by democratic and rigorous educational processes. Thus, we fulfill our program's public mission by strengthening the role of educators in our society so that they better meet the inherent challenges.

Within the program, candidates explore the intellectual rigor inherent in the discipline and the possibilities for their students' learning and development. They make strong connections between learning, social concerns, and students' lives.

Procedures for Applying

Deadline for applying (fall semester entry): February 1. Following faculty review, applicants will be notified of their admission status by March 15.

Candidates must show satisfactory preparation for the proposed course of study and meet general requirements for admission outlined in the HSU Handbook for Master's Students (www.humboldt.edu/~gradst/gradinfo.shtml). Candidates must:

- Hold an acceptable baccalaureate degree from a regionally-accredited

institution (or equivalent academic preparation)

- Be in good academic standing at the last university attended.
- Have a GPA of at least 3.0 in the last 60 semester units (90 quarter units) attempted. (Those not meeting this requirement may file a petition to appeal low GPA with the grad coordinator.)
- If the bachelor's degree is from a post-secondary institution where English is not the principal language of instruction, score at least 550 on the Test of English as a Foreign Language (TOEFL).

Submit a complete application, including a statement of purpose which considers the following:

- rationale for pursuing graduate work in education;
- overview of and reflection on experiences in education;
- philosophy of education.

Faculty will rate each applicant's statement of purpose and recommendation letters based on evidence of:

- a clearly articulated rationale for pursuing graduate work;
- strong writing ability;
- ability to reflect critically on experiences in education;
- a clearly articulated philosophy of education;
- ability to conceptualize a broad vision for education;
- strong interpersonal communication skills;
- full-time teaching, administrative, and/or other professional experience in education; and
- strong potential for success in graduate study and for contributions to the profession.

Applicants may be admitted in one of two categories: graduate conditionally classified (with deficiencies that can be remedied through additional academic preparation) or graduate classified (meet all professional, personal, scholastic, or other standards).

Applicants without a professional credential—e.g., multiple subjects, single subjects, administrative services, special education level I—may still be accepted into the program. Note, however, that the MA in education is geared toward professionals in the field and is designed to use the strengths and

knowledge base acquired while working with students in a school setting.

Those with no degree objective who still desire to take graduate-level courses for professional or personal growth (postbaccalaureate unclassified students) may be admitted to courses subject to availability and instructor approval. Such admission, however, does not constitute admission to the graduate degree program. Students in this classification must seek approval from the department's Graduate coordinator as well as the course instructor.

Upon acceptance into the program, work with your advisor to create a plan of study.

Contact Financial Aid for general financial aid information, Research and Graduate Studies for information on grants and fellowships, and the department's graduate coordinator for education-related assistance.

To summarize the admission procedures:

First contact the Office of Admissions (707/826-4402) to request the graduate application for admission.

By February 1, submit the following to the Office of Admissions:

- completed application for graduate admission
- \$55 application fee
- official transcripts of college academic records

By that same deadline, submit to the coordinator's assistant in the Department of Education:

- a photocopy of the completed application for graduate admission
- statement of purpose (see above)
- one copy of all college transcripts sent to the Office of Admissions
- photocopies of all teaching and specialist credentials earned
- three letters of recommendation from persons who can assess your potential for graduate work

PROGRAM REQUIREMENTS

Core Courses

SPED 799 Single-subject Research Methods

One of the following:

EDUC 604 Education in Society

EDUC 633 Pedagogy: Practice & Research

EDUC 650 Educational Psychology

EDUC 660 Assessment

Plus one of the following:

EDUC 679 Qualitative Methods in Educational Research **or**

EDUC 681 Quantitative Educational Methods **or**

EDUC 634 Academic Writing **or**

EDUC 698 Educational Research

In addition to the core courses, take no fewer than three units of thesis or project preparation (EDUC 690 or EDUC 692). A maximum of three thesis/project units (approved by the chair of the thesis/project committee) may apply to the degree.

Before completing the core courses, determine a specific emphasis area and create a plan of study. Then take courses prescribed within the area of emphasis.

Administrative Services Emphasis

Educators enrolled in the level I administrative services credential program may earn both a level I credential and an MA. Students must have completed three years of successful full-time teaching. Because the candidate will receive both a credential and an advanced degree, the requirements exceed 37 units.

Core courses: 19 units

Area of emphasis: 24 units

Thesis preparation: 3 units

Total: 46 units

Curriculum & Instruction Emphasis

After completing the core courses, choose among other relevant upper division and graduate courses focusing on curricular and methodological issues (e.g., students interested in science education take curriculum courses and courses within the sciences). The thesis/project committee consists of one faculty member from the emphasis area and members of the education faculty.

Core courses: 19 units

Area of emphasis: 12-14 units

Thesis preparation: 3 units

Total: 37-39 units

Special Education Emphasis

Those enrolled in the Level II Mild to Moderate Special Education credential may also earn an MA. Students must have completed the level I credential program plus two years as a special education teacher in a US public school. Because the candidate will receive both a credential and an advanced degree, the requirements exceed 37 units.

Core courses: 19 units

Area of emphasis: 24 units

Thesis preparation: 3 units

Total: 46 units

Special Studies Emphasis

This is a unique opportunity to work on issues of pedagogy within specific disciplines that do not offer an MA degree or to tailor a degree program to your individual academic interests. Examples include environmental education, educational technology, child development, behavior analysis, and early childhood education.

Work with your advisor to create an academically rigorous program responsive to your intellectual needs. The thesis/project committee may include one faculty member in your area of interest from outside the department.

Core courses: 19 units
Area of emphasis: 12 units
Thesis preparation: 3 units
Total: 37 units

ADDITIONAL REQUIREMENTS

Students must maintain an overall GPA of 3.0 in the program. Candidates who do not maintain either the overall or the programmatic GPA for one semester or who are not making satisfactory progress toward completing the degree may be placed on probation. Students whose overall or programmatic GPA remains below 3.0 for a second semester will be disqualified. In the case of extenuating circumstances, such as a medical or family emergency, disqualified students may apply for reinstatement. The Handbook for Master's Students provides more detailed information.

ADVANCING TO CANDIDACY

Upon completing the first 12 units, and prior to starting the final nine, advance to candidacy using the form available in the Office for Research and Graduate Studies.

As a culminating experience, students have two options: thesis or bound project, defined in the Handbook for Master's Students. The department uses the Publication Manual of the American Psychological Association (5th edition) as the required style manual.

Obtain a major professor and committee members. Have them approve an abstract of the thesis or project. Meet with them early in the research process to ensure that all individuals are well informed and in agreement.

Committees must have a minimum of three faculty members. Major professors must be probationary or tenured professors from the Department of Education or adjunct/temporary professors in education who hold earned doctorates. Other

committee members are either faculty in the Department of Education or in other disciplines relevant to theses or projects. Consult with the major professor in selecting committee members.

For additional questions, consult with your advisor, major professor, graduate coordinator, or the staff in Research and Graduate Studies.



COLLEGE FACULTY PREPARATION PROGRAM

A graduate Certificate in College Teaching; Education

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

The certificate consists of five components (13 units), described below. After consulting with your graduate advisor, and under the advisement of the college Faculty Preparation Program coordinator, develop a plan of study tailored to meet your goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

Notation of certificate completion will appear on your university transcript.

1) Discipline-Specific Teaching Methods

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

EDUC 604 Education in Society and
EDUC 633 Pedagogy: Practice and
Research

2) Higher Education Teaching Methods

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

EDUC 583 Higher Education Teaching
Methods

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

3) Professional Development Seminar

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

SP 684 Orientation to Higher
Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- Community College Track

Three Units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation
Internship

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

or

- Pre-doctoral College Track

Three units of a mentored teaching experience at HSU.

See Education graduate coordinator for advice on what course number to use.

5) Capstone Experience

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

SP 685 Instructional Resources for
Higher Education



ENGLISH

Bachelor of Arts degree with a major in English

Minor in English

**Master of Arts degree with a major
in English**—emphasis in Teaching
of Writing, Literature, or Master's
International Program (Peace Corps)

Certificate Program in College Teaching: English

Department Chair
Susan Bennett, Ph.D.

Department of English
Founders Hall 201
(707) 826-3758
www.humboldt.edu/~english

Please see the department Web site for updates on changes and additions to our programs.

The Program

The English major at HSU encompasses perspectives derived from literary theory, contextual knowledge about literature, the analysis of language, the close reading of texts, and written expression. Students take a balance of lecture and small group instruction. This program is excellent preparation for a wide range of careers, all requiring reasoning ability and skill in the use of language. Students in English do well in many occupations, including: magazine or book editor; teacher; critic; library reference worker; and writer in many areas such as technology, business, government, and non-profit organizations.

Preparation

High school students should take four years of English, including composition and literature. Study at a language other than English is recommended.

REQUIREMENTS FOR THE MAJOR

ENGL 120	Introduction to the English Major
ENGL 230 or 231	Survey of British Literature
ENGL 240	World Literature
ENGL 320	Practical Criticism
ENGL 325	History of the English Language
ENGL 330	American Literature
ENGL 342	Special Topics in Shakespeare
ENGL 350	British Literature
ENGL 420	Critical Theory

ENGL 465	Multicultural Issues in Literature/Language
ENGL 485	English Colloquium
ENGL 490	Senior Project Seminar
ENGL 492	Senior Project Tutorial

One year of a language other than English at the college level

Units to bring the total for the degree to 124 (40 must be upper division—300 and 400 series)

REQUIREMENTS FOR THE MINOR

OPTION 1, The Writing Minor

A minimum of 12 units (at least six units upper division—300 and 400 series):

ENGL 100	First Year Reading & Composition
ENGL 101	Critical Writing
ENGL 205	Beginning Creative Writing
ENGL 311	Nature Writing
ENGL 315	Creative Writing: Fiction
ENGL 316	Creative Writing: Poetry
ENGL 320	Practical Criticism
ENGL 424	Communication in Writing I
ENGL 426	Communication in Writing II

OPTION 2, The Literature Minor

A minimum of 12 units of literature courses (at least six units upper division—300 and 400 series). See the department chair for course approval and advice in planning a minor appropriate to your needs and interests.

REQUIREMENTS FOR THE MASTER'S DEGREE

Candidate Admission

- Bachelor's degree with satisfactory preparation for the work proposed
- Completion of one semester of work applicable to the master's degree with a GPA of not less than 3.0 (apply upon completion of the first semester of the program)
- English Department approval

General Degree Requirements

- 32 units of upper division and graduate work—300, 400, 500, 600 series—in language and literature courses approved by the department

- GPA of 3.0 in all course work applied to the degree (no grade less than C will apply toward the degree)
- Minimum of 15 units in graduate level courses—500 and 600 series

Course Requirements

Core course required for both the literature and teaching of writing emphases:

ENGL 600	Fundamentals of Research in Composition & Literature
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Teaching of Writing Emphasis

ENGL 611	Seminar in Teaching Writing
ENGL 612	Development of Writing Abilities
ENGL 614	Teaching ESL Writing
ENGL 615	Writing Workshop
ENGL 618	Linguistic & Rhetorical Approaches to Writing
ENGL 690	Master's Project
ENGL 682	Internship in the Teaching of Writing or
ENGL 683	Internship in Business & Professional Writing

Eight units from the following:

ENGL 536	Seminar in American Literature
ENGL 546	Seminar in British Literature
ENGL 560	Special Topics in Literature
ENGL 562	Advanced Studies in Shakespeare

(*Note:* ENGL 682 required of prospective ENGL 100 instructors)

Literature Emphasis

ENGL 536	Seminar in American Literature
ENGL 546	Seminar in British Literature
ENGL 562	Advanced Studies in Shakespeare
ENGL 685	English Colloquium
ENGL 690	Master's Project

Four units upper division or graduate work—300, 400, and 500 series—in literature

12 units upper division or graduate—300, 400, 500, and 600 series—English courses

Reading knowledge of one language other than English

Peace Corps MIP, Emphasis In TESL

Before beginning their Peace Corps assignments, participants must meet academic requirements of the master's programs. The program prepares students for Peace Corps service and volunteer and development activities generally. Peace Corps volunteer service will provide the basis for the project report requirement.

Fall Semester I / Spring Semester I:

COMM 322	Intercultural Communication
ENGL 417	Second Language Acquisition
ENGL 600	Fundamentals of Research in Composition & Literature
ENGL 614	Teaching ESL Writing
ENGL 635	Issues in English as a Second/Foreign Language
ENGL 684	Internship in Teaching ESL Modern language Study

PEACE CORPS SERVICE

Fall Semester II:

ENGL 436	Integrating Language & Content in English Instruction
ENGL 615	Writing Workshop
ENGL 694	Reflections on Field Experience
ENGL 695	Culminating Activity: Critical Analysis of Field Experience [in development]
ENGL 618	Linguistic & Rhetorical Approaches to Writing or
ENGL 328	Structure of American English

TESL MINOR FOR THE MA

Six semester units of a language other than English taken at the university level or at an intensive language program

COMM 322	Intercultural Communication
ENGL/COMM 417	Second Language Acquisition
ENGL 614	Teaching ESL Writing
ENGL 618	Linguistic & Rhetorical Approaches to Writing
ENGL 635	Issues in English as a Second/Foreign Language

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: English

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

The certificate consists of five components (13-14 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

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

1) Discipline-Specific Teaching Methods

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

ENGL 611	Seminar in Teaching Writing or
ENGL 615	Writing Workshop

2) Higher Education Teaching Methods

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

EDUC 583	Teaching in Higher Education
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Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

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

SP 684	Orientation to Higher Education
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4) Mentored Teaching Internship Experience

One of the following tracks:

• Community College Track

Three units of a mentored teaching experience at College of the Redwoods.

SP 683	College Faculty Preparation Internship
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(Note: Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

OR

• Pre-doctoral College Track

Four units (two of the following) of mentored teaching experience at HSU.

ENGL 450	Tutoring Developing Writers
ENGL 681	Internship in Teaching Literature
ENGL 682	Internship in the Teaching of Writing

5) Capstone Experience

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

SP 685	Instructional Resources for Higher Education
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ENGLISH/LANGUAGE ARTS EDUCATION

Bachelor of Arts degree

with a major in English—education option leading to a single subject teaching credential

Credential Advisors:

Susan Bennett, Ph.D., (707) 826-5936
Nikola Hobbel (707) 826-3161
Terry Santos, Ph.D., (707) 826-5988

Department of English

Founders Hall 201
(707) 826-3758
www.humboldt.edu/~english

Please see the Department Web site for updates, changes or additions to this program.

The Program

This program prepares students primarily for teaching in junior high school and high school. For information on preliminary and professional clear teaching credentials, see Education.

Students receive instruction in both lecture and small group settings. An advantage of Humboldt's program is the close personal attention to individual needs.

This program provides broad experience among works of the creative imagination. It enhances the ability to read texts closely and write well and equips students with an understanding of the English language. Finally, it makes the student aware of strategies for teaching literature and writing in secondary schools.

Preparation

High school students should take four years of English, including composition and literature.

REQUIREMENTS

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

Students earning this degree may waive SSAT/Praxis assessments before entering the credential program.

Before applying to the secondary education credential program, meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Core Courses

COMM 340	Oral Interpretation for Instructional Settings
COMM 426	Adolescent Communication
ENGL 231	Survey of British Literature
ENGL 232	Survey of American Literature
ENGL 320	Practical Criticism
ENGL 328	Structure of American English
ENGL 336	American Ethnic Literature
ENGL 340	Approaches to Shakespeare
ENGL 344	Young Adult Literature
ENGL 406	Theory of Composition
ENGL 406L	Technology in English
ENGL 426	Communication in Writing II
ENGL 435	Issues in English as a Second/Foreign Language

Options

One of the following groups of courses:

Crosscultural Language & Academic Development

COMM 322	Intercultural Communication
ENGL/COMM 417	Second Language Acquisition [Prereq: ENGL 326 or 328 or equivalent]
ENGL 436	Integrating Language & Content in English Instruction [has ENGL 435 prerequisite]

Six semester units of a language other than English taken at a university or at an intensive language program

Note: By completing core courses and this option, students meet course requirements for a minor in Teaching English as a Second Language or for a Crosscultural Language and Academic Development (CLAD) certificate from the California Commission on Teacher Credentialing. The commission awards this certificate after students obtain a basic California teaching credential.

English: Creative Writing

ENGL 205	Beginning Creative Writing
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Eight units in creative writing [either course may be repeated]:

ENGL 315	Creative Writing: Fiction and/or
ENGL 316	Creative Writing: Poetry

Three upper division units in English, subject to credential advisor's approval

English: Literature/language

ENGL 240	World Literature
ENGL 325	History of the English Language

Seven upper division units in English, journalism, communication, and/or theatre arts, subject to advisor's approval



ENVIRONMENTAL ETHICS

Minor in Environmental Ethics

Advisor:

Richard Botzler, Ph.D.
Wildlife 262
826-3724

The Program

This minor provides students with scientific information and a sense of the social, political, and ethical issues involved in environmental decisions.

This minor can help students prepare for careers in environmental law, environmental planning, and natural resource professions.

REQUIREMENTS FOR THE MINOR

Listed in preferred sequence:

PHIL/WLDF 302 Environmental Ethics

Introduction To Environment

One of the following:

FISH 300 Introduction to Fishery
Biology

FISH 310 Ichthyology
FOR 230 Dendrology
FOR 302 Forest Ecosystems & People
NRPI 310 Introduction to Natural
Resource Planning
RRS 310 Rangeland Resource
Principles
WLDF 300 Wildlife Ecology &
Management
WLDF 310 Principles of Wildlife
Management

Environmental Issues

One of the following:

ENGR 305 Appropriate Technology
FISH 443 Problems in Water
Pollution Biology
FOR 374 Wilderness Area Mgmt.
FOR 432 Silviculture & its Social
Influences
NRPI 215 Natural Resources &
Recreation
OCN 301 Marine Ecosystems—
Human Impact
OCN 304 Resources of the Sea

WLDF 423 Wildlife Management
(Nongame Management)
WLDF 488 Case Studies in
Wildlife Management
One of the following:
ECON 309 Economics of a Sustainable
Society
ENVS 308 Ecotopia
NRPI/ENVS 400 Inscap & Landscape
PHIL 106 Moral Controversies
PSCI 306 Environmental Ethics
FOR 400 Ethics in Forestry

Environmental Decision Making

One of the following:

NRPI/ENVS 309 Conflict Resolution in
Natural Resources
PHIL/WLDF 309 Case Studies in
Environmental Ethics



ENVIRONMENTAL RESOURCES ENGINEERING

Bachelor of Science degree with a major in Environmental Resources Engineering

See Environmental Systems for the Environmental Resources Engineering (ERE) and International Development Technology options in the master of science degree.

Department Chair

Elizabeth A. Eschenbach, Ph.D.

Department of Environmental Resources Engineering

Brookins House 18
(707) 826-3619
ere_dept@humboldt.edu

See our Web page for a complete description of the ERE program, including its mission and goals.

The Program

HSU offers the largest undergraduate accredited environmental engineering program 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 course work and research are in four primary areas: water quality, water resources, energy resources, and environmental geotechnology.

Students prepare for work in industry, private practice, or government, or for continued studies in graduate school.

Potential careers include: environmental engineer, ocean engineer, sanitary engineer, hazardous waste engineer, fisheries engineer, energy engineer, groundwater engineer, soils engineer, air pollution engineer, water quality engineer, civil engineer, hydraulic engineer, public health engineer, solar engineer, consulting engineer, geotechnical engineer, hydrologist, resource planner, and water resources engineer.

The Environmental Resources Engineering program at Humboldt State University is

accredited by the Engineering Accreditation Commission of ABET (111 Market Place, Suite 1050, Baltimore, MD 21202-4012, 410-347-7700).

Preparation

High school students should take courses in biology, chemistry, physics, mathematics, critical thinking, and oral/written communications.

REQUIREMENTS FOR THE MAJOR

A minimum grade of C- is required for all courses in the major. Engineering courses in the major may not be repeated more than two times.

Lower Division

BIOL 105 Principles of Biology
CHEM 109/110 General Chemistry I, II
MATH 109/110/210 Calculus I, II, III
PHYX 110 General Physics II
ENGR 115 Intro to Environmental
Science & Engineering
ENGR 210 Solid Mechanics: Statics

ENGR 211 Solid Mechanics: Dynamics
 ENGR 215 Introduction to Design
 ENGR 225 Computational Methods
 for Environmental
 Engineering I

Upper Division

PHYX 315 Intro to Electronics and
 Electronic Instrumentation
 ENGR 313 Systems Analysis
 ENGR 323 Probabilistic Analysis of
 Environmental Systems
 ENGR 324 Environmental Monitoring
 & Data Analysis
 ENGR 325 Computational Methods
 for Environmental
 Engineering II
 ENGR 326 Computational Methods
 for Environmental
 Engineering III
 ENGR 330 Mechanics & Science of
 Materials
 ENGR 331 Thermodynamics &
 Energy Systems I
 ENGR 333 Fluid Mechanics
 ENGR 350 Introduction to Water Quality
 ENGR 353 Environmental Health
 Engineering

ENGR 410 Environmental Impact
 Assessment
 ENGR 416 Transport Phenomena
 ENGR 435 Solid Waste Management
 ENGR 440 Hydrology I
 ENGR 492 Capstone Design Project
 Major Elective Program

Major Elective Program

With advice and approval of an Environmental Resources Engineering faculty advisor and the department chair, select one upper division science or natural resources course and three senior engineering design courses from the following lists to form a coherent elective program.

One science/natural resources course:

BIOL 330 Principles of Ecology
 CHEM 328 Brief Organic Chemistry
 FISH 320 Limnology
 GEOL 350 General Geomorphology
 NRPI 470 Intermediate GIS
 OCN 430 Marine Pollution
 PHYX 380 Micrometeorology
 SOIL 360 Origin and Class of Soils

Three engineering design courses:
 ENGR 418 Applied Hydraulics
 ENGR 421 Computational Methods
 for Environmental
 Engineering IV
 ENGR 431 Air Quality Management
 ENGR 441 Hydrology II
 ENGR 443 Groundwater Hydrology
 ENGR 445 Water Resources Planning
 & Management
 ENGR 448 River Hydraulics
 ENGR 451 Water & Wastewater
 Treatment Engineering
 ENGR 461 Environmental
 Geotechnology
 ENGR 466 Earthquake Engineering
 ENGR 471 Thermodynamics &
 Energy Systems II
 ENGR 473 Building Energy Analysis
 ENGR 475 Renewable Energy Power
 Systems
 ENGR 477 Solar Thermal Engineering
 ENGR 481 Selected Topics with
 Engineering Design
 ENGR 498 Directed Design Project



ENVIRONMENTAL SCIENCE

Bachelor of Science degree with a major in Environmental Science—

options in either Environmental Ethics, First Nations Environmental Protection, or Environmental Technology

Department Chair

Steven R. Martin, Ph.D.

Environmental & Natural Resource Sciences Department

Natural Resources Building 200
 (707) 826-4147

Associated Faculty & Advisors

Richard Botzler, Wildlife Management
 Steven A. Carlson,
 Environmental & Natural Resource
 Sciences and Rangeland Resources &
 Wildland Soils
 Gregory Crawford, Oceanography
 Stephen Cunha, Geography
 Yvonne Everett, Environmental
 & Natural Resource Sciences
 Kenneth Fulgham, Rangeland Resources
 & Wildland Soils
 Bill Golden, Chemistry
 Steve Hackett, Economics

Richard Hansis, Environmental & Natural
 Resource Sciences

Diane Johnson, Mathematics
 Carol Lasko, Chemistry
 Susan Marshall, Rangeland Resources &
 Wildland Soils

Steven R. Martin, Environmental & Natural
 Resource Sciences and Rangeland

Resources & Wildland Soils

John Meyer, Political Science

Richard Paselk, Chemistry

Steven Steinberg, Environmental &

Natural Resource Sciences

The Program

Through a transdisciplinary approach to interactions between the biological/physical world and human institutions, students (1) understand essential biological/physical processes; (2) analyze human/environment interactions; (3) understand different cultural perspectives on the environment; (4) build critical thinking skills as the basis for decision making and sound value judgments; (5) gain specialized analytical skills in at least one environmental science; (6) build teamwork, leadership, and conflict

resolution skills; and (7) develop effective communication skills.

Within the program, the ethics option maximizes disciplined examination of the human experience of the environment with an emphasis in social engineering to deal with environmental concerns. The technology option prepares students to work broadly with the biophysical elements of our environment while concentrating on a single area of interest. Students in the first nations environmental protection option prepare for environmentally related work on reservations and in agencies that work with American Indian Tribes.

Potential careers: corporate consultant, environmental services advisor, environmental communicator, environmental management consultant, environmental mediator, environmental planner, legislative specialist, political lobbyist, public works advisor, tribal advisor. Students are encouraged to explore opportunities through the Career Center.

Preparation

High school students need strong aca-

demic preparation in math, writing, and the sciences.

REQUIREMENTS FOR THE MAJOR

Environmental Science: Ethics

Complete all courses in the major with a C- or better.

Lower Division Core

Complete all 100-level courses before enrolling in upper division courses.

BIOL 105	Principles of Biology or
BOT 105	General Botany
NRPI 105	Natural Resource Conservation
GEOG 106	Physical Geography
CHEM 107	Fundamentals of Chemistry
STAT 108	Elementary Statistics or
BIOM 109	Introductory Biometrics
OCN 109	General Oceanography
ENGR 115	Intro to Environmental Science & Engineering.

Math code 50 **or**

MATH 115	Algebra & Elementary Functions [minimum requirement] or
MATH 105	Calculus for the Biological Sciences & Natural Resources [recommended]

Upper Division Core

One year of college foreign language or its equivalent.

PHIL/WLDF 302	Environmental Ethics
PSCI 306	Environmental Politics
ECON 309	Economics of a Sustainable Society or
ENGR 308	Technology & the Environment or
OCN 306	Global Environmental Issues
ECON/NRPI 423	Environmental & Natural Resources Economics
ENVS/NRPI 309	Communication in Natural Resource Conflict Resolution or
PHIL/WLDF 309	Case Studies in Environmental Ethics
ENVS 410	Environmental Science Practicum or
ENVS 411	Sustainable Campus
NRPI 377	Introduction to GIS Concepts or
SOC 382	Introduction to Social
NRPI 425	Environmental Impact Assessment

NAS 332 Environmental Justice Research

Two from the following:

GEOG 301	Environmental Conservation
SOC 302	Forests & Culture
SOC 320	Social Ecology
ENGL 311	Nature Writing
HIST 325	North American Environmental History

NAS 331	Introduction to Native American Perspectives on Natural Resources Mgmt
ENVS 400	Inscape & Landscape
ENVS 480/WS 340	Ecofeminism
NRPI 428	One Earth: Common Ground in Resource Management
WS 480	Women Writing Nature

Three from the following:

ENVS/NRPI 309B	Environmental Communication
COMM 322	Intercultural Communication
NRPI 352	Natural Resource Public Relations
AIE 430	Proposal & Grantwriting Process

Concentrations

One of the following course combinations:

Advocacy

COMM 315	Communication & Social Advocacy
PHIL 391	Seminar: Environmental Activism [1 unit]
AHSS 480	Selected Topics [when appropriate]

Plus three from the following:

COMM 214	Persuasive Speaking
COMM 404	Theories of Communication Influence
PSCI 317	Topics in Public Policy
PSCI 358	Political Advocacy
PSYC 335	Social Psychology or
SOC 311	Social Psychology
SOC 480	Social Advocacy & Activism

Ethics

PHIL 303	Theories of Ethics
PSCI 323	Environmentalism & Political Theory

Plus four courses from the environmental ethics minor beyond those already required in the environmental science major

Policy

NRPI 210	Public Land Use Policies & Management
NRPI 325	Natural Resource Regulatory Process
ECON 309	Economics of a Sustainable Society

Two from the following:

PSCI 317	Topics in Public Policy [appropriate topic]
PSCI 323	Environmentalism & Political Theory
PSCI 373	Politics of Sustainable Society or
PSCI 464	Politics of Appropriate Technology in the Third World

Water Resource Policy

WSHD 310	Wildland Hydrology & Watershed Management I
GEOG 350	North American Water Resources
GEOG 352	Regional Climatology

Plus two of the following:

PSCI 352	Water Politics
NAS 366	Tribal Water Rights
GEOG 473	Global Water Resources

Individual Design

At least 16 units that make up a coherent whole. Must be agreed upon by the student and her/his advisor and approved by a 3-faculty-member review board. No more than six units of courses already completed (or in progress) may count.

REQUIREMENTS FOR THE MAJOR

Environmental Science: First Nations Environmental Protection

Complete all courses in the major with a C- or better.

Lower Division Core

NAS 104	Introduction to Native American Studies
BIOL 105	Principles of Biology
BOT 105	General Botany
MATH 105	Calculus for the Biological Sciences & Natural Resources
MATH 115	Algebra & Elementary
NRPI 105	Natural Resource Conservation
GEOG 106	Physical Geography or
GEOL 109	General Geology
BIOM 109	Introductory Biometrics
CHEM 109	General Chemistry
CHEM 110	General Chemistry or
CHEM 328	Brief Organic Chemistry
ENGR 115	Introduction to Environmental Resources Engineering Functions [or Math Code 50]

Upper Division Core

PHIL/WLDF 302 Environmental Ethics
ENGR 308 Technology & the Environment

ENVS/NRPI 309 Communication in
Natural Resource Conflict
Resolution **or**

PHIL/WLDF 309 Case Studies in
Environmental Ethics

ENVS/NRPI 400 Inscape & Landscape

ENVS 410 Environmental Science
Practicum **or**

ENVS 411 Sustainable Campus

NRPI 325 Natural Resource
Regulatory Process **or**

NRPI 425 Environmental Impact

NRPI 377 Introduction to GIS Concepts

NAS 331 Introduction to Native
American Perspectives
on Natural Resources
Management

NAS 332 Environmental Justice

ECON/NRPI 423 Environmental & Natural
Resources Economics
Assessment

One from the following:

JMC 232 Technical Writing

ENVS/NRPI 309B Environmental
Communication

COMM 322 Intercultural Communication

AIE 430 Proposal & Grantwriting
Process

Concentration

BIOL 109/109L General Microbiology/Lab
[no credit for science majors]

FOR 231 Forest Ecology **or**

RRS 370 Rangeland Ecology Principles

SOIL 260/260L Introduction to Soil
Science/Lab

WSHD 310 Wildland Hydrology &
Watershed Management I

NAS 364 Federal Indian Law I

NAS 374 Native American Health

One of these combinations:

- FISH 320 Limnology
- FISH 443 Problems in Water
Pollution Biology

or

- ENGR 350 Introduction to Water
Quality

- ENGR 353 Environmental Health
Engineering

REQUIREMENTS FOR THE MAJOR

Environmental Science: Technology

*Complete all courses in the major with a
C- or better.*

Lower Division Core

*Complete all 100-level courses before
enrolling in upper division courses.*

BIOL 105 Principles of Biology

MATH 105 Calculus for the Biological
Sciences & Natural Resources

Math code 50 **or**

MATH 115 Algebra & Elementary
Functions

NRPI 105 Natural Resource
Conservation

GEOG 106 Physical Geography

BIOM 109 Introductory Biometrics

OCN 109 General Oceanography

CHEM 109 General Chemistry

CHEM 110 General Chemistry **or**

CHEM 328 Brief Organic Chemistry

ENGR 115 Introduction to
Environmental Engineering

Upper Division Core

PHIL/WLDF 302 Environmental Ethics

PSCI 306 Environmental Politics **or**

NAS 332 Environmental Justice

ENGR 308 Technology & the
Environment

ENVS/NRPI 309 Communication in
Natural Resource Conflict
Resolution **or**

PHIL/WLDF 309 Case Studies in
Environmental Ethics

NRPI 377 Introduction to GIS Concepts

NRPI 425 Environmental Impact
Assessment

ENVS 410 Environmental Science
Practicum **or**

ENVS 411 Sustainable Campus

ECON/NRPI 423 Environmental &
Natural Resources Economics

One from the following:

GEOG 301 Environmental Conservation

SOC 302 Forests & Culture

SOC 320 Social Ecology

ENGL 311 Nature Writing

HIST 325 North American

Environmental History

NAS 331 Introduction to Native
American Perspectives
on Natural Resources
Management

ENVS/NRPI 400 Inscape & Landscape

NRPI 428 One Earth: Common Ground
in Resource Management

ENVS 480/WS 340 Ecofeminism

WS 480 Women Writing Nature

One from the following:

JMC 232 Technical Writing

ENVS/NRPI 309 B Environmental
Communication

COMM 322 Intercultural Communication

AIE 430 Proposal & Grantwriting
Process

Concentrations

Choose one of the following combinations:

Appropriate Technology

PHYX 106 College Physics:

Mechanics & Heat

ENGR 114 Whole Earth Engineering

ENGR 305 Appropriate Technology

ENGR 331 Thermodynamics &
Energy Systems I

ENGR 475 Renewable Energy Power
Systems

ENGR 477 Solar Thermal Engineering

MATH 205 Multivariate Calculus for
the Biological Sciences
& Natural Resources

Geology & Watershed Management

GEOG 109 General Geology

MATH 205 Multivariate Calculus for
the Biological Sciences
& Natural Resources

WSHD 310/410 Wildland Hydrology &
Watershed Management I, II

GEOG 350 General Geomorphology

Plus at least six units from the following:

WSHD 480 Selected Topics in
Watershed Management

WSHD 485 Seminar in Watershed
Management

WSHD 510 Advanced Wildland
Water Quality

WSHD 520 Watershed Analysis

GEOG 550 Fluvial Processes

Or advisor-approved courses such as

FISH 480 Restoring River
Ecosystems

Landscape Ecosystems

BOT 105 General Botany

SOIL 260/260L Introduction to Soil
Science/Lab

BOT 350 Plant Taxonomy

BIOL 330 Principles of Ecology **or**
BOT 330/L Plant Ecology/Lab **or**
FOR 231 Forest Ecology **or**
RRS 370 Rangeland Ecology Principles

BIOM 333 Intermediate Statistics **or**
BIOM 408 Experimental Design &
ANOVA **or**
BIOM 508 Multivariate Biometry
NRPI 420 Ecosystem Analysis

Oceanography & Ecosystems

MATH 205 Multivariate Calculus for
the Biological Sciences
& Natural Resources
OCN 260 Sampling Techniques &
Field Studies
OCN 310 Biological Oceanography
OCN 330 Chemical Oceanography
OCN 430 Marine Pollution

Plus two from the following:

CHEM 328 Brief Organic Chemistry
PHYX 380 Micrometeorology
OCN 410 Zooplankton Ecology
OCN 510 Estuarine Ecology
OCN 535 Marine Microbial Ecology
FISH 443 Problems in Water
Pollution Biology

Soils & Alternative Agriculture

SOIL 260/260L Introduction to Soil
Science/Lab
SOIL 462 Soil Fertility
SOIL 465 Soil Microbiology
BIOM 333 Intermediate Statistics **or**
BIOM 408 Experimental Design &
ANOVA **or**
BIOM 508 Multivariate Biometry

Plus two from the following:

BOT 301 Fundamentals of Horticulture
ENGR 380 Community Agriculture
SOIL 468 Introduction to Agroforestry

Soils & Watershed Management

MATH 205 Multivariate Calculus for
the Biological Sciences
& Natural Resources
SOIL 260/260L Introduction to Soil
Science/Lab
SOIL 360 Origin & Classification
of Soils
SOIL 460 Forest & Range Soils
Management **or**
SOIL 467 Soil Physics
WSHD 310/410 Wildland Hydrology &
Watershed Management I, II

Water Quality

BOT 105 General Botany
FISH 320 Limnology
FISH 443 Problems in Water
Pollution Biology

BIOM 333 Intermediate Statistics **or**
BIOM 408 Experimental Design &
ANOVA **or**
BIOM 508 Multivariate Biometry
BIOL 340 Genetics
BIOL 412 General Bacteriology

Water Quality & Hazardous Waste

MATH 205 Multivariate Calculus for
the Biological Sciences &
Natural Resources
CHEM 328 Brief Organic Chemistry
CHEM 438 Introductory Biochemistry
CHEM 450 Chemical Concepts in
Toxicant Behavior **or**
CHEM 451 Biochemical Toxicology
ENGR 350 Introduction to Water Quality
ENGR 353 Environmental Health
Engineering

Wilderness Conservation

BOT 105 General Botany **or**
ZOO 110 General Zoology
BIOL 330 Principles of Ecology **or**
BOT 330/L Plant Ecology/Lab **or**
FOR 231 Forest Ecology **or**
RRS 370 Rangeland Ecology Principles

BIOM 333 Intermediate Statistics **or**
BIOM 408 Experimental Design &
ANOVA **or**
BIOM 508 Multivariate Biometry
FOR 374 Wilderness Area
Management
WLDF 460 Conservation Biology

One of the following:

WLDF 310 Principles of Wildlife
Management
NRPI 420 Ecosystem Analysis
[prereq: BOT 350]
PSYC 405 Environmental Psychology

Individual Design

At least 20 units that make up a coherent whole (to include a second semester of calculus or biometry). Must be agreed upon by the student and advisor and approved by a faculty review board. No more than six units of courses already completed (or in progress) may count.



ENVIRONMENTAL SYSTEMS

Master of Science degree in Environmental Systems, with options in environmental resources engineering, geology, international development technology, & mathematical modeling

This program is administered by the coordinator of the environmental systems graduate program of the College of Natural Resources and Sciences.

Coordinator

Dr. Rollie Lamberson

Department of Mathematics

Library 8
(707) 826-4926

Graduate Secretary

College of Natural Resources & Sciences
Forestry 101
(707) 826-3256

The Program

The environmental resources engineering option focuses on systems analysis and numerical methods for advanced studies.

Career possibilities: environmental engineer; water quality engineer; solar engineer; water resources engineer.

The geology option, during its first year, gives a quantitative and qualitative background for research in applied geology. Students usually spend their summers on thesis research. The second year is devoted to research, data analysis, and writing the thesis.

Career possibilities: field geologist, engineering geologist, exploration geophysicist, hydrologist, and marine geologist.

The international development technology option offers a broad education in development issues. The focus is on technologies important in development work and design, their implementation, and evaluation of projects. The curriculum includes training in cultural, political, economic, and sociological factors involved in technology intervention.

Career possibilities: resource planner; development project director; development engineer; and development field worker.

The mathematical modeling option offers a range of mathematical techniques and applications. Students spend their second year on specific topics involving advanced modeling techniques in solving an environmental problem.

Career possibilities: mathematical modeler, systems analyst, resources analyst, and teacher.

Preparation

- Earn an approved bachelor's degree for the selected option.
- Satisfy general admission requirements.
- Earn satisfactory test scores from the verbal and quantitative sections of the Graduate Record Examination.
- File a statement of objectives with reasons for pursuing a master's degree with a particular option.

REQUIREMENTS FOR THE DEGREE

- Complete an environmental systems program of courses arranged with a graduate advisor and approved by the faculty graduate committee. The program must include the core courses below plus an environmental systems option. Background deficiencies may be satisfied by taking approved undergraduate courses.

- Complete all **core course requirements**:

SCI 501	Graduate Orientation in Environmental Systems
SCI 530	Environmental Systems Data Collection & Analysis
SCI 697	Topics in Environmental Systems
SCI 698	Graduate Colloquium in Environmental Systems

- Complete one of the following options:

Environmental Resources Engineering
Geology
International Development Technology
Mathematical Modeling

- Write an acceptable thesis/project.

Environmental Resources Engineering Option

- **Prerequisites.** Applicants should (a) have an undergraduate major in engineering (civil, mechanical, agricultural, chemical, industrial, environmental, or other) and (b) submit Graduate Record Examination (GRE) test scores.
- **Required courses.** All core requirements given above plus one of the following:

ENGR 501	Environmental Systems Analysis I or
ENGR 521	Advanced Numerical Methods for Engineers

- **Approved upper division and graduate courses** in a coherent package to bring total units to 30 (no more than six thesis units)

Geology Option

- **Prerequisites.** Applicants should (a) have an undergraduate major in geology or a related science and (b) submit transcripts and Graduate Record Examination scores in both aptitude and geology. Applicants must have at least a year of college physics and a minimum of two semesters of calculus (three semesters desirable).

- **Required courses.** All core requirements above plus option requirements:

GEOL 550	Fluvial Processes
GEOL 551	Hillslope Processes
GEOL 553	Quaternary Stratigraphy
GEOL 554	Quaternary Geology Field Methods
GEOL 555	Quaternary Tectonics

- **Approved upper division and graduate courses** in a coherent package to bring the total units to 30. Electives generally will be taken within the College of Natural Resources and Sciences.

International Development Technology Option

- **Prerequisites.** An appropriate undergraduate degree which includes courses in elementary statistics and probability, calculus, computer programming, and at least six semester units of anthropology and/or social science. Additionally, students should have at least one year of a language other than English—or equivalent experience.

- **Required courses.** All core requirements above plus option requirements:

ENGR 530	Development & Design of Technology Interventions
ENGR 531	Coordination & Planning of Technology Interventions
ENGR 535	Development Technology
PSCI 665	Women & Third World Development

- **Approved upper division and graduate courses** (no more than six thesis units) to bring total units to 30. Four courses must be chosen as a coherent package from three elective groups:

Community Process/Human Resources
Development Policy/Economics
Technology/Natural Resources

- At least one course must be chosen from each group above. PSCI 665 is credited toward the course requirement in Community Process/Human Resources.

Mathematical Modeling Option

- **Prerequisites.** An appropriate undergraduate degree which includes a background in the following areas: linear algebra, numerical analysis, probability and statistics, and differential equations. Deficiencies in any area may be satisfied by taking approved undergraduate courses. Submit GRE test scores in aptitude and an advanced area.

- **Required courses.** All core requirements above plus option requirements:

MATH 521 Applied Stochastic Processes
MATH 561 Dynamic Systems
MATH 564 Applied Optimization
MATH 595 Mathematical Modeling Practicum
MATH 580 Selected Topics in Mathematics [at least 3 units]

- **Approved upper division courses and graduate courses** to bring total units to 30, producing in-depth knowledge of an area of study in environmental systems or natural resources.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Mathematics

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

The certificate consists of five components (12-13 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

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

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes/issues involved in mathematics instruction. One unit taken before first semester and two units taken during first semester of the MS program:

MATH 700 In-Service Professional Development in Mathematics [3 units total]

2) Higher Education Teaching Methods

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

EDUC 583 Teaching in Higher Education

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

3) Professional Development Seminar

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

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

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

SP 683 College Faculty Preparation Internship

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

OR

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

MATH 701 In-Service Professional Development in Mathematics [3 units total]

5) Capstone Experience

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

SP 685 Instructional Resources for Higher Education [2 units]



ETHNIC AMERICAN LITERATURES

Minor in Ethnic American Literatures

Advisor

Christina Accomando, Ph.D.
Founders Hall 219
(707) 826-3479

The Program

Drawing on classes from ethnic studies, Native American studies, and English, this interdisciplinary minor provides the opportunity to study the diverse literatures of multi-ethnic American writers.

Students gain an understanding of the comparative histories and cultures of ethnic groups in the US through ES 105, required of all minors. Minors take another 12 units in ethnic American literature and culture, including ENGL/ES 336, American Ethnic Literature. Courses might concentrate on the literary traditions of a particular group (Native American, African American, Asian American, or Chicano literatures) or

examine multi-ethnic US literatures in a comparative way. Various special topics courses also may apply, depending on the topic and subject to advisor approval.

This minor can be particularly useful for those planning careers in teaching, social work, business, law, journalism, and community development.

REQUIREMENTS FOR THE MINOR

15 units in approved courses in ethnic studies, Native American studies, and English:

Required:

ES 105 Introduction to US Ethnic Studies

ES/ENGL 336 American Ethnic Literature

Eight additional approved units in ethnic American literature and culture. Options include:

ENGL 330 American Literature
[depending on topic; consult advisor]

ENGL 465 Multicultural Issues in Literature [depending on topic; consult advisor]
ES 314 Chicano Culture & Society in America
ES/ENGL 336 American Ethnic Literature [topics vary; may be repeated]
NAS 310 Native American Literature [topics vary; may be repeated]
NAS 311 Oral Literature & Oral Tradition
NAS 482 Special Topics in Native American Language & Literature

Consult with the advisor for approval of special topics courses not on this list.



ETHNIC STUDIES [INTERDISCIPLINARY]

Bachelor of Arts degree with an Interdisciplinary Studies major — option in Ethnic Studies

Minor in Ethnic Studies

Department Chair

Rosamel S. Benavides-Garb, Ph.D.

Program Director

Barbara Brinson Curiel, Ph.D.

Department of World Languages & Cultures

University Annex 129
(707) 826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

Ethnic Studies uses interdisciplinary and cross-cultural comparative methods to provide diverse perspectives that challenge monolithic thinking about the formation of identities and societies. It reveals silenced and marginalized voices from different frames of cultural reference and

helps students recognize how some voices seem silenced while others seem amplified in local, national, and global contexts. This program specifically explores and compares the experiences of American ethnic groups (such as African Americans, Latinos/as, Asian Americans, Native Americans, and Euro-Americans) at the local and national level. At the same time it pushes students to think globally and reach beyond American borders. It prepares students to better understand the intersections of race, ethnicity, class, gender, sexuality, nationality, and religion in the experiences of all groups and individuals, including those with privilege and power. Ethnic Studies creates a complex, self-reflexive, inclusive, and interactive model for critical thinking and social change. By developing students' awareness of human interconnection, social inequality, and cultural diversity, Ethnic Studies promotes human interactions for social justice in the 21st century.

Preparation

High school students should take American ethnic literature, social studies, and history.

REQUIREMENTS FOR THE MAJOR

The major is designed around a 12-unit core of comparative courses, 9-10 units of Core Electives, and 2 units of Service Learning Courses. Students also complete 15-20 units of an Interdisciplinary Concentration in one of three topic areas: Multicultural Arts, Literature and Language; Multicultural Histories; or Society and Justice. There are 38-44 total units in the major.

Core Courses (required for all majors)

Lower Division (6 units)

ES 105/NAS 105 Introduction to US Ethnic Studies
ES 108/WS 108 Power/Privilege: Gender & Race, Sex, Class

Upper Division (6 units)

ES 308 Multicultural Perspectives in

American Society
ES 324 Ethnic American History

Core Electives (required)

One course from each of the following three areas:

History and Culture

ES 110 Introduction to African-American Studies
ES 314 Chicano Culture & Society in America
ES 326 Minorities & the Media
ES 336/ENGL 336 American Ethnic Literature
ES 353 Asian American Studies
ES 480 500 Years of Chicano History

Social Justice Movements

ES 325 From Civil Rights to Black Power
ES 330/WS 330 Ethnic Women in America
ES 360/WS 360 Race, Gender and U.S. Law

Transnational Issues in Ethnic Studies

ES 304/GEOG 304 Migrations & Mosaics.
ES 310 US & Mexico Border
ES 480/ANTH 306 Asian Diaspora & Globalization

Service Learning Requirement

In consultation with an advisor, complete two units of service learning or internship courses in any department.

Interdisciplinary Concentration

Five courses (15-20 units) in a coherent sequence or theme approved by the major advisor. Four courses (12-16 units) should be taken in one of the following focus areas, and one course (3-4 units) should be taken in a different concentration area. These five courses should be taken in at least three different departments. Courses not listed may be applied with advisor approval. Courses taken to satisfy the Core Elective requirement cannot also be counted toward the concentration.

Concentration Areas

Multicultural Arts, Literature & Language

ART 301 The Artist: Mexican Muralists in Mexico & the US, or
ART 316 Topics in Early 20th Century Art: Mexican Muralists in Mexico & the US
ES 336/ENGL 336 American Ethnic Literature
ES 480 Poetry for Social Change
ES 480 Hip Hop and the Black Experience

ENGL 465 Multicultural Issues in Literature/Languages (Prerequisite: ENGL 320)
FREN 300 African Storytelling
MUS 302 Music in World Culture
MUS 305 Jazz: An American Art Form
PE 193 Mexican Folklorico Dance
THEA 307 Theatre of the Oppressed

Multicultural Histories

ES 110 Introduction to African American Studies
ES 310 US & Mexico Border
ES 314 Chicano Culture & Society in America
ES 320 African American History
ES 327 Afro-American Religion
ES 328 African Religion & Philosophy
ES 340 Chinese & Japanese Americans
ES 343 Japanese Americans & the Concentration Camps
ES 480 500 Years of Chicano History
GEOG 340 Geography of the Pacific Basin
HIST 305 The American West, 1763-1900
HIST 383 California History
HIST 385 Borderlands & the Southwest

Society and Justice

ES 313/EDUC 313/WS 313 Education for Action
ES 322 African American Family
ES 323 Patterns of Pan-Africanism
ES 325 From Civil Rights to Black Power
ES 341 The Asian American Family & Inter-marriage
ES 352 Dynamics of Black Culture
ES 353 Asian American Studies
ES 354 Minorities, American Institutions, & Social Services
ES 360/WS 360 Race, Gender and U.S. Law
ES 480/PSCI 340 Ethnicity & Nationalism
ES 482 Topical Research in Majority/Minority Relations
PSCI 305 The American Political Dream
PSCI 359 California Government
PSYC 302 Psychology of Prejudice
SOC 303 Race & Ethnic Relations
SOC 305 Sociology of the Modern World-System
SOC 308 Sociology of Altruism & Compassion
SOC 315 Social Class
SOC 319 Ecology of Family Violence
SOC 363 Environmental Crime
SOC 420 Social Change
WS 311 Feminist Theory and Practice
WS 319 Ecology of Family Violence
WS 370 Queer Women's Lives

Senior Portfolio

Interdisciplinary Studies majors in Ethnic Studies submit a final portfolio comprised of representative essays from major courses, including:

- One essay written in one of the Core courses of the major
- One essay from a Core Elective Course
- One research paper which engages theory and methodology in Ethnic Studies
- One short essay that assesses the student's internship or community service.
- The student's own reflective 3-4 page essay which examines the submissions to the portfolio, addressing the student's growth and development as s/he completed the major.

REQUIREMENTS FOR THE MINOR

Students must take 15 units of approved courses in ethnic studies, including ES 105, Introduction to US Ethnic Studies. Six of the 15 units must be upper division. The program director must approve the program of study before completion of the first nine units.



FAMILY STUDIES

Minor in Family Studies

Department Chair

Nancy L. Hurlbut, Ph.D.

Department of Child Development

Jenkins Hall 206C
(707) 826-3471

The Program

Examine the family from multiple perspectives, giving special attention to changes in the American family over time and across ethnic and socioeconomic groups. Look at various methods for working with families and helping the family remain strong and healthy.

Knowledge about families is excellent background for work in social services, teaching, community development, community health, counseling, family law, public administration, or public policy.

REQUIREMENTS FOR THE MINOR

Family History

CD 251 Child & Society

Growth and Development Foundation

Minimum of one course from:

CD 253 Prenatal Infant Development
CD 255 Early Childhood Development
CD 256 Middle Childhood Development
PSYC 213 School Age Child
PSYC 414 Psychology of Adolescence and Young Adulthood
SW 350 Human Behavior and the Social Environment I

Contemporary Family Dynamics

Minimum of one course from:

CD 352 Parent/Child Relationships
PSYC 303 Family Relations in Contemporary Society
SOC 306 The Changing Family

Cultural Variations

Minimum of one course from:

CD 467 Working with Culturally Diverse Families
COMM 322 Intercultural Communication
AIE 335 Social Cultural Considerations

Interacting with Families

Minimum of one course from:

CD 366 Exceptional Children & Their Families*
CD 370 Working with Family Resources
CD 465 Parents in Partnership
AIE 435 AIE: Counseling Issues
SW 440 Family Social Work
AIE 335 Social Cultural Considerations

Special Family Topics

Minimum of three units from:

CD 362 Children & Stress
CD 366 Exceptional Children & Their Families*
SW 431 Juvenile Delinquency
SW 480 Special Topics (Must be related to the family – Prior permission to count toward minor must be approved)

Advocacy & Public Policy

CD 479 Policy Analysis & Advocacy
[completion of other courses in minor required]

* CD 366 may be used for Interacting with Families or Special Family topics section, but not both.



FILM

Minor in Film

Also see: *Theatre Arts*

Film Minor Advisor

Ann Alter
(707) 826-5409 / aea2@humboldt.edu

Department of Theatre, Film & Dance

Theatre Arts Building, room 20
(707) 826-3566

The Program

Independent filmmaking is the focus of both the undergraduate film area and the masters program (see Theatre Arts). We advocate a hands-on approach, where students are encouraged to experience film by making films. Basic preproduction, production, and postproduction skills are taught, with emphasis on experimental, documentary, and narrative forms.

Students fund their own films, though there is sometimes a modest budget for class projects. During fall and spring semesters, students can apply for Answer Print Funds (used for bringing 16mm films to completion), based on the overall integrity and quality of the film and the grant proposal.

The annual Humboldt International Film Festival, produced and organized by students, is the oldest student-run festival in the world. Conceived in 1967, this annual spring showcase brings to the university and Humboldt County a week of exciting activities: workshops with professional filmmakers, screenings of international filmmakers' recent works, and opportunities for individual sessions with visiting artists. The festival is a juried competition attracting film entries from all over the world. There are many opportunities for student involvement in the festival, including several paid positions as festival co-directors.

This minor prepares persons for careers using the basic skills of cinematography, editing, directing, and sound recording and engineering.

REQUIREMENTS FOR THE MINOR

F=offered fall only; S=spring only; A=offered alternate years as funding permits

Total unit requirement: 16

THEA 312 Cinematography I
[see prerequisite]
THEA 372 Cinematography II [F]
THEA 394 Film Studies in Theatre Arts: Film Festival
[S, one-unit minimum]
THEA 439 Audio Production I [F]

Two of the following:

THEA 305 Art of Film:
Beginning to 1950s (satisfies upper division GE) **or**

THEA 306 Art of Film: 1950s to the Present
[satisfies upper division GE]

THEA 313 Theory & Criticism of Film [A]
THEA 465 Film Seminar: Motion Pictures [A]

Other recommended courses:

THEA 348 Writing for Film [A]
THEA 373 Cinematography III [S]
THEA 450 Audio Production II [S]

THEA 476 Film Directing [A]
THEA 477 Cinema Production Workshop

Additionally, special topics courses (1 or 2-units) offered as funding permits. Past topics have included: Location Sound Recording, African Cinema, Documentary Editing, Lesbian & Gay Films, Beginning Animation, Grant Writing for the Arts



FISHERIES BIOLOGY

Bachelor of Science degree with a major in Fisheries Biology—options available in freshwater fisheries, marine fisheries, aquaculture, and aquarium sciences.

Minor in Fisheries Biology

See Natural Resources for information on the master of science degree.

Department Chair

David Hankin, Ph.D.

Department of Fisheries Biology

Fisheries & Wildlife Building 220
(707) 826-3953
www.humboldt.edu/~fish

The Program

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, and aquarium sciences. Each of these areas has its own important role to play in the overall conservation of fish resources.

Fisheries Biology students have on-campus facilities for hands-on studies: a recirculating freshwater fish hatchery, rearing ponds, spawning pens, an artificial stream, and modern laboratories for study of fish genetics, pathology, taxonomy, ecology,

and age and growth. Also on campus is the California Cooperative Fishery Research Unit, supported by both state and federal government, and a large fish museum collection.

Off campus, students take classes and carry out research projects at the university's marine laboratory in Trinidad, about 12 miles north of campus. They also develop projects at the City of Arcata's internationally recognized wastewater aquaculture facilities. A 90' University-owned ocean-going vessel, docked in Eureka, is available for classes and for faculty and graduate student research in nearshore ocean waters. Numerous small boats and a specialized electrofishing boat are available for instruction and research in local bays, lagoons and estuaries.

Our graduates may qualify for certification by the American Fisheries Society as Associate Fisheries Scientists, and many continue their education after HSU, receiving MS or Ph.D. degrees in fisheries biology or other closely related fields.

Possible careers: aquarium curator, aquatic biologist, biological technician, environmental specialist, fish culturist, fish health manager, fisheries biologist, fisheries consultant, fisheries modeler, fisheries statistician, hydrologist, museum curator, reservoir manager, restoration ecologist, sewage treatment water analyst, water quality advisor.

Preparation

We recommend that high school students interested in Fisheries Biology take as many challenging biology, chemistry, mathematics and computer classes as possible, and that they also stress oral and written communications.

REQUIREMENTS FOR THE MAJOR

Lower Division

BIOL 105 Principles of Biology
BIOM 109 Introductory Biometrics
FISH 110 Introduction to Fisheries
MATH 105 Calculus for the Biological Sciences & Natural Resources
ZOO 110 General Zoology
CHEM 107 Fundamentals of Chemistry **or**
CHEM 328 Brief Organic Chemistry **or**
an equivalent two-semester sequence in inorganic & organic chemistry
PHYX 106 College Physics: Mechanics & Heat **or**
GEOL 109 General Geology

Upper Division

FISH 310 Ichthyology
FISH 380 Techniques in Fishery Biology
FISH 460 Principles of Fishery Management
FISH 495 Senior Fisheries Seminar
FISH 314 Fishery Science Communication **or**
BIOL 369 Professional Writing in the Life Sciences

One course from:

BIOL 410 Cell Biology
FISH 311 Fish Physiology
ZOO 310 Animal Physiology

One genetics course from:

BIOL 340 Genetics
BIOL 345 Genetics with Population Emphasis
FISH 474 Genetic Applications in Fish Management

One quantitative course from:

BIOM 333 Intermediate Statistics
BIOM 406 Introduction to Sampling Theory

BIOM 408 Experimental Design & ANOVA
BIOM 508 Multivariate Biometry
FISH 450 Introductory Fish Population Dynamics

Or an approved upper division quantitative course

Options

Aquaculture

FISH 370/370L Aquaculture/Practicum
FISH 375 Mariculture
FISH 471 Fish Health Management

FISH 320/320L Limnology/Practicum **or**
OCN 109 General Oceanography

FISH 430/430L Ecology of Freshwater Fishes/Lab **or**

FISH 435 Ecology of Marine Fishes

Aquarium Sciences

FISH 375 Mariculture **or**
FISH 370/370L Aquaculture/Practicum

FISH 430/430L Ecology of Freshwater Fishes/Lab **or**

FISH 435 Ecology of Marine Fishes **or**
BIOL 330 Principles of Ecology

FISH 444 Aquarium Sciences
FISH 471 Fish Health Management
ZOO 314 Invertebrate Zoology

BA 110 Introduction to Business **or**
BA 375 Management Essentials

Freshwater Fisheries

FISH 320/320L Limnology/Practicum
FISH 430/430L Ecology of Freshwater

Fishes/Lab
FISH 443 Problems in Water

Pollution Biology
ZOO 316 Freshwater Aquatic Invertebrates

FISH 585 Ecology of Running Waters **or**

FISH 560/560L Coastal Stream Management and Practicum

Marine Fisheries

FISH 335 Commercial Fisheries
FISH 375 Mariculture
FISH 435 Ecology of Marine Fishes
OCN 109 General Oceanography
ZOO 314 Invertebrate Zoology

Electives

Required: Ten units (Freshwater Fishes, Marine Fisheries, Aquaculture). Six Units (Aquarium Sciences). With elective units, students may:

- engage in more in-depth study of subjects in which they have had introductory course work (biometry, fish health, or stream restoration, for example),
 - pursue interests in subjects not normally part of the fisheries curriculum (e.g., small business management courses for students in the aquaculture option), **or**
 - take courses outside the selected fisheries option (for example, students in the freshwater option may take courses in marine fish ecology or aquaculture).
- FISH 165, 200, and 300 are **not** suitable for approved electives for majors in Fisheries Biology. Generally, upper division GE science classes (300-309) are also not suitable for approved electives.

Before enrolling in elective courses, consult with a faculty advisor to ensure that selected units are appropriate and will satisfy approved elective requirements. These consultations normally take place during the junior year or, for transfer students, during the first semester at Humboldt.

REQUIREMENTS FOR THE MINOR

16 units:

FISH 310 Ichthyology
FISH 460 Principles of Fishery Management

Plus one of the following pathways:

- FISH 320/320L Limnology/Practicum
FISH 430/430L Ecology of Freshwater Fishes/Lab **or**
- OCN 109 General Oceanography
FISH 435 Ecology of Marine Fishes



FORESTRY

Bachelor of Science degree with a major in Forestry—options available in forest hydrology, forest production management, forest resource conservation, forest resources management, and wildland fire management.

Minor in Forestry

Minor in Watershed Management

See Natural Resources for details on the Master of Science program.

Department Chair

K. O. Fulgham, Ph.D.

Department of Forestry & Watershed Management

Forestry Building 205
(707) 826-3935

The Program

Humboldt State University is located in the heart of the coast redwood forest. This environment provides outdoor classrooms for more than half of the forestry courses. Field trips illustrate lecture concepts and teach field techniques.

Excellent on-campus laboratories complement the outdoor lab. Students have access to the college forest, the Schatz Tree Farm, public and private forest lands, and various production centers. Because Humboldt County also has a large forest products industry, Humboldt State is an excellent place to study the resolution of environmental issues with economic concerns.

Students and faculty interact with professional forest managers and researchers of the region both in the classroom and in the field.

Forestry is an incorporative discipline, drawing from the biological, physical, social, and managerial sciences. The curriculum aids in understanding the biological complexities of the forest and the interactions between the forest and social and economic demands.

The program provides sufficient background and depth of education to give a sound basis for professional growth within a broad range of forestry-related careers. Our graduates often start as forest rangers, park rangers, fire fighters, timber cruisers, or surveyors. Some hold staff positions in the federal and state agencies, forest products industry, or with environmental organizations. Graduates go on to build careers in: wildland fire

management, forest management, forest protection, park management, watershed management, forest biology, forest engineering, industrial management, resource planning, forest conservation, and research and education.

Visit our Web page at www.humboldt.edu/~for.

Preparation

In high school, take a broad background. Biological/physical sciences, mathematics, social sciences, and the arts are helpful.

REQUIREMENTS FOR THE MAJOR

Lower Division

- At least one course in a basic biological science that meets general education requirements and is comparable to BOT 105;
- At least one course in a basic physical science that meets general education requirements and is comparable to CHEM 107;
- One course in calculus which includes integration, meets general education requirements, and is comparable to MATH 105;
- Plus the following:
 - FOR 116 The Forest Environment
 - FOR 210 Forest Measurements
 - FOR 216 Forest Remote Sensing & Geographic Information Systems
 - FOR 220 Forest Resource Protection
 - FOR 230 Dendrology
 - FOR 231 Forest Ecology
 - BIOM 109 Introductory Biometrics
 - SOIL 260/260L Introduction to Soil Science/Lab

Upper Division Core

- FOR 311 Forest Mensuration & Growth
- FOR 331 Silvics—Foundation of Silviculture
- FOR 400 Ethics in Forestry
- FOR 432 Silviculture & Its Social Influences
- FOR 471 Forest Administration
- NRPI/ENVS 309 Communication in Natural Resource Conflict Resolution
- WSHD 310 Wildland Hydrology & Watershed Management I

Option 1

Forest Hydrology

Lower Division

- GEOL 109 General Geology
- MATH 205 Multivariate Calculus for the Biological Sciences & Natural Resources
- PHYX 106 College Physics: Mechanics & Heat or
- PHYX 109 General Physics I: Mechanics

Upper Division

- FOR 343 Forest Road Location & Design
- FOR 365 Financial Forest Administration
- GEOL 350 General Geomorphology
- SOIL 467 Soil Physics
- WSHD 410 Wildland Hydrology & Watershed Management II
- WSHD 479 Forest Hydrology Capstone
- WSHD 485 Seminar in Watershed Management

This program meets the qualifications for “Forester” and for “Hydrologist” in Federal employment.

Option 2

Forest Production Management

- FOR 343 Forest Road Location & Design
- FOR 350 Forest Harvesting & Utilization
- FOR 365 Financial Forest Administration
- FOR 444 Harvesting Systems Design & Cost Analysis
- FOR 479 Forestry Capstone

Plus 8 units of forest-based natural resource technical electives or courses in allied fields. Two or more courses must be in a two-course sequence or in two specialized areas of forest-based natural resources. These technical electives must be approved by the student’s advisor and the department chair.

Option 3

Forest Resource Conservation

- FOR 321 Fire Ecology
- FOR 374 Wilderness Area Management
- FOR 430 Advanced Forest Ecology
- FOR 479 Capstone
- ECON 423 Natural Resource Economics **or**
- FOR 365 Financial Forest Administration

Plus 12 units of forest-based natural resource technical electives or courses in allied fields. Two or more courses must be in a two-course sequence or in two specialized areas of forest-based natural resources. These technical electives must be approved by the student's advisor and the department chair.

Option 4

Forest Resources Management

FOR 350	Forest Harvesting & Utilization
FOR 365	Financial Forest Administration
FOR 475	Forest Management Decision Making
FOR 479	Forestry Capstone

Plus 12 units of forest-based natural resource technical electives or courses in allied fields. Two or more courses must be in a two-course sequence or in two specialized areas of forest-based natural resources. These technical electives must be approved by the student's advisor and the department chair.

Option 5

Wildland Fire Management

FOR 321	Fire Ecology
FOR 323	Fire Behavior/Suppression
FOR 422	Wildland Fire Use
FOR 423	Wildland Fuels Management
FOR 424	Wildland Fire Seminar
FOR 479	Forestry Capstone

Plus 12 units of forest-based natural resource technical electives or courses in allied fields. Two or more courses must be in a two-course sequence or in two specialized areas of forest-based natural resources. The student's advisor and the department chair must approve these technical electives.

REQUIREMENTS FOR THE FORESTRY MINOR

Required courses:

FOR 210	Forest Measurements
FOR 230	Dendrology
FOR 231	Forest Ecology

FOR 216	Forest Remote Sensing & Geographic Information Systems or
FOR 220	Forest Resource Protection

Plus two of the following, or one of the following and a second approved forestry course:

FOR 315	Forest Management
FOR 321	Fire Ecology
FOR 374	Wilderness Area Management
FOR 302	Forest Ecosystems & People or
FOR 307	California's Forests & Woodlands

REQUIREMENTS FOR THE WATERSHED MANAGEMENT MINOR

See Watershed Management.



FRANCOPHONE STUDIES

Minor in Francophone Studies

Department Chair

Rosamel S. Benavides-Garb, Ph.D.

Program Director

Valérie Budig-Markin, Ph.D.

Department of World Languages & Cultures

University Annex 129
(707) 826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

This minor combines the study of French language and culture with other academic interests. See also the French major and minor, which follow.

All classes from outside the Department of World Languages and Cultures are taught in English.

This minor allows an expanded view of the Francophone world through disciplines other than language and civilization.

A student might use this minor to become an employee of a nongovernmental organization, interpreter, teacher, foreign service officer, airline employee, travel agent, foreign correspondent, international banker, literary translator.

Preparation

Those who have studied French in high school can begin at the intermediate or advanced level.

REQUIREMENTS FOR THE MINOR

FREN 320	French Civilization: Past/Contemporary
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At least 20 additional units, to include:

- Any two 4-unit French courses at the level of FREN 107 and above.
- At least one course from three of the following departments:

Art

When courses treat French artists or French artistic movements:

ART 301	The Artist or
ART 315	Topics in 19th Century Art or
ART 316	Topics in Early 20th Century Art

Business Administration

BA 410	International Business [only with consent of instructor]
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Geography

GEOG 472	Topics in Regional Geography [relating to Francophone areas]
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History

HIST 330	History of West Africa
HIST 341	European Cultural History Since 1700



FRENCH

Bachelor of Arts degree with a major in French

Minor in French

See also Francophone Studies Minor

Department Chair

Rosamel Benavides-Garb, Ph.D.

Program Director

Valérie Budig-Markin, Ph.D.

Department of World Languages & Cultures

University Annex 129

(707) 826-3226, fax 826-3227

www.humboldt.edu/~wlc

The Program

The French program emphasizes the use of the French language through a curriculum that closely relates the classroom to the Francophone world. Creating a personal environment, French faculty and students participate in weekend film, creative writing, and cultural workshops and retreats. In small classroom settings, students study the literature and culture of France, as well as the literatures and cultures of such Francophone regions and countries as Quebec, Belgium, Switzerland, Morocco, Algeria, Tunisia, Senegal, Cote d'Ivoire, Congo, Mali, and the Caribbean.

In order to increase their fluency in the language, students of French are encouraged to spend one academic year studying in France, or one summer in France program. In conjunction with Montpellier, France at the Institut Méditerranéen d'Études Francophone, students may choose to stay for the month of June only or continue the program for another four weeks in July.

Visits by 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.

Career possibilities: nongovernmental organization employee, interpreter, teacher, ESL teacher, foreign service officer, airline employee, travel agent, foreign correspondent, international banker, literary translator, international business person, Francophone country tour guide, Peace Corps volunteer.

Preparation

Those who have studied French in high school can begin at the intermediate or advanced level.

REQUIREMENTS FOR THE MAJOR

42 upper division units (at least 12 to be completed at Humboldt) including:

- FREN 300 African Storytelling
- FREN 311 Advanced French Language V
- FREN 312 Advanced French Language VI
- FREN 315 Masterpieces: Middle Ages to Voltaire
- FREN 316 Masterpieces: French Revolution to Camus
- FREN 317 Modern Francophone Literature
- FREN 320 French Civilization: Past/Contemporary
- FREN 318 French Poetry **or**
- FREN 319 Francophone Theatre/Cinema

Remaining units from the following:

- FREN 306 Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories
- FREN 321 Intensive Language in France
- FREN 322 Cultural Journal in France
- FREN 323 Culture & Civilizations in France
- FREN 350 Advanced Conversation & the Media
- FREN 410 Bilingual African Newsletter
- FREN 480 [1-4 unit] Seminar
- FREN 480 Retreat
- FREN 480 Seminar [Film]
- FREN 492 Senior Honors Thesis or Project [honors only]
- FREN 499 Directed Study

REQUIREMENTS FOR THE MINOR

20 units including:

- FREN 107 French Level III
- FREN 207 French Level IV
- FREN 311 Advanced French Language V
- FREN 312 Advanced French Language VI

Students, helped by a faculty advisor, determine a course of study reflecting their interests.



FRENCH EDUCATION

Bachelor of Arts degree with a major in French—education option leading to a single subject teaching credential

Department Chair

Rosamel Benavides-Garb, Ph.D.

Program Director

Valérie Budig-Markin, Ph.D.

Department of World Languages & Cultures

University Annex 129
(707) 826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

This program prepares students primarily for teaching in junior high school and high school. For information on the preliminary and professional clear teaching credentials, see Education.

Learn to speak, read, write, and understand French with relative fluency. Also learn current methods of teaching modern languages and the importance of language in the development of culture and civilization.

Participants in this program gain a new perspective on their native language and its relation to a multicultural world.

Courses are taught in French, allowing rapid progress in the language. Videocassettes, films, and computer software further assist students. The faculty help students interested in teaching, business, and medical fields. The department also sponsors visits

by writers, artists, consular officials, and other guests.

Preparation

A solid background in English grammar and syntax is recommended. Any previous study of a modern language is helpful but is not required.

REQUIREMENTS FOR THE MAJOR

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

Students earning this degree must take CSET assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

The French Education major requirements are the same as the French major—previous page—with the addition of FREN 435 to bring total upper division units to 46.

Upper Division

46 upper division units (at least 12 to be completed at Humboldt) including:

- FREN 300 African Storytelling
- FREN 311 Advanced French Language V
- FREN 312 Advanced French Language VI
- FREN 315 Masterpieces: Middle Ages to Voltaire
- FREN 316 Masterpieces: French Revolution to Camus
- FREN 317 Modern Francophone Literature
- FREN 320 French Civilization: Past/Contemporary
- FREN 318 French Poetry **or**
- FREN 319 Francophone Theatre/Cinema

Remaining units from the following:

- FREN 306 Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories
- FREN 321 Intensive Language in France
- FREN 322 Cultural Journal in France
- FREN 323 Culture & Civilizations in France
- FREN 350 Advanced Conversation & the Media
- FREN 410 Bilingual African Newsletter
- FREN 435 Linguistics
- FREN 480 [1-4 unit] Seminar
- FREN 480 Retreat
- FREN 480 Seminar [Film]
- FREN 492 Senior Honors Thesis or Project [honors only]
- FREN 499 Directed Study



GEOGRAPHY

Bachelor of Arts degree with a major in Geography

Minor in Geography

Department Chair

Joseph Leeper

Department of Geography

Founders Hall 109
(707) 826-3946

The Program

We offer a quality undergraduate program incorporating a wide range of courses in human and physical geography and cartography. The department upholds a strong tradition of field study, such as annual expeditions to the Tibet Plateau, the Grand Canyon, the Sierra Nevada, and other Western venues as well as linkages to overseas programs in China, Europe, and Latin America. Geography also sponsors an annual delegation to the West Coast Model Arab League.

Research and teaching facilities include a 15-station laboratory dedicated to mapping and design. Cartographic and visualization skills are incorporated throughout the geography curriculum.

The department is a center for geographic education in California. It is the headquarters of the California Geographic Alliance, which specializes in geography outreach for teachers, students, and the general public. The department also houses the California Geographic Bee.

Opportunities abound for students to participate in geographic education outreach efforts through internships and other activities. Geography has a strong record of placing students in prestigious internships with organizations such as the National Geographic Society, the National Park Service, the California Coastal Commission, and local planning agencies.

Our graduates find employment in a number of fields, including teaching, environmental and city planning, international development, foreign affairs, and cartography. Many go on to pursue graduate degrees in geography or related fields.

Preparation

In high school take history, government, mathematics, science, and a foreign language.

REQUIREMENTS FOR THE MAJOR

Lower Division

GEOG 105 Cultural Geography
GEOG 106 Physical Geography
GEOG 216 Mapping Science

Upper Division

Foundation course:

GEOG 311 Geographic Research
& Writing

Two human/cultural courses from:

GEOG 300 Global Awareness
GEOG 304 Migrations & Mosaics
GEOG 360 Geography of the World
Economy
GEOG 363 Political Geography
GEOG 364 Urban Geography
GEOG 470 Topics in Geography
for Teachers
GEOG 471 Topics in Systematic
Geography

Two physical/environmental courses from:

GEOG 301 Environmental Conservation
GEOG 350 North American Water
Resources
GEOG 352 Regional Climatology
GEOG 353 Mountain Geography
GEOG 473 Topics in Advanced
Physical Geography

One techniques course from:

GEOG 316 Computer Cartography
GEOG 416 Advanced Cartography
Design Seminar
NRPI 377 Introduction to GIS Concepts
NRPI 470 Intermediate GIS

One regional course from:

GEOG 322 California
GEOG 332 Geography of the
Mediterranean
GEOG 335 Geography of the Middle East
GEOG 340 Geography of the Pacific Basin
GEOG 341 Middle America
GEOG 344 South America
GEOG 472 Topics in Regional Geography

Senior capstone course:

GEOG 411 Senior Field Research

Completion of a related minor (determined in consultation with an advisor)

REQUIREMENTS FOR THE MINOR

GEOG 105 Cultural Geography
GEOG 106 Physical Geography

Plus three upper division electives via written contract with the department chair



GEOLOGY

Bachelor of Science degree with a major in Geology

Bachelor of Arts degree with a major in Geology

Bachelor of Arts degree with a major in Geology (Geoscience Education option)—see Science Education.

Minor in Geology

For the master of science degree program, see Environmental Systems.

Department Chair

Susan Cashman, Ph.D.

Department of Geology

Founders Hall 7
(707) 826-3931

The Program

The BS degree in geology emphasizes independent research at the senior level and is recommended for students who plan to enter graduate school.

The BA degree in geology is for students seeking:

- preparation to qualify them for employment in private industry or government agencies
- a liberal arts degree in geology
- broad understanding of the earth sciences

Humboldt's natural setting offers many field opportunities for instruction and research. Students work on projects directly with faculty, who encourage their involvement.

Humboldt has extensive lab space. Equipment for student use includes petrographic microscopes, an x-ray diffractometer, an atomic absorption spectrometer, an x-ray spectrometer, field surveying apparatus, a seismic refraction unit, a proton magnetometer, an electrical resistivity meter, a portable seismograph, and a microprobe.

Career opportunities: field geologist, geostatistician, hydrogeologist, reservoir engineer, map editor, petroleum geologist, geophysicist, park naturalist, teacher, mining geologist, engineering geologist, marine geologist, paleontologic curator, research geologist, lab researcher, remote sensing analyst, hydrologist.

Preparation

In high school take courses in mathematics, statistics, computer programming, biology, chemistry, and physics. Prepare to write effectively and speak precisely. Competence in a language other than English is desirable.

REQUIREMENTS FOR THE MAJOR

Lower Division

GEOL 109	General Geology
CHEM 109	General Chemistry
CHEM 110	General Chemistry
MATH 109	Calculus I
MATH 110	Calculus II

One of the following two series:

- PHYX 106 College Physics:
Mechanics & Heat
- PHYX 107 College Physics:
Electromagnetism
& Modern Physics **or**
- PHYX 109 General Physics I:
Mechanics
- PHYX 110 General Physics II:
Electricity, Heat

One of the following:

BIOM 109	Introductory Biometrics
MATH 210	Calculus III
STAT 108	Elementary Statistics

Upper Division

GEOL 310	Mineralogy & Optical Crystallography
GEOL 311	Petrography
GEOL 320	Invertebrate Paleontology
GEOL 322	Stratigraphy & Sedimentation
GEOL 330	Structural Geology
GEOL 350	General Geomorphology
GEOL 470	Field Methods
GEOL 471	Field Mapping Techniques
GEOL 472	Extended Field Mapping
GEOL 473	Geologic Report Writing
GEOL 485	Seminar
GEOL 490, 491, 492	Senior Thesis [BS degree only]

Five units of approved upper division geology electives, including at least one of the following:

GEOL 414	Igneous & Metamorphic Petrology
GEOL 415	Sedimentary Petrology
GEOL 422	Paleoecology
GEOL 425	Crustal Evolution & Tectonics
GEOL 430	Advanced Structural Geology
GEOL 445	Geochemistry
GEOL 457	Engineering Geology
GEOL 460	Solid Earth Geophysics
GEOL 461	Applied Geophysics
GEOL 482	Advanced Instrumental Methods in Geology (minimum of 2 units)
GEOL 524	Methods of Geochronology
GEOL 550	Fluvial Processes
GEOL 551	Hillslope Processes
GEOL 553	Quaternary Stratigraphy
GEOL 555	Quaternary Tectonics
GEOL 556	Hydrogeology

REQUIREMENTS FOR THE MINOR

GEOL 109	General Geology or
GEOL 108	The Dynamic Earth

14 additional units of approved geology courses, of which 11 units must be upper division



GERMAN

Bachelor of Arts degree with a major in German

Minor in German

Minor in German Studies

Department Chair

Rosamel S. Benavides-Garb, Ph.D.

Program Director

Kay LaBahn Clark, Ph.D.

Department of World Languages & Cultures

University Annex 129

(707) 826-3226, fax 826-3227

www.humboldt.edu/~wlc

The Program

Students acquire the ability to speak, understand, read, and write in German with reasonable fluency. Classes in literature and civilization give the cultural heritage of the German-speaking nations.

Most classes are taught in German, allowing rapid progress. Faculty assist students wishing to apply the language to other fields, including business, social studies, or the natural sciences. Visits by literary critics, artists, consular officials, and guests from various parts of the German-speaking world complement classes. Taped interviews, video-cassettes, films, and computer software are also available.

The German faculty and students participate in weekend workshops and retreats. Recent topics for these gatherings have been film, current affairs, and customs in lands where the language is spoken. Retreats take place in a youth hostel, away from the university in a coastal setting.

Students also have the opportunity to study abroad with the CSU International Programs in the state of Baden Württemberg. Check with the German faculty regarding other opportunities to travel and study in German-speaking countries, including the summer travel/study program to Halle, Germany.

Possible careers: teacher, ESL teacher, international banker, international lawyer, international financier, interpreter, travel agent, export/import employee, foreign service officer, foreign correspondent.

Preparation

Students should have a good background in English grammar and syntax. While

knowledge of German is welcomed, it is not required.

REQUIREMENTS FOR THE MAJOR

Upper Division

27 upper division units (at least 12 to be completed at Humboldt) including:

GERM 311	German Level V
GERM 312	German Level VI
GERM 315	Modern German Literature I
GERM 316	Modern German Literature II
GERM 330	Advanced Laboratory Practice
GERM 350	Advanced Conversational German
GERM 401	German Civilization
GERM 402	German Civilization

REQUIREMENTS FOR THE GERMAN MINOR

21 units, including:

GERM 107	German Level III
GERM 207	German Level IV
GERM 311	German Level V
GERM 312	German Level VI

The remaining nine units from:

GERM 305	Marx, Nietzsche, Freud & German Literature
GERM 315	Modern German Literature I
GERM 316	Modern German Literature II
GERM 330	Advanced Laboratory Practice
GERM 350	Advanced Conversational German
GERM 401	German Civilization
GERM 402	German Civilization
GERM 480	Undergraduate Seminar
GERM 480	Children's Language Academy

REQUIREMENTS FOR THE GERMAN STUDIES MINOR

22 units, including:

GERM 107	German Level III
GERM 207	German Level IV
GERM 311	German Level V
GERM 312	German Level VI

The remaining six units may be selected from any of the following courses (depending upon interests and particular emphasis of the student), with at least one course from outside of the German program.

ART 301	The Artist: German Expressionism [or equivalent course on German art]
ART 315	Topics in 19th Century Art [when appropriate]
ART 316	Topics in Early 20th Century Art [when appropriate]

ART 317	Topics in Late Modern & Contemporary Art [when appropriate]
BA 410	International Business Management [for business majors]
BA 415	International Business Essentials [for non-business majors]
ECON 306	Economics of the Developing World
ENGL 240	World Literature [when appropriate]
GEOG 360	Geography of the World Economy [when appropriate]
GEOG 472	Topics in Regional Geography [when appropriate]
GERM 305	Marx, Nietzsche, Freud & German Literature
GERM 306	Sex, Class, and Culture: Gender & Ethnic Issues in International Short Stories
GERM 480	Special Topics
GERM 499	Independent Study
HIST 300	The Era of World War I
HIST 301	The Era of World War II
HIST 341	European Cultural History Since 1700
HIST 344	19th Century Europe
HIST 348	Modern Germany
PHIL 302	Environmental Ethics
PHIL 384	History of Philosophy: 19th Century
PSCI 330	Political Regimes & Political Change: Europe

Courses offered by various departments, usually under the rubric of Special Topics, may be relevant and appropriate to the German Studies minor. Such courses will be approved by the German faculty on a case-by-case basis.

About Electives

The department encourages students to combine the study of German with their other academic interests. Therefore, students may use relevant courses from other disciplines as elective credit toward the major or minor in German. For example: art history (German art topics), geography (on Western Europe), history and political science (where German issues are a major part), and philosophy (German philosophers). Consult with a German advisor about these electives.



GERMAN EDUCATION

Bachelor of Arts degree with a major in German—education option leading to a single subject teaching credential

Department Chair
Rosamel Benavides-Garb, Ph.D.

Program Director
Kay LaBahn Clark, Ph.D.

Department of World Languages & Cultures

University Annex 129
(707) 826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

This program prepares students primarily for teaching in junior high and high school. (For information on preliminary and professional clear credentials, see Education.)

Learn to speak, read, write, and understand German with relative fluency. Also learn current methods of teaching modern languages and the importance of language in the development of culture and civilization. Gain a new

perspective on your native language and its relation to a multicultural world.

Courses are taught in German, allowing rapid progress. Taped interviews, video-cassettes, films, and computer software further assist students.

The faculty help students interested in teaching, business, and medical fields. The department also sponsors visits by literary critics, artists, consular officials, and other guests.

Preparation

A solid background in English grammar and syntax is recommended. Any previous study of a language other than English is helpful but is not required.

REQUIREMENTS FOR THE MAJOR

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

Students earning this degree must take CSET assessments before entering the

credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Requirements for the German Education major are the same as for the German major (previous page), with the addition of GERM 435 to bring the upper division unit total to 30.

Upper Division

30 upper division units (at least 12 to be completed at Humboldt) including:

GERM 311	German Level V
GERM 312	German Level VI
GERM 315	Modern German Literature I
GERM 316	Modern German Literature II
GERM 330	Advanced Laboratory Practice
GERM 401	German Civilization
GERM 402	German Civilization
GERM 435	Linguistics



HISTORY

Bachelor of Arts degree with a major in History

Minor in History

Department Chair
Anne Paulet, Ph.D.

Department of History
Founders Hall 180
(707) 826-3641

The Program

This program is excellent preparation for graduate school leading to careers in law, business, and teaching. History graduates also do well as: archivists, diplomats, editors, historians, law clerks, library reference workers, publicists, writers.

Preparation

In high school take history, English, geography, government, and languages other than English.

REQUIREMENTS FOR THE MAJOR

Lower Division

HIST 110 United States History to 1877

HIST 111 United States History from 1877

Two from the following:

HIST 104 Western Civilization to 1650

HIST 105 Western Civilization, 1650 to Present

HIST 106 Africa & Middle Eastern Civilization

HIST 107 East Asian History to 1644

HIST 108 East Asian Civilization Since 1644

HIST 109 Colonial Latin American History

HIST 109B Modern Latin America

Both from the following:

HIST 210 Introduction to History

HIST 226 Computer Research in History

Upper Division Pathways

- Take at least 4-units from each of the three pathways below.
- Must have a minimum of 20 units in pathways.
- Special topics courses (HIST 391, 392, 393) may be used in the appropriate pathways.
- See an advisor concerning HIST 300, 301, 305, 311, and 312.

European History Pathway

HIST 314 Ancient Greek Civilization & History

HIST 315 History & Civilization of Rome

HIST 322 The Age of Knights & Monks

HIST 341 European Cultural History Since 1700

HIST 342 Early Modern Europe

HIST 344 19th Century Europe

HIST 348 Modern Germany

HIST 350 Modern Russia

HIST 352 Tudor Stuart England:
1485-1714
HIST 353 History of England:
19th & 20th Centuries
HIST 392 Special Topics in
European History

US History Pathway

HIST 368 Colonial & Revolutionary
America
HIST 369 The Age of Jefferson &
Jackson
HIST 371 Civil War & Reconstruction
HIST 372 Rise of Modern America,
1877-1929
HIST 374 Contemporary America,
1929 to the Present
HIST 375A US Foreign Relations,
1789-1943
HIST 375B US Foreign Relations,
1943-Present
HIST 376 American Social Thought
HIST 383 California History
HIST 384 20th Century American West
HIST 385 Borderlands & the Southwest
HIST 389 Women in United States
History

HIST 391 Special Topics &
Interdisciplinary Studies
in History
HIST 354 Modern Ireland:
1600 to present

World Regions History Pathway

HIST 313 Ancient Egyptian
Civilization & History
HIST 325 North American
Environmental History
HIST 326 History of Mexico
HIST 330 History of West Africa
HIST 332 History of Southern Africa
HIST 333 The Middle East, 600-1750
HIST 334 The Middle East Since 1750
HIST 338 Modern Chinese History
HIST 339 Modern Japanese History
HIST 393 Special Topics in
Non-Western History

Capstone Courses

HIST 490 Senior Seminar [4 units]
HIST 493 Portfolio Assessment
for History Majors

REQUIREMENTS FOR THE MINOR

HIST 110 United States History
to 1877
HIST 111 United States History
from 1877
HIST 210 Introduction to History
Two courses from the following:
HIST 104 Western Civilization
to 1650
HIST 105 Western Civilization,
1650 to Present
HIST 106 Africa & Middle Eastern
Civilization
HIST 107 East Asian History to 1644
HIST 108 East Asian Civilization
Since 1644
HIST 109 Colonial Latin American
History
HIST 109B Modern Latin America

Plus eight units of upper division history
electives.



INDIAN NATURAL RESOURCE, SCIENCE, & ENGINEERING

Indian Natural Resource, Science, & Engineering (INRSEP) is a support program for American Indian/Alaskan Native/Native Hawaiian students pursuing degrees in the sciences and natural resource disciplines:

- Biological sciences
- Chemistry
- Computer information systems
- Environmental engineering
- Fisheries
- Forestry / watershed management
- Geology
- Kinesiology
- Mathematics
- Natural resources planning & interpretation
- Nursing
- Oceanography
- Physics
- Psychology
- Rangeland resource science
- Wildlife management

Director

Russell Boham, Ed.D.
Walter Warren House 38
(707) 826-4994

The Program

With the advice of an academic advisor, students may develop a major within the Individual Design option of the NRPI major.

Personal counseling, career counseling, and lower division academic advising are key elements in the support program. In addition INRSEP encourages students to enroll in specialized courses offered by Native American Studies:

Courses

NAS 331 Introduction to Native
American Perspectives
on Natural Resource
Management
NAS 362 Tribal Governance &
Leadership
NAS 364 Federal Indian Law I
NAS 366 Tribal Water Rights

Student Groups

INRSEP sponsors several student organiza-
tions:

- HSU Student Drum
- HSU Pow Wow Committee
- INRSEP Club
- American Indian Science and
Engineering Society (AISES)



INDUSTRIAL TECHNOLOGY

Bachelor of Science degree with a major in Industrial Technology
options in technology management or applied technology

Minor in Industrial Technology

Department Chair
A. Mark Doggett, Ph.D.

Department of Industrial Technology

Jenkins Hall 206C
(707) 826-4281

The Program

The program is designed for students interested in business and industry. Students have full use of modern and well equipped laboratories at Humboldt.

Graduates pursue careers in: industrial training, material scheduling, production supervision, technical writing, product development, industrial design, technical field representation, contracting, production planning, operations analysis, project control, construction management, inspection and testing, development engineering, manufacturing engineering, and industrial sales.

REQUIREMENTS FOR THE MAJOR

Core Requirements

Regardless of the option chosen, all students must complete these core requirements:

IT 110	Introduction to Industrial Technology
IT 115	Industrial Materials & Processes
IT 140	Technical Drawing & Computer-Aided Design
IT 151	Electricity & Electronics
IT 171	Introduction to Power & Energy
IT 220	Technical Woodworking
IT 230	Manufacturing I
IT 234	Technical Writing
IT 290	Mechanical Systems
IT 315	Technology Research
IT 333	Manufacturing II
IT 349	Principles of Industrial Design
IT 390	Industrial Health & Safety
IT 491	Observation & Analysis of Industry
IT 492	Senior Project
IT 493	Value Analysis & Quality Control
IT 494	Production Operations Management

Required Support Courses

CIS 100	Critical Thinking with Computers*
MATH 115	Algebra & Elementary Functions
PHYX 106	College Physics: Mechanics & Heat*
STAT 108	Elementary Statistics*
CHEM 107	Fundamentals of Chemistry* or
CHEM 305	Environmental Chemistry*

* Course also meets general education requirements.

Technology Management Option Management Core

BA 355	Essentials of Financial & Management Accounting
BA 375	Management Essentials

Management Electives

Three of the following courses:

BA 210	Legal Environment of Business
BA 345	Marketing Essentials
BA 365	Finance Essentials
ECON 104	Contemporary Topics in Economics*

Completing all four courses (plus the core) constitutes eligibility for a minor in Business Administration.

Applied Technology/Education Option

IT 251	Industrial Control Electronics
IT 345	Computer-Aided Drafting & Design
IT 590	Principles & Problems of Teaching Industrial Subjects [required for teaching option only; may not be met with community college certificate]

Plus one of the following pathways:

Construction Pathway

IT 225	Construction Systems
IT 340	Architectural Design
IT 425	Construction Estimating & Scheduling

Manufacturing Pathway

IT 430	Computer Numerical Control
IT 431	Computer-Aided Manufacturing
IT 470	Principles of Fluid Power

REQUIREMENTS FOR THE MINOR

A minimum of 18 IT units, at least nine of which must be upper division. A maximum of two units of independent study may apply to the minor.



INDUSTRIAL TECHNOLOGY EDUCATION

**Bachelor of Science degree
with a major in Industrial
Technology**—education option leading
to a single subject teaching credential

Department Chair
A. Mark Doggett, Ph.D.

Department of Industrial Technology
Jenkins Hall 206C
(707) 826-4281

The Program

The single subject prepares graduates for secondary (grades 7-12) and community college teaching. (For information on preliminary and professional clear teaching credentials, see Education.)

Other potential careers: developer of instructional materials, industry in-service trainer, vocational teacher, industrial education consultant.

Humboldt offers well equipped laboratories for students in the industrial technology program.

REQUIREMENTS FOR THE MAJOR

Take the same core requirements and support courses as for the industrial technology major with the applied technology/education option, described on the previous page.

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

Students earning this degree are well prepared to take SSAT/Praxis assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.



INTERDISCIPLINARY STUDIES

**Bachelor of Arts degree
with an Interdisciplinary Studies
major**

**Bachelor of Science degree with an
Interdisciplinary Studies major**

For more formally defined options within the interdisciplinary studies major, see Dance Studies, Ethnic Studies, International Studies and Women's Studies.

Program Coordinator
Jay VerLinden, Ph.D.
Professor of Communication
House 54, Room 108
(707) 826-3252
jgv1@humboldt.edu
www.humboldt.edu/~jgv1/verlinden.html

The Program

The student-designed interdisciplinary studies major provides structure for the formal study of an interdisciplinary theme encompassing three academic disciplines. This is intended to be an exceptional major with a high degree of academic rigor.

Participants create their own interdisciplinary majors in consultation with several advisors. Programs should explore intellectual or conceptual relationships between traditional areas of study.

REQUIREMENTS FOR THE MAJOR

The interdisciplinary major consists of approved course work in three academic disciplines, planned according to the following instructions:

- Prior to acceptance into this major, students must be in good academic standing and must write an essay justifying and explaining the major. Once a student has a draft of the essay, s/he should meet with the interdisciplinary studies major coordinator.
- Both the program coordinator and the advisors of the disciplines chosen must approve a minimum of 48 units.
- Distribute 45 of these 48 units over three distinct areas or disciplines. (Include at least 33 upper division units within the 45.)
- Each of the three areas requires a minimum of 12 units, including at least six upper division units.
- At the time the major contract is signed by the coordinator and the advisors, only 18 previously completed units, and only six units in progress, may be included. Thus, at least 30 semester units must remain to be completed within the major.

- No more than nine of the previously completed units may come from any one area.
- Students may not double count general education and major requirements.
- Complete all classes in the major with a grade of C or better except those that are mandatory credit/no credit.
- Senior Project: Complete SP 401 Final Interdisciplinary Project, a three-unit course requiring a project, thesis, or culminating experience demonstrating the integration of the disciplines in the major OR 3 units Directed Study (1 unit from each area advisor). The coordinator may approve substitution of directed study units for SP 401. Evaluation and grading of the course work will be done by the student's advisors.



INTERNATIONAL RELATIONS

Minor in International Relations

Advisor

Sam Sonntag, Ph.D.

Department of Government & Politics

Founders Hall 132
(707) 826-3917

The Program

The international relations minor from the Government and Politics Department at HSU offers students an opportunity to expand the horizons of their knowledge to include the international community and its relationships.

An international relations minor can augment almost any field of study. Politics, economics, history, teaching, law and others all have international scope and concerns. Career opportunities include the foreign service, the non-profit sector, business and development.

The minor is structured to introduce students to the discipline through a lower division survey course and provide breadth through approved general education courses in related disciplines. The concentration portion of the minor allows student to focus on a specific region or subfield within international relations.

Introduction (3 units)

PSCI 240 International Relations

Breadth (6 units)

ECON 306 Economies in Transition & Development

GEOG 300 Global Awareness

INTL 310 Global Economics and Politics

PSCI 303 Third World Politics

Concentration (9 units)

Upper-division courses in various disciplines, selected in consultation with advisor



INTERNATIONAL STUDIES [INTERDISCIPLINARY]

Bachelor of Arts degree

with an Interdisciplinary Studies

major—option in International Studies

See *Interdisciplinary Studies for self-designed BA and BS degree programs.*

Department Chair

Rosamel S. Benavides-Garb, Ph.D.

Program Director

Saeed Mortazavi, Ph.D.
(707) 826-3846

Department of World Languages & Cultures

University Annex 129
(707) 826-3226; fax (707) 826-3227
www.humboldt.edu/~intlst/

Academic Advisors

Chinese Studies

Wurlig Bao, Mary Scoggin, Ray Wang

Cultural Studies

Michael Eldridge

European Studies

Rosamel S. Benavides-Garb, Paul Blank, Elizabeth Boone, Valérie Budig-Markin, Kay LaBahn Clark, James Gaasch

Globalization Studies

Wurlig Bao, Manuel Callahan, Erick Eschker, Beth Wilson, Noah Zerbe

International Business Studies

Saeed Mortazavi

Islamic Culture Studies

Paul Blank, Bill Herbrechtsmeier, Saeed Mortazavi

Latin American Studies

Rosamel S. Benavides-Garb, Paul Blank, Elizabeth Boone, Lilianet Brintrup, Manuel Callahan, Joseph Leeper, Martha Manier

Pacific Basin Studies

Paul Blank, Ray Wang

Postcolonial African Studies

Paul Blank, Valérie Budig-Markin, Manuel Callahan, James Gaasch, Tom Gage, Nathan Smith, Noah Zerbe

The Program

This is a unique, faculty-designed program with four distinct components: core curriculum, area concentration, language proficiency, and residency abroad. The program provides a flexible and balanced combination between classroom instruction and direct contact with the regions and cultures of interest.

The program prepares students to enter the international labor force in the US or abroad, in the public or private sector; in for-profit or nonprofit organizations. This program also provides a basic foundation for further graduate work and scholarship in the international field.

REQUIREMENTS FOR THE INTERNATIONAL STUDIES OPTION

Core Courses

Both of the following:

GEOG 300 Global Awareness**

INTL 310 Global Economics and Politics

WLC 480 World Cultures & Alternative Representations

One methodology area course:

ANTH 318 Ethnography

COMM 322 Intercultural

Communication**

One course on modern world issues:

ECON 305 International Economics

ECON 306 Economics of the Developing World**

HIST 312 World History from the Enlightenment

PSCI 303 Politics of the Third World**

SOC 303 Race & Ethnic Relations**

SOC 305 Sociology of the Modern World-System**

Concentration Area

Choose one of the following concentration areas (described in detail in the next section). Each concentration area requires six courses.

Chinese Studies

Cultural Studies

European Studies

Globalization Studies

International Business Studies

Islamic Culture Studies

Latin American Studies
 Pacific Basin Studies
 Postcolonial African Studies

Second Language

All students in the option must demonstrate a basic proficiency in the target language pertinent to the concentration area. Proficiency is generally equivalent to a fifth semester or higher of college-level language. Some concentration areas have more specific language requirements. Check below.

Residency Abroad

All students in the option must complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project or assignment approved by the concentration area advisor(s). Some concentration areas have more specific residency requirements. Check the following.

CONCENTRATION AREAS

Chinese Studies

This concentration provides a breadth of knowledge and direct experience of Chinese culture and society. It is appropriate for those whose work will require considerable cultural competency.

Language & Culture

Three courses from the following:

- ANTH 328 Social Anthropology Lab: Culture Contact
- ANTH 340 Language & Culture
- ANTH 348 Linguistics Lab: Chinese Language & Culture* [only when taught with a clear cultural angle, e.g., calligraphy]
- GEOG 472 China's Cultural Realms*
- HIST 107 East Asian Civilization to 1644**
- HIST 108 East Asian Civilization Since 1644**

Breadth Courses

Three courses from three different departments.

- ANTH 306 World Regions Cultural Studies: China**

* Course only meets requirements if specific topic is appropriate to the concentration area. Consult with an advisor.

** Courses also meet GE and/or DCG requirements.

*** Course taught in non-English language (Spanish, French, German).

- ANTH 359 Chinese Archaeology
- ANTH 390 World Regions Cultural Seminar: China
- ANTH 492 China Field Project
- GEOG 340 Geography of the Pacific Basin
- GEOG 411 Senior Field Research in China
- HIST 338 Modern Chinese History
- PHIL 385 History of Philosophy: China
- RS 340 Zen, Dharma, & Tao**

Students may include special topics courses in Chinese culture offered by any department. Consult with an advisor first.

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester abroad (12 units minimum). Participate in an international study or research experience in China (or in a predominantly Chinese community outside the US) arranged with the appropriate academic advisors.

Cultural Studies

This concentration focuses on the diverse transnational cultural phenomena (musical, literary, filmic, artistic) that characterize the modern era. Of particular interest is the role of cultural production in the exercise and aftermath of empire: the relationship between culture and imperialism, the forging of new national cultures in the Third World, emergence of border and diaspora cultures, and evolution of other sorts of cultures that now cross-pollinate and circulate across global routes.

Visual & Performing Arts

Two from the following:

- ART 104K Introduction to Tribal Art**
- MUS 302 Music in World Culture**
- THEA 303 World Dance Expressions**

Cultures In Migration

Two from the following:

- ANTH 306 World Regions Cultural Studies* **
- ANTH 340 Language & Culture
- ES/GEOG 304 Migrations & Mosaics**

Language & Literature

Two courses from the following:

- ENGL 240 World Literature*
- ENGL 305 Postcolonial Perspectives: Literature of the

- ENGL 465 Developing World** Multicultural Issues in Language*/**
- WS/FREN/GERM/SPAN 306 Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories**

Various other special topics may be appropriate to this concentration. These will be approved on a case-by-case basis by the concentration area advisors.

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project or assignment approved by the concentration area advisor(s).

European Studies (France, Germany, Spain)

This concentration (with an emphasis in either France, Germany, Spain, or a combination) provides language and cultural skills necessary to work in European history, politics, culture, and economy. Emphases on language acquisition and time spent abroad give students direct experience with the societies of Europe. Courses allow ample opportunity to explore and select an appropriate focus. In consultation with faculty advisors, students may develop an emphasis within European Studies other than those mentioned above.

Continental Background

Five from the following:

- ART 315 Topics in 19th Century Art*
- ART 316 Topics in Early 20th Century Art*
- ART 317 Topics in Late Modern & Contemporary Art*
- BA 415 International Business Essentials
- ECON 306 Economics of the Developing World**
- ENGL 240 World Literature*
- GEOG 332 Geography of the Mediterranean
- GEOG 360 Geography of the World Economy*
- GEOG 472 Topics in Regional Geography*
- HIST 300 Era of World War I**
- HIST 301 Era of World War II**

HIST 341	European Cultural History Since 1700
HIST 344	19th Century Europe
PHIL 302	Environmental Ethics**
PHIL 384	History of Philosophy: 19th Century
PSCI 330	Political Regimes & Political Change*

Language/Regional Emphasis

One course from one emphasis area:

Emphasis in France

FREN 306	Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories**
FREN 320	Francophone Culture & Civilization***
FREN 480	Seminar: Albert Camus
HIST 330	History of West Africa

Emphasis in Germany

ART 301	The Artist: German Expressionism** [or equivalent course on German art]
GERM 305	Marx, Nietzsche, Freud & German Literature
GERM 306	Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories
HIST 348	Modern Germany

Emphasis in Spain

SPAN 343	The Golden Age***
SPAN 344	Modern Hispanic Theater Workshop*/***
SPAN 345	Hispanic Cinema*/***
SPAN 348	Contemporary Hispanic Poetry*/***
SPAN 349	Contemporary Spanish Novel***
SPAN 401	Hispanic Civilization: Spain***

Special topics courses in European culture/society offered by any department may fulfill this requirement. Prior approval by the concentration area advisor is mandatory.

Language Requirement

Demonstrate basic language proficiency in the target language pertinent to the region of emphasis: French, German, or Spanish. The required proficiency is equivalent to 1+ on the current US government scale. Meet this requirement by examination or by completing two semesters of language courses beyond the second year.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

Globalization Studies

Globalization is the process of increasing integration among world economies. Examine the profound economic, political, cultural, and environmental dimensions of this process and its impact on various regions of the world.

Economic Dimension

Two courses from the following:

ANTH 316	Anthropology & Development
ECON 306	Economics of the Developing World**
GEOG 360	Geography of the World Economy
PSCI 303	Politics of the Third World**
PSCI 360	Political Economy
SOC 305	Sociology of the Modern World-System**

Political Dimension

One course from the following:

HIST 375A	US Foreign Relations, 1789-1943 or
HIST 375B	US Foreign Relations, 1943 to present
PSCI 341	International Law
PSCI 347	US Foreign Policy
PSCI 440	International Organizations

Environmental Dimension

One course from the following:

ECON 309	Economics of a Sustainable Society**
GEOG 301	Environmental Conservation**
PSCI 373	Politics of a Sustainable Society
PSCI 464	Politics of Appropriate Technology in the Third World
SOC 320	Social Ecology

Cultural Dimension

One course from the following:

ANTH 329	Women & Development
ANTH 329	Ethnicity & Race in Global Perspective
PSCI 340	Ethnicity & Nationalism
SOC 303	Race & Ethnic Relations**

Regional Dimension

One course from the following:

ANTH 390	World Regions Cultural Seminar
GEOG 332	Geography of the Mediterranean
GEOG 335	Geography of the Middle East
GEOG 340	Geography of the Pacific Basin

GEOG 341	Middle America
GEOG 344	South America**
HIST 309	Revolution, Reform, Response**
HIST 330	History of West Africa
HIST 332	History of Southern Africa
HIST 334	The Middle East Since 1750 AD
HIST 338	Modern Chinese History
HIST 339	Modern Japanese History
HIST 341	European Cultural History Since 1700
HIST 350	Modern Russia
PSCI 330	Political Regimes & Political Change

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

International Business Studies

This concentration is designed for those seeking employment in the international field. It provides a basic understanding of business functions and their applications to cultural, political, and economic environments of international firms.

Prerequisite

STAT 108	Elementary Statistics (GE Area B) or equivalent
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Business Dimension

Six required courses:

BA 345	Marketing Essentials
BA 355	Essentials of Financial & Management Accounting
BA 365	Finance Essentials
BA 375	Management Essentials
BA 415	International Business Essentials
BA 444	International Marketing

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

Islamic Culture Studies

This concentration has three focuses: first, the study of diverse Islamic cultures, from Africa, the Middle East, and Asia to the increasing Muslim population in the US; second, the fostering of good will among the 1/5 of humankind belonging to this religion; third, the acquisition of language experience in Arabic or some language indigenous to the region visited. Students are encouraged to travel to some Islamic culture for study or fieldwork.

Islamic Background

Two from the following:

HIST 333	The Middle East, 600 to 1750 or
HIST 334	The Middle East Since 1750
RS 332	Introduction to Islam or
GEOG 335	Geography of the Middle East or
ECON 315	Political Economy of Islam

Sub-areas

Four from the following:

ANTH 306	World Regions Cultural Studies**
ANTH 390	World Regions Cultural Seminar
BA 410	International Business Mgmt
BA 415	International Business Essentials
ENGL 240	World Literature*
ENGL 465	Multicultural Issues in Literature/Languages
ES 328	African Religion & Philosophy
GEOG 332	Geography of the Mediterranean
GEOG 360	Geography of the World Economy
GEOG 363	Political Geography
GEOG 472	Topics: Cultural Realms*
GEOL 303	Earth Resources**
HIST 311	World History to the Enlightenment
HIST 312	World History from the Enlightenment
HIST 334	The Middle East Since 1750 AD
PSCI 330	Political Regimes & Political Change*
SOC 303	Race & Ethnic Relations**

Language Requirement

Demonstrate a basic language proficiency in the target language (generally equivalent to a fifth semester or higher of college-level language). The target language must be Arabic or a language indigenous to the region visited. Given the complex nature of some of these languages, two of the appro-

priate academic advisors are to evaluate the student's language proficiency.

Residency Abroad

Compete a full academic semester of residency abroad (12 units minimum) in some Islamic community. Study and/or work on a meaningful project or assignment approved by the concentration area advisors.

Latin American Studies

Develop the professional skills and gain the knowledge necessary to establish a lasting and successful relationship with a public or private sector organization in Latin America and/or the US. Explore diverse areas of study related to the region, including anthropology, archaeology, art, dance, economics, film, geography, history, language, literature, muralism, music, politics, and popular cultures.

This concentration welcomes students with specific goals in the international field as well as those who would complement this degree with a second major or minor, especially in technical areas: appropriate technology, computers, natural resources, environmental studies, etc. Finally, this concentration provides the basic foundations for graduate work in Latin American studies.

Social Sciences

Three courses from the following:

ANTH 306	World Regions Cultural Studies* **
ANTH 390	World Regions Cultural Seminar
ANTH 395	Mesoamerican Archaeology
ES 310	US & Mexico Border
ES 314	Chicano Culture & Society in America**
GEOG 341	Middle America
GEOG 344	South America**
HIST 309	Revolution, Reform, Response**
PSCI 330	Political Regimes & Political Change*
SPAN 402	Hispanic Civilization: Latin America***

Arts & Literatures

Three from the following:

ART 104M	Latin American Art** or
ES 480	Latin American Art
ART 301	The Artist: Mexican Muralists in Mexico & the US** or
ART 316	Topics in Early 20th Century Art: Mexican Muralists in Mexico & the US
MUS 485	Seminar: Art & Dance

ENGL 240	World Literature*
ENGL 305	Postcolonial Perspectives: Literature of the Developing World**
ENGL 465	Multicultural Issues in Language**
SPAN 345	Hispanic Cinema***
SPAN 346	Borges & the Contemporary Spanish American Short Story***
SPAN 347	The "Boom" of the Latin American Novel***
SPAN 348	Contemporary Hispanic Poetry***
SPAN 450	Threads of Communication
SPAN 480	Undergraduate Seminar* [taught in English or Spanish]

Language Requirement

Demonstrate a basic Spanish language proficiency of 1+ on the current US government scale. Meet this requirement by standardized test or by completing two semesters of language courses beyond Spanish second year. Four units of one of the following courses satisfy this requirement:

SPAN 250	Intermediate Spanish Conversation
SPAN 311	Spanish Level V, Advanced Grammar & Composition

Residency Abroad

Complete a full academic semester of residency (12 units minimum), or its equivalent, in a Latin American country.

- Conduct field research or enroll in a professional internship in a topic or area agreed upon with the concentration area advisors.
- If full-time status is needed to obtain financial aid, enroll in a Special Topics Field Research/Internship equivalent to full-time status at Humboldt.
- Present a written report of the field research or professional internship experience (minimum 20 pages, maximum 50 pages).
- Conduct a public presentation or class presentation on the topic of the field research or professional internship experience.

A combination of the language acquisition program and field research (or professional internship) is possible. Residency in a Latin American country should take place only after extensive consultation with the appropriate academic advisors and after receipt of their written approval.

Pacific Basin Studies

Explore the emerging realm of the Pacific Basin from a variety of disciplinary perspectives, focusing on both the American and Australasian sides of the ocean. The Pacific Basin has emerged as a critical world region. Its destiny will determine the shape of the 21st century. The person familiar with Pacific Basin issues will be better prepared to face the challenges of the "Pacific Century."

Courses

Follow the instructions for the minor in Pacific Basin studies. Take six courses total, the first being the required GEOG 340 core course. Then, from the regional focus areas, take two courses from one area, three from the other.

Second Language

Demonstrate a basic proficiency in the target language, generally equivalent to a fifth semester or higher of college-level language.

Residency Abroad

Complete a full academic semester (equivalent to at least 12 units) while working on a meaningful project/assignment approved by the concentration area advisor(s).

Postcolonial African Studies

This concentration gives the necessary cultural, historical, and linguistic background to understand major events that have shaped present-day Africa. The concentration places special importance on African nationalism, emerging definitions of democracy, the role of women, and the influence of Islam.

Literature

Two courses from the following:

- ENGL 240 World Literature*
- ENGL 360 Special Topics in Literature*
- FREN 317 Modern Francophone Literature*
- FREN 318 French Poetry*
- FREN 319 Francophone Theatre/Cinema*
- FREN 410 Bilingual African Newsletter-Seminar*
- FREN 480 Seminar*

Religion, Philosophy, & Culture

Two courses from the following:

- ANTH 306 World Regions Cultural Studies* **
- ANTH 390 World Regions Cultural Seminar*
- ES 323 Patterns of Pan-Africanism
- ES 328 African Religion & Philosophy
- RS 332 Introduction to Islam

History & Politics

Two courses from the following:

- HIST 106 Africa & Middle Eastern Civilization* **
- HIST 330 History of West Africa
- HIST 391 Special Topics & Interdisciplinary Studies in History*
- PSCI 330 Political Regimes & Political Change*
- PSCI 340 Ethnicity & Nationalism*
- WS 391 Special Topics in Women's Studies*

The following may substitute for any of the above, depending on the appropriateness of the topics:

- GEOG 472 Topics in Regional Geography*
- WS 480 Selected Topics in Women's Studies*

Language Requirement

Demonstrate a "high intermediate" proficiency in an African national language, such as Arabic, French, Portuguese, or Swahili. This level of proficiency is equivalent to 1+ on the current US government scale (ILR) of second-language acquisition, or the equivalent ability of a student who successfully completes five semesters of second-language study at Humboldt. Students can meet this requirement at Humboldt by completing FREN 311.

Residency Abroad

Complete a full academic semester of residency abroad (equivalent to 12 units minimum) in a course of study in Africa or an alternative site. Study abroad may include, but is not limited to, special topic field research, language study, or an internship. An extended stay in Africa or another site should take place only after extensive consultation with the appropriate academic advisors and after receipt of their written approval.



* Course only meets requirements if specific topic is appropriate to the concentration area. Consult with an advisor.

** Courses also meet GE and/or DCG requirements.

*** Course taught in non-English language (Spanish, French, German).

JOURNALISM

Bachelor of Arts degree

with a major in Journalism—

concentrations available in news-editorial, public relations, broadcast news, or media studies

See also minors in broadcast news, broadcasting, media studies, news-editorial, or public relations.

Department Chair

Mark Larson, Ph.D.

Department of Journalism &

Mass Communication

Bret Harte House 52
(707) 826-4775

The Program

The journalism major has a strong liberal arts orientation. Students learn not only why and how to communicate but also what to communicate. The major focuses on the role and effects of the media and asks students to become more critical consumers of mass media, especially the news.

Humboldt's Journalism and Mass Communication Department has close ties with local and statewide news media and public relations offices, which is helpful for arranging internships and job placement.

Student writers can work with the award-winning student newspaper, *The Lumberjack*; the award-winning student magazine, *Osprey*; video news productions; and the department of campus radio station, KRFH. Word processing and desktop publishing labs are readily available. The department offers scholarships to incoming and continuing students.

Potential careers include: newscaster, editor, magazine writer, copy editor, photographer, newswriter/reporter, broadcast news director/producer, public relations practitioner, advertising director, technical writer, sports information director, sports writer, attorney, news anchor, page designer, on-line editor, and webmaster for a news organization.

Preparation

In high school take English and government and work on school publications.

REQUIREMENTS FOR THE MAJOR

All journalism majors must complete an approved academic minor or a department-

approved special area of study or document proficiency in a second language (the equivalent of four semesters of university-level language instruction).

Journalism majors may count toward graduation a maximum of 15 semester units in practicum and internship journalism courses, including transfer courses.

News-Editorial Concentration

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 134	Photojournalism & Photoshop
JMC 318	Empirical Research in Communication
JMC 320	Public Affairs Reporting
JMC 322	Editing
JMC 326	Interpreting Contemporary Affairs
JMC 328	Law of Mass Communication
JMC 330	International Mass Communication
JMC 332	Responsibility in Mass Communication
JMC 340	Mass Communication History

Six units from at least two of the following:

JMC 325	Magazine Production Workshop
JMC 327	Newspaper Lab
JMC 333	Radio News Workshop
JMC 338	Mass Media Internship

Public Relations Concentration

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 134	Photojournalism & Photoshop
JMC 318	Empirical Research in Communication
JMC 322	Editing
JMC 323	Public Relations
JMC 324	Magazine Writing
JMC 328	Law of Mass Communication
JMC 429	Advanced Public Relations
JMC 430	Advertising Copy Writing & Design

Six units from at least two of the following:

JMC 325	Magazine Production Workshop
JMC 327	Newspaper Lab
JMC 333	Radio News Workshop
JMC 338	Mass Media Internship

Three units from the following:

JMC 150	Desktop Publishing
JMC 332	Responsibility in Mass Communication
JMC 336	Public Affairs Video Production
ART 108	Beginning Graphic Design
COMM 311	Business & Professional Speaking
COMM 404	Theories of Communication Influence
COMM 411	Organizational Communication Theory
PSCI 354	Public Opinion & Elections

Broadcast News Concentration

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 154	Radio Production
JMC 234	Broadcast News Writing
JMC 318	Empirical Research in Communication
JMC 328	Law of Mass Communication
JMC 332	Responsibility in Mass Communication
JMC 340	Mass Communication History

Four units from the following:

JMC 333	Radio News Workshop
JMC 338	Mass Media Internship

Nine units from the following:

JMC 155	KRFH Workshop
JMC 320	Public Affairs Reporting
JMC 336	Public Affairs Video Production
JMC 355	Advanced KRFH Workshop
JMC 434	Broadcast News Documentaries
JMC 436	Advanced Public Affairs Video Production

Media Studies Concentration

Core

Nine units from the following:

JMC 116	Introduction to Mass Communication
JMC 120	Beginning Reporting
JMC 316	Mass Media & Contemporary Society
JMC 332	Responsibility in Mass Communication

Media Analysis & Criticism

Six units from the following:

JMC 318	Empirical Research in Communication
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JMC 352 Media Programming & Critical Analysis
 THEA 313 Theory & Criticism of Film

Media History

JMC 340 Mass Communication History

One of the following:

THEA 305 Art of Film: Beginning to 1950s

THEA 306 Art of Film: 1950s to the Present

Media Aesthetics & Culture

Six units from the following:

JMC 302 Mass Media & Popular Arts

JMC 312 Women & Mass Media

JMC 330 International Mass Communication

THEA 300 Image & Imagination

Electives

Electives from any remaining courses from above or from the list below to total 39 units for the emphasis.

JMC 155 KRFH Workshop
 JMC 234 Broadcast News Writing
 JMC 323 Public Relations
 JMC 324 Magazine Writing
 JMC 325 Magazine Production Workshop

JMC 327 Newspaper Lab
 JMC 333 Radio News Workshop
 JMC 336 Public Affairs Video Production

JMC 355 Advanced KRFH Workshop
 THEA 312 Cinematography I



KINESIOLOGY

Bachelor of Science degree

with a major in Kinesiology—

options available in Athletic Training Education, Exercise Science/Wellness Management, Physical Education Teaching, or Pre-Physical Therapy

Minors available in Kinesiology &

Health Education (see department chair)

Master of Science degree

with a major in Kinesiology

options available in Athletic Training, Exercise Science, or Teaching/Coaching

Single Subject Credential

(see Physical Education for the education option leading to a single subject credential)

College Faculty Preparation Program: Kinesiology

Department Chair

Susan E. MacConnie, Ph.D.

Department of Health & Physical Education

Forbes Complex 101
 (707) 826-4538

The Program

Humboldt has a state-of-the-art human performance lab plus two gymnasiums, a heated indoor pool, an all-weather track and field, cross-country trails, a fieldhouse, stadium, weight room, and four playing fields. The university offers internship programs for students to develop skills in their areas of study.

Preparation

High school students should take the college preparatory program plus biology, math, anatomy, and physiology. Participation in intercollegiate sports, physical activities, and a computer course are encouraged.

REQUIREMENTS FOR THE MAJOR

General Requirements

- Prerequisite to core (8 units)
- Core requirements
 Lower division (4 units)
 Upper division (20 units)
- Option area (33-48 units)

Prerequisites To Core

ZOOL 113 Human Physiology
 ZOOL 374 Introduction to Human Anatomy

Core Classes (for all options)

Lower Division

HED 115 First Aid/CPR
 KINS 165 Foundations of Physical Education

Upper Division

KINS 379 Exercise Physiology
 KINS 380 Structural Kinesiology
 KINS 474 Psychological Foundations of Kinesiology
 KINS 483 Evaluation Techniques in Kinesiology
 KINS 484 Motor Development/Motor Learning
 KINS 492 Senior Seminar in Kinesiology

Physical Education Teaching Option

See Physical Education [Education].

Athletic Training Education Option

The Athletic Training Education Program (ATEP) at Humboldt State University is accredited by the Commission on Accreditation of Allied Health Education Program's (CAAHEP), and adheres to educational competencies set forth by the National Athletic Trainers' Association (NATA). Successful completion of this program permits an individual to sit for the Board of Certification (BOC) examination, in order to become a Certified Athletic Trainer (ATC). Certified Athletic Trainers are unique health care providers who specialize in the prevention, assessment, treatment and rehabilitation of injuries and illnesses that occur to athletes and the physically active (www.nata.org). Our Athletic Training Education Program prepares graduates for entry-level Certified Athletic Trainer positions in high schools, colleges and universities, clinics, industrial settings and other healthcare facilities. Interested students are advised to contact the ATEP Director as soon as possible.

Prospective students are required to take the prerequisite courses in the sequence specified on the Freshman Academic Plan, which may be obtained from the Program Director. Following completion of all prerequisite courses, students will formally apply for admission to the Athletic Training Education Program in order to receive clinical experience. The application process

may be competitive due to the number of clinical experiences available. Cumulative GPA, pre-admission athletic training GPA, observational hours, student's evaluations, and student interviews, are factors utilized in evaluating student applications for admission to the Athletic Training Education Program. Application forms with guidelines and criteria for admission are available from the Program Director.

Students transferring into the Athletic Training Education Program, whether changing majors or transferring from another college/university are eligible to complete the same application process as stated above, by following the Transfer Academic Plan, which may be obtained from the Program Director. Athletic Training courses from other colleges/universities may be transferred at the discretion of the Program Director; however, Practicum courses are required to be completed at Humboldt State University.

Humboldt's Athletic Training Education Program is a rigorous program that places both academic and physical demands on the students enrolled in the program. The standards of the program are consistent with the demands of employment as an entry-level Certified Athletic Trainer. Prospective students must meet minimum Technical Standards of physical and mental fitness as a condition of admission to the program. A complete description of the Technical Standards is available from the Program Director.

Students must complete the following: Kinesiology Core (24 units) + Option (33 units) = 57 units.

Requirements

HED 342	Nutrition for Athletic Performance
KINS 210	Athletic Training Practicum I
KINS 215	Athletic Training Practicum II
KINS 275	Clinical Methods in Athletic Training
KINS 276	Techniques in Athletic Training
KINS 277	Sports Injury Taping Techniques
KINS 285	Evaluating Athletic Injuries
KINS 287	Rehabilitation of Athletic Injuries I
KINS 290	Therapeutic Modalities for Sports Injury Care
KINS 340	Athletic Training Practicum III
KINS 345	Athletic Training Practicum IV
REC 320	Organization, Administration, & Facility Planning

- Also Required: HED 400 (Sound Mind / Sound Body). This course may also fulfill 3 units of general education Area E.

Exercise Science/Wellness Management Option

Prepare for careers in adult fitness, cardiac rehabilitation, corporate and commercial health/fitness programs, and for graduate study in exercise physiology.

Exercise Science: core (24 units) + option (48 units) = 72 units

Activity Requirements

Four units of activity courses. Suggested:

KINS 471	Strength Development & Program Design
PE 368	Aerobic Instructor Training
PE 478	Water Aerobic Instructor

Upper Division Requirements

HED 231	Basic Human Nutrition
KINS 394	Computers in Health, Physical Education, & Recreation
KINS 397	Exercise Prescription/Leadership
KINS 482	Internship in Kinesiology
KINS 520	Graded Exercise Testing
KINS 495	Directed Field Experience, or
KINS 499	Directed Study [3 units]

Specialization Area

15 units from the following:

BIOL 494	Cardiovascular Functioning
CHEM 328	Brief Organic Chemistry
CHEM 438	Introduction to Biochemistry
HED 342	Nutrition for Athletic Performance
HED 344	Weight Control
HED 389	Lifestyle Modification Health/Fitness Setting
HED 500	Cardiac Rehabilitation
KINS 276	Techniques in Athletic Training
KINS 388	Design & Implementation of Wellness/Fitness Programs
KINS 581	Pharmacology & Exercise
KINS 583	Wellness in the Workplace
REC 210	Recreation Leadership
REC 220	Leisure Programming
REC 420	Legal & Financial Aspects of Recreation

Electives

Six units in health/wellness, business management, exercise science, or recreation administration. Advisors have a list of options.

Pre-Physical Therapy Option

Prepare to enter a master's degree program in physical therapy. With the exception of KINS 495, the following courses are all prerequisites for most professional programs in physical therapy.

Lower Division

BIOL 105	Principles of Biology
CHEM 109	General Chemistry
CHEM 110	General Chemistry
PHYX 106	College Physics: Mechanics & Heat
PHYX 107	College Physics: Electromagnetism & Modern Physic
PSYC 104	Introduction to Psychology
SOC 104	Introduction to Sociology
STAT 106	Introduction to Statistics for the Health Sciences

Upper Division

CHEM 328	Brief Organic Chemistry
PSYC 438	Dynamics of Abnormal Behavior

REQUIREMENTS FOR THE MINOR

Please consult the department chair for current requirements.

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

Major in Kinesiology, with areas of specialization in:

- Athletic Training Education
- Exercise Science
- Teaching/Coaching

Prerequisites

To be admitted with classified status, students need

- a major in kinesiology with an appropriate course background for the selected area of specialization
- an overall undergraduate grade-point average of 2.75 in the last 60 semester units attempted
- an overall GPA of 3.0 in all kinesiology or physical education major courses
- three letters of recommendation from persons other than family members familiar with the student's values, ability to work cooperatively with others, and ability to set and work toward established goals

Classified status means a student enters the program with no deficiencies and no stipulations attached to his/her admission.

Course Of Study

Required core: 7 units
Selective core: 9 units
Elective courses: 9 units
Capstone experience: 6 units
Total units: 31

Required Core

All students must complete the following two courses:

- KINS 635 Research Techniques Applied to Human Movement & Sport
- KINS 684 Graduate Seminar in Kinesiology [taken during second year]

Selective Core

All students must select three of the following courses for a total of nine units:

- KINS 610 Statistics Applied to Human Movement & Sport
- KINS 640 Social & Psychological Aspects of Human Movement & Sport
- KINS 650 Exercise Physiology Principles Applied to Human Movement & Sport
- KINS 655 Biomechanical Principles Applied to Human Movement & Sport

Elective Courses

9 units. Elective courses should support the student's area of emphasis:

- Athletic Training Education
- Exercise Science/Wellness Mgmt.
- Teaching / Coaching

Courses must be approved by the student's advisor/committee. These courses should be 500-600 level, with allowance for 300-400 level courses on a case-by-case basis.

Graduate assistants who will be teaching during their second year are required to take KINS 615 (Methods of College Teaching in Physical Education). Those not designated as graduate assistants may count this course as an elective.

Capstone Course

- KINS 690 Thesis Writing Seminar

This is required for all graduate options. Successful completion of the degree requires a thesis, a project, or written com-

prehensive exams. The thesis and project include an oral defense.

College Faculty Preparation Program

A Graduate Certificate in College Teaching: Kinesiology

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

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

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

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in kinesiology instruction. Students work with instructors of core courses in kinesiology. At least three units, taken first or second semester of the MS program:

- KINS 615 Methods of College Teaching in Physical Education and
- KINS 695 Directed Field Experience [1-3 units]

2) Higher Education Teaching Methods

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

- EDUC 583 Teaching in Higher Education

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

3) Professional Development Seminar

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

- SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

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

- SP 683 College Faculty Preparation Internship

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

or

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

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

5) Capstone Experience

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

- SP 685 Instructional Resources for Higher Education



LATIN AMERICAN AND LATINO STUDIES

Minor in Latin American and Latino Studies

Program Director

Barbara B. Curiel, Ph.D.

Academic Advisors

Art

Don Anton
(707) 826-5812

Ethnic Studies

Barbara B. Curiel
(707) 826-3474

History

(707) 826-3641

Latin American Studies

Rosamel S. Benavides
(707) 826-3159

Spanish

Lillianet Brintrup
(707) 826-3123

The Program

This minor focuses on the diverse transnational phenomena that characterize Pan American history and culture. It integrates the study of Chicano/Latino communities in the United States with the study of the history, political and social structures, and the arts and cultures of Latin America. Through this interdisciplinary study, students will learn about the forces that shape "greater Latin America," a region that includes both the northern and southern hemispheres of the Americas. Of particular interest is the relationship between culture and political and economic expansion, the forging of new national cultures in Latin America and in the United States, the emergence of border and diaspora cultures, and the evolution of cultures that cross-pollinate and circulate across global routes.

This minor welcomes students who would complement this course of study with a major or second minor in technical areas: appropriate technology, computers, natural resources, environmental studies or in social work, education, or health care fields. It also welcomes majors in the arts and humanities.

The program prepares students to enter the public or private sector, in for-profit or non-profit organizations in the US or abroad. It is a helpful preparation for students planning to work in Latino communities in the US. This

program also provides a basic foundation for further graduate work and scholarship in related fields.

REQUIREMENTS FOR THE MINOR

15-19 Units. These are minimum requirements. Students are encouraged to take Special Topics, General Education and other courses related to the minor.

Core Courses

9-11 units from the following:

ES 105 Introduction to U.S. Ethnic Studies**

Choose one:

ES 310 US & Mexico Border

ES 314 Chicano Culture and Society in America**

Choose one:

GEOG/ES 304 Migrations and

Mosaics

GEOG 341 Middle America

GEOG 344 South America**

HIST 309 Revolution, Reform, Response** (part of 9-unit package with Spanish 309 and Women's Studies 309)

HIST 326 History of Mexico

HIST 384 20th Century American West**

HIST 385 Borderlands and the Southwest

SPAN 402 Hispanic Civilization: Latin America***

Culture And The Arts

Two courses from the following:

ART 104M Latin American Art** or

ART 301 The Artist: Mexican Muralists in Mexico and the US** or

ART 316 Topics in early 20th Century Art: Mexican Muralists in Mexico & the US

ENGL 240 World Literature*

ENGL 305 Postcolonial Perspectives: Literature of the Developing World**

ENGL 465 Multicultural Issues in Literature of the Developing World**

ES/ENGL 336 American Ethnic Literature**

MUS 485 Seminar: Art and Dance of Latin America

SPAN 345 Hispanic Cinema**

SPAN/WS 450 Threads of

Communication: Women Arts of the Americas

SPAN 480 Undergraduate Seminar* (taught in English or Spanish)

WS/FREN/SPAN 306 Sex, Class, and Culture: Gender & Ethnic Issues in International Short Stories**

Various other special topics may be appropriate to this minor. Such courses will be approved on a case-by-case basis by the minor advisors.

The Spanish program is currently under review. It is likely that course titles and numbers will change as they are reorganized. If this is the case, courses dealing with Latin America will be accepted.

Language Requirement

Demonstrate a basic Spanish language proficiency of 1+ on the current US government scale. Meet this requirement by standardized test or by completing one 4-unit language course beyond Spanish second year. The following courses will satisfy this requirement:

SPAN 311 Spanish Level V, Advanced Grammar and Composition

or

Any Spanish 300-400 level course.

Residency Abroad / Internship

Students are encouraged to complete study abroad and/or an internship experience in a Latino community setting in the U. S. in conjunction with their major course of study.

A combination of the language acquisition program and field research (or professional internship) is possible. Residency in a Latin American country should take place only after extensive consultation with the appropriate academic advisors.



*Course only meets requirements if specific topic is appropriate to the minor. Consult with an advisor

**Courses also meet GE and/or DCG requirements

***Course taught in non-English language (Spanish, French, German)

LEADERSHIP STUDIES

Minor in Leadership Studies

Program Advisor

Eric Rofes, Ph.D.
Assoc. Professor, Education
Harry Griffith Hall 209
(707) 826-3735

The Program

This minor exposes students to an integrated curriculum combining actual hands-on experiences in leadership positions, formal classroom instruction, and an opportunity for guided reflection.

REQUIREMENTS FOR THE MINOR

Complete at least 18 units, six of which must be upper division.

Experiential Phase

4-6 units from the following:

- LEAD 250 Orientation Training—HOP
- LEAD 251 Orientation Field Training*
- LEAD 252 Leadership Practice
- LEAD 253 Residence Hall Peer Leadership
- LEAD 254 Reflections on Peer Leadership*
- LEAD 255 Issues in Community Volunteerism—YES
- LEAD 256 Program Leadership—YES*
- LEAD 257 Issues in Student Organizing
- LEAD 258 Issues in College Health Outreach
- LEAD 259 Field Experience in College Health Outreach*
- LEAD 260 Ropes Course Leadership
- LEAD 261 Residence Hall Student Government
- LEAD 262 Outdoor Adventures & Service
- LEAD 350 Advanced Orientation Training*
- LEAD 356 Organizational Leadership—YES*
- LEAD 380 Special Topics
- LEAD 499 Directed Field Study

Theoretical Application Phase

3-5 units (LEAD 360 is mandatory)

- LEAD 360 Principles of Leadership I*
- LEAD 361 Principles of Leadership II*

Reflection Phase

One-unit required course:

- LEAD 492 Senior Capstone Experience*

Skill Application Phase

8-10 units from the following. No more than four units from any one area.

Communication Competencies

- COMM 213 Interpersonal Communication
- COMM 214 Persuasive Speaking
- COMM 311 Business & Professional Speaking
- COMM 312 Group Communication
- COMM 411 Organizational Communication Theory*

Management Competencies

- BA 210 Legal Environment of Business
- BA 375 Management Essentials

Multicultural Competencies

- CD 467 Working with Culturally Diverse Families*
- COMM/WS 309B Gender & Communication
- COMM 322 Intercultural Communication
- ES 308 Multicultural Perspectives in American Society
- LEAD 358 Diversity Conference

Psychology/Sociology

- PSYC 335 Social Psychology
- PSYC 403 Social/Organization Skills
- PSYC 404 Industrial/Organizational Psychology
- SOC 308 Sociology of Altruism & Compassion
- SOC 311 Social Psychology*
- SOC 535 Dispute Resolution*

Technology Competencies

- CIS 180 Introduction to Multimedia Systems
- CIS 309 Computers & Social Change
- CIS 310 Database for Non-Majors
- CIS 464 Electronic Commerce [e-commerce]

Electives

- AIE 430 Proposal & Grant Writing Process
- LEAD 357 Leadership Conference
- PSCI 358 Political Advocacy
- PSYC 483 Community Psychology Experience*
- REC 210 Recreation Leadership
- REC 330 Outdoor Education

Program Variations

Program variations or course substitutions may be granted with the approval of the program coordinator and the dean of the College of Professional Studies.



* Course has prerequisites.

LIBERAL STUDIES [NONTTEACHING]

Bachelor of Arts degree with a major in Liberal Studies

Note: This is a more generic liberal studies program, distinct from Humboldt's other liberal studies degree options:

- Child Development
- Child Development/Elementary Education
- Liberal Studies/Elementary Education
- Recreation Administration

Academic Advisor

Sharon K. Ferrett, Ph.D.
SBS 133 - AIR Center
ferrett@humboldt.edu
(707) 826-5111

The Program

The major in liberal studies gives students the means to foster intellectual understanding, human compassion, and progressive action.

Students complete lower and upper division general education courses with somewhat narrower options for lower division.

The core of the liberal studies major consists of six upper division courses which examine, contextualize and contest fundamental concepts in liberal thought. Students choose either an approved HSU minor or a concentration which consists of five courses devoted to more intensive study and critique of liberal thought as it relates more particularly to the theory and practice of such notions as human rights, scientific progress, and creative expression.

Students must complete a minimum of 120 semester units, 40 of which must be at the upper division level.

CATEGORY I:

LOWER DIVISION GENERAL EDUCATION

Completion of all lower and upper division General Education requirements plus the addition of the requirements listed below. For a listing of all GE requirements see the section of this catalog titled "Planning your Bachelor's Degree."

Language Study

Choose one of the following:

- FREN 107 French Level III
- FREN 250 French Intermediate Conversation

- GERM 107 German Level III
- GERM 250 German Intermediate Conversation
- SPAN 107 Intermediate Spanish Level III
- SPAN 108 Level III for Spanish Speakers
- SPAN 250 Spanish Intermediate Conversation, **or** three years of language study in high school

Arts and Humanities

Nine to twelve units from at least three different disciplines. Choose at least one course from the arts (Art, Music, Theatre) and at least one from humanities (Communication, English, Modern Languages & Cultures, Philosophy, Religious Studies, Women's Studies).

CATEGORY II:

UPPER DIVISION CORE REQUIREMENTS

Choose six courses, two from each area. If approved upper division general education courses are chosen from Areas B, C, and D, (see general catalog) completion of this category will also satisfy the general education upper division component.

Alternative Traditions of Thought

- ANTH 315 Sex, Gender & Globalization
- ENGL 305 Postcolonial Perspectives: Literature of the Developing World
- ENGL 420 Critical Theory
- ES 323 Patterns of Pan-Africanism
- NAS 320 Native American Psychology
- PHIL 385 History of Philosophy: China
- PHIL 386 History of Philosophy: India
- PHIL475/WS375 Postmodern Philosophies
- RS 363 Mysticism & Madness
- RS 391 Mystics of Islam
- WS 311 Feminist Theory & Practice
- WS 315 Sex, Gender, & Globalization

Foundations of Liberal Thought

- COMM 414 Rhetorical Theory
- ECON 306 Economics in Transition
- ECON 308 History of Economic Thought
- GERM 305 Marx, Nietzsche, Freud & German Literature
- HIST 341 European Cultural History Since 1700
- PHIL 303 Theories of Ethics
- PHIL 304 Philosophy of Sex & Love
- PHIL 380 History of Philosophy: Pre-Socratics through Aristotle

- PHIL 382 History of Philosophy: Renaissance through the Rationalist
- PHIL 383 History of Philosophy: Empiricists & Kant

Western Traditions in a Global Context

- GEOG 300 Global Awareness
- GEOG/ES 304 Migrations & Mosaics
- MATH 301 Mathematics & Culture an Historical Perspective
- MUS 302 Music in World Culture
- PHIL 305 The Fractured Universe of Ideas
- PHYX 304 The Cosmos

CATEGORY III:

CONCENTRATION AREAS

1. Art, Aesthetics and the Creative Process

Five courses required, at least one from each of the following three areas.

Alternative Aesthetics

- ENGL 305 Postcolonial Perspectives: Literature of the Developing World
- ENGL 306 The Modern Tradition
- FREN 317 Modern Francophone Literature
- MUS 301 Rock: An American Music
- MUS 302 Music in World Culture
- MUS 305 Jazz: An American Art Form
- NAS 310 Native American Literature
- NAS 392 Native American Film
- RS 362 Wisdom and Craft
- SPAN 346 Borges & the Contemporary Spanish American Short Story
- SPAN 347 The "Boom" of the Latin American Novel
- THEA 303 World Dance Expressions
- WS/FREN/GERM/SPAN 306 Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories

Theory

- ART 301 The Artist
- ENGL 320 Practical Criticism
- PHIL 301 Reflections on Art
- PSYC 301 Psychology of Creativity
- SPAN 340 Intro to the Analysis of Hispanic Literature
- THEA 313 Theory and Criticism of Film

Western Masterpieces

ART 300	Major Monuments of Art
ART 310	Topics in Aegean, Greek & Roman Art
ART 311	Topics in Early Christian, Byzantine & Medieval Art
ART 312	Topics in Italian Renaissance Art
ART 313	Topics in Northern Renaissance Art
ART 314	Topics in Baroque & Rococo Art
ART 315	Topics in 19th Century Art
ART 316	Topics in Early 20th Century Art
ART 317	Topics in Late Modern & Contemporary Art
ART 318	Topics in the History of Photography
ENGL 306	The Modern Tradition
ENGL 330	American Literature
ENGL 340	Approaches to Shakespeare
ENGL 342	Special Topics in Shakespeare
ENGL 350	British Literature
FREN 315	Masterpieces: Middle Ages to Voltaire
FREN 316	Masterpieces: French Revolution to Camus
FREN 318	French Poetry
GERM 315	Modern German Literature I
GERM 316	Modern German Literature II
SPAN 343	The Golden Age
SPAN 344	Modern Hispanic Theatre Workshop
SPAN 345	Hispanic Cinema
SPAN 349	Contemporary Spanish Novel
THEA 305	Art of Film: Beginning to 1950s
THEA 306	Art of Film: Beginning to Present

Note that additional course work, e.g. Institutions, is required for graduation. Consult with the Liberal Studies advisor.

2. Human Rights and Social Justice

Five courses required, no more than two in any one discipline.

COMM 315	Communication & Social Advocacy
ES 325	From Civil Rights to Black Power
ES 343	Japanese American and the Concentration Camps
ES 354	Minorities, American Institutions & Social Service
HIST 309	Revolution, Reform, Response and
SPAN 309	Revolution, Reform, Response and
WS 309	Revolution, Reform, Response [counts as 3 courses]
NAS 336	Nature & Issues of Genocide
NAS 364	Federal Indian Law I
PSCI 327	Radical Political Thought
PSCI 410	American Constitutional Law: Freedom & Power
PSCI 464	Politics of Appropriate Technology in the Third World
SOC 303	Race and Ethnic Relations
SOC 308	Sociology of Altruism & Compassion
SOC 473	Prisons: Thinking Through a Societal Issue
WS 303	Third World Women's Movements

3. Science and Technology

Five courses required, no more than three in any one area.

Science & Society

ANTH 316	Anthropology and Development
CHEM 305	Environmental Chemistry
CIS 309	Computers & Social Change
ENGR 308	Technology & the Environment
OCN 306	Global Environmental Issues
PHIL/WLDF 302	Environmental Ethics
SOC 320	Social Ecology

Traditions of Scientific Thought

AHSS 309	Darwin & Darwinism
BIOL 301	History of Biology
BIOL 305	Sociological Evolution & Sociobiology
PHIL 425	Philosophy of Science
PHYX 300	Frontiers of Modern Physical Science

CATEGORY IV: ELECTIVES

Total units for graduation is 120, at least 40 of which must be upper division.



LIBERAL STUDIES / ELEMENTARY EDUCATION

Bachelor of Arts degree with a major in Liberal Studies— Elementary Education

Program Director
Chris Hopper, Ph.D.

Education Office
Harry Griffith Hall 202 (window)
(707) 826-3729

Liberal Studies Advisor
Arianna Thobaben
(707) 826-3752

The Program

Please note: This program is distinct from Humboldt's more generic Liberal Studies degree program, previous page.

Our primary mission is to provide strong knowledge-based education in the liberal arts in preparation for teaching in elementary schools. The bachelor of arts program gives special attention to subjects commonly taught in public and private schools. The bachelor of arts program gives special attention to subjects commonly taught in public and private schools. It also prepares students to pass the CSET exam in order to become elementary (K-8) school teachers in California and other states. For those students not planning to teach, the degree provides a foundation for professional opportunities working with children of elementary school age.

The elementary teacher is usually responsible for teaching most or all subjects in a self-contained classroom, so LSEE includes courses from a wide variety of departments, programs, and disciplines to provide effective subject-matter preparation for the prospective teacher.

The program encourages students to gain experience in elementary school classrooms in a variety of settings and subject areas through a series of four required fieldwork courses. Additional experiences tutoring or volunteering in children's programs are recommended.

Students also may participate in the Indian Teacher and Educational Personnel Program for American Indians and Alaska natives. Humboldt State provides opportunities to enroll in American Indian Education course work and complete field experiences in Native American communities.

Preparation

Try to work with elementary school-aged

children in as many settings as possible. A background in a language other than English will help those planning to teach in California. Three years of high school foreign language are highly recommended. Competency in keyboarding, word processing, spreadsheets, and telecommunications is extremely valuable.

REQUIREMENTS

This is an approved subject-matter program for those preparing for an elementary education credential. Completion of the program also constitutes completion of state requirements for general education. Students will also need to pass the CSET (multiple subjects) before receiving their credential.

Admission to Humboldt's elementary education program requires more than completion of this degree. Students must also pass subject-matter competency assessment, LSEE 499, which involves developing a portfolio of scholarly materials and successfully completing an interview assessing communication skills. This assessment is conducted in the final semester.

See Education and contact the education office or a faculty advisor for prerequisites and admission requirements to the elementary education credential program and for information on state teaching certification. (*Note:* Students with bachelor's degrees in areas other than liberal arts/elementary education may still qualify for admission to the credential program by passing the CSET exam.)

Program requirements are subject to change due to action by the state legislature, the California Commission on Teacher Credentialing, and the CSU chancellor's office. The education office and LSEE program advisors have the most current information on changes and how they may affect student programs.

Lower Division

Complete lower division general education **and**

EDUC 110 Introduction to Education
EED 210 Direct Experience with Children
PSYC 213 The School-Age Child **or**
CD 256 Middle Childhood Development

Upper Division

ART 358 Art Structure

COMM 340 Oral Interpretation for Instructional Settings
COMM 422 Children's Communication Development **or**
CD 355 Language Development
ECON 320 Development of Economic Concepts
EED 310 Exploring Teaching as a Career
ENGL 323 Children's Literature
ENGL 326 Language Studies for Teachers
ENGL 424 Communication in Writing I
GEOG 470 Topics in Geography for Teachers
HED 400 Sound Mind/Body
HIST 311 World History to the Enlightenment
KINS 475 Elementary School Physical Education
MATH 308B/C Mathematics for Elementary Education
MUS 312/313 Musicianship
SCI 331 Fundamental Science Concepts for Elementary Education
SOC 303 Race & Ethnic Relations **or**
ES/GEOG 304 Migrations & Mosaics **or**
AIE 330, 335, 340, or COMM 322
THEA 322 Creative Drama **or**
THEA 484 Creative Dance for the Classroom

Depth Of Study

Complete a 12-unit depth of study program from: American Indian education, biology, child development, creative dramatics, English as a second language, history, mathematics, music, physical education, psychology, recreation studies, social science, Spanish, studio art, technology, and the physical world. The LSEE department has a list of specific courses in each area.

Capstone Courses

LSEE 401 Integrating Humanities & Human Development Concepts
LSEE 402 Integrating Math & Science Concepts
LSEE 403 Integrating History & Social Science Concepts
LSEE 404 Integrated Concepts of Visual & Performing Arts Assessment
LSEE 499 Subject-Matter Competency Assessment



LINGUISTICS

Minor in Linguistics

Administered by the Dean of the College of Arts, Humanities and Social Sciences.

Program Leader

Armeda C. Reitzel, Ph.D.

Communication Department

House 54, room 110
(707) 826-3779

The Program

Faculty are drawn from several departments for an interdisciplinary, integrated program of study. Participants analyze language in all its aspects.

Linguistics students find they have a background for careers requiring both written and spoken communication skills. Potential careers: linguist, translator, interpreter, advertising specialist, writer, intelligence specialist, speech/language pathologist, speech writer, materials developer, editor, and ESL teacher.

This minor also provides a background for students wanting to do graduate work in linguistics, modern languages, or a social science.

Preparation

In high school take courses in social studies, English, and a language other than English.

REQUIREMENTS FOR THE MINOR

Introductory Phase

ENGL 326 Language Study for Teachers
One year of a language other than English in sequence at the university level (6-10 units)

Developmental Phase

One course each from two of the following options (6-7 units)

- **Option 1:**
ANTH 340 Language & Culture **or**
PSYC 426 Psychology of Language
- **Option 2:**
COMM 422 Children's Communication Development **or**
ENGL/COMM 417 Second Language Acquisition **or**
ENGL 328 Structure of American English

- **Option 3:**
FREN 311 French Level V **or**
GERM 311 German Level V **or**
SPAN 311 Spanish Level V

- **Option 4:**
PHIL 100 Logic **or**
PHIL 485 Issues & Thinkers of Philosophical Interest
[when topic is Philosophy of Language]

Culminating Phase

LING 495 Practicum in Language Studies

See also the Teaching of English as a Second Language minor program.



MATHEMATICS

Bachelor of Arts degree

with a major in Mathematics—

option available in applied mathematics

Minor in Mathematics

Minor in Applied Mathematics

For a minor in biometrics, see Biometrics.

For a master of science degree with an option in mathematical modeling, see Environmental Systems.

Department Chair

Howard Stauffer, Ph.D.

Department of Mathematics

Library 58

(707) 826-3143

www.humboldt.edu/~math

The Program

Mathematics students find an active and supportive department atmosphere that provides relevant preparation for mathematics related careers and/or excellent mentorship for graduate studies. To complement their studies, students have access to several campus computer labs, including one dedicated to mathematical applications. Students are active in the Math Club and there is a weekly Math Colloquium series.

Endowments honoring Michael Tucker and Harry Kieval enable the mathematics department to award a total of \$2500 in scholarships to two or three outstanding math majors each year. The Harry S. Kieval endowment also provides for guest lecturers twice each year and for an annual scholarship (\$300 per student) for one or two students transferring to Humboldt State University with the intention of majoring in mathematics.

Potential careers: systems analyst, statistics methods analyst, teacher, demographer, economic analyst, mathematics consultant, statistician, applied science programmer, financial investment analyst, actuary, and mathematician.

Preparation

Take math courses every year in high school. Creative writing, reading, art, and computer programming are also helpful.

REQUIREMENTS FOR THE MAJOR

A minimum grade of C- is required for all courses in the major [all options].

Lower Division

MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
MATH 240	Introduction to Mathematical Thought
MATH 241	Elements of Linear Algebra

Course in computer programming (e.g., Basic, C++, Fortran, Java, Pascal)

Upper Division

MATH 313	Ordinary Differential Equations
MATH 343	Introduction to Algebraic Structures
MATH 415	Introduction to Real Analysis

Plus one of the following:

MATH 344	Linear Algebra
MATH 413	Advanced Ordinary Differential Equations
MATH 416	Introduction to Real Analysis
MATH 443	Advanced Algebraic Structures

Plus one of the following:

MATH 351	Introduction to Numerical Analysis
MATH 361	Introduction to Mathematical Modeling
STAT 323	Probability & Mathematical Statistics I

Plus an approved program of upper division and graduate math courses to bring the total units at or above the 300 level to 26.

Applied Mathematics Option

This option provides a theoretical foundation and skills necessary to apply mathematics or mathematical computing to problems encountered in other disciplines.

Lower Division

Same as the major in mathematics

Upper Division

MATH 313	Ordinary Differential Equations
MATH 351	Introduction to Numerical Analysis
MATH 361	Introduction to Mathematical Modeling
STAT 323	Probability & Mathematical Statistics I
MATH 315	Advanced Calculus or
MATH 415	Introduction to Real Analysis

Plus an approved program of upper division

and graduate math courses to bring the total units at or above the 300 level to 26. Note that the combined package of upper division courses must include at least one 400-level course.

REQUIREMENTS FOR THE MINORS

Mathematics

Lower Division

MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
MATH 240	Introduction to Mathematical Thought
MATH 241	Elements of Linear Algebra

Course in computer programming (e.g., Basic, C++, Fortran, Java, Pascal)

Upper Division

MATH 343	Introduction to Algebraic Structures or
MATH 340	Number Theory

Plus approved courses to bring the total to 10 upper division units.

Applied Mathematics

Lower Division

Course in computer programming (Basic, C++, Fortran, Java, Pascal)

Plus either of the following groups:

- MATH 109 Calculus I
 - MATH 110 Calculus II
 - MATH 210 Calculus III
 - MATH 241 Elements of Linear Algebra
- OR**
- MATH 105 Calculus for the Biological Sciences & Natural Resources (NR)
 - MATH 205 Multivariate Calculus for the Biological Sciences & NR
 - MATH 241 Elements of Linear Algebra
 - STAT 108 Elementary Statistics or
 - BIOM 109 Introductory Biometrics

Upper Division

MATH 313	Ordinary Differential Equations or
MATH 361	Introduction to Mathematical Modeling

Plus approved courses to bring the total to 10 upper division units.



MATHEMATICS EDUCATION

Bachelor of Arts degree with a major in Mathematics— education option leading to a single subject teaching credential

Department Chair
Howard Stauffer, Ph.D.

Department of Mathematics
Library 58
(707) 826-3143

The Program

This program prepares students primarily for teaching math in junior high school and high school. (For information on preliminary and professional clear teaching credentials, see Education.)

Courses in calculus, computer programming, number theory, geometry, statistics, and history of mathematics comprise the program's core. Humboldt State offers several computer laboratories with a variety of computers, including mainframe, mini, and microcomputers.

An active Math Club meets weekly and sponsors various activities and talks. A special scholarship fund for outstanding mathematics students was established by professor emeritus Harry S. Kieval.

Preparation

Take mathematics each year in high school. Creative writing, reading, art, and computer programming are also helpful.

REQUIREMENTS

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

Students earning this degree may waive SSAT/Praxis assessments before entering the credential program. Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
MATH 240	Introduction to Mathematical Thought
MATH 241	Elements of Linear Algebra
MATH 340	Number Theory
MATH 343	Introduction to Algebraic Structures
MATH 344	Linear Algebra
MATH 371	Geometry
MATH 407	School Mathematics from an Advanced Viewpoint
STAT 323	Probability & Mathematical Statistics I

MATH 301	Mathematics & Culture, an Historical Perspective or
MATH 401	History of Mathematics I

Course in computer programming (e.g., Basic, C++, Fortran, Java, Pascal)

Students also should take:

- sufficient units in approved upper division mathematics courses to bring the total to 26—recommended:

MATH 415	Introduction to Real Analysis
MATH 474	Graph Theory
MATH 481	Workshop in Tutoring Mathematics

- an approved, coherent program of not less than eight units in a field of study in which mathematics is applicable (see advisor)

- strongly recommended:

PHIL 100	Logic
JMC 232	Technical Writing
ART 105B	Beginning Drawing



MEDIA STUDIES

Minor in Media Studies

Department Chair
Mark Larson, Ph.D.

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

The Program

Study the role and effects of mass media in contemporary society.

REQUIREMENTS FOR THE MINOR

18 units, including the following:

Core

Nine units from the following:

JMC 116	Introduction to Mass Communication
JMC 316	Mass Media & Contemporary Society
JMC 332	Responsibility in Mass Communication

Media Analysis And Criticism

Three units from the following:

JMC 318	Empirical Research in Communication
THEA 313	Theory & Criticism of Film

Media History

Three units from the following:

JMC 340	Mass Communication History
THEA 109	Introduction to Radio, Television, & Film
THEA 305	Art of Film: Beginning to 1950s
THEA 306	Art of Film: 1950s to Present

Media And Culture

Three units from the following:

JMC 302	Mass Media & the Popular Arts
JMC 312	Women & Mass Media
JMC 330	International Mass Communication



MULTICULTURAL QUEER STUDIES

Minor in Multicultural Queer Studies

Program Leader

Kim Berry, Ph.D.

Women's Studies Program

Lower Library 55
(707) 826-4329

The Program

The minor in Multicultural Queer Studies provides a rich mixture of interdisciplinary courses and service-learning opportunities. Students draw on classes from women's studies, ethnic studies, political science, psychology, education, sociology, theater arts, English, and other departments to study political and cultural issues related to sexual identity, sex, gender identity, and sexuality in a multicultural, multiracial, and multidisciplinary context. Through Political Science 486/Psychology 437, students study scholarship and current political issues around gender identity and sexuality, particularly concerning the social categories lesbian, gay, bisexual, transgender and transsexual. All minors gain an understanding of the intersections of race, gender, sexuality and class through Ethnic Studies/Women's Studies 108. Minors take another seven units in approved Multicultural Queer Studies elective classes. Various "Special Topics" courses may apply, depending on the topic, and subject to advisor approval. Finally, the minor has a 2- to 3-unit service learning component, providing field-based opportunities to grapple with issues of gender and sexual identity in a political, service, or cultural context. Sites for internships might include the Raven Project, HSU's Queer Student Union, the Queer Coffee Shop, Planned Parenthood, Humboldt Women for Shelter, United Through Diversity, and local high-school-based gay-straight alliances.

This minor can be particularly useful for those planning careers in education, social work, human services, public health, law, psychology, journalism and media, social justice activism, and community development.

REQUIREMENTS FOR THE MINOR

Core Curriculum

PSCI 486/PSYC 437 Sexual Diversity
WS/ES 108 Power/Privilege: Race,
Class, Gender & Sexuality

Elective Courses

Multicultural Queer Studies Courses

Seven approved elective units in Multicultural Queer Studies. Options include:

EDUC/WS 318 Gay & Lesbian
Issues in Schools
PSYC/WS 436 Human Sexuality
WS 480 Queer Women's Lives
SOC/WS 316 Gender and Society
PSYC 236 Choices and Changes in
Sexuality
WS 480 Sexuality and Gender Across
Cultures
THEA 465/565 Queer Movies
WS 480 Transgender Lives and
Experiences

Consult with the advisor for approval for special topics courses not on this list.

Service Learning and Internship Courses

Options include:

WS 410 Internship Course
EDUC/ES/WS 313 Education for
Action: Skills-building for
Community Organizers

Consult with the advisor for approval for service learning courses not on this list.



MUSIC

Bachelor of Arts degree

with a major in Music — with the following options:

- Composition
- Performance
- General Music Studies
- Teaching Credential

Minor in Music

Department Chair

Dr. Kenneth Ayob

Department of Music

Music Complex 143
(707) 826-3531

The Program

For the student wishing to pursue music as a career, the department is committed to helping him/her:

- perfect skills as a performer or leader;
- study the rich legacy and tradition of music literature and history;
- identify, understand, and use the concepts which underlie and give order to the study of music; and
- prepare for graduate study or for a career in a music-related field.

The degree prepares performers, composers, and teachers. Some students prepare for advanced degrees in musicology, composition, and performance. Our graduates typically enjoy careers such as: instrumentalist, conductor, composer/arranger, music editor, critic, pianist, vocalist, disc jockey, studio teacher, accompanist, recording engineer, instrument repairer, copyist, or piano technician.

The department is committed to providing quality education directed to individual student needs. Students receive studio instruction in voice, piano, or instruments from highly qualified faculty who are active performers. Quality performance organizations (symphonic band, symphony, chamber music ensembles, band, opera workshop, jazz band, vocal jazz ensemble, combos, percussion ensemble and calypso band) allow study of the finest musical literature.

The music complex features a 201-seat recital hall, many practice rooms, computer labs, a tech shop, recording equipment, plus a large inventory of brass, woodwind,

and string instruments. The music library contains one of the most comprehensive collections of chamber music on the West Coast.

Nationally recognized performing artists frequently visit Humboldt to perform as soloists with student ensembles. Guest artists offer master classes to students. Summer chamber music workshops provide valuable opportunities for the serious performer.

The department is accredited by the National Association of Schools of Music.

Preparation

Entering students find it beneficial to have a music background that includes private study and experience in performance organizations.

REQUIREMENTS FOR THE MAJOR & MINOR

All students seeking to enter either the major or minor degree program are required to have placement evaluation in theory, aural skills, and history/literature. Faculty evaluate student skills and knowledge and assign courses based on the results of this evaluation regardless of courses completed at other institutions. A music fundamentals course is available for students who need preparatory study with music notation and structure.

Music majors must participate in performance ensembles. In addition, majors are expected to attend six complete performances each semester in residence. Performances meeting this requirement include any concert presented under the auspices of the Department of Music and other concerts approved by the student's primary applied instructor.

All those taking studio lessons (majors, minors, nonmajors) will take a jury examination each semester. The complete policy is available from the department.

The music major consists of a 29-unit core (providing foundation courses in music theory, music history, and music performance) and four separate major options.

All entering majors begin in the general music studies option, a liberal arts orientation taking a broad view. It involves guided electives, requiring 13 additional units beyond the core, for a total of 42 for the major.

The performance option requires selection of a performing emphasis area (voice, piano, orchestral instrument, guitar) and a successful audition. A senior recital is also required. The track consists of 18 units beyond the core, for a total of 47 units for the major.

The composition option gives a practical background in music composition with an emphasis on the use of music technology. Students must audition to enter this track. It requires 18 units beyond the core, for a total of 47 units for the major. A senior recital is also required.

The credential option prepares undergraduates to enter the professional preparation program leading to a music teaching credential. Music education course requirements are on the following page.

Students considering going to graduate school should take the performance, composition, or credential options.

Core Curriculum

MUS 106-107 Ensembles

[two required in core]

MUS 130 Piano III [based on placement evaluation, majors not ready for MUS 130 must take MUS 112 or 113; with advisor's consent, pianists may substitute a voice or instrument class]

MUS 214-215 Theory I & II [based on placement evaluation, majors not ready for MUS 214 must enroll in MUS 110]

MUS 216-217 Ear Training I & II
MUS 251 Music History: Antiquity to 1750 [based on placement evaluation, majors not ready for MUS 251 must enroll in GE course MUS 104]

MUS 252 Music History: 1750 to Present

MUS 302 Music in World Culture

MUS 314-315 Theory III & IV

MUS 316-317 Ear Training III & IV

MUS 330 Piano IV
Improvisation [with advisor's consent, pianists may substitute a voice or instrument class]

General Music Studies Option

Five semesters of group or individual applied instruction chosen from MUS 220-237 (420-457 by advisement). Students may substitute 108, 109, 355, 357 by advisement depending upon availability of studio space and student's previous level of experience.

Two semesters of ensemble participation: MUS 106/406, 107/407. (Pianists may take MUS 353 Accompanying for one semester.)

Six upper division elective units from the following:

MUS 301	Rock: An American Music
MUS 305	Jazz: An American Art Form
MUS 318	Jazz Improvisation
MUS 319	Development of Musical Concepts
MUS 320	Composition: Film Scoring
MUS 320B	Composition: Jazz & Pop Arranging
MUS 320C	Composition: Electronic Music
MUS 324	Contemporary Composition
MUS 326	Counterpoint
MUS 334	Fundamentals of Conducting
MUS 338	Vocal & Instrumental Scoring
MUS 356	Lyric Diction
MUS 360	Music Technology: Midi & Finale
MUS 361	Music Technology: Recording & Playback
MUS 384	Choral Literature
MUS 386	Teaching of Applied Music [386L not acceptable for credit]
MUS 387	Instrumental Literature

Performance Option

Starred (*) courses require at least one unit per semester:

Vocal Emphasis

MUS 221	Studio Voice, Intermediate*
MUS 334	Fundamentals of Conducting
MUS 356	Lyric Diction
MUS 385V	Performance Seminar*
MUS 386	Teaching of Applied Voice
MUS 386L	Teaching of Applied Voice Lab
MUS 406-407	Performance Ensemble*
MUS 421	Studio Voice, Advanced*

Senior recital required

Instrumental Emphasis

MUS 222-237	Studio Instruction, Intermediate*
MUS 334	Fundamentals of Conducting
MUS 406-407	Performance Ensemble*
MUS 422-437	Studio Instruction, Advanced*

Approved electives [proposal by student & approval by advisor & department chair before entry to upper division]

Senior recital required

Piano Emphasis

MUS 220	Studio Piano, Intermediate*
MUS 334	Fundamentals of Conducting
MUS 353	Accompanying*
MUS 385P	Performance Seminar*
MUS 386	Teaching of Applied Piano
MUS 406-407	Performance Ensemble*
MUS 420	Studio Piano, Advanced*

Junior and senior recitals required

Composition Option

MUS 220-237	Studio Instrument or Voice Instruction [2 units]
MUS 324	Contemporary Composition Techniques
MUS 326	Counterpoint
MUS 338	Vocal & Instrumental Scoring
MUS 360	Music Technology: Midi & Finale
MUS 438	Composition Instruction [4 units]

One of the following:

MUS 320	Composition: Film Scoring
MUS 320B	Composition: Jazz & Pop Arranging
MUS 320C	Composition: Electronic Music

Additional recommended electives:

Courses in the MUS 320 series (above) not taken

MUS 180	Introduction to Music Business & Technology
MUS 220/420	Piano Instruction
MUS 318	Jazz Improvisation
MUS 334	Fundamentals of Conducting
MUS 355	Voice, Intermediate
MUS 370/373	Instrument Families

Credential Option

See Music Education.

REQUIREMENTS FOR THE MINOR

MUS 104	Introduction to Music
MUS 110	Fundamentals of Music

Applied Instruction—in voice, piano, and another instrument, including one full year approved in one area and a semester each in the other two areas

Performance Ensemble—2 semesters

Plus six units of approved upper division music electives, to bring total units in the minor to 19.



MUSIC EDUCATION

Bachelor of Arts degree

with a major in Music—education option leading to a K-12 music teaching credential

Department Chair

Dr. Kenneth Ayooob

Department of Music

Music Complex 143
(707) 826-3531

The Program

This program prepares students to teach music in elementary and high school. (For information on preliminary and professional clear teaching credentials, see Education)

The department is vitally concerned with providing quality experiences to prepare the future music educator. A broad spectrum of course offerings provides opportunity to participate in all aspects of the musical experience.

Students receive instruction in all instrumental areas, keyboard, and voice. They may perform with a variety of performance organizations—symphonic band, choir, symphony, madrigals, chamber ensembles, band, opera workshop, jazz band, chorale, vocal jazz ensemble, and combos. The quality of these organizations allows students to perform the finest of musical literature while observing rehearsal techniques, philosophies, and performance styles vital for success as a teacher.

For additional information about the department, its facilities, and accreditation, see the section titled The Program.

Preparation

Entering students benefit by having a music background that includes private study and experience in musical performance organizations.

REQUIREMENTS

Anyone seeking to enter the music education program must have a placement evaluation in performance, theory, aural skills, and music history/literature. Our faculty evaluate student skills and knowledge and assign courses based on the results of this evaluation regardless of courses completed at other institutions. A music fundamentals course is available for those needing preparatory study with music notation and structure.

Music education students also must demonstrate proficiency in guitar. The Department of Music has specific competency requirements.

Music majors must participate in performance ensemble. In addition, music majors are expected to attend six complete performances each semester in residence.

Please note: Requirements listed here do not include professional education courses required for the credential. Those earning this degree may waive SSAT/Praxis assessments before entering the credential program.

Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410. In addition, they must take EDUC 285 or equivalent.

Core Curriculum

MUS 106-107 Ensembles

[two required in core]

MUS 130 Piano III [based on placement evaluation, majors not ready for MUS 130 must take MUS 108K or 109K; with advisor's consent, pianists may substitute a voice or instrument class]

MUS 214-215 Theory I & II [based on placement evaluation, majors not ready for MUS 214 must enroll in MUS 110]

MUS 216-217 Ear Training I & II

MUS 251 Music History: Antiquity to 1750 [based on placement evaluation, majors not ready for MUS 251 must enroll in GE course MUS 104]

MUS 252 Music History: 1750 to Present

MUS 302 Music in World Culture

MUS 314-315 Theory III & IV

MUS 316-317 Ear Training III & IV

MUS 330 Piano IV [with advisor's consent, pianists may substitute a voice or instrument class]

Credential Option

[beyond the core]

Upper Division

MUS 318 Jazz Improvisation

MUS 319 Development of Musical Concepts

MUS 334 Fundamentals of Conducting

MUS 338 Vocal & Instrumental Scoring

MUS 355 Voice—Intermediate

MUS 360 Music Technology: Midi & Finale

MUS 370-373 Instrumental Families

MUS 381 Selection, Care, & Repair of Musical Instruments

MUS 384 Choral Literature

MUS 387 Instrumental Literature

MUS 406-407 Performance Ensemble

[at least one in jazz and one in a second area—for example, an instrumental ensemble for voice credential students or a vocal ensemble for instrumental credential students]

MUS 420-437 Studio Instruction, Advanced

MUS 455 Foundations of Music Education

Competency assessment in guitar



NATIVE AMERICAN STUDIES

Bachelor of Arts degree with a major in Native American Studies

Minor in Native American Studies

Department Chair

Joseph M. Giovanetti, Ph.D.

Department of Native American Studies

Library 55
(707) 826-4329

The Program

Unique among CSU campuses in its close proximity to several thriving Native American communities, Humboldt provides a rich environment for studying the Native American heritage and for preparing for careers in areas such as Indian education, counseling, and cultural and natural resource management.

The Department of Native American Studies coordinates an interdisciplinary program drawing on faculty in many areas of the arts, humanities, social sciences, natural resources, sciences, and professional studies. The department works closely with the Indian Teacher and Educational Personnel Program (ITEPP); the Indian Natural Resource, Science, and Engineering Program (INRSEP); and the Center for Indian Community Development (CICD).

The major in Native American Studies, particularly when combined with a minor in a specific field, is good preparation for graduate work in several social sciences (particularly anthropology and history), as well as for professional training in law, business, or social work. It also provides an excellent background for prospective teachers.

Other career opportunities: student services counselor; mental health worker; cultural resources specialist; tribal museum curator; Indian language teacher; and tribal administrator.

Preparation

High school students should study the humanities, social studies, and history.

Requirements for the Major

Core

- NAS 104 Introduction to Native American Studies
- NAS 200 The Indian in American History
- NAS 364 Federal Indian Law I

In addition to the core courses, majors must take an additional 24 upper division units in Native American Studies or in Native American topics in related disciplines (with the approval of the major advisors). Twelve of these units must come from one of the four specialization options or the general option.

Specialization Options

Language & Literature:

- NAS 310 Native American Literature
- NAS 311 Oral Literature & Oral Tradition
- NAS 340 Language & Communication in Native American Communities
- NAS 345 Native Languages of North America
- NAS 401 International Indigenous Issues [literature & language]
- NAS 482 Special Topics in Native American Language & Literature

Law & Government

- NAS 360 Tribal Justice System
- NAS 361 Tribal Sovereignty, Tribal Citizens
- NAS 362 Tribal Governance & Leadership
- NAS 365 Federal Indian Law II
- NAS 366 Tribal Water Rights
- NAS 401 International Indigenous Issues [law & government]
- NAS 460 Tribal Rights: Federal Role
- NAS 481 Special Topics in Native American Law & Government

Natural Resources & the Environment:

- NAS 331 Introduction to Native American Perspectives on Natural Resources Management
- NAS 332 Environmental Justice
- NAS 366 Tribal Water Rights
- NAS 401 International Indigenous Issues [natural resource/environmental]
- NAS 484 Special Topics in Native American Natural Resources & Environment

Society & Culture:

- NAS 306 Native Peoples of North America
- NAS 320 Native American Psychology
- NAS 325 Native Tribes of California
- NAS 327 Native Tribes of North American Regions
- NAS 336 Nature & Issues of Genocide
- NAS 352 Archaeology of Northwestern California
- NAS 374 Native American Health
- NAS 401 International Indigenous Issues [society & culture]
- NAS 483 Special Topics in Native American Society & Culture

General Option (12 units)

Required:

- NAS 331 Introduction to Native American Perspectives on Natural Resources Management
- One from:
 - NAS 310 Native American Literature **or**
 - NAS 311 Oral Literature & Oral Tradition **or**
 - NAS 340 Language & Communication in Native American Communities
- One from:
 - NAS 306 Native Peoples of North America **or**
 - NAS 325 Native Tribes of California **or**
 - NAS 327 Native Tribes of North American Regions

Electives

In addition to an option, majors must take an additional 12 upper division units in Native American studies. Students with a specialization option must take six of these units outside their option. With approval of the major advisor, majors may substitute one or more courses in Native American topics in related disciplines.

Students are encouraged, but not required, to make at least three of their elective units a directed research project (NAS 499).

REQUIREMENTS FOR THE MINOR

Select 15 units from among the Native American Studies courses (6 units must be upper division courses). ITEPP courses don't count toward the minor requirement.



NATURAL RESOURCES

For information on more specialized natural resources disciplines, see:

Certificates of Study
Fisheries Biology
Forestry
Natural Resources Planning & Interpretation
Oceanography
Rangeland Resource Science
Wildland Soil Science Wildlife

Minor in Natural Resources

Department Chair

Steven R. Martin, Ph.D.

Environmental & Natural Resource Sciences Department

Natural Resources Building 200
(707) 826-4147

REQUIREMENTS FOR THE MINOR

BIOL 105 Principles of Biology
NRPI 105 Natural Resource Conservation
SOIL 260/260L Introduction to Soil Science/Lab

At least three courses from the following (at least six units must be 300 or above):

FISH 300 Introduction to Fishery Biology
FOR 315 Forest Management
OCN 301 Marine Ecosystems—Human Impact
OCN 304 Resources of the Sea
RRS 306 Rangeland Resource Principles
NRPI 210 Public Land Use Policies & Management
NRPI 215 Natural Resources & Recreation
NRPI 310 Introduction to Natural Resource Planning
WLDF 300 Wildlife Ecology & Mgmt. or
WLDF 310 Principles of Wildlife Management

MASTER OF SCIENCE

Master of Science degree

with a major in Natural Resources—options in:

Fisheries
Forestry
Natural Resources Planning & Interpretation
Rangeland Resources & Wildland Soils
Wastewater Utilization
Watershed Management
Wildlife

Natural Resources Graduate Program

Forestry Building 101
(707) 826-3272

Admission Requirements

Students must have:

- undergraduate preparation equivalent to a Bachelor's Degree in the selected option;
- minimum undergraduate grade-point average of 3.0 for the last 60 units;
- combined verbal and quantitative score of 1000 on the Graduate Record Examination (GRE);
- GPA or GRE requirements may be excepted by extensive work experience or exceptional GRE score or GPA.

Supporting Materials

Submit the following supporting materials to the Graduate Secretary, College of Natural Resources and Sciences;

- Statement of objectives including reasons for desiring a master's degree, area of interest within the option applied for, and type of research project(s) you might wish to undertake. Since admission depends on approval by the faculty, identification of a specific area of interest or research project is important.
- Official transcripts from all accredited colleges or universities you have attended.
- At least three letters or recommendation from individuals who can assess your potential as a graduate student.
- Results from the verbal and quantitative portions of the GRE should be sent to the University by the testing service. The University will forward them to the Graduate Secretary.
- A résumé.

REQUIREMENTS FOR THE MASTER'S DEGREE

Fisheries

The Fisheries program is designed primarily to produce graduates who can assess, develop, and manage fish habitats, populations, and commercial and recreational fisheries. The program is broad enough to allow students to prepare themselves for work in additional areas such as water pollution ecology and fish culture.

- Required courses: FISH 310, 450, 460, 685, 690, 695 or equivalents.
- Approved upper division and graduate electives to bring total units to no fewer than 30 and no more than 60 units. Fifteen of these units must be courses organized and conducted at the graduate level.
- During the first four semesters at HSU, all graduate students shall enroll in three units each of FISH 690 and FISH 695. In all subsequent semesters in residence, students shall enroll in at least one unit each of FISH 690 and FISH 695.
- A thesis, a public oral presentation, and a closed formal defense are required.

Forestry

Graduate students in Forestry focus on a wide variety of topics including forest ecology, fire ecology and management, tree physiology, remote sensing and geographic information systems, silviculture, forest engineering, forest growth, and administration of forest land for ecosystem management.

- Approved upper division and graduate electives to bring total units to no fewer than 30 units. Fifteen of these units must be courses organized and conducted at the graduate level.
- A thesis or comprehensive exam is required. Those electing a thesis may apply up to three units each of FOR 690 and 695 toward the degree. Comprehensive exam students must take three units of FOR 699 and take both written and oral exams. A public oral presentation and a closed formal defense are required for all thesis research.

Natural Resources Planning & Interpretation

NRPI graduate studies are oriented toward environmental analysis and land use planning, recreational uses of natural resources, interpretation of natural resources, and application of GIS technology.

- Required courses: NRPI 690 and 695
- Enrollment in NRPI 685 is required during each semester of residence. A maximum of two units is applicable to the 30-unit requirement.
- Approved upper division and graduate electives to bring total units to no fewer

than 30 units. Fifteen of these units must be courses organized and conducted at the graduate level.

- Students must be enrolled in a minimum of three units of NRPI 690 during the semester in which they graduate.
- A thesis, a public oral presentation, and a closed formal defense are required.

Rangeland Resources & Wildland Soils

The fundamental aim of Rangeland Resources is to maintain rangeland health for sustainable production of forage for livestock and wildlife, watershed function, outdoor recreation, and aesthetic values. Wildland Soils deals with the maintenance of the quality of the soil for those same values and sustainable timber production.

- Approved upper division and graduate electives to bring total units to no fewer than 30 units. Fifteen of these units must be courses organized and conducted at the graduate level.
- Enrollment in RRS/SOIL 685 is required during each semester of residence. A maximum of two units is applicable to the 30-unit requirement.
- Students must be enrolled in a minimum of three units of RRS/SOIL 690 during the semester in which they graduate.
- A thesis, a public oral presentation, and a closed formal defense are required.

Wastewater Utilization

Wastewater Utilization explores the re-use of water from wastewater treatment plants, agricultural drainage ditches, and other sources traditionally considered unusable. This option provides training in design and evaluation of advanced biological wastewater treatment systems and in the design of systems that reuse wastewater in natural resource ecosystems.

- Required courses: FISH 435; four courses in water quality; two courses each in ecology and physiology, elements or planning and design, and non-technical problems in wastewater reuse/water quality issues.
- During the first two semesters at HSU, all graduate students shall enroll in one unit each of FISH 690 and FISH 695. In all subsequent semesters in residence, students shall enroll in at least three units each of FISH 690 and FISH 695.

- A thesis, a public oral presentation, and a closed formal defense are required.

Watershed Management

Graduate studies focus on watershed processes and interactions between geophysical, biological, and socioeconomic factors as expressed in bounded geographic regions or drainages at a variety of scales. The interplay between watershed processes and the management of other natural resources is integral to the program.

- Approved upper division and graduate curriculum contains a minimum of 30 units beyond satisfactory undergraduate preparation. Fifteen of these units, including statistics, must be courses primarily organized and conducted at the graduate level. No more than four units each of WSHD 690 and WSHD 695/699 may apply toward the degree.
- Enrollment in WSHD 685 is required during two different semesters.
- Enrollment in one unit of WSHD 690 and one unit of WSHD 695 during every semester while graduate student is in residence at HSU.
- A thesis, a public oral presentation, and a closed formal defense are required.

Wildlife

Wildlife focuses on the conservation, management, ecology, behavior, and habitat requirements of wildlife species. Research projects emphasize the application of science to addressing issues in wildlife conservation and management.

- Required courses: WLDF 585, 690, 695
- Approved upper division and graduate electives to bring total units to no fewer than 30 units. Fifteen of these units must be courses organized and conducted at the graduate level.
- A thesis, a public oral presentation, and a closed formal defense are required.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Natural Resources

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

current enrollment in, the natural resources master's program.

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

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

1) Discipline-Specific Teaching Methods

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

FISH 597	Mentoring & Teaching Associate Training or
FOR 597	Mentoring & Teaching Associate Training or
NRPI 597	Mentoring & Teaching Associate Training or
RRS 597	Mentoring & Teaching Associate Training or
SOIL 597	Mentoring & Teaching Associate Training or
WSHD 597	Mentoring & Teaching Associate Training or
WLDF 597	Mentoring & Teaching Associate Training

2) Higher Education Teaching Methods

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

EDUC 583	Teaching in Higher Education
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Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).

3) Professional Development Seminar

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

SP 684	Orientation to Higher Education
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4) Mentored Teaching Internship Experience

- **Community College Track:**

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

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

or

- **Pre-doctoral College Track:**

Three units of a mentored teaching experience at HSU.

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

5) Capstone Experience

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

SP 685 Instructional Resources for Higher Education



NATURAL RESOURCES PLANNING & INTERPRETATION

Bachelor of Science degree with a major in Natural Resources Planning & Interpretation— options in:

Geographic Information Systems & Remote Sensing
Interpretation
Planning
Recreation
Individually Designed

Minor in Geographic Information Technology

Minor in Natural Resources Interpretation

Minor in Natural Resources Planning

Minor in Natural Resources Recreation

Certificates of study in

Geographic Information Systems & Remote Sensing
Natural Resources Interpretation
Natural Resources Planning
Natural Resources Policy & Administration;

Master of Science in Natural Resources—Natural Resources Planning & Interpretation option

Department Chair

Steven R. Martin, Ph.D.

Environmental and Natural Resource Sciences Department

Natural Resources Building 200
(707) 826-4147, fax (707) 826-4145

The Program

NRPI studies center on relationships between human society and natural ecosystems. Potential careers: environmental education leader, environmental impact analyst, environmental journalist, GIS or remote sensing analyst, hydrologist, information specialist, natural resource specialist, natural resources planner, naturalist, park ranger, recreation specialist, rural county planner, soil conservationist.

GIS & Remote Sensing Option

One of the fastest growing fields today is the use of geographic information systems (GIS) and remote sensing technologies to analyze the complex interrelationships between our natural resources and the human systems that depend on those resources. These computer-based technologies allow managers to evaluate large amounts of data over various sized geographic domains in order to be more effective in decision making.

Public and private natural resource and land-use management agencies are rapidly incorporating these technologies, but they lack the understanding to use the systems correctly and fully. Students in this option will provide this important expertise. The strong natural resource background separates our program from similar programs in other universities. Students use the latest GIS and remote sensing software and hardware in the Spatial Analysis Lab and in other labs on

campus. Internships and work experience are integral components.

Already one of the highest demand employment areas, the market is projected to expand over the next decade. Graduates find careers with federal, state, and local public agencies; consulting firms; and natural resource-oriented private companies.

Interpretation Option

The philosophy of interpretation is captured by four elements: communication, inspiration, revelation, and experience. Interpretation as a science focuses on how to communicate artfully various histories, cultures, and environments to society. A primary goal is to inspire visitors' understanding and appreciation, a necessary condition for promoting protection of a resource. Thematic interpretation reveals a whole picture painted on a canvas that includes the person. Finally, interpretation promotes the experience of history, culture, and nature through seeing, feeling, doing, or understanding. Interpreters help link the individual to a place, a time, or a thing.

Learning through hands-on experience, we lead guided walks, write brochures, and design displays. Our program is designed for the student to learn in the field, in the classroom, and in the lab. Students prepare for positions with natural resource agencies, conservation groups, and private and non-profit natural resource organizations.

Planning Option

Natural resource planners find ways for people to live in harmony with the natural environment, satisfying our needs for space and resources while maintaining a high quality, sustainable environment.

Planners must understand the complexity and dynamics of our biophysical world, from which comes our natural resource base. Planners also work within the context of human social, political, cultural, and economic systems that impose demands on our natural resource base.

Graduates find careers in environmental analysis and land-use planning with consulting firms; local, state, and federal governments; and natural resource-oriented companies and agencies.

Recreation Option

Natural resources recreation professionals learn to manage recreation resources under a variety of social, political, economic, legal, and institutional systems. Recreation professionals seek to provide high quality outdoor recreation opportunities resulting in benefits to the recreating public while protecting the resources from degradation.

Humboldt's location in a recreation wonderland enhances the educational opportunities through natural laboratories, interaction with recreation providers, and internship placements. Students prepare for careers with federal, state, and local public agencies; consulting firms; and natural resource-oriented private companies.

Individually Designed Option

A student with a good academic record and a clear concept of personal goals may use 45 units of electives to design his/her own program, building a strong background in such diverse areas as water quality, resource-oriented business, or environmental politics.

Programs as specialized as Marine Parks Interpretation and as unusual as Environmental Theology and Philosophy have been approved. The program must concern the relationships of people with the natural environment, must not parallel any existing program, and must constitute a scholarly study of the discipline at the baccalaureate level.

Preparation

In high school take chemistry, biology, math, geography, and earth science. Take every opportunity to learn to think clearly, write effectively, and speak well.

REQUIREMENTS FOR THE MAJOR

Core Courses (all options)

Complete all courses in the major with a C- or better:

BIOL 105	Principles of Biology
BIOL 330	Principles of Ecology
BOT 105	General Botany
NRPI 105	Natural Resource Conservation
NRPI 210	Public Land Use Policies & Management
SOIL 260/260L	Introduction to Soil Science/Lab
CHEM 107	Fundamentals of Chemistry or
CHEM 109	General Chemistry

Geographic Information Systems & Remote Sensing Option

Complete all courses in the major with a C- or better:

Core courses plus:

BIOM 109	Introductory Biometrics
CIS 130	Introduction to Programming
CIS/CS 315	Database Design & Implementation
MATH 105	Calculus for the Biological Sciences & Natural Resources
NRPI 325	Natural Resource Regulatory Processes
NRPI 377	Intro to GIS Concepts
NRPI 425	Environmental Impact Assessment
NRPI 470	Intermediate Geographic Information Systems
NRPI 482	Internship
NRPI 570	Techniques in GIS Analysis Seminar or
NRPI 540	Raster GIS Modeling Techniques
BIOM 333	Intermediate Statistics
CIS 230	C++ Programming or
CIS/CS 240	Visual Basic Programming
GEOG 316/316L	Computer Cartography
NRPI 420	Ecosystem Analysis or
NRPI 430	Natural Resource Management in Parks

NRPI 277	Introduction to Remote Sensing or
FOR 216	Forest Remote Sensing & Geographic Information Systems
FOR 477	Computer Module—Remote Image Processing or
FOR 506	Advanced Principles of Remote Sensing & GIS
Two courses from the following:	
WLDF 310	Principles of Wildlife Management
WLDF 460	Conservation Biology
FISH 320/320L	Limnology/Practicum
FISH 335	Commercial Fisheries
FISH 380	Techniques in Fishery Biology
FISH 443	Problems in Water Pollution Biology
FOR 315	Forest Management
RRS 306	Rangeland Resource Principles
RRS 360	Rangeland Plant Communities
WSHD 315	Watershed Management
SOIL 363	Wetland Soils
SOIL 460	Forest and Range Soils Management

Individually Designed Option

Complete all courses in the major with a C- or better:

Students must prepare a coherent statement of objectives for pursuing this option. Then, in consultation with an NRPI faculty advisor, the student must name and describe the academic discipline to be studied and the courses to be taken. The objectives and content of the curriculum must concern the relationships of society to the natural environment and must not approximate any other degree program already offered by the University.

Requirements:

- NRPI Core Courses;
- STAT 108 or BIOM 109 (Must be approved in conjunction with the courses below.);
- At least one land management course from FOR 315, RRS 306, SOIL 363, SOIL 460, or WSHD 315;
- 15 units of NRPI courses beyond the Core Courses with at least 9 units at the 300-level or above; and
- 27 units of additional courses that meet the stated objectives of the curriculum.

While the content of the curriculum is developed in consultation with an NRPI advisor based on the stated objective, the program must be approved by the department faculty as a whole. The criteria for approval will include:

- demonstration of a baccalaureate level of scholarship in the discipline, and
- judgement that there is a rigorous and coherent pattern of course work serving the objective.

Interpretation Option

Complete all courses in the major with a C- or better.

Core courses plus:

ENGL 311	Nature Writing
GEOG 109	Introduction to Geology
GEOG 106	Physical Geography
NRPI 215	Natural Resources & Recreation
NRPI 253	Interpretive Computer Graphics
NRPI 340	Human Dimensions of Resource Management
NRPI 350	Introduction to Natural Resource Interpretation
NRPI 351	Natural Resource Interpretation Field Trip
NRPI 352	Natural Resource Public Relations
NRPI 353	Interpretive Graphics
NRPI 430	Natural Resource Management in Parks
NRPI 450	Advanced Natural Resource Interpretation
NRPI 453	Interpretation Practicum - Graphic or
NRPI 454	Interpretation Practicum - Oral
NRPI 482	Internship
STAT 108	Elementary Statistics
ZOOL 110	General Zoology
ANTH 104	Cultural Anthropology or
GEOG 105	Cultural Geography
HIST 110	United States History to 1877 or
HIST 111	United States History from 1877

Take six units each from two of the areas listed below:

Botanical

BOT 300	Plants & Civilization
BOT 330/330L	Plant Ecology
BOT 350	Plant Taxonomy
BOT 354	Agrostology
BOT 450	Advanced Plant Taxonomy

FOR 230	Dendrology
FOR 231	Forest Ecology

Cultural

ANTH 394	Archaeology of North America
HIST 368	Colonial & Revolutionary America
HIST 371	Civil War & Reconstruction
HIST 383	California History
NAS 306	Native Peoples of North America

Earth Resources

ENGR 448	River Hydraulics
GEOG 352	Regional Climatology
GEOG 350	General Geomorphology
SOIL 360	Origin & Classification of Soils
GEOG 300/300L	Geology of California or
GEOG 303	Earth Resources or
GEOG 305	Fossils, Life, & Evolution

Environmental Education

PSYC 213	The School-age Child
PSYC 414	Psychology of Adolescence and Young Adulthood
REC 210	Recreation Leadership
REC 330	Outdoor Education
REC 340	Camp Organization and Counseling
THEA 322	Creative Drama
THEA 324	Puppetry
ENGL 323	Children's Literature
COMM 422	Children's Communication Development
CD 255	Early Childhood Development
CD 257	Supervised Work with Children
CD 356	Curriculum Development for Early Childhood
CD 358	Supervised Work with Children
CD 446	Structure and Content of Children's Thinking
CD 463	Administration of Early Childhood Programs

Graphics

ART 105B	Beginning Drawing
ART 105C	Color & Design
ART 108	Beginning Graphic Design
ART 112	Beginning Representational Drawing
ART 250	Beginning Photography
ART 340	Intermediate Graphic Design I
ART 341	Intermediate Graphic Design II
ART 343	Advanced Graphic Design
ART 356	The Art Museum

JMC 156	Video Production
JMC 134	Photojournalism and Photoshop
JMC 334	Advanced Photojournalism and Photoshop

Marine / Aquatic

BIOL 430	Intertidal Ecology
FISH 320	Limnology
OCN 310	Biological Oceanography
OCN 109	General Oceanography or
FISH 300	Introduction to Fishery Biology

Natural Resource Management

FISH 300	Introduction to Fishery Biology
FOR 315	Forest Management
FOR 374	Wilderness Area Management
RRS 306	Rangeland Resource Principles
SOIL 460	Forest & Range Soils Management
WLDF 310	Principles of Wildlife Management
WSHD 315	Watershed Management

Zoological

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

Planning Option

Complete all courses in the major with a C- or better.

Core courses plus:

BOT 350	Plant Taxonomy
NRPI 277	Introduction to Remote Sensing
NRPI 310	Introduction to Natural Resource Planning
NRPI 325	Natural Resource Regulatory Process
NRPI 360	Natural Resource Planning Methods
NRPI 377	Introduction to GIS Concepts
NRPI 420	Ecosystem Analysis
NRPI/ECON 423	Natural Resource Economics
NRPI 425	Environmental Impact Assessment
NRPI 460	Natural Resource Agency Planning
NRPI 465	Rural Community Planning

NRPI 475 Senior Planning Practicum
 NRPI 482 Internship
 STAT 108 Elementary Statistics
 GEOG 106 Physical Geography **or**
 GEOG 352 Regional Climatology
 NRPI/ENVS 309 Communication in
 Natural Resource Conflict
 Resolution

Two of the following:

FISH 320/320L Limnology/Practicum
 FOR 315 Forest Management
 GEOL 303 Earth Resources
 GEOL 350 General Geomorphology
 RRS 306 Rangeland Resource
 Principles
 SOIL 360 Origin & Classification
 of Soils
 SOIL 460 Forest & Range Soils
 Management
 SOIL/FOR 468 Introduction to
 Agroforestry
 WLDF 310 Principles of Wildlife
 Management
 WSHD 315 Watershed Management

Recreation Option

Complete all courses in the major with a C- or better.

Core courses plus:

FOR 374 Wilderness Area Management
 NRPI/ENVS 309 Communication in
 Natural Resource Conflict
 Resolution
 NRPI 215 Natural Resources &
 Recreation
 NRPI 253 Interpretive Computer
 Graphics **or**
 NRPI 377 Introduction to GIS Concepts
 NRPI 325 Natural Resource
 Regulatory Processes
 NRPI 340 Human Dimensions of
 Resource Management
 NRPI 350 Introduction to Natural
 Resource Interpretation
 NRPI 351 Natural Resources
 Interpretation Field Trip
 NRPI 352 Natural Resources Public
 Relations
 NRPI 415 Recreation Planning
 Workshop (alternate years)
 NRPI 425 Environmental Impact
 Assessment
 NRPI 430 Natural Resource
 Management in Parks
 NRPI 440 Managing Recreation
 Visitors (alternate years)
 NRPI 482 Internship
 STAT 108 Elementary Statistics

One of the following:

REC 310 Recreation for Special
 Groups
 REC 320 Organization, Administration,
 & Facility Planning
 REC 330 Outdoor Education
 REC 335 Tourism Planning &
 Development
 REC 340 Camp Organization &
 Counseling

One of the following:

COMM 311 Business & Professional
 Communication
 COMM 312 Group Communication
 COMM 322 Intercultural Communication
 COMM 411 Organizational
 Communication Theory
 PSYC 457 Group Dynamics &
 Procedures

One of the following:

BA 210 Legal Environment of
 Business
 BA 345 Marketing Essentials
 BA 355 Essentials of Financial &
 Management Accounting
 BA 375 Management Essentials

Two of the following:

FISH 300 Introduction to Fishery
 Biology
 FOR 315 Forest Management
 RRS 306 Rangeland Resource
 Principles
 SOIL 460 Forest & Range Soils
 Management
 WLDF 310 Principles of Wildlife
 Management
 WSHD 315 Watershed Management

REQUIREMENTS FOR THE MINORS

Geographic Information Technology

BIOM 109 Introductory Biometrics
 GEOG 316 Computer Cartography
 NRPI 377 Introduction to GIS Concepts
 NRPI 470 Intermediate Geographic
 Information Systems
 NRPI 270 Global Positioning System
 Techniques **or**
 GEOG 216 Introduction to Mapping
 Sciences
 NRPI 277 Introduction to Remote
 Sensing **or**
 FOR 216 Forest Remote Sensing &
 Geographic Information
 Systems

Natural Resources Interpretation

NRPI 215 Natural Resources &
 Recreation
 NRPI 253 Interpretive Computer
 Graphics [or equivalent]
 NRPI 350/351 Introduction to Natural
 Resource Interpretation/
 Field Trip
 NRPI 353 Interpretive Graphics
 NRPI 430 Natural Resource
 Management in Parks
 NRPI 450 Advanced Natural
 Resource Interpretation

Natural Resources Planning

GEOG 106 Physical Geography
 NRPI 105 Natural Resource
 Conservation
 NRPI 210 Public Land Use Policies
 & Management
 NRPI 310 Introduction to Natural
 Resource Planning

One of the following:

NRPI 325 Natural Resources
 Regulatory Process
 NRPI 360 Natural Resource
 Planning Methods
 NRPI 425 Environmental Impact
 Assessment

Natural Resources Recreation

FOR 374 Wilderness Area
 Management
 NRPI 210 Public Land Use Policies
 & Management
 NRPI 215 Natural Resources &
 Recreation
 NRPI 340 Human Dimensions of
 Resource Management
 NRPI 415 Recreation Planning
 Workshop **or**
 NRPI 440 Managing Recreation Visitors
 NRPI 430 Natural Resource
 Management in Parks



NEWS-EDITORIAL

Minor in News-Editorial

Department Chair

Mark Larson, Ph.D.

Department of Journalism & Mass Communication

Bret Harte House 52
(707) 826-4775

The Program

Students completing this minor can become reporters, editors, copy editors, technical writers, sports writers, and magazine writers.

REQUIREMENTS FOR THE MINOR

JMC 116 Intro. to Mass Communication
JMC 120 Beginning Reporting

One of the following courses:

JMC 320 Public Affairs Reporting
JMC 324 Magazine Writing

Plus seven units of approved upper division courses from those required for the journalism major's news-editorial concentration (see Journalism major).



NURSING

Bachelor of Science degree with a major in Nursing

(fall semester admission only – except for advanced placement.)

Department Chair

Wendy Woodward, Ph.D.

Department of Nursing

Gist Hall 122
(707) 826-3215, fax 826-5141

The Program

Our program prepares graduates for entry-level positions as adult health nurses, medical-surgical nurses, geriatric nurses, mental health nurses, child health nurses, childbearing health nurses, or community health nurses. It also prepares graduates for pursuing a master's degree in nursing, which may qualify them in the future as clinical specialists, midwives, nurse administrators, nurse anesthetists, nurse practitioners, or nurse educators.

Nursing students receive clinical experience at local hospitals, clinics, health departments, and community agencies such as day health care agencies, schools, and physicians' offices. In these settings, students are encouraged to develop leadership and management skills in addition to learning/applying patient advocacy skills.

Beyond the broad foundation in liberal arts and sciences, students learn specific entry-level nursing skills.

Humboldt nursing students find the program emphasizes independence, problem solving, and critical thinking, which helps them develop flexibility in their careers. The curriculum is based on views of client, health, environment, and nursing influenced by the Modeling and Role-modeling theory of Erickson, Tomlin, and Swain.

Our program is endorsed by the American Holistic Nurses Association; graduates are eligible to sit for the exam for Holistic Nurse Certification.

Research is an important component. Attention focuses on understanding the process of research and being a consumer of research that impacts nursing care.

The program is approved by the California Board of Registered Nursing and accredited by the Commission for Collegiate Nursing Education (CCNE). Students are eligible to sit for the CCNE licensing exam after successful completion of required nursing major courses. Completion of the BS degree makes one eligible for the public health nursing certificate (PHN) or to enter a variety of graduate programs in nursing.

Note: When applying for licensure in California, applicants are required to report any misdemeanor or felony convictions to the Board of Registered Nursing. Certain convictions may result in denial of licensure. Cases are considered individually.

Because of the tightly structured curriculum and rigorous course work, nursing students choose either not to work or to limit the hours of employment. Reliable transportation is necessary, as clinical labs are held at several off-campus sites and often begin before public transportation is available.

For current registered nurses (RNs), special courses have been added for a BS degree (see Special Programs below).

ADMISSION REQUIREMENTS FOR NURSING COURSES

Apply to the university under published guidelines.

Incoming freshmen should have taken high school chemistry with lab, one other lab

science course, elementary algebra, and a higher mathematics course.

Transfer students should pay careful attention to the CSU transfer student policies for general education. Students with lower division GE deficits may be denied admission when more applications are received than can be accommodated.

Admission to the major occurs fall semester only. Obtain a separate application to the major directly from the Department of Nursing. March 1 is the deadline for applying for the fall semester class.

All students must meet the following minimum admission standards to be considered for space in the nursing class:

- California residency
- Ability to meet core performance standards with or without reasonable accommodations, as defined in the policy Essential Performance Standards (available from the department)
- A minimum grade of C in the following prerequisite courses: CHEM 107 & 117, G.E. English requirement (A1), G.E. speech requirement (A2), G.E. critical thinking requirement (A3), ZOOL 214, BIOL 210, G.E. mathematics requirement (STAT 106 preferred), ZOOL 270.
- Overall GPA > 2.0, consistent with Humboldt State policy

SUPPLEMENTARY CRITERIA

Due to the impacted status of the nursing major and limited clinical facilities, the department screens and selects majors based on supplementary criteria. These criteria are applied to those who have already met minimum standards described above. Criteria may be modified slightly from year to year, so contact the department directly to verify current criteria.

An applicant competing for a place within the major may score as many as 100 points in the following categories:

- **Prerequisite GPA** (55 points possible)

Weighted GPA in the following required prerequisite classes or their equivalency: Biology 210 Medical Microbiology; CHEM 107 Fundamentals of Chemistry; CHEM 117 Nursing Chemistry; Communication 100 Speech; English 100 Reading & Composition; Statistics 106 Statistics for Health Sciences; Zoology 214 Elementary Physiology; Zoology 270 Human Anatomy; Critical Thinking (3 units) G. E. Area A.

NOTE: If there is any question regarding the equivalency/substitution of a course, please contact the Department of Nursing as soon as possible.

3.70 GPA or higher	=	55 points
3.30 to 3.69	=	45 points
3.00 to 3.29	=	35 points
2.70 to 2.99	=	25 points
2.50 to 2.69	=	15 points
A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0

- **Overall GPA** (15 points possible)

3.70 GPA or higher	=	15 points
3.30 to 3.69	=	12 points
3.00 to 3.29	=	9 points
2.70 to 2.99	=	6 points
2.50 to 2.69	=	3 points

- **TEAS Scores** (20 points possible)

75% or higher	=	20 points
55% to 74%	=	15 points
40% to 54%	=	10 points
39% or less	=	5 points

- **Health Related Experience** (5 points possible)

Paid employment in a health care setting providing direct patient care, such as LVN, RT, Psych Tech, CNA, etc., or Volunteer in a health care setting with direct patient interaction. Must be documented on letterhead by employer or volunteer coordinator.

- **Second Language Proficiency** (5 points possible)

Language proficiency in English and one other language (including ASL). Proficiency in second language may be documented by 3 years of high school, 2 years of college, or letterhead from a professional who is fluent in the language.

Applicants are screened during spring semester and notified by mail of their acceptance or denial for admittance to the first nursing major courses (NURS 260, NURS 261, NURS 262). The letters of acceptance that are received will be conditional on satisfactory completion of the above-listed prerequisite courses by the end of the spring semester. Final decision as to which students are accepted for admittance to the nursing major course is normally completed by mid-June.

BEFORE FIRST NURSING COURSES

Students receiving official department notification of acceptance for the first nursing courses (NURS 260, 261, 262) must:

- Obtain a physical examination using the form supplied by the department (which includes health history, validation of certain lab work, and required immunizations).
- Obtain malpractice liability insurance (the department has information).
- Complete a cardiopulmonary resuscitation course (or within the past six months) at the level of Health Care Provider (American Heart Association) or Professional Rescuer CPR (American Red Cross).

REQUIREMENTS FOR THE MAJOR

Non-Nursing Courses Required for the Nursing Major

Note: Students must earn grades of C or higher in all required courses for the major.

Students are strongly encouraged to review course descriptions for prerequisites and corequisites to make certain they are eligible to enroll.

Prerequisites:

BIOL 210	Medical Microbiology
CHEM 107	Fundamentals of Chemistry
CHEM 117	Nursing Chemistry
COMM 100	Speech (GE A2)
ENGL 100	Reading & Composition (GE A1)
ZOOL 214	Elementary Physiology
ZOOL 270	Human Anatomy

Plus Mathematics (GE B3)—STAT 106 preferred, and Critical Thinking (GE A3).

Concurrent With Major Courses

SOC 104	Introductory Sociology or
ANTH 104	Cultural Anthropology

HED 231	Basic Human Nutrition
PSYC 104	Introduction to Psychology
PSYC 311	Human Development

Nursing Courses Required For The B. S. Degree

Students need reliable transportation for the clinical laboratory experience.

NURS 260	Beginning Assessment Skills
NURS 261	Fundamental Nursing Skills
NURS 262	Theory-Based Nursing Practice
NURS 264	Nursing Interventions for Adult Clients
NURS 360	Pathophysiology & Pharmacology
NURS 362	Caring for Stigmatized Groups: Psychiatric Nursing
NURS 363	Caring for Vulnerable Populations: Gerontological Nursing
NURS 364	Maternal/Child/Family Nurs.
NURS 462	Nursing in the Community
NURS 464	Leadership & Decision Making
NURS 495	Nursing Research
NURS 496	Nursing Outcomes Assessment

The California Board of Registered Nursing requires courses in English composition and communication prior to the state licensing exam.

SPECIAL PROGRAMS FOR REGISTERED NURSES

The registered nurse seeking a BS degree must fulfill the same academic requirements as other nursing students. However, since the RN enters the university with knowledge and skills validated by licensing, s/he may challenge certain nursing courses for credit.

Special courses have been developed to enable the RN to obtain the BS degree in a special pathway (RN Bridge). With the completion of required support course work and lower division general education, nursing courses and upper division general education can be completed in three semesters. The RN student must:

- Show evidence of licensing as an RN in California.
- Complete the following support courses, transferable from other institutions or taken at Humboldt:

Inorganic & Organic Chemistry, Human Nutrition, Microbiology, Introductory Psychology/Cultural Anthropology, Anatomy, Physiology, Introductory Sociology, Lifespan Growth & Development, Statistics

- Complete the following courses at Humboldt:

NURS 353	Applying Concepts: Adult Health Nursing
NURS 354	Applying Concepts: Mental Health Nursing
NURS 355	Applying Concepts: Mat/Child Nursing
NURS 357	Concepts in Professional Nursing
NURS 358	Bridging Concepts for the RN
NURS 460	Adv. Physical Assessment
NURS 462	Community Health Nursing
NURS 464	Leadership & Decision Making

NURS 495 Application of Research
in Nursing

NURS 496 Nursing Outcomes
Assessment

- Complete university general education, residency, and unit requirements for graduation.
- Meet the same physical exam, malpractice coverage, and CPR requirements as the generic nursing major.

For Licensed Vocational Nurses

The licensed vocational nurse who seeks a BS degree is also recognized as having

strengths and experience. S/he too may challenge courses within the major, primarily at the sophomore level.

Humboldt State University offers a 29-unit nondegree option enabling LVNs to sit for the registered nurse licensing exam. The requirements for this pathway are available directly from the Department of Nursing.



OCEANOGRAPHY

Bachelor of Science degree with a major in Oceanography

Minor in Oceanography

Department Chair

Greg Crawford, Ph.D.

Department of Oceanography

Natural Resources Building 200
(707) 826-3540, fax 826-4145
www.humboldt.edu/~ocn/

The Program

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 course work and experiences allow students a variety of choices while still providing an education of considerable breadth, an understanding of fundamental concepts unique to oceanography, and an appreciation of how concepts from allied fields interrelate. The intent is to develop an interdisciplinary train of thought essential for understanding the marine environment.

Participants also study in depth a science related to oceanography, such as geology, chemistry, physics, or biology. This program allows a student to:

- prepare as an ocean scientist to collect, process, and aid in interpreting scientific data collected on oceanographic cruises and other field work conducted by federal, state, educational, or private institutions and agencies;

- prepare for graduate study in oceanography or a related science by acquiring a broad, sound science background;
- secure a broad science background and sound fundamental education (for those with an interest in the major who do not intend to use it as a career).

Humboldt's program prepares ocean scientists who collect, process, and interpret scientific data. Graduates excel in these careers: oceanographer, research assistant, marine biologist, marine products salesperson, aquatic biologist, marine geophysicist, hydrologist, water pollution technician, environmental specialist, scientific officer, hydrographic surveyor, earth scientist, aquatic chemist.

Preparation

Students should have a good background in biology, chemistry, physics, and mathematics. Competence with computers and a language other than English is recommended.

REQUIREMENTS FOR THE MAJOR

Lower Division

BIOL 105	Principles of Biology
CHEM 109	General Chemistry
CHEM 110	General Chemistry
GEOL 109	General Geology
MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
OCN 109	General Oceanography
OCN 260	Sampling Techniques & Field Studies
PHYX 109	General Physics I
PHYX 110	General Physics II
STAT 108	Elementary Statistics or
BIOM 109	Introductory Biometrics

Upper Division

OCN 310	Biological Oceanography
OCN 320	Physical Oceanography
OCN 330	Chemical Oceanography
OCN 340	Geological Oceanography
OCN 370	Library Research & Report Writing
OCN 485	Undergraduate Seminar
OCN 495	Field Cruise
OCN 499	Directed Study

Plus a 12-unit package of approved electives, tailored individually to the student's educational goals. Besides satisfying the major requirement, the elective package commonly leads to completion of a minor in a related field of study.

REQUIREMENTS FOR THE MINOR

OCN 109	General Oceanography
OCN 260	Sampling Techniques & Field Studies

Two of the following:

OCN 310	Biological Oceanography
OCN 320	Physical Oceanography
OCN 330	Chemical Oceanography
OCN 340	Geological Oceanography

Three units from the following:

OCN 410	Zooplankton Ecology
OCN 430	Marine Pollution
OCN 510	Estuarine Ecology
OCN 511	Marine Primary Production
OCN 535	Marine Microbial Ecology
OCN 544	Beach & Nearshore Processes
GEOL 415	Sedimentary Petrology
GEOL 423	Biostratigraphy
GEOL 460	Solid Earth Geophysics
GEOL 461	Applied Geophysics
PHYX 380	Micrometeorology
ZOOL 530	Benthic Ecology



PACIFIC BASIN STUDIES

Minor in Pacific Basin Studies

Advisor

Paul W. Blank
(707) 826-4115
pwb1@humboldt.edu

Department of Geography

Founders Hall 109
(707) 826-3946

The Program

The Pacific Basin has emerged as the fastest growing economic region on the planet. As it has grown and become integrated, its cultural, demographic, economic, physical, political, and social patterns have undergone profound transformations. The destiny of this region will shape the 21st century. A person who understands these changes will be better prepared to face the Pacific Century.

Students planning any career based in California or in the Pacific Basin will find this minor helpful.

REQUIREMENTS FOR THE MINOR

Take a minimum of 18 units: a 3-unit core course and 15 units divided between Asian-Pacific and American-Pacific focuses. Take at least six units from each area. Within either

section, no two courses can come from the same department. At least three elective units must be upper division (numbered 300 or above).

Other relevant courses may be substituted after consultation with an advisor.

Core Course

GEOG 340 Geography of the Pacific Basin

Asian-Pacific Focus

At least six units from:

- ANTH 306 World Regions Cultural Studies: China
- ANTH 390 World Regions Cultural Seminar: Oceania
- GEOG 472 Geography of China
- HIST 107 East Asian Civilization to 1644
- HIST 108 East Asian Civilization, 900-1850
- HIST 338 Modern Chinese History
- HIST 339 Modern Japanese History
- PE 112 Aikido
- PE 140 Tai Chi Chuan, Beginning
- PHIL 104 Asian Philosophy
- PHIL 385 History of Philosophy: China
- RS 340 Zen, Dharma, & Tao
- SOC 480 Social Change: Rise of Asia

American-Pacific Focus

At least six units from:

- ANTH 306 World Regions Cultural Studies: North American Indians
- BIOL 306 California Natural History
- ENGL/ES 336 American Ethnic Literature
- ES/NAS 105 Introduction to US Ethnic Studies
- ES 310 US & Mexico Border
- ES 314 Chicano Culture & Society in America
- GEOG 322 California
- GEOG 341 Middle America
- GEOG 344 South America
- GEO 300 Geology of California
- HIST 383 California History
- HIST 384 20th Century American West
- NAS 325 Native Tribes of California
- PE 193 Mexican Folklorico Dance
- PSCI 359 California Government
- SPAN 346 Borges & the Contemporary Spanish American Short Story
- SPAN 347 "Boom" of the Latin American Novel



PEACE & CONFLICT STUDIES

Minor in Peace & Conflict Studies

Advisor

William Herbrechtsmeier, Ph.D.
University Annex O1
(707) 826-5763

The Program

Develop conceptual skills to analyze the current world situation from the perspectives of peace and conflict studies. Understand the factors contributing to the current situation and those that could contribute to a more peaceful world. Deepen your awareness of your personal role in creating a more peaceful world.

These studies lead to careers in: arms control and public policy; regional self-determination; Third World development; human rights; domestic social and economic jus-

tice; environmental protection; education; participatory politics and civil rights; the faith community. Specific job opportunities exist in: mediation and conflict resolution; the Peace Corps or the UN and its affiliates; private voluntary organizations; traditional careers in journalism, communications, education, law, and government.

REQUIREMENTS FOR THE MINOR

- HIST 105 Western Civilization, 1650 to Present

Origins of the Nuclear Age

Three units from:

- HIST 350 Modern Russia
- HIST 375A US Foreign Relations, 1789-1943

International Relations

Six units from:

- ECON 306 Economics of the Developing World
- PSCI 340 International Relations
- PSCI 347 US Foreign Policy
- SOC 480 Military Sociology

Intercultural Understanding

Six units from:

- COMM 322 Intercultural Communication
- JMC 330 International Mass Communication
- PSYC 302 Psychology of Prejudice
- RS 105 World Religions
- RS 300 Living Myths [Myths of War & Peace]
- RS 400 Paths to the Center



PHILOSOPHY

Bachelor of Arts degree with a major in Philosophy

Minor in Ethics and Values

Minor in Philosophy

Department Chair

Michael F. Goodman, Ph.D.

Department of Philosophy

University Annex 103
(707) 826-4124, fax 826-4122
phil@humboldt.edu
www.humboldt.edu/~phil

The Program

Analyze fundamental ideas and basic concepts of human experience. Constructively reexperience the problems and doubts in your own life which are also found in writings of Eastern and Western philosophical traditions. The program emphasizes the history of philosophy. We critique ourselves, our culture, and our world so as to reform them.

Class discussions and philosophical papers develop analytical and critical writing skills—excellent preparation for professional and other careers. Philosophy graduates teach at the college level or continue their education at professional schools such as law and medicine.

REQUIREMENTS FOR THE MAJOR

PHIL 100 Logic

Upper Division

PHIL 303 Theories of Ethics

PHIL 380 History of Philosophy:
Pre-Socratics through
Aristotle

PHIL 382 History of Philosophy:
Renaissance through the
Rationalists

PHIL 383 History of Philosophy:
Empiricists & Kant

PHIL 384 History of Philosophy:
19th Century

PHIL 385 History of Philosophy: China

PHIL 386 History of Philosophy: India

PHIL 420 Contemporary Epistemology
& Metaphysics

PHIL 425 Philosophy of Science

Two seminars selected from offerings of
PHIL 485

Two of the following: PHIL 301, 302, 304,
305, 306, 309, 309B, 315, 340, 355, 391
(391 must be approved by department for credit),
475, 485.

REQUIREMENTS FOR THE MINOR

Under the four options listed below, take the indicated courses and confer with members of the philosophy faculty for assistance in selecting suitable electives.

Asian Aspects of Philosophy

PHIL 385 History of Philosophy: China

PHIL 386 History of Philosophy: India
Plus two 3-unit electives in philosophy, one
of which must be upper division.

Ethics and Values

PHIL 106 Moral Controversies

PHIL 303 Theories of Ethics

Plus six units from the following:

PHIL 301 Reflection on the Arts

PHIL 302 Environmental Ethics

PHIL 304 Philosophy of Sex & Love

PHIL 305 The Fragmented Universe of
Ideas

PHIL 306 The Philosophy of Race

Fundamental Aspects of Philosophy

(recommended minor for pre-law)

PHIL 100 Logic

PHIL 303 Theories of Ethics

PHIL 420 Contemporary Epistemology
& Metaphysics

Plus one upper division, 3-unit philosophy
elective. *(If pre-law, PHIL 415: Intermediate
Logic, is recommended.)*

History of Philosophy

Three courses from:

PHIL 380 History of Philosophy:
Pre-Socratics through
Aristotle

PHIL 382 History of Philosophy:
Renaissance through the
Rationalist

PHIL 383 History of Philosophy:
Empiricists & Kant

PHIL 384 History of Philosophy:
19th Century

Plus one lower or upper division 3-unit elec-
tive in philosophy



PHYSICAL EDUCATION [EDUCATION]

Bachelor of Science degree with a major in Kinesiology—education option leading to a single subject teaching credential

Department Chair
Susan E. MacConnie, Ph.D.

Department of Health & Physical Education

Forbes Complex 101
(707) 826-4538

The Program

Prepare to teach physical education in junior high and high school. (For information on preliminary and professional clear teaching credentials, see Education. See the program listing for Adapted Physical Education for credential information.)

Graduates also enter careers as intramural directors, health spa instructors, coaches, recreational directors, sports program directors, and camp directors.

In addition to core academic courses, students enroll in activity courses which help them develop fitness and performance skills. Humboldt's human performance laboratory offers modern equipment. Other facilities include two gymnasiums, an indoor pool, an all-weather track, cross-country trails, a field house, weight room, and stadium.

Preparation

In high school take the college preparatory track plus courses in computers, anatomy, and physiology. Also participate in interscholastic sports.

REQUIREMENTS

Please note: Degree requirements listed here do not include professional education courses required for the credential. Students earning this degree may waive SSAT/Praxis assessments before entering the credential program.

Before applying to the secondary education credential program, students must meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Prerequisites to the core:

ZOOL 113 Human Physiology
ZOOL 374 Introduction to Human Anatomy

Core (24 units)

HED 115 First Aid/CPR
KINS 165 Foundations of Physical Education
KINS 379 Exercise Physiology
KINS 380 Structural Kinesiology
KINS 474 Psychological Foundations of Kinesiology
KINS 483 Evaluation Techniques in Kinesiology
KINS 484 Motor Development/Motor Learning
KINS 492 Senior Seminar in Kinesiology

Concepts of Teaching (14 units)

KINS 311 Concepts of Teaching Aquatics
KINS 313 Concepts of Teaching Dance
KINS 315 Concepts of Teaching Dynamic Movement
KINS 317 Concepts of Teaching Fitness
KINS 319 Concepts of Teaching Individual Activities
KINS 321 Concepts of Teaching Recreational Activities
KINS 323 Concepts of Teaching Team Activities

Upper Division (12 units)

KINS 276 Techniques in Athletic Training
KINS 384 Curriculum & Instructional Strategies in Physical Educ.
KINS 385 Adapted Physical Education
REC 320 Organization, Administration, Facility Planning

Take two courses from the following (5-6 units):

HED 231 Basic Human Nutrition
HED 342 Nutrition for Athletic Performance
HED 344 Weight Control

HED 389 Lifestyle Modification
KINS 388 Design and Implement Wellness/Fitness Program
KINS 397 Exercise Prescription/Leadership

Select either a teaching emphasis or a coaching emphasis.

Teaching Emphasis (9 units)

EDUC 285 Technology Skills for Educators
HED 405 School Health Programs
KINS 475 Elementary School Physical Education

Coaching Emphasis (8 units)

KINS 394 Computers in Health, Physical Education and Recreation
KINS 486 Theory of Coaching
KINS 490 Practica

Core (24 units) + Option (39-41) = 63-65 units total



PHYSICAL SCIENCE

Bachelor of Science degree with a major in Physical Science

Minor in Physical Science

Department Chair

Robert W. Zoellner, Ph.D.

Department of Physics

Science Complex A 470
(707) 826-3277 or 826-3244

The Program

The BS in physical science is a liberal arts program with emphasis in the sciences. Five departments offer introductory material. For upper division (junior and senior) requirements there is considerable flexibility, allowing pursuit of topics of interest within the sciences.

Those who complete the BS will have a broad science background applicable in many industrial and business occupations. This program also may be helpful in preparing for state examinations for entry into the secondary education science credential program.

Preparation

In high school take English, mathematics, chemistry, and physics.

REQUIREMENTS FOR THE MAJOR

Lower Division

BIOL 105 Principles of Biology
CHEM 109 General Chemistry
CHEM 110 General Chemistry
GEOL 109 General Geology
MATH 105 Calculus for the Biological Sciences & Natural Resources
or MATH 109 Calculus I (recommended)

MATH 110 Calculus II
PHYX 111 General Physics III:
Optics, Modern Physics

Plus one of these physics series:

PHYX 106 College Physics: Mechanics & Heat **and**
PHYX 107 College Physics:
Electromagnetism & Modern Physics **and**
PHYX 399 Supplemental Work in Physics **or**

PHYX 109 General Physics I:
Mechanics (recommended) **and**
PHYX 110 General Physics II:
Electricity, Heat

Upper Division

PHYX 304 Cosmos (recommended early in your program)
PHYX 320 Modern Physics
PHYX 340 Symbolic Computation in the Sciences **or** approved alternative

Plus one of these physics courses:

PHYX 300 Frontiers of Modern Physical Science
PHYX 302 Light & Color
PHYX 303 The Conscious Universe
PHYX 310 Space, Time & Relativity
PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 340 Symbolic Computation in the Sciences
PHYX 360 Introduction to Astrophysics
PHYX 380 Micrometeorology

Plus nine units from the following courses:

CHEM 305 Environmental Chemistry
CHEM 328 Brief Organic Chemistry
CHEM 364 Introductory Physical Chemistry
CHEM 367 Introductory Physical Chemistry Lab
GEOL 300 Geology of California
GEOL 300L Geology of California Field Trip
GEOL 303 Earth Resources
GEOL 310 Mineralogy & Optical Crystallography
GEOL 350 General Geomorphology
PHYX 300 Frontiers of Modern Physical Science

PHYX 302 Light & Color
PHYX 303 The Conscious Universe
PHYX 310 Space-Time & Relativity
PHYX 315 Introduction to Electronics & Electronic Instrumentation
PHYX 316 Electronic Instrumentation & Control Systems
PHYX 340 Symbolic Computation in the Sciences
PHYX 360 Introduction to Astrophysics
PHYX 380 Micrometeorology

REQUIREMENTS FOR THE MINOR

Choose Path 1 or Path 2.

Path 1

Lower Division

PHYX 109 General Physics I:
Mechanics
PHYX 110 General Physics II:
Electricity, Heat
PHYX 111 General Physics III:
Optics, Modern Physics

Upper Division

Six approved upper division units in physics, chemistry, oceanography, or geology.

Path 2

Lower Division

MATH 105 Calculus for the Biological Sciences & Natural Resources
or MATH 109 Calculus I

PHYX 104 Descriptive Astronomy

Plus one of these physics series:

PHYX 106 College Physics: Mechanics & Heat **and**
PHYX 107 College Physics:
Electromagnetism & Modern Physics, **or**

PHYX 106 College Physics: Mechanics & Heat **and**

PHYX 118 College Physics: Biological Applications, **or**

PHYX 109 General Physics I: Mechanics **and**

PHYX 110 General Physics II:
Electricity, Heat

Upper Division

One of these physics courses:

PHYX 111 General Physics III:
Optics, Modern Physics
PHYX 300 Frontiers of Modern Physical Science
PHYX 302 Light & Color

Plus one of these physics courses:

PHYX 303 The Conscious Universe
PHYX 304 The Cosmos (recommended early in your program)

Plus one approved upper division course in physics, chemistry, oceanography, or geology.



PHYSICS

Bachelor of Science degree with a major in Physics

A traditional physics major or options in biology physics, geology physics, engineering physics, or oceanography physics.

Bachelor of Arts degree with a major in Physics

Minor in Physics

Department Chair

Robert W. Zoellner, Ph.D.

Department of Physics

Science Complex A 470
(707) 826-3277 or 826-3244

The Program

This program is prerequisite to many research jobs 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.

The university's nearby observatory has two 14-inch telescopes and several smaller ones. The department also offers a well equipped computer electronics lab.

Preparation

In high school take English, mathematics, and physics.

REQUIREMENTS FOR THE MAJOR: BACHELOR OF SCIENCE

Lower Division

CHEM 109	General Chemistry
CHEM 110	General Chemistry
MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
MATH 241	Elements of Linear Algebra
PHYX 109	General Physics I: Mechanics
PHYX 110	General Physics II: Electricity, Heat
PHYX 111	General Physics III: Optics, Modern Physics

Upper Division Core

Core courses required for all majors:

MATH 311	Vector Calculus
MATH 313	Ordinary Differential Equations
MATH 314	Partial Differential Equations

PHYX 315	Introduction to Electronics & Electronic Instrumentation
PHYX 316	Electronic Instrumentation & Control Systems
PHYX 320	Modern Physics
PHYX 324	Analytical Mechanics
PHYX 325	Thermal Physics
PHYX 340	Symbolic Computation in the Sciences or approved alternative
PHYX 441	Electricity & Magnetism I
PHYX 442	Electricity & Magnetism II
PHYX 443	Electricity & Magnetism III
PHYX 485	Physics Seminar [fall & spring]

Physics Option

PHYX 420	Optical Systems Design
PHYX 450	Quantum Physics I
PHYX 462	Senior Lab

Those intending to enter graduate school in physics should take more courses in physics and mathematics. For example:

PHYX 495	Selected Topics in Physics for Seniors
MATH 240	Introduction to Mathematical Thought
MATH 343	Introduction to Algebraic Structures
MATH 344	Linear Algebra
MATH 351	Introduction to Numerical Analysis
MATH 418	Introduction to Complex Analysis

Biology Physics Option

BIOL 105	Principles of Biology
BIOL 340	Genetics
BIOL 410	Cell Biology
CHEM 321/322	Organic Chemistry or
CHEM 328	Brief Organic Chemistry
CHEM 361	Physical Chemistry or
CHEM 364	Introductory Physical Chemistry
PHYX 450	Quantum Physics I

Engineering Physics Option

ENGR 331	Thermodynamics & Energy Systems I
PHYX 420	Optical System Design
PHYX 430	Computerized Instrumentation
PHYX 462	Senior Lab
ENGR 325	Computational Methods for Engineers II or
MATH 351	Introduction to Numerical Analysis

Geology Physics Option

GEOL 109	General Geology
GEOL 322	Stratigraphy & Sedimentation
GEOL 330	Structural Geology
GEOL 460	Solid Earth Geophysics
GEOL 461	Applied Geophysics

Recommended courses:

GEOL 310	Mineralogy & Optical Crystallography
GEOL 311	Petrography

Oceanography Physics Option

BIOL 105	Principles of Biology
GEOL 109	General Geology
OCN 109	General Oceanography
OCN 320	Physical Oceanography

Plus four additional units of physics, mathematics, or oceanography courses

REQUIREMENTS FOR THE MAJOR: BACHELOR OF ARTS IN PHYSICS

Lower Division

CHEM 109	General Chemistry
CHEM 110	General Chemistry
MATH 109	Calculus I
MATH 110	Calculus II
MATH 210	Calculus III
MATH 241	Elements of Linear Algebra
PHYX 111	General Physics III: Optics, Modern Physics

Plus one of these physics series:

- PHYX 106 College Physics: Mechanics & Heat **and**
- PHYX 107 College Physics: Electromagnetism & Modern Physics **and**
- PHYX 399 Supplemental Work in Physics **or**
- PHYX 109 General Physics I: Mechanics (recommended) **and**
- PHYX 110 General Physics II: Electricity, Heat

Upper Division

MATH 313	Ordinary Differential Equations
PHYX 304	The Cosmos (recommended early in your program)
PHYX 315	Introduction to Electronics & Electronic Instrumentation
PHYX 320	Modern Physics
PHYX 324	Analytical Mechanics
PHYX 340	Symbolic Computation in the Sciences

PHYX 441 Electricity & Magnetism I
 PHYX 442 Electricity & Magnetism II

Plus one of these physics courses:
 PHYX 300 Frontiers of Modern Physical Science
 PHYX 302 Light & Color
 PHYX 303 The Conscious Universe

12 units from the following courses:
 PHYX 310 Space-Time & Relativity
 PHYX 316 Electronic Instrumentation & Control Systems
 PHYX 325 Thermal Physics
 PHYX 360 Introduction to Astrophysics
 PHYX 380 Micrometeorology
 PHYX 450 Quantum Physics I
 PHYX 451 Quantum Physics II
 PHYX 420 Optical Systems Design
 PHYX 430 Computerized Instrumentation
 PHYX 443 Electricity & Magnetism III
 PHYX 462 Senior Lab

REQUIREMENTS FOR THE MINOR

Lower Division

One of these calculus series:

- MATH 105 Calculus for the Biological Sciences & Natural Resources **and**
- MATH 205 Multivariate Calculus for the Biological Sciences & Natural Resources **or**
- MATH 109 Calculus I (recommended) **and**
- MATH 110 Calculus II

Plus one of these physics series:

- PHYX 106 College Physics
- PHYX 107 College Physics
- PHYX 399 Supplemental Work in Physics **or**
- PHYX 109 General Physics I (recommended) **and**
- PHYX 110 General Physics II

PHYX 111 General Physics III

Upper Division

Core courses required for all minors:

PHYX 304 The Cosmos (recommended early in your program)
 PHYX 315 Introduction to Electronics & Electronic Instrumentation
 PHYX 320 Modern Physics

Plus one of these physics courses:

PHYX 310 Space-Time & Relativity
 PHYX 316 Electronic Instrumentation & Control Systems
 PHYX 324 Analytical Mechanics
 PHYX 325 Thermal Physics
 PHYX 340 Symbolic Computation in the Sciences
 PHYX 360 Introduction to Astrophysics
 PHYX 380 Micrometeorology
 PHYX 420 Optical Systems Design
 PHYX 441 Electricity & Magnetism I
 PHYX 450 Quantum Physics I



POLITICAL SCIENCE

Bachelor of Arts degree with a major in Political Science

Minor in Political Science

Department Chair

Sam Sonntag, Ph.D.

Department of Government & Politics

Founders Hall 180

(707) 826-4494

www.humboldt.edu/~hsupsci/

The Program

For students who wish to concentrate on the study of politics as a part of their liberal arts education, the Department of Government & Politics offers a lower-division core program in political science and five upper-division elective paths clustered around major social and political issues of the 21st century. The internship experience and methods component of our program recognizes the importance of learning experiences outside the classroom and "hands-on" work experience. We strongly encourage our students to include an international experience (a year, semester or summer abroad) as part of their undergraduate major in political science. To enhance their success, we place a high value on oral and written communication and recommend students

attain competency in a foreign language and computer literacy.

Students may choose electives from several paths or concentrate their electives in one path. The paths are:

- **California Politics:** for careers in business, journalism, public affairs, state and local government, interest groups, nonprofit groups, campaign management, and more.
- **Environmental Politics & the Sustainable Society:** for careers in business, public and international affairs, teaching, interest groups, nonprofit groups, and more.
- **Global Studies:** for careers in law, business, public and international affairs, US Foreign Service, teaching, and more.
- **Law & Social Justice:** for careers in law, business, government, interest groups, nonprofit groups, and more.
- **Social Responsibility & Political Advocacy:** for careers in journalism, government, public affairs, interest groups, nonprofit groups, campaign management, and more.

Preparation

In high school take courses in English, history, and government.

REQUIREMENTS FOR THE MAJOR

40 units required for the major:

PSCI 185 Introductory Seminar in Political Science

Core Program

PSCI 210 Intro to United States Politics
 PSCI 220 Intro to Political Theory
 PSCI 230 Intro to Comparative Politics
 PSCI 240 Intro to Int'l. Relations

Experience/methods

At least 3 units from the following:

PSCI 358 Political Advocacy
 PSCI 412 Legal Research
 PSCI 470 Internships
 PSCI 481 Campaigns & Elections

Seminar

PSCI 485 Senior Seminar in Political Science

Elective Paths

A minimum of 17 units. Students are restricted from taking courses at the 100 level for elective credit.

California Politics

PSCI 313	Politics of Criminal Justice
PSCI 352	Water Politics
PSCI 358	Political Advocacy
PSCI 359	California Government
PSCI 481	Campaigns & Elections

Environmental Politics & the Sustainable Society

PSCI 306	Environmental Politics
PSCI 323	Topics in Political Theory: Environmentalism & Political Thought
PSCI 327	Radical Political Thought
PSCI 352	Water Politics
PSCI 373	Politics of Sustainable Society
PSCI 464	Politics of Appropriate Technology in the Third World Internship

Global Studies

PSCI 303	Politics of the Third World
PSCI 330	Political Regimes & Political Change
PSCI 340	Ethnicity & Nationalism

PSCI 341	International Law
PSCI 347	US Foreign Policy
PSCI 360	Political Economy
PSCI 440	International Organizations

Law & Social Justice

PSCI 313	Politics of Criminal Justice
PSCI 314	Sex Discrimination in American Law
PSCI 317	Topics in Public Policy
PSCI 323	Topics in Political Theory
PSCI 327	Radical Political Thought
PSCI 341	International Law
PSCI 410	American Constitutional Law
PSCI 412	Legal Research

Social Responsibility & Political Advocacy

PSCI 316	Public Administration
PSCI 327	Radical Political Thought
PSCI 350	The President & Congress
PSCI 354	Public Opinion & Elections
PSCI 358	Political Advocacy
PSCI 360	Political Economy
PSCI 481	Campaigns & Elections

REQUIREMENTS FOR THE MINOR

Core Program

Two of the following:

PSCI 210	United States Politics
PSCI 220	Political Theory
PSCI 230	Comparative Politics
PSCI 240	International Relations

Seminar

PSCI 485	Senior Seminar in Political Science
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Electives

12 units. Students are restricted from taking courses at the 100 level for elective credit.



PREPROFESSIONAL HEALTH PROGRAMS

Premedical

Predental

Preveterinary

Related Studies

College of Natural Resources & Sciences

James Howard, Ph.D., Dean

Biological Sciences

Science Complex B 221
(707) 826-3245

Humboldt's library has information on requirements at medical and other professional schools. Check at the library reference desk.

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 (medical, dental, and veterinary). 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.

- **General education** courses and other requirements for the major. (To demonstrate a well rounded background, the HIST 104-105 sequence, for example, is preferable to HIST 110.)
- **Biology:** BIOL 105, 340; ZOOL 210, 310. ZOOL 476 is recommended by some schools.
- **Chemistry:** CHEM 109, 110 (not 105); 321-322, 341. Some schools may require CHEM 361, 328, and/or the 431-432 series. Start the CHEM 109-110 sequence as soon as possible.

- **Mathematics:** MATH 109, 110. The amount of calculus required by professional schools varies, but a full year is highly recommended. Start the mathematics sequence in the freshman year, because physics and chemistry courses have mathematics prerequisites. Preveterinary students should take BIOM 109.
- **Physics:** PHYX 106-107 sequence or PHYX 109, 110, 111.
- Other courses may be required to prepare adequately for appropriate aptitude examinations.

Preprofessional students should remain in close contact with their preprofessional advisors.



PSYCHOLOGY

Bachelor of Arts degree with a major in Psychology

Minor in Psychology

Master of Arts degree with a major in Psychology—

Academic Research, Counseling (MFT),
and School Psychology

Department Chair

Senqi Hu, Ph.D.

Department of Psychology

Harry Griffith Hall 228
(707) 826-3755
www.humboldt.edu/~psych/

Graduate Secretary

(707) 826-5264

The Program

The Department of Psychology at HSU offers an undergraduate major leading to the BA degree, a minor program, course options for general education requirements and electives, service courses for other majors, and three graduate programs leading to the MA degree, including preparation for the California School Psychology credential, preparation for licensure as a Marriage-Family Therapist (MFT), and a 5th year MA program with content options in Biological Psychology, Social and Environmental Psychology, Developmental Psychopathology, and Behavior Analysis.

Students have access to physiological laboratories, videotaping facilities, a library of tests and measurements, and other resources for psychological research and applications.

The BA degree with a major in psychology from HSU is an excellent background for graduate school and many careers. A number of our students have been accepted into prestigious nationally recognized Ph.D. programs and many have gone on to master degree programs. The psychology major provides the basis for a career as a psychologist or mental health care worker.

Typically, those professions require a Ph.D. or MA degree. There are also a number of executives, lawyers, and business professionals who earned a bachelor's degree in psychology before they obtained advanced degrees. If you are not planning on graduate school, psychology graduates still leave with a number of highly marketable skills such as the ability to collect, organize, analyze, and interpret data; write reports and proposals clearly and objectively; communicate effectively and sensitively in both individual and group situations; obtain information about problems through library research and personal contacts, and identify problems and suggest solutions on the basis of research findings. An undergraduate degree is also helpful in many health and mental health service professions. A psychology major is helpful for careers in areas such as a college admissions or employment counselor, media buyer, management trainee, mental health aide, opinion survey researcher, or customer relations, among others.

The Master's degree in Psychology, combined with an appropriate credential or license, may lead to careers such as school psychologist, counselor in a human service agency, marriage and family therapist, or board certified behavior analyst.

Traineeships and internships with local public and private agencies are arranged for graduate students in counseling and school psychology. The department's Davis House Psychology Clinic provides additional supervised opportunities for counseling graduate students.

Preparation

High school algebra is required and courses in biology are recommended.

REQUIREMENTS FOR THE MAJOR

45 units required: 11 lower division, 9 in each of two upper division content areas, 1 in research skills, 3 in interpersonal skills, 9 in upper division psychology electives, and 3 in capstone.

Lower Division

PSYC 104	Introduction to Psychology
PSYC 200	Introduction to Psychological Research Design & Methodology
PSYC 241	Introduction to Psychological Statistics
PSYC 280	Perspectives on Psychology

Upper Division: Content Areas

Basic Processes (9 units)

Three of the following:

PSYC 321	Biological Bases of Behavior
PSYC 322	Learning & Motivation
PSYC 323	Sensation & Perception
PSYC 324	Cognitive Psychology

Personal & Interpersonal Processes (9 units)

Three of the following:

PSYC 311	Human Development
PSYC 335	Social Psychology
PSYC 337	Personality Theory & Research
PSYC 438	Dynamics of Abnormal Behavior

Upper Division: Basic Skills

Laboratory Skills (1 unit)

One unit from the following:

PSYC 320	Behavior Analysis (4 units) [The additional 3 lecture units may count toward the elective requirement.]
PSYC 325	Psychobiology (4 units) [The additional 3 lecture units may count toward the elective requirement.]
PSYC 389	Psychology Lab (1 unit) [This will be attached to one of the content courses each semester.]

Interpersonal Skills (3 units)

One of the following:

PSYC 403	Social/Organizational Skills
PSYC 454	Interviewing & Counseling Techniques
PSYC 457	Group Dynamics & Procedures

Free Electives

9 upper division psychology units

Capstone Experience

One of the following, taken near the end of the major:

PSYC 480	Selected Topics in Psychology (only when topic is approved for Capstone Experience)
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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.

- PSYC 485 Senior Seminar
 PSYC 495/499 Taken as Senior Honors Thesis
 PSYC 541 Advanced Statistical Techniques
 PSYC 586 History & Systems of Psychology
 PSYC 600 series Advanced Seminars (IA)

REQUIREMENTS FOR THE MINOR

Take 15 units of psychology. Nine of these units must be upper division.

Complete at least 15 units of psychology, 9 of which must be upper division. At least 3 units must be completed at Humboldt.

Introductory Phase (3 units)

PSYC 104 Introduction to Psychology

Basic Processes (3 units)

Choose one of the following:

- PSYC 321 Biological Bases of Behavior
 PSYC 322 Learning and Motivation
 PSYC 323 Sensation and Perception
 PSYC 324 Cognitive Psychology

Personal & Interpersonal Processes (3 units)

Choose one of the following:

- PSYC 311 Human Development
 PSYC 335 Social Psychology
 PSYC 337 Personality Theory
 PSYC 438 Dynamics of Abnormal Behavior

Plus approved electives to bring the total to 9 upper division units with 15 units overall.

REQUIREMENTS FOR THE MASTER'S DEGREE

Humboldt offers an MA in psychology under three separate emphases – Academic Research, Counseling (MFT), and School Psychology.

Academic Research Emphasis

This 5th year MA Program in Academic Research typically begins in a student's senior year and can be completed in a single year after completion of the B.A. degree. This program offers a master's degree with a focus of study in one of four Options: Social and Environmental Psychology, Biological Psychology, Developmental Psychopathology, and Behavior Analysis. Each area provides a background in methodology and statistics that is paired with courses relevant to the area.

Program Coordinator

Chris Aberson, Ph.D.
 (707)826-3670

The Program

• Biological Psychology Option

Biological psychology is the study of the physiological bases of behavior, particularly how the brain affects behavior. The Biological Psychology Option provides an extensive background in biological bases of behavior and numerous research opportunities. Our program prepares students for application to Ph.D. programs in the field of biological psychology and neuroscience.

Additional course prerequisites to be completed prior to the 5th year:

BIO 105; CHEM 107 or equivalent; PSYC 321; PSYC 325

• Social and Environmental Psychology Option

Social and Environmental Psychology is concerned both with psychological effects of the physical environment, both natural and man-made, and with effects of human action on the environment. The Social and Environmental Psychology Option provides students with the academic background in psychology necessary to both understand and positively affect others on issues related to the environment. Coursework exposes students to a variety of perspectives and views on the environment and methodological skills necessary to conduct research in this area. On completion students will be prepared to seek employment in organizations concerned with the environment, or to pursue Ph.D. study.

Additional course prerequisites to be completed prior to the 5th year:

PSYC 302, PSYC 335

• Developmental Psychopathology Option

Developmental Psychopathology is the study of psychological problems in the context of human development. The Developmental Psychopathology Option provides students with a background in understanding both normal and atypical development. Emphasis on normal developmental milestones in conjunction with a focus on emotional and behavioral challenges prepares students to work with a wide variety of children and their families or pursue Ph.D. study.

Additional course prerequisites to be completed prior to the 5th year:

PSYC 311, PSYC 438, and CD 464 or PSYC 418

• Behavior Analysis Option

Behavior Analysis is the design, implementation, and evaluation of instructional and

environmental modifications to produce improvements in human behavior through skill acquisition and the reduction of problematic behavior. The Behavior Analysis Option develops students' skills in conducting behavioral research and providing applied behavioral intervention services for children and adults in areas including education, developmental disabilities, and behavioral consulting. This program is designed to provide the coursework that constitutes part of the requirements for becoming a Board Certified Behavior Analyst.

Additional course prerequisites to be completed prior to the 5th year:

PSYC 320, PSYC 322

Prerequisites and Requirements for Admission

- HSU students should have completed at least 24 units of undergraduate course work in psychology
- GPA of 3.5 or higher in psychology course work
- Three letters of recommendation (at least two from psychology department faculty members)
- Statement of purpose
- Selection of a specialization area of interest (see Options)
- Prerequisite Verification Form
- Admission will also be based on a match between student and faculty interests and the willingness of a faculty member to supervise the student's thesis or project research
- HSU students should apply to the program in their junior year as long as they meet the admissions requirements. Seniors may also apply if they have completed sufficient course work in Psychology for the undergraduate major and can demonstrate that they can complete the Academic Research MA in two years after their BA. Admission is provisional contingent on the successful completion of requirements for the BA degree.
- Students with BA degrees from other institutions may also enroll in the Academic Research MA Program. However, it should be recognized that students who pursue the Academic Research Master's degree with a BA from another institution are likely to require more than one year for completion.
- For students with a BA degree (or near completion) from another institution should have their degree in psychology or closely related field with substantial psychology coursework, with admission conditional on

their successful completion of prerequisites and the undergraduate course work for the MA degree with a GPA of 3.5 or better and satisfactory completion of the B.A.

Requirements for the Degree

(all options)

- Senior Year: Completion of PSYC 641 (Research Methods I) and PSYC 642 (Research Methods II) to facilitate timely completion of the culminating experience (thesis or project). These courses do not count toward the required units.

- 5th Year (1st year post BA): at least 30 upper division or graduate units in Psychology or supporting courses as defined by the Options described below or approved by the graduate committee. A minimum of 15 of these units must be at the graduate level.

- Completion of the following:

PSYC 341 Intermediate Statistics

PSYC 680 Selected Topics in Psychology
5th Year Proseminar

PSYC 685 Faculty Research Seminar

Two semesters of PSYC 690 or 692 (four units each semester during the 5th year—only six combined units count toward the required units for the degree)

Elective courses selected in consultation with the Option graduate committee to complete unit requirements.

- Completion of either a Thesis or Project as a culminating experience.

- Students who do not complete their thesis in the fifth year must maintain continuous enrollment in four units per semester of Psych 690 or Psych 692.

- Completion of courses as outlined in one of the following Options.

Students pursuing the College Faculty Preparation Program may count one course (Psych 684) from that program as an elective. Students who choose to enroll in the College Faculty Preparation Program will require course work beyond the 5th year.

Students who complete courses required for their M.A. (e.g., PSYC 341) as undergraduates may substitute approved electives from their emphasis area. Completion of these courses as an undergraduate allows for greater flexibility in the graduate program.

For students interested in pursuing doctoral study, we recommend completion of the thesis option and PSYC 541 Advanced Statistics.

Courses

• Biological Psychology Option

PSYC 572 Advanced Psychopharmacology

At least one of the following:

PSYC 433 Stress and Wellness

PSYC 476 Biofeedback

PSYC 472 Topics in Biopsychology

Three elective courses, at least two of which are graduate level, selected from:

PSYC 541 Advanced Statistics

PSYC 625 Advanced Psychobiology

PSYC 684 Graduate Teaching Internship

PSYC 680 or other courses relevant to the concentration as approved by graduate committee

Courses in Biology, Zoology or Chemistry that are relevant to the concentration as approved by the AR graduate committee.

• Social and Environmental Psychology Option

PSYC 405 Environmental Psychology

At least two upper division undergraduate and two graduate level elective courses from the departments of Economics, Engineering, Environmental Sciences, Forestry, Political Science, Oceanography, or Sociology that are relevant to the concentration as approved by graduate committee. In addition, any of the courses below may be used as graduate electives.

PSYC 541 Advanced Statistics

PSYC 635 Advanced Social Psychology

PSYC 684 Graduate Teaching Internship

PSYC 680 or other courses relevant to the concentration as approved by AR graduate committee

• Developmental Psychopathology Option

PSYC 518 Social and Emotional Problems of Children

PSYC 638 Advanced Psychopathology: Diagnosis of Mental Disorder

PSYC 668 Assessment and Treatment of Child Abuse and Neglect

At least one of the following:

PSYC 412 Psychology of Infancy and Early Childhood or

PSYC 414 Psychology of Adolescence and Young Adulthood

Two electives, at least one of which is a graduate course, selected from:

PSYC 541 Advanced Statistics

PSYC 632 Advanced Developmental Psychology

PSYC 684 Graduate Teaching Internship

PSYC 680 or other courses relevant to the

concentration as approved by graduate committee.

Courses in Child Development, Sociology, or Social Work that are relevant to the concentration as approved by the AR graduate committee.

• Behavior Analysis Option

PSYC 622 Advanced Learning and Behavior

PSYC 655 Behavior Analysis and Intervention

PSYC 680 Professional Ethics in Behavior Analysis

PSYC 682 Behavioral Field Work [two semesters]

PSYC 683 Teaching Assistantship (for PSYC 320)

EDUC 680 Single-Subject Research Methods

SPED 754 Advanced Behavioral, Emotional, and Environmental Supports

For this option, we recommend completion of PSYC 341 and Educ 680 in the Senior year.

Counseling Emphasis

This Master's degree in Psychology is accredited by the California Board of Behavioral Sciences and provides the academic requirements for the Marriage and Family Therapist (MFT) license. Successful completion will allow the candidate to apply for internship status with the Board to accrue the post-degree hours of supervised practice necessary for state licensure.

Program Coordinator

T. Mark Harwood, Ph.D.

[707] 826-3747

The Program

The Master's Program emphasizing Counseling provides a solid foundation in clinical theory and research, along with extensive training in clinical skills. Supervised fieldwork/practica are a required part of the program, including experience working directly with clients in the Davis House Psychology Clinic, the department's training facility that provides low-cost counseling to campus and community members. A master's thesis is also required to round out the scientist-practitioner model of our training. The program is administered by a faculty committee who plans the curriculum, makes program policy, and selects students for admission.

Prerequisites for Admission

The following courses must be completed before the start of the program:

- Introduction to Research Design
- Introductory Statistics
- Abnormal Psychology
- Developmental Psychology
- Personality Theory
- Physiological Psychology

Requirements

- A bachelor's degree with substantial preparation in psychology with a GPA of minimum of 3.0
- Some experience in human services and research
- Goals that match the program's objectives
- The potential for becoming an effective and ethical psychotherapist
- CSU application for admission
- Autobiographical questions
- Resume of both paid and volunteer work
- Three letters of reference
- Transcripts of all college work
- Prerequisite Verification Form
- Demonstrated excellence in oral and written communication

Courses

First Semester

PSYC 545	Psychological Testing
PSYC 641	Research Methods: Philosophy & Design
PSYC 654	Interviewing and Counseling Techniques
PSYC 658	Theories of Individual Counseling and Psychotherapy
PSYC 662	Practicum Preparation
PSYC 636	Sexuality Counseling (even-numbered years)
PSYC 680	Substance Abuse & Dependency (odd-numbered years)
PSYC 685	Faculty Research Seminar

Second Semester

PSYC 518	Social & Emotional Problems of Children
PSYC 642	Research Methods: Evaluation
PSYC 656	Couples Therapy (includes spousal abuse treatment requirement)
PSYC 657	Group Counseling & Group Psychotherapy (even-numbered years)
PSYC 660	Law & Ethics in Psychology (odd-numbered years.)

PSYC 680	Assessment & Treatment of Child Abuse & Neglect
PSYC 682	Fieldwork Practicum (to include individual supervision)
PSYC 690	Thesis

Third Semester

PSYC 638	Advanced Psychopathology: Diagnosis of Mental Disorder
PSYC 653	Psychotherapy with Children & Families
PSYC 663	Licensed Supervision
PSYC 676	Crosscultural Counseling
PSYC 636	Sexuality Counseling (even-numbered years)
PSYC 680	Substance Abuse & Dependency (odd-numbered years)
PSYC 682	Fieldwork/Practicum
PSYC 690	Thesis

Fourth Semester

PSYC 572	Advanced Psychopharmacology
PSYC 646	Personality Assessment: Adult
PSYC 657	Group Counseling & Group Psychotherapy (even-numbered years)
PSYC 660	Law & Ethics in Psychology (odd-numbered years)
PSYC 663	Licensed Supervision
PSYC 682	Fieldwork/Practicum
PSYC 690	Thesis

Note: some one-unit courses may be offered as a weekend course or on a Friday.

School Psychology Emphasis

Master's degree in Psychology and a California Credential authorizing service as a School Psychologist. At program completion, students are recommended to the California Commission on Teacher Credentialing for a Pupil Personnel Services Credential with an authorization to practice as a School Psychologist. The program is fully accredited by the National Association of Psychologists (NASP). As a graduate of a nationally accredited program, students are eligible to sit for the national licensing exam to become a Nationally Credentialed School Psychologist (NCSP).

Program Coordinator

Brent Duncan, Ph.D.
(707) 826-5261
email: bbd1@humboldt.edu

The Program

Graduates of this program enter careers as school psychologists in California public

schools and assume positions as educational leaders in the area of pupil personnel services. Sequenced course work and integrated field experience in school and community settings are integral aspects of the program. In addition to all course and fieldwork requirements, each candidate for the M.A. degree with a specialization in school psychology is required to complete a comprehensive portfolio containing examples of work in all of the California and NASP domains of professional practice. Students may also choose to complete a formal thesis as part of their M.A. degree.

Prerequisites for Admission

Courses in:

- General Psychology
- Research Methods
- Developmental Psychology
- Introductory and Intermediate Statistics
- Personality Theory or Abnormal Psychology

Requirements

Prior to Entrance:

- GRE (general exam only) – recommended but not required
- CBEST – required, all sections passed
- California State University application form – or application for change of graduate status, if appropriate
- Transcripts of all college work
- Statement of intent
- Three letters of recommendation
- Prerequisite Verification Form

First Semester

PSYC 545	Psychological Testing
PSYC 605	Psychological Foundations/ School Psychology
PSYC 616	Cognitive Assessment I. Cognitive /Biological Bases of Behavior
PSYC 641	Research Methods Philosophy & Design
PSYC 654	Interviewing & Counseling Techniques
PSYC 685	Faculty Research Seminar

Second Semester

PSYC 606	Educational Foundations/ School Psychology
PSYC 617	Cognitive Assessment II. Cognitive/Biological Bases of Behavior
PSYC 642	Research Methods Evaluation
PSYC 651	Diagnosis & Treatment of Children for the School Psychologist, I – Cognitive

- & Academic Difficulties
- PSYC 690 Thesis (optional)
- PSYC 692 Pupil Personnel Services Project
- PSYC 783 School Psychology Practicum

Third Semester

- PSYC 607 Consultation/Collaboration
- PSYC 652 Diagnosis & Treatment of Children for the School Psychologist, II – Social, Emotional, & Behavioral Problems
- PSYC 655 Behavior Analysis/ Intervention
- PSYC 783 School Psychology Practicum

Fourth Semester

- PSYC 608 Advanced Assessment/ Case Presentation
- PSYC 653 Psychotherapy with Children & Families
- PSYC 669 Legal Issues in School Psychology
- PSYC 690 Thesis (optional)
- PSYC 692 Pupil Personnel Services Project
- PSYC 783 School Psychology Practicum

Internship (Third Year)

- PSYC 692 Pupil Personnel Services Project
- PSYC 784 School Psychology Internship

Admission Procedures

For all three graduate programs the following are necessary to submit to the Office of Research and Graduate Studies, Humboldt State University, Arcata, CA 95521, (707) 826-3947. Postmark deadline February 15:

- A California State University application form.
- Two official transcripts of all college-level work. Current HSU students need not request transcripts.

For all three graduate programs the following are necessary to submit to the Department of Psychology, Humboldt State University, Arcata, CA 95521, (707) 826-5264. Postmark deadline February 15.

- Three letters of recommendation addressing your academic potential. We do not use a standard form for reference letters. They may be submitted on university letterhead.

Each emphasis maintains different admission requirements, prerequisites, and deadlines. It is essential, therefore, that students contact the Department of Psychology for specific information.

Program Requirements

All three emphases require recommendation by the department for advancement to candidacy and a minimum GPA of 3.0 in all work toward the degree, with no grade lower than a B-. In School Psychology, one grade of C or below in a required course results in probation; two grades of C or below result in dismissal from the program.

Each emphasis requires a separate program of course work. Contact the Department of Psychology for further information.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Psychology

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

The certificate consists of five components (13 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program (CCFP) coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

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

1) Discipline-Specific Teaching Methods

Provides a graduate-level review of psychological theory and practice as well as an introduction to undergraduate teaching through a practical presentation of the processes and issues involved in teaching psychology. Four units, taken first semester of the MA program:

- PSYC 681 Advanced Psychology: Review & Teaching

2) Higher Education Teaching Methods

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

- EDUC 583 Teaching in Higher Education
- Certificate requirements #3 & #4 come after completion of #1 (Discipline-Specific Teaching Methods) and after or concurrent with #2 (Higher Education Teaching Methods).*

3) Professional Development Seminar

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

- SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

One of the following tracks:

- **Community College Track**

Three units of a mentored teaching experience at College of the Redwoods.

- SP 683 College Faculty Preparation Internship

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

- or**
- **Pre-doctoral College Track**

Three units of mentored teaching experience at HSU.

- PSYC 684 Graduate Teaching Internship

5) Capstone Experience

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

- SP 685 Instructional Resources for Higher Education



PUBLIC ADMINISTRATION

Minor in Public Administration

Coordinator

William Daniel, Ph.D.

Department of Government & Politics

Founders Hall 145
(707) 826-4494

The Program

Learn about public policy making and its effect on public and private agencies.

Those planning careers in civil service and nonprofit agencies find this minor useful.

REQUIREMENTS FOR THE MINOR

16 units selected from courses in several different disciplines. See the program coordinator before enrolling in more than six units.

Choose at least one course from each of the following areas:

The Legal, Political, & Social Environment

- BA 310 Business Law
- ECON 459 The Economics of Antitrust & Regulation
- HIST 374 Contemporary America, 1929 to Present
- PSCI 350 The President & Congress

Organizational Structure, Processes, & Dynamics

- PSCI 316 Public Administration
- SOC 311 Social Psychology
- SOC 312 Complex Organizations

- SW 341 Social Work Methods & Practice

Budgeting & Financial Management

- ECON 331 Government Finance

Personnel Administration & Labor Relations

- PSYC 404 Industrial/Organizational Psychology

Policy & Program Evaluation

- SW 330 Social Work Policy



PUBLIC RELATIONS

Minor in Public Relations

Department Chair

Mark Larson, Ph.D.

Department of Journalism & Mass Communication

Bret Harte House 52
(707) 826-4775

The Program

Prepare for a career as a public affairs director, account executive, information specialist, newsletter editor, press secretary, publicity director, or public relations consultant.

REQUIREMENTS FOR THE MINOR

- JMC 116 Introduction to Mass Communication
- JMC 120 Beginning Reporting
- JMC 323 Public Relations

Plus seven units of approved upper division courses from those required for the journalism major's public relations concentration. *(See Journalism major.)*



RANGELAND RESOURCE SCIENCE

Bachelor of Science degree with a major in Rangeland Resource Science

Minor in Rangeland Resource Science

For an option in Wildland Soil Science, see Wildland Soil Science

For information on the master's degree, see Natural Resources.

Department Chair

K. O. Fulgham, Ph.D.

Department of Rangeland Resources & Wildland Soils

Forestry Building 205
(707) 826-3935, fax 826-5634

The Program

Learn to manage rangeland ecosystems wisely. Study forage, timber, wildlife, recreation, watersheds, and their interrelationships.

Classroom instruction is enhanced by the university's plant and animal nutrition laboratories. Humboldt also has a range herbarium. Nearby privately owned ranches and federal lands offer excellent opportunities for field study.

Potential careers: range conservationist, biological technician, range manager, environmental specialist, agricultural inspector, lands specialist, soil conservationist or soil scientist, range consultant, natural resources specialist, watershed manager, or ecosystem restoration specialist.

Preparation

In high school take courses in biology, chemistry, and mathematics.

REQUIREMENTS FOR THE MAJOR

Complete all courses in the major with a C- or better.

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 107	Fundamentals of Chemistry
GEOL 109	General Geology
NRPI 105	Natural Resource Conservation

These first courses help meet lower division science GE requirements.

NRPI 215	Natural Resources & Recreation
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SOIL 260/260L Introduction to Soil Science/Lab

Upper Division

BOT 310	General Plant Physiology
BOT 350	Plant Taxonomy
BOT 354	Agrostology
CHEM 328	Brief Organic Chemistry
SOIL 360	Origin & Classification of Soils
SOIL 460	Forest & Range Soils Management
WLDF 310	Principles of Wildlife Management

Option

RRS 306	Rangeland Resource Principles
RRS 360	Rangeland Plant Communities
RRS 370	Rangeland Ecology Principles
RRS 380	Techniques in Rangeland Resources
RRS 390	Rangeland Analysis
RRS 430	Rangeland Development & Improvements
RRS 460	Rangeland & Ranch Planning
RRS 485	Rangeland Resources Seminar
RRS 492	Senior Project
RRS 410	Introduction to Animal Nutrition or
RRS 420	Introduction to Animal Science

Electives

Additional courses to bring total units to 128. Select from the following to satisfy university requirements and to attain the highest entry level in the civil service range conservationist rating procedure. Advisors may approve other courses.

BOT 330/330L	Plant Ecology/Lab
ECON 423	Natural Resource Economics
FISH 300	Introduction to Fishery Biology
FOR 116	The Forest Environment
FOR 230	Dendrology
FOR 231	Forest Ecology
FOR 315	Forest Management
FOR 374	Wilderness Area Management
FOR 422	Wildland Fire Use
GEOL 350	General Geomorphology
NRPI 210	Public Land Use Policies & Management

NRPI 277	Introduction to Remote Sensing
NRPI 425	Environmental Impact Assessment
RRS 465	Forestland Grazing
RRS 470	Grazing Influences
SOIL 462	Soil Fertility
SOIL 465	Soil Microbiology
SOIL 467	Soil Physics
SOIL/FOR 468	Introduction to Agroforestry
WLDF 311	Wildlife Techniques
WLDF 423	Wildlife Management (Nongame Wildlife)
WLDF 431	Ecology & Management of Upland Habitats for Wildlife
WSHD 310	Wildland Hydrology & Watershed Management I or
WSHD 315	Watershed Management
WSHD 410	Wildland Hydrology & Watershed Management II

REQUIREMENTS FOR THE MINOR

NRPI 105	Natural Resource Conservation
SOIL 260/260L	Introduction to Soil Science/Lab
RRS 306	Rangeland Resource Principles
RRS 360	Rangeland Plant Communities
RRS 370	Rangeland Ecology Principles
RRS 380	Techniques in Rangeland Resources



RECREATION ADMINISTRATION [LIBERAL STUDIES]

Bachelor of Arts degree with a major in Liberal Studies— Recreation Administration

Note: This program is distinct from Humboldt's more generic Liberal Studies [non-teaching] degree program.

Program Leader

Edward "Chip" Cannon, Ph.D.

Department of Health & Physical Education

Forbes Complex 101
(707) 826-4538

The Program

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, a third area of study, and an internship.

Organizations employing recreation administration graduates include: community parks, volunteer agencies, corporate wellness programs, college recreation programs,

commercial recreation centers, therapeutic recreation programs, and outdoor education programs.

REQUIREMENTS FOR THE MAJOR

Subject Exploration & Definition

REC 200 Foundations of Recreation Studies

REC 210 Recreation Leadership

Developmental Stage

REC 220 Leisure Programming

REC 310 Recreation for Special Groups

REC 320 Organization, Administration, & Facility Planning

REC 330 Outdoor Education

REC 340 Camp Organization & Counseling

REC 420 Legal & Financial Aspects of Recreation

Business Minor & Business Minor Field Of Study

Complete either 18 units (business minor) or 12 units (business minor field of study) from the following. At least nine units must be upper division.

BA 110 Introduction to Business
BA 210 Legal Environment of Business
BA 345 Marketing Essentials
BA 355 Essentials of Financial & Management Accounting
BA 365 Finance Essentials
BA 375 Management Essentials
CIS 100 Computers & Critical Thinking **or**
CIS 110 Introduction to Computers
ECON 104 Contemporary Topics in Economics
ECON 210 Principles in Economics

TERTIARY FIELD OF STUDY

Complete a minimum of eight upper division units with an advisor-approved thematic relationship.

CULMINATION

REC 482 Internship in Recreation
REC 485 Senior Seminar



RELIGIOUS STUDIES

Bachelor of Arts degree with a major in Religious Studies

Minor in Religious Studies

Department Chair

Michael Goodman, Ph.D.

Religious Studies Department

University Annex 103
(707) 826-4126, fax 826-4122
www.humboldt.edu/~relig

The Program

The objectives of the religious studies major are best attained in the context of a liberal arts education. The curriculum lets students develop an awareness of the capacity for scholarship, and disciplined and objective thought on the subject of religion.

The program avoids dogmatism as well as unquestioning faith or belief, approaching

this area of human inquiry with the same objectivity achieved elsewhere in the humanities: requiring fairness with regard to the evidence, respect for reasonable differences in points of view and the avoidance of any attempts to proselytize.

With differing world cultures coming into contact ever more frequently in every field of endeavor, a religious studies undergraduate degree proves highly relevant. It allows students to discover, examine and gain insight into and sensitivity toward the socio-politico-religious similarities and differences in world cultures.

The religious studies major at Humboldt State University is unique in its exploratory nature. Courses cover a variety of subjects, offering the opportunity to understand the meaning of religion as it has been developed both culturally and personally.

REQUIREMENTS FOR THE MAJOR

Introduction

RS 105 World Religions
RS 120 Exploring Religion

Religion In Tradition

Five courses from the following:
RS 320 Sacred Texts: Hebrew Bible
RS 321 Sacred Texts: New Testament
RS 322 Sacred Texts: Buddhist Texts
RS 323 Sacred Texts: Hindu Texts
RS 331 Introduction to Christianity
RS 332 Introduction to Islam
RS 340 Zen, Dharma, & Tao
RS 341 Spiritual Traditions of India
RS 342 Buddhism in India and Tibet
RS 345 T'ai Chi Ch'üan (Taijiquan)
RS 350 Religions of the Goddesses
RS 391 Religion in Tradition: Special Topics

RS 392 Sacred Literature:
Special Topics

Religion In Myth, Culture, & Experience

Take nine units from the courses listed below, including at least one experiential workshop. No more than three units from experiential workshops.

RS 300 Living Myths

RS 360 Religion & Psychology

RS 361 Consumerism &
(Eco)Spirituality

RS 362 Wisdom & Craft

RS 363 Mysticism & Madness

RS 393 Religion in Myth, Culture, &
Experience: Special Topics

RS 393 Cinema and the Sacred

RS 394 Religious Studies Workshop

RS 394 Sufi Mysticism Weekend

RS 394 Jewish Spirituality Weekend

RS 394 Eastern Orthodox Christianity
Weekend

RS 394 City of 10,000 Buddhas
Weekend

RS 394 Evangelical Christianity
Experiential Weekend

RS 394 Rigdzin Ling Experiential
Weekend

RS 394 Finding Meaning on an
Endangered Planet

RS 400 Paths to the Center

NAS 311 Oral Literature &
Oral Tradition

Senior Seminar

RS 395 Senior Seminar

27 units must be completed in the major prior to enrollment in Senior Seminar

REQUIREMENTS FOR THE MINOR

18 units, drawn from courses for the major

Introduction

RS 105 World Religions

RS 120 Exploring Religion

Religion In Tradition

Three courses from Religion in Tradition courses, listed under the major requirements.

Religion In Myth, Culture, & Experience

Three units from Religion in Myth, Culture, & Experience courses, listed under the major requirements.



SCIENCE EDUCATION [BIOLOGY, GEOSCIENCE]

Bachelor of Science degree with a major in Biology—

concentration in science education leading to a single subject teaching credential

Bachelor of Arts degree

with a major in Geology—education option leading to a single subject teaching credential

Biology Information:

Credential Advisor

Casey Lu, Ph.D.

(707) 826-5559

Department Chair

Milton Boyd, Ph.D.

Department of Biological Sciences

Science Complex B 221

(707) 826-3245

Geoscience Information:

Department Chair

Sue Cashman, Ph.D.

Department of Geology

Founders Hall 7

(707) 826-3931

The Programs

Prepare to teach science (biology or geoscience) in junior high school and high school. (For information on the preliminary and professional clear teaching credentials, see Education.)

Biology

Humboldt has the largest greenhouse in the California State University system, where students can examine a variety of plants in a variety of microclimates. Humboldt also has an extensive herbarium plus vertebrate and invertebrate museums. Students gain hands-on experience using plant growth chambers and electron microscopes.

In addition, the university has a marine laboratory in nearby Trinidad.

Geoscience

Besides teacher preparation, this program is suitable for students with an interest in earth science who want a broader background than they would receive in the professional geologist career option.

Humboldt's natural setting offers many field opportunities for geologic instruction and research. Students work on projects directly with faculty, who encourage their

involvement. Humboldt has extensive lab space, with modern equipment available for student use.

Preparation

Biology: In high school take biology, chemistry, and physics (with labs), plus algebra (beginning and intermediate), trigonometry, and geometry.

Geoscience: In high school take mathematics, biology, chemistry, and physics. Students should prepare to write effectively. Competence in a language other than English is desirable.

REQUIREMENTS

Please note: Degree requirements listed here do not include professional education courses required for the credential. Students earning this degree may waive SSAT/Praxis assessments before entering the credential program.

Before applying to the secondary education credential program, meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Courses listed here are subject to change. Please see an advisor.

Biology Education

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
GEO 109	General Geology
MATH 105	Calculus for the Biological Sciences & Natural Resources [or a full year of calculus— MATH 109 & 110]
PHYX 106	College Physics: Mechanics & Heat
PHYX 107	College Physics: Electromagnetism & Modern Physics
ZOOL 210	Principles of Zoology

Upper Division

BIOL 330	Principles of Ecology
BIOL 340	Genetics
BIOL 412	General Bacteriology

BIOL 440	Genetics Laboratory
BIOL 445	Evolution
CHEM 328	Brief Organic Chemistry
GEO 375	Planet Earth
BOT 310	General Plant Physiology or
ZOOL 310	Animal Physiology
BOT 350	Plant Taxonomy or
ZOOL 352	Natural History of the Vertebrates

Geoscience Education

Lower Division

BIOL 105	Principles of Biology
CHEM 109/110	General Chemistry
GEO 109	General Geology
MATH 105	Calculus for the Biological Sciences & Natural Resources
OCN 109	General Oceanography
PHYX 104	Descriptive Astronomy
PHYX 106	College Physics: Mechanics & Heat

PHYX 107	College Physics: Electromagnetism & Modern Physics
BOT 105	General Botany or
ZOOL 110	General Zoology

Upper Division

GEO 310	Mineralogy & Optical Crystallography
GEO 311	Petrography
GEO 320	Invertebrate Paleontology
GEO 322	Stratigraphy & Sedimentation
GEO 330	Structural Geology
GEO 350	General Geomorphology
GEO 470	Field Methods
PHYX 380	Micrometeorology



SOCIAL ADVOCACY

Minor in Social Advocacy

Advisor

Laura Hahn, Ph.D.
House 54, room 5
(707) 826-3948
www.humboldt.edu/~speech/hahn

The Program

This interdisciplinary program helps students who wish to act as advocates for issues they care about. These concerns might include the rights of ethnic minorities or women, protection of the environment, educational reform, consumer education, or antiwar movements, among others.

The program provides opportunities to learn how various disciplines view advocacy and the ethics of advocating (AHSS 480), how to disseminate information about an issue effectively (JMC 323), and how social change is effected by means of communication (COMM 315).

Students are encouraged to choose electives that complement their major or that extend their understanding of the chosen issue. The culminating experience challenges

them to apply what they have learned to real work on that issue in the community beyond campus.

Students develop both verbal and written skills in order to influence individuals and audiences, to become more aware of their own ethic of advocacy, and to develop an understanding of how policymaking institutions work.

REQUIREMENTS FOR THE MINOR

Core

Nine units:	
AHSS 480	Topics in Advocacy
JMC 323	Public Relations
COMM 315	Communication & Social Advocacy

Culminating Experience

Two or more units by advisement. For example: COMM 495, JMC 338, PSCI 471, or other internship/service learning courses.

Electives

Six units by advisement. Suggested:

JMC 429	Advanced Public Relations
PHIL 302	Environmental Ethics
PSCI 316	Public Administration
PSCI 358	Political Advocacy
COMM 214	Persuasive Speaking
COMM/WS 309B	Gender & Communication
COMM 404	Theories of Communication Influence
SOC 311	Social Psychology
SOC 475	Political Economy of Community Development
THEA 307	Theatre of the Oppressed
WS 311	Feminist Theory & Practice
WS 480	Lobbying Women's Issues



SOCIAL SCIENCES

Bachelor of Arts degree
see **Social Sciences Education**

Master of Arts degree
with a major in **Social Sciences**

Certificate Program in College
Teaching: Social Sciences

The Master of Arts

Graduate Coordinator

Sam Sonntag, Ph.D.
Founders Hall 132
(707) 826-3197
www.humboldt.edu/~mass

Program Faculty

Susan Armstrong, Philosophy
Maria Bartlett, Social Work
Manolo Callahan, Ethnic Studies
Sing Chew, Sociology
Yvonne Everett, ENRS
Steven Hackett, Economics
Richard Hansis, ENRS
Judith Little, Sociology
Theresa May, Theater, Film & Dance
John Meyer, Government & Politics
Eric Rofes, Education
Marlon Sherman, Native American Studies
Llyn Smith, Anthropology
Michael Smith, ENRS
Selma Sonntag, Government & Politics
Sheila Steinberg, Sociology
Betsy Watson, Sociology
Beth Wilson, Economics
Noah Zerbe, Government & Politics

The Program

Environment & Community: This is a two-year, full-time, cohort-based program. A cohort refers to a group of students who begin and complete the program course work at the same time. The next cycle is the 2005-2007 cohort.

Our program prepares students to understand the relationship between communities and their environments, to analyze environment/community issues at different scales, and to act effectively in situations where values and interests diverge. The following requirements for admission and completion are specific to the Environment and Community theme. For requirements for other cohorts, contact the graduate coordinator.

REQUIREMENTS FOR THE MASTER'S DEGREE

Candidate Admission

- Completed BA or BS degree
- GPA not less than 3.0 in the last 60 units of college course work
- Three letters of recommendation
- Candidate essay describing goals and interests
- Graduate coordinator approval after faculty committee review of application file

COURSE REQUIREMENTS

- 18 units of graduate seminars: six units per semester for three semesters. Students select from among a sequence of seminars developed specifically for students in this program. All are required to complete the research methods seminar. Seminars are developed by the advisory committee composed of program faculty and are listed within the home department of the instructor.

Approved seminar course numbers may include: ECON 580, GEOG 671, HIST 680, NRPI 580, PHIL 680, PSCI 640, SOC 680, THEA 585

Seminar titles scheduled to be taught under these course numbers during the Fall '05 semester are:

Rights Politics, & the Environment
Community and Place

Art/Culture/Nature

Public Policy & Community Participation

Community Development &

Globalization

Environmental Research Methods

Topics in Environmental & Natural

Resource Economics

Ecosystems and Society

Environmental Policy and Planning

- One unit graduate colloquium for three semesters (F05, S06, F06)
- Minimum of three additional courses at the graduate or upper division undergraduate level from a list of elective options approved by the graduate coordinator.
- Maximum of six units of master's thesis or master's project (typically based on an internship).

- Minimum of three units of field research or independent study.

Total units required: 39

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Social Sciences

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

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

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

1) Discipline-Specific Teaching Methods

Introduces the teaching of environmental and community studies from a range of perspectives within social sciences. Students work with instructors of core courses. Three units, taken first or second semester of the MA program:

GEOG 491 Educational Assistance or
HIST 491 Mentoring or
PSCI 491 Mentoring

2) Higher Education Teaching Methods

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

EDUC 583 Teaching in Higher Education

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

3) Professional Development Seminar

Explore the nature and philosophy of post-secondary institutions and their roles and functions in higher education. One unit,

concurrent with the fourth requirement, which follows.

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

- **Community College Track:**

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

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

or

- **Pre-doctoral College Track:**

Three units of a mentored teaching experience at HSU.

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

5) Capstone Experience

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

SP 685 Instructional Resources for Higher Education



SOCIAL SCIENCES EDUCATION

Bachelor of Arts degree

with a major in Social Sciences—
education option leading to a single
subject teaching credential

Advisor

Thomas Mays, Ph.D.
Founders Hall 159
(707) 826-3136

The Program

Prepare to teach social sciences in junior high or high school. (For information on preliminary and professional clear teaching credentials, see Education.)

Preparation

In high school take history, government, geography, economics, English, and literature.

REQUIREMENTS FOR THE MAJOR

Please note: Degree requirements listed here do not include professional education courses required for the credential. Students earning this degree may waive SSAT/Praxis assessments before entering the credential program.

Before applying to the secondary education credential program, meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Those admitted to the secondary education credential program in social science must demonstrate competence in history, geography, political science, and economics before student teaching. See the social sciences education advisor.

Subject Areas

Geography

GEOG 322 California
GEOG 470 Topics in Geography
 for Teachers

One of the following:

GEOG 360 Geography of the World
 Economy
GEOG 361 Settlement Geography
GEOG 363 Political Geography

One of the following:

GEOG 330 Western Europe
GEOG 341 Middle America

History

HIST 311 World History to the
 Enlightenment
HIST 312 Europe & the World: Modern
 Civilization Since 1500
HIST 383 California History
HIST 420 Interpreting History
 for Teachers

One of the following:

HIST 368 Colonial & Revolutionary
 America
HIST 369 Age of Jefferson & Jackson
HIST 371 Civil War & Reconstruction
HIST 372 Rise of Modern America,
 1877-1929
HIST 374 Contemporary America,
 1929-Present

Political Science

PSCI 303 Politics of the Third World
PSCI 359 California Government

One of the following:

PSCI 230 Intro to Comparative Politics
PSCI 240 International Relations

One of the following:

PSCI 350 The President & Congress
PSCI 354 Public Opinion & Elections
PSCI 410 American Constitutional
 Law: Freedom & Power

Support Area

ECON 320 Development of Economic
 Concepts
ES 308 Multicultural Perspectives
 in American Society

One of the following:

PSYC 302 Psychology of Prejudice
SOC 303 Race & Ethnic Relations

One of the following:

PSYC 414 Psychology of Adolescence
 & Young Adulthood
PSYC 436 Human Sexuality



SOCIAL WORK

Bachelor of Arts degree with a major in Social Work

Master of Arts in Social Work

Credential — People Personnel Services Credential (pending)

Stipend Program

California Social Work Education Center—Title IVE Federal Funding Program provides students with financial support for students specializing in child welfare.

Department Chair

Pamela Brown, M.S.W. Ed.D.
www.humboldt.edu/~swp

Bachelor of Social Work Office

Library 22
(707) 826-4448

Master of Social Work Office

Ken Nakamura, M.S.W., Graduate Director
Library 21
(707) 826-4443

The Program

Social work at Humboldt is a professional preparation program rooted in the liberal arts. Students receive the knowledge, values, and skill to work with people from diverse cultural, ethnic, and personal backgrounds. The program is fully accredited with the Council on Social Work Education.

The goals:

- to prepare students for beginning generalist social work practice.
- to promote continued learning and critical thinking, which builds on the broad knowledge base provided by the liberal arts perspective.

Social work students have opportunity to work with local agencies through a highly individualized field experience program. Many students find this helpful in building skills and obtaining jobs following graduation. Emphasis is on utilizing community resources and providing service intervention in small town and rural areas.

Potential careers: services to children, families, and the elderly; rehabilitation; health care; community practice; youth work; corrections; employment services; substance abuse, mental health, and residential treatment.

Admission to the Social Work Major

Lower division GE courses required for the major can be taken at a community college. Program faculty can advise students on courses preparing them for their transfer to Humboldt's Social Work Program. For information and/or appointments, call (707) 826-4448.

To be eligible to register for the junior-level courses in the social work major, students must have completed, or be in the process of completing, all prerequisites. A cumulative 2.0 GPA and a 2.0 in all social work courses is necessary to be fully accepted to the program.

Students who meet the prerequisites need to submit to the department a "Social Work Major Application Form" with a personal statement. **Applications to register for junior-level courses are due the last Monday in October for fall and the last Monday in March for spring.**

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.

Essay

- A personal statement including responses to the following questions:
 - a) Why have you chosen social work as your major?
 - b) What are your strengths and your areas for growth as related to professional development?
 - c) What are inherent values in social work, and how are they consonant with your own life? Relate them to your own life experience.
 - d) What are the roles for social workers in a multicultural society?
 - e) What problem areas/issues do you believe social work should address?

REQUIREMENTS FOR THE MAJOR

(Course Sequencing)

Beyond GE courses, 47 units are required for the major. Courses prepare students for professional generalist social work and are sequenced to best facilitate learning and acquisition of skills.

Prerequisite courses for applying to the Social Work Program:

ANTH 104 Cultural Anthropology **or**
ES 105/NAS 105 Introduction to
Ethnic Studies **or**

NAS 104 Introduction to Native
American Studies

BIOL 104 General Biology **or**
an approved human
biology course

PSYC 104 Introduction to Psychology

SOC 104 Introductory Sociology

STAT 108 Elementary Statistics

Core Program

SW 104 Introduction to Social Work
& Social Work Institutions

SW 255 Beginning Social Work
Experience

SOC 282 Sociological Statistics **or**

PSYC 241 Intro to Psychological
Statistics

Juniors—Fall

SW 340 Social Work Methods I
Human Behavior & the
Social Environment I

SW 350 Social Work Methods I

SW 355 Social Agency Experience

[may be taken spring semester]

SW 382 Social Work Research

Juniors—Spring

SW 330 Social Work Policy

SW 341 Social Work Methods II

SW 351 Human Behavior & the
Social Environment II

SW 356 Social Work Field
Preparation

Seniors—Fall

SW 455 Field Experience

SW 456 Field Experience Seminar

Three units of social work electives.

Seniors—Spring

SW 455 Field Experience

SW 456 Field Experience Seminar

Three units of social work electives.

SW Electives

Six units of social work breadth courses are to be taken in the senior year. Breadth courses include: SW 431, 440, 442, 480, and 499.

Field experience courses are restricted to social work majors. Academic credit for life experience or previous work experience shall not be given, in whole or in part, in lieu of any required social work courses.

REQUIREMENTS FOR THE MASTER'S DEGREE

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 course work.
- Completion with a grade of "C" or better the following two courses:

Human Biology, Anatomy or Physiology, and Elementary Statistics (Math, Psychology or Sociology)

- Complete California State University (Humboldt Campus) Graduate Admissions application and submit to Graduate Studies
- Complete MSW Application Packet and submit to HSU Social Work Department, Master's Program.

Applications must be postmarked by February 1.

Program Schedule Options

The full-time master's program schedule consists of 59 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 37 units taken over one year of study. The MSW program also offers a part-time program designed to accommodate students with established careers. The part-time program admits on a three-year cycle.

Foundation Requirements

- SW 500 Values and Ethics: An Orientation to the Philosophy of Social Work (3 units)
- SW 530 Social Welfare Policy and Services (3 units)
- SW 540 Generalist Social Work Practice (3 units)

- SW 541 Social Work Practice in Native American Communities (3 units)
- SW 550 Human Development, Diversity & Relationships: Change through Life Course (3 units)
- SW 556 Foundation Internship Seminar (1 unit) or 3 year part-time program (2 units)
- SW 582 Methods of Social Work Research (3 units)
- SW 557 Foundation Internship (4 days/week for 480 hours) (6 units) **or**
- SW 555 Foundation Internship (2 days/week for 240 hours; 3 year part-time program only) (6 units)
- SW 570 Dynamics of Groups, Agencies, Organizations and Communities (3 units)

Advanced Year Requirements

- SW 640 Advanced Practice in Child Welfare and Indian Child Welfare (3 units)
- SW 641 Advanced Practice in Mental Health (3 units)
- SW 642 Advanced Practice in Substance Abuse (3 units)
- SW 656 Advanced Internship Seminar (1 unit) or 3 year part-time program (2 units)
- SW 657 Advanced Internship (4 days/week for 480 hours) (6 units) **or**
- SW 655 Advanced Internship (2 days/week for 240 hours; 3 year part-time program only) (6 units)
- SW 643 Community Work (3 units)
- SW 630 Legal and Political Social Work (3 units)
- SW 644 Advanced Practice in Public, Private and Tribal Organizations (3 units)
- SW 687 Capstone Seminar (3 units)
- Choose one elective:
- SW 645 Advanced Practice with Families (3 units)
- SW 647 Advanced Practice with Groups (3 units)
- SW 699 Independent Study (3 units)

Credential-School Social Work/People Personnel Services Credential

The People Personnel Services Credential option requires an additional 6 units of study. Obtaining this credential allows students to be employed in public schools as a school social worker.

Culminating Experience

Prior to graduation students must successfully complete a comprehensive exam.

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 Human Biology, Anatomy or Physiology, and Elementary Statistics prerequisites with a "C" or better. Another requirement of Conditional Admission can be that a student maintains a "B" average the first term of coursework.



SOCIOLOGY

Bachelor of Arts with a major in Sociology

Minor in Sociology

Minor in Criminal Justice

(interdisciplinary: see Criminal Justice)

Master of Arts in Sociology

Teaching Sociology Track
Practicing Sociology Track

Certificate – College Faculty

Preparation Program: Sociology

Department of Sociology

Library 55
(707) 826-3139
www.humboldt.edu/~soc

Affiliated Research Institutes

Altruistic Personality and Prosocial
Behavior Institute

Center for Applied Social Analysis and
Education (CASAE)

Department Chair

Judith Little, Ph.D.

Graduate Coordinator

Lee Bowker, Ph.D.

Practicing Sociology Coordinator

Jennifer Eichstedt, Ph.D.

The Program

Sociology students find an active and supportive departmental culture that surrounds course work in sociological theory, methods and current social issues. Department faculty members have a strong commitment to social justice that shapes course offerings and content. Students prepare themselves for sociology-related careers as well as graduate studies. Service learning is integrated into the curriculum through the social problems course that includes volunteering with local community-based organizations.

The Sociology Student Association creates additional opportunities for students to connect with each other, faculty and local community organizations. Because of the breadth, adaptability and practical applications of Sociology, students with a BA in Sociology choose to work in many different sectors: non-profit, private business, social services, education, health services, public relations, criminal justice and government.

Preparation

In high school take math, writing and social science courses (history, psychology, sociology).

REQUIREMENTS FOR THE BACHELOR'S DEGREE

Pre-Major Requirements

SOC 104 Introductory Sociology
SOC 282 Sociological Statistics

Core Requirements

SOC 201 Social Problems
SOC 310 Sociological Theory
SOC 311 Social Psychology
SOC 382 Intro to Social Research

SOC 303 Race and Ethnic Relations or
SOC 316 Gender and Society

Knowledge Based Requirements

Choose four courses with at least one from each category.

Inequality:

SOC 305 Sociology of the Modern
World-System

SOC 315 Social Class
SOC 330 Social Deviance
SOC 345 Cybersociety: Race, Class, &
Gender

SOC 420 Social Change
SOC 430 Criminology
SOC 440 Victimology
SOC 480 Special Topics

Environment:

SOC 302 Forests & Culture
SOC 320 Social Ecology
SOC 363 Environmental Crime
SOC 370 Environmental Inequality
& Globalization

SOC 475 Political Economy of
Community Development

SOC 480 Special Topics

Communities:

SOC 306 Changing Family
SOC 308 Sociology of Altruism &
Compassion

SOC 312 Complex Organizations
SOC 314 Sociology of the Community
SOC 319 Ecology of Family Violence
SOC 473 Prisons: Thinking Through
a Societal Issue

SOC 480 Special Topics
SOC 482 Applied Sociology

Capstone

SOC 492 Senior Project

Undergraduate Sociology students must earn a "C" or better in all courses taken to satisfy the requirements of the degree. Total major unit requirement: 40.

SOCIOLOGY MINOR REQUIREMENTS

SOC 201 Social Problems
SOC 310 Sociological Theory or
SOC 311 Social Psychology

SOC 382 Introduction to Social
Research

Plus eight units of upper division sociology course work. Total minor unit requirement: 19.

REQUIREMENTS FOR THE MASTER'S DEGREE

The Master's Program in Sociology feeds the sociological imagination and effects change through education and community engagement. The program fosters a network of students, faculty, alumni and community members who are committed to social justice. Students develop a solid foundation in sociological theory, methods, professional socialization and hands-on field experience. Practical experience is accumulated in one of two program tracks: Teaching Sociology or Practicing Sociology. A total of 36 units are required to complete the degree.

General Core Requirements (Teaching and Practicing Sociology Tracks)

SOC 600 Proseminar (4 units)
SOC 583 Quantitative Methods (4 units)
SOC 610 Contemporary Social Theory
(4 units)

Project/Thesis

After completing one semester or more of graduate work (preferably in the second semester of course work), a student should consult with the Graduate Coordinator and solicit the participation of three graduate faculty members to serve on his or her thesis or project committee. The names of committee members must be submitted to the Department. At this time, students must also apply to the Graduate School for advancement to candidacy. Once a student has advanced to candidacy, he or she is required to enroll in at least one unit

of Thesis or Project work every semester until work is complete and each committee member has provided written acceptance of the work. Students must register for a minimum of 6 units of SOC 690 Master's Degree Thesis or SOC 692 Master's Degree Project to complete a master's in Sociology. A maximum of 9 units of SOC 690 Thesis, SOC 692 Project, or SOC 699 Independent Study may be counted toward the 36-unit Master's in Sociology requirement.

Conditional Program Admission

Students who lack adequate undergraduate preparation in sociological theory and methods may receive conditional program admission. Conditionally admitted students must complete with a "B" or better all or some of the following undergraduate courses:

SOC 282	Sociological Statistics (4 units)
SOC 310	Sociological Theory (4 units)
SOC 311	Social Psychology (4 units)
SOC 382	Intro to Social Research (4 units)

Track I: Teaching Sociology

The teaching track prepares graduate students for college teaching through a practical presentation of the processes and issues involved in teaching sociology. In addition to the general core requirements above, teaching track students must take the following course work:

SOC 560 Teaching Sociology (2 units)

Fully admitted students are required to take SOC 560 during their first semester and strongly encouraged to participate in a Teaching Assistantship while enrolled in SOC 560.

Teaching Assistantship

Teaching Sociology students are required to complete at least one teaching assistantship. Participation in a teaching assistantship requires prior or concurrent enrollment in SOC 560. Teaching Assistants may enroll in SOC 595 Teaching Assistantship (2 units), but these units are not counted toward the 36-unit degree requirements.

Area Seminar Electives

SOC 520	Social Inequality (4 units)
SOC 530	Individual and Society (4 units)
SOC 540	Social Change (4 units)
SOC 550	Social Structure (4 units)

Teaching track students must take two (2) of the above area seminars (8 units).

Other Electives

Teaching track students must enroll in eight additional units of Sociology course work to complete their 36-unit requirement. Four of these units must be based in substantive (non-methods) course work. These units could include an additional area seminar from the above list, another substantive graduate seminar, or an upper division non-general education (GE) undergraduate sociology course. If a graduate student enrolls in the latter, additional "graduate student requirements" will be determined by that course instructor. The final 4 elective units may be substantive or methodological. Methods-based electives include the following:

SOC 584	Qualitative Methods (4 units)
SOC 535	Dispute Resolution (4 units)
SOC 592	Program Evaluation (4 units)
SOC 683	Advanced Research Training (4 units)

Teaching Internship (optional)

Select students will be invited to participate in SOC 682 Teaching Internship. In the teaching internship, a student will work with a faculty member to teach a section of Introductory Sociology. As with the SOC 595 Teaching Assistantship, the SOC 682 Teaching Internship units do not count toward the 36-unit degree requirements. However, this more independent teaching experience will enhance teaching credentials. Prerequisites for participating in the Teaching Internship include SOC 560 Teaching Sociology and SOC 595 Teaching Assistantship.

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Sociology (optional)

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

The certificate consists of five components (13 units), described below. After consulting with your graduate advisor, and under the advisement of the College Faculty Preparation Program coordinator, develop a plan of study tailored to meet your specific timelines and professional goals. The CFPP coordinator and the dean for Research and Graduate Studies must approve each plan of study.

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

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in sociology instruction. Students work with instructors of core courses in sociology. Four units, taken first or second semester of the MA program:

SOC 560	Teaching Sociology and
SOC 595	Teaching Assistantship

2) Higher Education Teaching Methods

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

EDUC 583 Teaching in Higher Education

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

3) Professional Development Seminar

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

SP 684	Orientation to Higher Education
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4) Mentored Teaching Internship Experience

One of the following tracks:

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

SP 683	College Faculty Preparation Internship
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(Note: Students successfully completing this course may apply in later semesters for a paid CR Faculty Internship if positions are available.)

OR

- **Pre-doctoral College Track**
Three units of mentored teaching experience at HSU.
SOC 682 Teaching Internship

5) Capstone Experience

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

SP 685	Instructional Resources for Higher Education
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Track II: Practicing Sociology

Practicing Sociology provides foundational graduate level training in theory and research methods, while assuring students have practical experience using their sociological skills and knowledge to meet needs of community groups outside the traditional college classroom. Sociology faculty members, along with the Practicing Sociology Advisory Board, cultivate a range of opportunities for students to practice sociology. Practicing Sociology students choose one of two specializations: program evaluation or community action.

Specialization in Program Evaluation

Program evaluation is the periodic, independent and objective review and assessment of a program to evaluate program objectives, design, and results. Drawing on sociological knowledge and skills, students work collaboratively with existing local, regional and state organizations to evaluate and inform existing programs.

Specialization in Community Action

Drawing on sociological knowledge and skills, students work collaboratively with existing local, regional and state organizations to inform, develop, and/or implement programs or workshops.

The specialization is largely shaped by field placements that include serving as research consultants to community groups, as well as working with community groups to meet their programmatic, training or education needs.

In addition to the general core requirements above, Practicing Sociology students must take the following course work:

SOC 590 Practicing Sociology (2 units)
SOC 584 Qualitative Methods (4 units)

Area Seminar Electives

SOC 520 Social Inequality (4 units)
SOC 530 Individual and Society (4 units)
SOC 540 Social Change (4 units)
SOC 550 Social Structure (4 units)

Practicing track students must take one (1) of the above area seminars (4 units).

Methods Electives

SOC 535 Dispute Resolution (4 units)
SOC 592 Program Evaluation (4 units)*
SOC 683 Advanced Research Training (4 units)

Practicing track students must take one (1) course (4 units) from the above list of methods electives.

* Practicing Sociology students specializing in Program Evaluation must take SOC 585 Program Evaluation.

Other Electives

Practicing track students must enroll in at least four (4) units of substantive (non-methods) Sociology course work to complete their 36-unit requirement. These units could include an additional area seminar from the above list, another substantive graduate seminar, or an upper division non-general education (GE) undergraduate Sociology course. If a graduate student enrolls in the latter, additional "graduate student requirements" will be determined by that course instructor.

Field Site Placement Requirements

Practicing Sociology students are required to complete 240 hours of field placement related work that may include up to 40 hours of academic administrative work such as scheduling and meeting with faculty advisors, preparing and submitting required reporting and evaluation information, and formatting of final products to graduate school requirements. Specialization requirements in "program evaluation" or "community action" are largely defined by placement work. Placement requirements are defined in the "placement contract."

Other Considerations

Teaching and Practicing Sociology students must earn a "B" (3.0) or better in all courses taken to satisfy the requirements of the degree. The department reserves the right to dismiss from the program a student who does not make reasonable progress.



To help you plan your MA in Sociology, please request a "Graduate Program Manual" from the Department.

SPANISH

Bachelor of Arts degree with a major in Spanish

Minor in Spanish

Department Chair

Rosamel S. Benavides-Garb, Ph.D.

Department of World Languages & Cultures

University Annex 129

(707) 826-3226, fax 826-3227

www.humboldt.edu/~wlc

The Program

All classes are taught in Spanish, from basic to advanced levels, with all four linguistic skills emphasized: listening, speaking, reading, and writing. Courses in literature and civilization provide the opportunity for critical understanding of the cultural heritage of the Spanish-speaking world, including the US.

Tertulias (social gatherings), weekend retreats, literary workshops, and discussions on social and political contemporary issues provide ample opportunity for faculty and students to interact.

Students are encouraged to study abroad through the international programs in Granada, Madrid, and Mexico City.

Graduates of this program have found careers as: teachers, interpreters, literary or technical translators, international bankers or financiers, travel agents, foreign service officers, foreign correspondents, and airline employees. Many county, state, and federal agencies offer jobs for which knowledge of Spanish is either desirable or required.

Preparation

A good background in English grammar is desirable. Previous Spanish study is welcomed but not required.

REQUIREMENTS FOR THE MAJOR

44 upper division units, at least 12 to be completed at the Humboldt campus:

- Courses required from all majors:
 - SPAN 311 Spanish Level V, Advanced Grammar & Composition
 - SPAN 340 Introduction to the Analysis of Hispanic Literature
 - SPAN 435 Spanish Applied Linguistics
 - SPAN 492 Senior Project
- One course from each of the following pairs:
 - SPAN 342 Cervantes **or**
 - SPAN 343 The Golden Age
 - SPAN 344 Modern Hispanic Theater Workshop **or**
 - SPAN 345 Hispanic Cinema
 - SPAN 346 Borges & the Contemporary Spanish American Short Story **or**
 - SPAN 348 Contemporary Hispanic Poetry
 - SPAN 347 The "Boom" of the Latin American Novel **or**
 - SPAN 349 Contemporary Spanish Novel
 - SPAN 401 Hispanic Civilization: Spain **or**
 - SPAN 402 Hispanic Civilization: Latin America
- In addition, take a minimum of eight upper division elective units from the 300/400 series (which may include courses not taken in the pairs above).

REQUIREMENTS FOR THE MINOR

28 units, including:

- SPAN 107 Level III, Intermediate Spanish **or**
- SPAN 108 Level III for Spanish Speakers
- SPAN 207 Level IV, Intermediate Spanish **or**
- SPAN 208 Level IV for Spanish Speakers
- SPAN 311 Spanish Level V, Advanced Grammar & Composition
- SPAN 340 Introduction to the Analysis of Hispanic Literature

For the remaining 12 upper division units, consult with a faculty advisor to determine a course of study reflecting personal interests.



SPANISH EDUCATION

Bachelor of Arts degree with a major in Spanish—education option leading to a single subject teaching credential

Department Chair

Rosamel S. Benavides-Garb, Ph.D.

Department of World Languages & Cultures

University Annex 129
(707) 826-3226, fax 826-3227
www.humboldt.edu/~wlc

The Program

Prepare primarily to teach Spanish in junior high and high school. (For information on the preliminary and professional clear teaching credentials, see Education)

Learn to speak, read, write, and understand Spanish with relative fluency. Also learn current methods of teaching modern languages and the importance of language in the development of culture and civilization.

Courses are taught in Spanish, allowing rapid progress. Taped interviews, videocassettes, films, and computer software further assist students.

Participants in this program gain a new

perspective on their native and second languages and their relation to a multicultural world.

Our faculty help students interested in teaching, business, and medical fields. The department also sponsors visits by literary critics, artists, consular officials, and other guests.

Students are encouraged to study abroad through World Languages and Cultures abroad programs.

Preparation

A solid background in English grammar and syntax is recommended. Any previous study of a language other than English is helpful but is not required.

REQUIREMENTS FOR THE MAJOR

Please note: Degree requirements listed here do not include professional education courses required for the credential. Students earning this degree may waive CSET assessments before entering the credential program.

Before applying to the secondary education credential program, meet the prerequisite of 45 hours early field experience or enroll in SED 210/410.

Upper Division

48 upper division units, at least 12 to be completed at the Humboldt campus, including:

- Courses required from all majors:
 - SPAN 311 Spanish Level V, Advanced Grammar & Composition
 - SPAN 340 Introduction to the Analysis of Hispanic Literature
 - SPAN 401 Hispanic Civilization: Spain
 - SPAN 402 Hispanic Civilization: Latin America
 - SPAN 435 Spanish Applied Linguistics
 - SPAN 492 Senior Project
- A minimum of 24 units from the 300/400 series.



TEACHING ENGLISH AS A SECOND LANGUAGE

Minor in Teaching English as a Second Language

Advisors:

James Gaasch, Ph.D., World Languages & Cultures
University Annex 122
(707) 826-3226

Armeda Reitzel, Ph.D., Communication
Telonicher House 54
(707) 826-3779

Terry Santos, Ph.D., English
Founders Hall 214
(707) 826-5988

The Program

This course work develops and refines skills necessary in teaching English as a second language (in the US, foreign schools, and language institutes).

The requirements for the TESL minor are equivalent to the requirements for the CLAD certificate (Crosscultural Language and Academic Development) recognized by the California Commission on Teacher Credentialing. See Crosscultural Language and Academic Development for a full description of that program.

For a master's level TESL program, see the TESL minor in the English MA program.

Preparation

Take high school or community college courses in English, languages other than English, and ethnic studies.

REQUIREMENTS FOR THE MINOR

Six semester units of a language other than English taken at the university level or at an intensive language program

ENGL 326 Language Studies for Teachers **or**
ENGL 328 Structure of American English

All of the following:
COMM 322 Intercultural Communication
ENGL/COMM 417 Second Language Acquisition
ENGL 435 Issues in English as a Second/Foreign Language
ENGL 436 Integrating Language & Content in English Instruction

Note: ENGL 435 is a prerequisite for 436. Also, ENGL 326 or 328 or the equivalent is a prerequisite for ENGL/COMM 417.



THEATRE ARTS

Bachelor of Arts degree with a major in Theatre Arts

Bachelor of Arts degree in Interdisciplinary Dance Studies *See: Dance Studies (Interdisciplinary)*

Minors in Dance (see Dance), **Film** (see Film), & **Theatre**

Master of Arts degree with emphasis areas in: Film Production Theatre Production

Certificate of Study in College Faculty Preparation Program: Theatre Arts

Department Chair Linda Sievers, Ph.D.

Department of Theatre, Film, & Dance Theatre Arts Building 20 (707) 826-3566 www.humboldt.edu/~theatre

The Program

The department's philosophy is: to provide a solid foundation in the knowledge, skills and practice of the arts of theatre, film and dance; to integrate the curriculum of the three disciplines, finding the common ground among them; and to foreground social consciousness, cultural celebration and community alliances through course work and productions.

Theatre Arts houses three disciplines: theatre, film and dance. Each program is designed to encourage and validate independent, creative thinking, allowing students to evaluate and discuss their own works. Undergraduates receive a quality liberal arts education with a broad and diversified introduction to Theatre, Film and Dance utilizing the opportunities offered by the academic combination of these three disciplines. The goals of the department are to prepare students with critical faculties; to develop their capacity for creative expression; and to provide the necessary foundation for vocations and further training in the disciplines of theatre, film and dance.

The undergraduate Theatre Arts degree may have a concentration in either theatre production or film. The Interdisciplinary Dance Studies degree offers three areas of concentration: Dance as Language and Culture; Dance Performance as Arts Integration; and Dance as a Sacred Tradition. Minor programs in Theatre, Film

or Dance provide a foundation of knowledge and practical experience in each discipline. All undergraduate programs encourage experiential, hands-on learning, and the application of acquired skills into production.

At the graduate level, the MA in Theatre Arts provides two areas of emphasis: theatre or film. Students emphasizing theatre are encouraged to concentrate on any two of the following areas: acting; directing; dramatic writing; technical production; or design in costume, scenic, or lighting. Graduates with an emphasis in film will explore independent filmmaking and are encouraged to push boundaries, explore different stylistic approaches, develop personal vision, work collaboratively, and gain technical competency. Graduate students may also acquire a teaching certification in Theatre Arts through the College Faculty Preparation Program.

The student production programs in theatre, film and dance are very active. The mainbill program consists usually of four major productions with approximately 10 - 12 secondary productions. Productions may include plays, film screenings, physical theatre, dance, or any interdisciplinary combination of these and other art forms. This active program provides the students many opportunities to apply their academic study towards production and performance. Production facilities utilized by the Department of Theatre, Film & Dance include the 750 seat proscenium John Van Duzer Theatre, two experimental studio theatres and a thrust stage facility.

The Department's mission for experimentation and the production of current, original works is celebrated in two unique programs: the Humboldt International Short Film Festival and the New Play Season. The oldest student-run film festival in the world, the Humboldt International Short Film Festival is a juried competition attracting film entries from all over the world and providing students opportunities for workshops and individual sessions with the visiting artists. The New Play Season presents previously un-produced works by contemporary American artists. Playwrights spend two to three weeks in residence working with students on the premiere production of the selected scripts.

The Department actively participates in the Kennedy Center American College Theatre Festival (KC-ACTF), and the American College Dance Festival Association (ACDFA).

BA IN THEATRE ARTS

The Theatre Arts course structure introduces students to skills that will aid in developing artistry, creating new ways to communicate in a changing society. Students explore the consequences of their artistic investigations, learning how their choices and actions might influence their own lives, and the lives of others. Majors are encouraged to study in many areas including design, acting, directing, history, literature, writing, dance and film. Ours is a performance oriented program. We stage an average of four major shows a year with an extensive student production schedule as well. Practical opportunities abound in all phases of theatre for the motivated student. The Core Curriculum includes production work in acting and performance techniques, scene design, lighting, costume, makeup, dance, dramatic literature, play and screen writing, history and film production. Special class offerings enhance these core studio classes.

REQUIREMENTS FOR THE THEATRE ARTS MAJOR

THEA 104	Storytelling
THEA 107	Dramatic Writing
THEA 121	Makeup or
THEA 137	Stagecraft
THEA 215	Scene Study for Actors
THEA 230	Visual Aesthetics
THEA 240	Theatre History I or
THEA 305	Art of Film: Beginning to 1950s
THEA 241	Theatre History II or
THEA 306	Art of Film: 1950s to the Present
THEA 351	Stage Directing and one of the following:
THEA 331	Scenery Design or
THEA 333	Lighting Design or
THEA 336	Theatre Costume Design or both
THEA 372	Cinematography II and
THEA 439	Audio Production I
THEA 448	Dramatic Analysis & Writing
THEA 494	Senior Seminar

A minimum of six units in the student's area of emphasis.

A total of five units drawn from two or more of THEA 326, 327, 328 and/or 329.

Department academic advisors will provide a chart with the suggested sequence for these requirements.

REQUIREMENTS FOR THE MINOR IN DANCE (see *Dance*)

Minors develop an understanding of dance as an art form and as a unique cultural and social expression. Students also attain a cumulative knowledge of dance as a history of the world and its people, and 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 IN FILM (see *Film*)

This minor prepares persons for careers using the basic skills of cinematography, editing, directing, and sound recording and engineering.

REQUIREMENTS FOR THE MINOR IN THEATRE

A minor requires a minimum of 15 units, nine of which must be upper division. A minimum 2.0 (C) grade-point average is required. Courses used for a minor can be used for general education and a major. Areas of study may include, but are limited to: theatre design, theatre production, performance, acting, dramatic literature, film, and dance. Students choosing a minor in Theatre Arts design individualized programs with the guidance/approval of an advisor. To pursue the Theatre Arts minor, first contact a departmental advisor.

REQUIREMENTS FOR THE INTERDISCIPLINARY DANCE STUDIES MAJOR (See: *Dance Studies (Interdisciplinary)*)

REQUIREMENTS MASTER OF ARTS DEGREE

Options in Theatre Production and Film Production

Seniors may take 500-level courses with faculty approval.

Theatre Production Emphasis:

This degree allows students to combine two or more areas for concentrated exploration and study. Areas of study may include: acting; directing; dramatic writing; technical direction; and the visual design areas costumes, lighting, scenery.

After the required primary focus area is chosen, then a secondary area is selected, which further augments the student's needs. This MA is preparation for further graduate studies or for career options including teaching.

Film Production Emphasis:

The focus of both the undergraduate film and the Masters program is independent filmmaking. The department advocates a hands on approach, "where students are encouraged to experience film by making films." Basic pre-production, production and post-production skills are taught with emphasis on experimental, documentary and narrative forms. Collaborative efforts with other areas of the department are integral to the undergraduate program.

Our program is supported by traditional filmmaking packages (Super-8 and 16mm) and studios, re-photography facilities, a sound studio, on-site telecine capabilities and digital post-production with film matchback capabilities.

Our current curriculum includes a three semester Cinematography series, a two semester Audio Production sequence, an advanced filmmaking workshop and a two-semester film history sequence. Other courses offered every other year depending on funding, include: film directing, screenwriting, optical printing, experimental film, documentary film, film acting, film theory and criticism and specialized film seminars. Weekend Workshops with visiting filmmakers and scholars are offered as funds are available. Academic credit is available for working on the Humboldt International Short Film Festival and on graduate student productions as the opportunities present themselves.

Requirements for the Degree

- Complete a minimum of 30 units, including THEA 548, Introduction to Graduate Studies, and acceptance of the thesis or thesis alternative. Other degree requirements vary with the area of emphasis.
- At least 15 units must be grad-level (500- or 600-level), with a maximum of nine units for thesis/independent study (690/699).
- Receive recommendation by department, college, and graduate offices.
- MA students with an emphasis in film production will be limited to a maximum of four years to complete their degrees

Note: Humboldt's graduate office publishes a *Handbook for Master's Students*, and the department publishes its own graduate handbook. Both sources provide more detailed information.

Admission to the Program

The Department of Theatre, Film and Dance requires all graduate applicants to fulfill all the requirements for admission to Humboldt State University. The Department does not require that the Graduate Record Exam (GRE) be taken to enter its graduate programs.

To apply for the Master of Arts Degree in Theatre Arts, the candidate must submit directly to the Department of Theatre, Film, and Dance:

1. a completed Department of Theatre, Film, and Dance Master of Arts Degree application form;
2. at least four letters of recommendation;
3. transcript from all colleges/universities previously attended; unofficial is acceptable;
4. a brief statement of your career objectives and reasons for choosing this program; and
5. if available, any evidence demonstrating your previous experience or competence in the areas of your Master of Arts choices, such as portfolios, programs, critical reviews, etc. (You may submit this material along with the Department application Form. This material will be returned to you following the admissions decision.) The Department of Theatre, Film and Dance may request an interview in person or by telephone.

Send all MA degree application materials to:
Chair, Graduate Screening Committee
Department of Theatre, Film and Dance
Humboldt State University
#1 Harpst Street
Arcata, CA 95521-8299

COLLEGE FACULTY PREPARATION PROGRAM

A Graduate Certificate in College Teaching: Theatre Arts

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

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

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

1) Discipline-Specific Teaching Methods

Introduces undergraduate teaching through a practical presentation of the processes and issues involved in theatre arts instruction. Students work with instructors of core courses in theatre arts. Three units, taken first or second semester of the MA/MFA program:

THEA 695 Supervised Teaching

2) Higher Education Teaching Methods

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

EDUC 583 Teaching in Higher Education

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

3) Professional Development Seminar

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

SP 684 Orientation to Higher Education

4) Mentored Teaching Internship Experience

• Community College Track:

Three units of a mentored teaching experience at College of the Redwoods.

SP 683 College Faculty Preparation Internship

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

or

• Pre-doctoral College Track:

Three units of a mentored teaching experience at HSU. See Theatre Graduate Coordinator for advice on what course number to use.

5) Capstone Experience

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

SP 685 Instructional Resources for Higher Education



WATER RESOURCE POLICY

Minor in Water Resource Policy

Advisor

Bill Daniel, Ph.D.
Founders Hall 130
(707) 826-3914

The Program

Before beginning, make an appointment with the advisor. After completing two courses, file a program plan.

Students find this background most helpful for careers with public and private agencies dealing with water-use issues.

REQUIREMENTS FOR THE MINOR

Introduction

GEOG 350 North American Water Resources

Core Program

Three courses from the following:

NAS 366 Tribal Water Rights
PSCI 352 Water Politics
WSHD 310 Wildland Hydrology & Watershed Management I
WSHD 530 Water Rights & Water Law

Electives

Three units. One of the following courses or one remaining from the core program.
ENGR 350 Introduction to Water Quality
ENGR 448 River Hydraulics

Capstone Seminar

PSCI 486 Special Topics Seminar or
GEOG 471 Topics in Systematic Geography

A capstone seminar where students present findings of their research on a water resource policy question.



WATERSHED MANAGEMENT

Minor in Watershed Management

For information on a Master of Science degree with an option in watershed management, see the graduate section of the Natural Resources program.

Advisor

E. George Robison, Ph.D.
Natural Resources Bldg 113
(707) 826-3258 / egr2@humboldt.edu

Department of Forestry & Watershed Management

Forestry Building 205
(707) 826-3935, fax 826-5634

The Program

Focus on watershed processes and interactions between geophysical, biological, and socioeconomic factors in bounded geographic drainage basins. The interplay between watershed processes and the management of other natural resources is integral to these studies.

Visit our Web page at www.humboldt.edu/~for.

REQUIREMENTS FOR THE MINOR

SOIL 260/260L Introduction to Soil Science/Lab
GEOL 350 General Geomorphology
WSHD 310/410 Wildland Hydrology & Watershed Management I/II

One course from the following:
ECON 423 Environmental & Natural Resources Economics
ENGR 313 Systems Analysis
FOR 365 Financial Forest Administration

One course from the following:
SOIL 360 Origin & Classification of Soils
SOIL 460 Forest & Range Soils Management
SOIL 467 Soil Physics

One course from the following:
WSHD 480 Selected Topics in Watershed Management [topic approved by advisor]
WSHD 485 Seminar in Watershed Management



WILDLAND SOIL SCIENCE

**Bachelor of Science degree
with a major in Rangeland Resource
Science**—option in Wildland Soil
Science

Minor in Wildland Soil Science

Certificate of Study

For information on the master's degree, see the graduate section of the Natural Resources program.

Department Chair

K. O. Fulgham, Ph.D.

Department of Rangeland Resources & Wildland Soils

Forestry Building 205
(707) 826-3935, fax 826-5634

The Program

Learn to address the unique management requirements and problems of wildland soils. Wildland soils are uncultivated, natural soils supporting herbaceous and woody plant communities supplying timber, wildlife habitat, livestock forage, watershed values, and other outputs.

Courses in this option cover the basic physical and biological sciences, introductory and advanced soil science, and soil and resource management.

Classroom instruction is enhanced by the university's soil science laboratories and greenhouses. Research and demonstration sites on private and public lands in Northern California enhance field studies.

Potential careers: soil conservationist, soil scientist, soil consultant, environmental specialist, agricultural inspector, lands or natural resources specialist, restoration specialist, or watershed manager.

Preparation

In high school take biology, chemistry, and mathematics.

REQUIREMENTS FOR THE OPTION

Lower Division

Complete all courses in the major with a C- or better.

BIOL 105	Principles of Biology*
BIOM 109	Introductory Biometrics
BOT 105	General Botany*
CHEM 107	Fundamentals of Chemistry*
GEOL 109	General Geology*
MATH 105	Calculus for the Biological Sciences & Natural Resources*
NRPI 105	Natural Resource Conservation*
NRPI 277	Introduction to Remote Sensing
PHYX 106	College Physics: Mechanics & Heat*
SOIL 260/260L	Introduction to Soil Science/Lab

Upper Division

BIOL 330	Principles of Ecology
CHEM 328	Brief Organic Chemistry
FOR 315	Forest Management
GEOL 350	Geomorphology
RRS 306	Rangeland Resource Principles
WSHD 310	Wildland Hydrology & Watershed Management I
NRPI 470	Intermediate GIS or
NRPI 377	Introduction to GIS Concepts

Option

SOIL 360	Origin & Classification of Soils
SOIL 460	Forest & Range Soils Management
SOIL 462	Soil Fertility
SOIL 465	Soil Microbiology
SOIL 467	Soil Physics

Restricted Electives

FOR 331	Silvics—Foundation of Silviculture or
BOT 310	General Plant Physiology
BOT 350	Plant Taxonomy or
BOT 354	Agrostology or
FOR 230	Dendrology

REQUIREMENTS FOR THE MINOR

SOIL 260/260L	Introduction to Soil Science/Lab
SOIL 360	Origin & Classification of Soils
SOIL 460	Forest & Range Soils Management

At least three courses (including one or more with asterisks) from the following:

GEOL 350	General Geomorphology
SOIL 462	Soil Fertility*
SOIL 465	Soil Microbiology*
SOIL 467	Soil Physics*
SOIL / FOR 468	Introduction to Agroforestry
WSHD 310	Wildland Hydrology & Watershed Management I or
WSHD 410	Wildland Hydrology & Watershed Management II



***Course also meets lower division science GE requirements.**

WILDLIFE

Bachelor of Science degree with a major in Wildlife

Option in Wildlife Management & Conservation

Option in Conservation Biology/ Applied Vertebrate Ecology

Minor in Wildlife

See Natural Resources for information on the Master of Science degree with an option in wildlife.

Department Chair

Luke George, Ph.D.

Department of Wildlife

Wildlife & Fisheries Bldg 220
(707) 826-3953
www.humboldt.edu/~wildlife

The Program

Humboldt's wildlife students have the advantage of living close to the ocean, wetlands, and many wildlife sanctuaries. Nearly five million acres of national forest, parks, and public wilderness lands offer hands-on study of wildlife, ecology, and management. Students frequently take field trips to surrounding wildlife areas and focus on laboratory study.

Humboldt's graduates do well as: wildlife biologists, soil scientists, wildlife managers, wildlife refuge managers, park rangers, naturalists, preserve managers, fish and game wardens, conservation officers, fisheries technicians, forestry technicians, range conservationists, agricultural inspectors, and environmental planners.

Preparation

In high school take mathematics, chemistry, biology, and any environmental studies that may be available. Students are expected to be proficient in computer applications.

REQUIREMENTS FOR THE MAJOR

Option 1

Wildlife Management & Conservation

Lower Division

Life Sciences

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOO 110 General Zoology

Physical Sciences

CHEM 107 Fundamentals of Chemistry
and one of the following:
PHYS 106 College Physics: Mechanics
& Heat **or**
SOILS 260/260L Introduction to
Soil Science/Lab

Mathematics

MATH 115 Algebra & Elementary
Functions
BIOM 109 Introductory Biometrics

Conservation, Policy & Administration

WLDF 210 Introduction to Wildlife
WLDF 244 Wildlife Policy &
Animal Welfare

Upper Division

BOT 330 Plant Ecology (lecture only)
BOT 350 Plant Taxonomy
WLDF/PHIL 302 Environmental Ethics **or**
WLDF/PHIL 309 Case Studies in
Environmental Ethics **or**
NRPI 325 Natural Resource
Regulatory Process
WLDF 310 Principles of Wildlife Mgmt.
WLDF 311 Wildlife Techniques
WLDF 365 Ornithology
WLDF 485 Senior Seminar
ZOO 356 Mammalogy
ZOO 354 Herpetology **or**
FISH 310 Ichthyology **or**
ZOO 314 Invertebrate Zoology **or**
ZOO 358 General Entomology
WLDF 490 Honors Thesis **or**
WLDF 495 Senior Project

Life Forms & Applied Science/ Management

Two of the following courses:
WLDF 420 Wildlife Management
(Waterfowl)
WLDF 421 Wildlife Management
(Upland Game)
WLDF 422 Wildlife Management
(Mammals)
WLDF 423 Wildlife Management
(Nongame)

Habitat Ecology/Management

One of the following courses:
WLDF 430 Ecology & Management
of Wetland Habitats **or**

WLDF 431 Ecology & Management
of Upland Habitats

Advanced Classes

Two of the following courses:

WLDF 450 Principles of Wildlife
Diseases
WLDF 460 Conservation Biology
WLDF 470 Animal Energetics
WLDF 475 Wildlife Ethology
WLDF 478 Ecology of Wildlife
Populations

Option 2

Conservation Biology/ Applied Vertebrate Ecology

Lower Division

Life Sciences

BIOL 105 Principles of Biology
BOT 105 General Botany
ZOO 210 Principles of Zoology

Physical Sciences

CHEM 109 General Chemistry
CHEM 328 Brief Organic Chemistry

Mathematics

MATH 105 Calculus for the Biological
Sciences & Natural Resources
BIOM 109 Introductory Biometrics

Conservation, Policy & Administration

WLDF 210 Introduction to Wildlife
Conservation &
Administration
WLDF 244 Wildlife Policy &
Animal Welfare

Upper Division

BOT 330 Plant Ecology
BIOL 345 Genetics with Population
Emphasis
BOT 350 Plant Taxonomy
WLDF 310 Principles of Wildlife
Management
WLDF 311 Wildlife Techniques
WLDF 365 Ornithology
WLDF 460 Conservation Biology
WLDF 485 Senior Seminar
ZOO 356 Mammalogy
WLDF 490 Honors Thesis **or**
WLDF 495 Senior Project

Life Forms & Applied Science/ Management

One of the following courses:

- WLDF 420 Wildlife Management (Waterfowl)
- WLDF 421 Wildlife Management (Upland Game)
- WLDF 422 Wildlife Management (Mammals)
- WLDF 423 Wildlife Management (Nongame)

Habitat Ecology/Management

One of the following courses:

- WLDF 430 Ecology & Management of Wetland Habitats
- WLDF 431 Ecology & Management of Upland Habitats

Advanced Classes

Two of the following courses:

- WLDF 450 Principles of Wildlife Diseases
- WLDF 470 Animal Energetics
- WLDF 475 Wildlife Ethology
- WLDF 478 Ecology of Wildlife Populations

Elective Course

One of the following courses:

- BIOM 333 Intermediate Statistics
- BIOM 406 Sampling Theory
- BIOM 408 Experimental Design & ANOVA
- BIOM 508 Multivariate Biometry
- FISH 310 Ichthyology
- NRPI 377 Introduction to GIS Concepts
- ZOOL 310 Animal Physiology
- ZOOL 314 Invertebrate Zoology
- ZOOL 354 Herpetology
- ZOOL 358 General Entomology

REQUIREMENTS FOR THE MINOR

Required Courses

- WLDF 310 Principles of Wildlife Management
- WLDF 311 Wildlife Techniques
- WLDF 365 Ornithology I or
- ZOOL 354 Herpetology or
- ZOOL 356 Mammalogy

Note: WLDF 310 and 365 have the following prerequisites: MATH 115, BIOL 105, ZOOL 110; BIOM 109 or STAT 108; or their equivalents.

Restricted Electives

One course from the following:

- WLDF 430 Ecology & Management of Wetlands Habitats for Wildlife
- WLDF 431 Ecology & Management of Upland Habitats for Wildlife
- WLDF 460 Conservation Biology

One additional course from the following:

- WLDF 420 Wildlife Management (Waterfowl)
- WLDF 421 Wildlife Management (Upland Game)
- WLDF 422 Wildlife Management (Mammals)
- WLDF 423 Wildlife Management (Nongame Wildlife)
- WLDF 430 Ecology & Management of Wetlands Habitats for Wildlife
- WLDF 431 Ecology & Management of Upland Habitats for Wildlife
- WLDF 450 Principles of Wildlife Diseases
- WLDF 460 Conservation Biology
- WLDF 470 Animal Energetics
- WLDF 475 Wildlife Ethology
- WLDF 478 Ecology of Wildlife Populations



WOMEN'S STUDIES

**Bachelor of Arts degree
with an Interdisciplinary Studies
major**—option in Women's Studies

Minor in Women's Studies

**A certificate of study in Women's
Studies is also available** (see
Certificates of Study).

Program Leader

Kim Berry, Ph.D.

Women's Studies Office

Lower Library 55
(707) 826-4329
www.humboldt.edu/~womensst

The Program

Women's Studies is an interdisciplinary field of study that encourages inquiry into the full range of human experience by raising fundamental questions about gendered relations in human behavior, culture, and society.

As the academic branch of the women's movement, Women's Studies challenges assumptions upon which the Western tradition of scholarship has been based and seeks to integrate the diverse experiences and perspectives of women into the curriculum.

Our core curriculum offers students the analytical tools for understanding gender as it is constructed within and through differences of ethnicity, class, sexuality, and nationality. It enables students to interpret the diverse lives, issues, and voices of women in our multicultural and transnational world.

Women's Studies faculty, from departments campuswide, work closely with the program leader to offer a dynamic and student-centered major, minor, and certificate of study. Our program also works with the student-run Women's Center and other women's groups on campus to provide a network of resources, support, and referral on women-centered issues, organizations, and events. We sponsor programs of interest to women, including workshops, speakers, and an annual women's retreat.

This program is useful in the following careers: administrator of nonprofit women's organization, affirmative action officer, attorney, community organizer, computer software designer, coordinator of women's programs in government and business, counselor, editor, environmental activist, international development worker, journalist,

legal assistant, lobbyist for women's issues, political advocate, psychologist, rape crisis specialist, researcher on women's projects, social worker, teacher, union organizer, urban planner, women's center director, women's health care specialist, writer.

REQUIREMENTS FOR THE MAJOR OPTION

The Interdisciplinary Studies major option in Women's Studies is comprised of 42 units, including 25 units in core courses and 17 units in one of four concentrations. Proficiency in a second language is either recommended or required, depending on the concentration selected.

Concentrations:

- Women & the Environment
- Women & Global/International Studies
- Women in Social & Community Service
- Women's Expression in Art & Language

Core Courses

(required for all four major concentrations)

Lower Division [9 units]

- WS 106 Introduction to Women's Studies
WS 107 Women, Culture, History
WS/ES 108 Power/Privilege: Gender & Race, Sex, Class

Upper Division [16 units]

- WS 311 Feminist Theory & Practice
WS 315 Sex, Gender, & Globalization
WS/ES 330 Ethnic Women in America
WS 485 Seminar in Feminist Studies
WS 410 Internship **or**
WS 420 Community Service [2 units]

Concentration: Women & the Environment

Required [9 units]

- WS 340 Ecofeminism
WS 350 Women's Health & Body Politics
WS 365 Women Writing Nature

Proficiency in a second language is recommended.

Electives

Eight units from the courses below:

- ANTH/WS 317 Women & Development
BOT 300 Plants & Civilization

- ENGR 305 Appropriate Technology
ENGR 308 Technology & the Environment
ENGR 380 Community Agriculture
ENGR 480 Sustainable Agriculture
GEOG/ES 304 Migrations & Mosaics
PHIL/WLDF 302 Environmental Ethics
PSCI 373 Politics of a Sustainable Society
RS 391 Religions of the Goddesses
WS 303 Third World Women's Movements
WS 305 Feminist Science Fiction
WS 309/SPAN 309/HIST 309 Revolution, Reform, Response: Latin America in the 20th Century [3-9 units]
WS 480 Diversity Conference
Or other advisor-approved courses

Concentration: Women & Global/International Studies

Required [9 units]

- WS 303 Third World Women's Movements **or**
WS 309 Revolution, Reform, Response: Latin America in the 20th Century
WS 340 Ecofeminism
ANTH/WS 317 Women & Development

Study abroad is desirable.

Proficiency in an appropriate second language is required.

Electives

Eight units from the courses below:

- GEOG/ES 304 Migrations & Mosaics
MATH 301 Mathematics & Culture: an Historical Perspective
WS 303 Third World Women's Movements
WS/FREN/GERM/SPAN 306 Sex, Class & Culture: Gender & Ethnic Issues in International Short Stories
WS 309/SPAN 309/HIST 309 Revolution, Reform, Response: Latin America in the 20th Century [3-9 units]
WS 350 Women's Health & Body Politics
WS 450 Threads of Communication
WS 480 Diversity Conference
Or other advisor-approved courses

Concentration: Women in Social & Community Service

Required [9 units]

SW 330 Social Work Policy **or**
ED/ES/WS 313 Education for Action

One of the following pairs:

PSYC 437 Sexual Diversity
WS 370 Queer Women's Lives

or

SOC/WS 319 Ecology of Family Violence
ES/WS 360 Race, Gender & US Law
Proficiency in a second language is recommended.

Electives

Eight units from the courses below:

EDUC/WS 318 Gay & Lesbian Issues in Schools

PSYC/WS 436 Human Sexuality
PSCI 316 Public Administration
SOC 306 The Changing Family
SOC 314 Sociology of the Community
SOC 475 Political Economy of Community Development

SW 382 Social Work Research
WS 350 Women's Health & Body Politics

WS/HIST 389 Women in US History
WS 480 Diversity Conference

Or other advisor-approved courses

Concentration: Women's Expression in Art & Language

Required [10 units]

WS 365 Women Writing Nature
WS 305 Feminist Science Fiction

WS 450 Threads of Communication **or**
WS/ART 301 Women Artists

Proficiency in a second language is recommended.

Electives

Seven units from the following:

ES/WS 360 Race, Gender & US Law
ENGL/ES 336 American Ethnic Literature*

ENGL/WS 308 Women in Literature
RS 391 Religions of the Goddesses
WS/FREN/GERM/SPAN 306 Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories

WS 340 Ecofeminism
WS 375/PHIL 475 Postmodernism/Feminism

WS 400 Integration Femininity and Masculinity

WS 480 Matrix Production
WS 480 Diversity Conference

Any upper division creative writing course.
Any upper division studio course in the creative and performing arts (art, music, theatre). Any course in the arts or humanities focusing on women.

Or other advisor-approved courses

*When subject matter of course focuses on women writers.

REQUIREMENTS FOR THE MINOR

The minor consists of 15 units: nine required units plus three units from the social sciences track and three units from the humanities track, as indicated below. (See the Women's Studies program leader for information on lower division courses and substitute courses that meet requirements.)

Required

WS 106 Introduction to Women's Studies

WS 107 Women, Culture, History

WS 485 Seminar in Feminist Studies [taken at or near the end of the minor]

Social Sciences Track

Three units from:

WS/PSYC 300 Psychology of Women
WS 303 Third World Women's Movements

WS/SPAN/HIST 309 Revolution, Reform, Response

WS 311 Feminist Theory & Practice

WS/EDUC 313 Education for Action

WS 315 Sex, Gender & Globalization

WS/SOC 316 Gender & Society

WS/ANTH 317 Women in Development

WS/EDUC 318 Gay & Lesbian Issues in Schools

WS/SOC 319 Ecology of Family Violence

WS/ES 330 Ethnic Women in America

WS 350 Women's Health & Body Politics

WS 370 Queer Women's Lives

WS/HIST 389 Women in United States History

WS 391 Special Topics in Women's Studies

WS/PSYC 436 Human Sexuality

WS 480 Selected Topics

Or other advisor-approved courses

Humanities Track

Three units from:

WS/ART 301 The Artist [only when topic is "Women Artists"]

WS 302/RS 300 Living Myths

WS 305 Feminist Science Fiction

WS/FREN/GERM/SPAN 306 Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories

WS/ENGL 308 Women in Literature

WS/SPAN/HIST 309 Revolution, Reform, Response

WS/COMM 309B Gender & Communication

WS 311 Feminist Theory & Practice

WS 312 Women & Mass Media

WS 340 Ecofeminism

WS 360 Race, Gender & US Law

WS 365 Women Writing Nature

WS 400 Integration: Femininity & Masculinity

WS 480 Selected Topics

Or other advisor-approved courses



ZOOLOGY

Bachelor of Science degree with a major in Zoology

Minor in Zoology

See Biology for the Master of Arts degree.

Department Chair

Milton Boyd, Ph.D.

Department of Biological Sciences

Science Complex B 221
(707) 826-3245

The Program

Take advantage of Humboldt's vertebrate and invertebrate museums. Large populations of native animals offer a chance for real-life study. Humboldt State also houses animals in on-campus quarters. Electron microscopes are available for student use.

Students interested in marine life have use of Humboldt's marine laboratory, located in nearby Trinidad and the university's research vessel, the *Coral Sea*.

Graduates can pursue careers as: zoologists, technical writers, laboratory technicians, museum curators, entomologists, health technicians, ornithologists, animal nutritionists, ichthyologists, anatomists, embryologists, pathology technicians, or science librarians.

Preparation

In high school take biology, chemistry, and physics (with labs, if possible) plus algebra, geometry, and trigonometry.

REQUIREMENTS FOR THE MAJOR

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

Lower Division

BIOL 105	Principles of Biology
BIOM 109	Introductory Biometrics
BOT 105	General Botany
CHEM 109	General Chemistry
MATH 105	Calculus for the Biological Sciences & Natural Resources
	[or a full year of calculus—MATH 109 & 110]
PHYX 106	College Physics: Mechanics & Heat
PHYX 118	College Physics: Biological Applications
ZOOL 210	Principles of Zoology

Upper Division

BIOL 330	Principles of Ecology
BIOL 340	Genetics
BIOL 412	General Bacteriology
CHEM 328	Brief Organic Chemistry
ZOOL 310	Animal Physiology
ZOOL 314	Invertebrate Zoology
ZOOL 370	Comparative Anatomy of the Vertebrates or
ZOOL 476	Principles of Animal Development
One course from:	
FISH 310	Ichthyology
WLDF 365	Ornithology I
ZOOL 350	Protozoology
ZOOL 352	Natural History of the Vertebrates
ZOOL 354	Herpetology
ZOOL 356	Mammalogy
ZOOL 358	General Entomology
ZOOL 452	Parasitology

One upper division course in botany with laboratory

BIOL 445	Evolution [strongly recommended]
ZOOL 430	Comparative Animal Behavior [strongly recommended]

REQUIREMENTS FOR THE MINOR

BIOL 105	Principles of Biology
ZOOL 110	General Zoology or
ZOOL 210	Principles of Zoology

14 units of upper division zoology courses approved by the zoology minor advisor



COURSE DESCRIPTIONS

Administrative Services

CREDENTIAL/LICENSURE

AS 742. Curriculum: Development & Governance (3). Structure and organization of curriculum. Historical, traditional, and contemporary influences. Problems related to governance, leadership, procedures, and implementation.

AS 745. Personnel Administration & Supervision (3). Issues related to school personnel procedures, from employment to retirement. Supervision of instruction, employee evaluation, collective bargaining.

AS 746. The Principal: Leader & Administrator (3). Role and responsibilities of principal. Leadership concepts, decision making techniques, school organization, community relations, school climate, curriculum administration, and categorically funded projects.

AS 747. Practicum: Diversity Issues & School Administration (2). Class assessment of contemporary issues most important to them as future school administrators.

AS 748. Legal & Fiscal Aspects of School Administration (3). California Educational Code and significant court cases. State and federal funding of schools. California funding formulas; school and district budgeting procedures. Court decisions and case analyses.

AS 749. Ethics & School Administration (1). Review personal, institutional, and community values. Clarify their conflict and impact on school administration and leadership. [Prereq: admission to level I administrative services program.]

AS 760. 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. [Prereq: admission to level I administrative services program.]

AS 761. Professional Development—Induction (2). Collaborating with school district mentor, candidate develops individual professional development plan. [Prereq: administrative services level I credential and employed full-time as school administrator.]

AS 762. Leadership, Management, & Policy Development in a Multicultural Setting (2). Assist in developing skills necessary to meet social, educational, and cultural needs of a diverse student population. [Prereq: administrative services level I credential and employed full-time as school administrator.]

AS 763. Strategic Issues Management (2). Examines the issues of school reform and school improvement through a series of strategic plan-

ning processes. Differences between strategic and conventional planning will be studied and evaluated. [Prereq: administrative services level I credential and employed full-time as school administrator.]

AS 764. School & Community Relations (3). Administrative and communications strategies to effect positive working relationships with the community in an effort to improve student learning and build public support for schools.

AS 765. Ethical & Reflective Leadership (3). Contemporary issues/problems and acceptable, ethical solutions. Emphases: identifying values that sustain a community organization; conflicts that arise daily in managing ethical choices.

AS 766. Information Systems & Human & Fiscal Resources (2). Review and use contemporary information systems and technology to understand and address emerging issues and problems in human and fiscal resources administration.

AS 767. Candidate Assessment & Evaluation (2). Final assessment and evaluation of each candidate's induction plan. Results provide basis for final recommendation for approval for level II professional administrative credential.

AS 780. Special Topics (1-5). [Rep.]

AS 794. Elementary School Administration Fieldwork (3). Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative service credential.

AS 795. Secondary School Administration Fieldwork (3). Supervised performance of administrative tasks in a secondary school to meet requirements for preliminary administrative services credential.

AS 796. Fieldwork & Final Evaluation Seminar (1). Procedures and expectations related to fieldwork experiences. Develop Individual Educational Plan (IEP) for fieldwork experience.

American Indian Education

UPPER DIVISION

AIE 330. History of Indian Education (3). From first contact with Europeans to contemporary times. Emphasis: how federal policy shaped educational policy for American Indians. DCG.

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.

AIE 340. Educational Experiences (3). Local and national American Indian tribes. Educational his-

tory, life ways, cultural attributes, and educational problems. [Prereq: AIE 330 or 335. DCG.]

AIE 380. Special Topics (.5-3). Topics of current interest in education, American Indian health, and tribal professional issues. [Rep.]

AIE 430. Seminar: Proposal & Grantwriting Process (3). Examine funding sources; develop a grant proposal for an Indian education program.

AIE 435. Counseling Issues (3). Dynamics and process of effective crosscultural interactions between American Indians and non-Indians. [Prereq: AIE 330 or 335. DCG.]

AIE 491. Fieldwork in American Indian Education (1-3). Directed and supervised observation of selected aspects of school educational programs, with appropriate written reports. Hours arranged.

AIE 492. Seminar: Professional Opportunities (1). ITEPP students assess interests and careers in education and tribal services. [Prereq: IA.]

AIE 499. Independent Study (.5-3). Directed study, reading, conference, research on selected problems in American Indian education.

GRADUATE

AIE 580. Special Topics (.5-3). Topics of current interest in education, American Indian health, and tribal professional issues. [CR/NC. Rep.]

Anthropology

LOWER DIVISION

ANTH 104. Cultural Anthropology (3). World's diverse cultures. Richness of human life in different times and places. Multicultural nature of today's world. [CAN ANTH 4. GE.]

ANTH 105. Archaeology and World Prehistory (3) This course introduces students to the field of archaeology and traces the many paths of cultural evolution as reconstructed from the archaeological record. GE.

ANTH 110. Physical Anthropology (3). Evolutionary theory; genetic basis for evolution; ecology and behavior of nonhuman primates; human biological evolution. [Coreq: ANTH 111.]

ANTH 111. Laboratory in Physical Anthropology (1). Practical, hands-on learning in genetics, human osteology, primate comparative anatomy, methods for observing primate behavior; fossil evidence for human evolution. [Coreq: ANTH 110.]

ANTH 113. Anthropology Skills Development (2). ALADIN curriculum (Academic Language: Assessment and Development of Individual Needs) teaches academic skills to help in the transition from high school to the demands of a university. [Must be concurrently enrolled in the specified EOP section of ANTH 104.]

ANTH 280. Statistical Reasoning (4). Techniques of statistical description and inference. How techniques are used in social science research. [Prereq: high school algebra or IA. Weekly: 3 hrs lect, 2 hrs lab.]

UPPER DIVISION

ANTH 302. Anthropology of Religion (3). Theoretical perspectives and modes of analysis of religious belief systems and practices. Focus: preliterate and peasant religions, including ritual, magic, and symbol systems. [DCG. GE.]

ANTH 303. Human Biology & Evolution (3). Evolutionary theory; genetic basis for evolution; human's place in nature; fossil evidence for human evolution; biological basis for human variation. [Science GE for nonmajors only.]

ANTH 306. World Regions Cultural Studies (3). Culture, values, and social interaction in cultures of a world region (North America, Latin America, Oceania, Middle East, Asia). [Rep for each different region offered. GE.]

ANTH 310. History of Anthropology (4). Development of anthropology, its theoretical antecedents and ongoing debates. Focus: reading original ethnographic and theoretical works. [Prereq: 8 units of upper division anthropology or IA.]

ANTH 315 / WS 315. Sex, Gender, & Globalization (4). Examine crossculturally the diversity of relations of sex and gender: Transformation of gender relations through colonial rule, nationalist movements, and globalization of the economy. [DCG.]

ANTH 316. Anthropology & Development (4). Traditional cultures and their economies. How these societies have adjusted to world economy. Analyze social costs/benefits of economic development.

ANTH 317 / WS 317. Women & Development (4). Role of Third World women in domestic economies and wider political arenas. Focus on paradigm of "development" and differing cultural meanings of household and family.

ANTH 318. Ethnography (4). Problems and techniques of describing culture and representing the "other." Critical look at the process and politics of descriptions anthropologists craft. [Prereq: ANTH 104.]

ANTH 322. Psychological/Educational/Cognitive Anthropology (4). Personality development and diversity; processes of learning and education in non-Western cultural contexts. Personality and ideology conflicts in crosscultural contact.

ANTH 328. Social Anthropology Lab (1-4). Training in research techniques, including field investigations, appropriate for various topical areas of social and cultural anthropology. [Concurrent enrollment required for certain courses. Rep.]

ANTH 329. Special Topics in Social Anthropology (4). [Check with department for topics and prereqs. Rep.]

ANTH 331. Paleoanthropology (3). Evolutionary and systematic theory; functional morphology;

primate's place in nature; biological and cultural evolution of human family through the Ice Age. [Prereq: ANTH 110 or 303 or BIOL 104 or IA.]

ANTH 333. Primatology (4). Primate adaptations and evolution; ecology and social behavior; reproductive strategies used by males and females; primate intelligence; conservation or primates and their habitats. [Prereq: ANTH 110 or 303 or BIOL 104 or IA.]

ANTH 338. Biological Anthropology Lab (1). Practical aspects. Take concurrently with ANTH 331. [Prereq: ANTH 110 or IA.]

ANTH 339. Special Topics in Biological Anthropology (1-4). Seminars on topics such as: human variation; forensic anthropology/human osteology; primate evolution; sex, sexuality, and power; medical anthropology; nutritional anthropology; history of physical anthropology. [Prereq: ANTH 110 or 303 or BIOL 104 or IA. Rep.]

ANTH 340. Language & Culture (4). Scope and variety of linguistic research. Emphasis on cross-cultural comparison and relation of languages to culture.

ANTH 341. Anthropological Linguistics (4). Introduces formal practice of anthropological linguistics. Structure of human languages; language variation and change; acquisition and meaning. Methodologies include phonetics, phonemics, morphology, and syntax. [Prereq: ANTH 104 (C).]

ANTH 348. Linguistics Lab (1-4). Linguistic work with speakers of non-Indo-European languages. Analyze linguistic data. Field/lab applications. [Rep.]

ANTH 350. Method & Theory in Archaeology (3). Roles of theory and scientific method in reconstructing past cultures, culture process, and change. [Take ANTH 358 concurrently.]

ANTH 357. Field Archaeology (1-6). Field experience in local area or in summer field school. Content varies: surface survey, mapping, or excavation. May involve placement as volunteer with federal or state agency. [Rep.]

ANTH 358. Archaeology Lab (1-3). Archaeology lab activities. [Rep.]

ANTH 359. Special Topics in Archaeology (1-4). Seminars in selected subfields (concentrations or theory): environmental archaeology, geoarchaeology, archaeoastronomy, zooarchaeology, historical archaeology, ethnohistory. [Check with faculty for content. Rep.]

ANTH 374. Cultural Resource Management (3). Vocationally-oriented introduction to applied archaeology. Ethical, legal, and technical aspects of conserving prehistoric and historic cultural resources of the US.

ANTH 375. Community Development (1-4). Theory. Problems encountered implementing specific programs in various community settings.

ANTH 379. Special Topics in Applied Anthropology (4). Advanced topics: forensic anthropology, visual anthropology, social impact assessment. Check with faculty for course content.

ANTH 390. World Regions Cultural Seminar (4). Culture, values, and social interaction in

cultures of a world region (North America, Latin America, Oceania, Asia, Africa). Analyze cultural integration, contact, change, and development in historical and contemporary contexts. [Rep.]

ANTH 394. Archaeology of North America (3). Intensive survey of North American pre-Columbian cultures from Paleo-Indian period to European contact. Emphasis on eastern Adena, Hopewell, Mississippian cultures. Some attention to Southwest.

ANTH 395. Mesoamerican Archaeology (3). Intensive survey of pre-Hispanic cultures of Mexico and Central America. Origins, development, and characteristics of native civilizations: Olmec, Mayan, Teotihuacán, Monte Albán, Toltec, and Aztec.

ANTH 400. Self, Health, & Culture (3). Humans as integrated physiological, social, and psychological organisms. How humans respond to illness in a variety of cultural contexts. Use tools drawn from psychology and anthropology. [GE.]

ANTH 410. Anthropological Theory (4). Seminar on development of anthropological theory. Philosophical/scientific foundations of anthropological perspectives: from Plato, Radcliffe-Brown, Levi-Strauss, Sartre, Kuhn, and Searle to postmodernism/cultural critique.

ANTH 485. Senior Seminar (1-4). Advanced topics with relevance for the entire anthropology discipline. [Check with faculty for course content and prereqs. Rep.]

ANTH 490. Senior Thesis (1-4). Supervised experience formulating research proposals and writing research reports. [Prereq: IA. Rep.]

ANTH 492. Field Projects in Anthropology (1-4). Supervised field research. Archaeology students take 357 instead of 492. [Prereq: IA. Rep.]

ANTH 494. Senior Colloquium (1-3). Informal, widely ranging discussions of ethics, methods, and philosophies of anthropologists. Contemporary issues the undergraduate experience can illuminate. [CR/NC. Prereq: senior standing. All senior anthropology majors must enroll in at least one section.]

ANTH 499. Independent Study (1-4). Selected topics for advanced students. [Prereq: IA. Rep.]

GRADUATE

ANTH 610. History of Anthropological Theory (4). Contemporary frameworks. Philosophical structure of anthropologists' constructs.

ANTH 621. Third World Economic Development (4). Economic development in primitive, peasant, and Third World societies. Problems of cultural survival brought about by drastic economic changes.

ANTH 680. Graduate Seminar (1-4). Intensive study; special topics. [Rep.]

ANTH 681. Advanced Research Training (1-4). Supervised work in ongoing faculty research project. Acquire familiarity with theory construction, research training, data collection and analysis. [Rep.]

ANTH 690. Thesis (1-4). [Rep.]

ANTH 691. Master's Comprehensive Exams (1-4). [Rep.]

ANTH 695. Field Research (1-4). Supervised field research. [Rep.]

ANTH 699. Independent Study (1-4). Directed study of selected problems, issues, and theoretical/analytical concerns. [Rep.]

Art

LOWER DIVISION

ART 103. Introduction to Art History (3). Survey of Western art from prehistoric times to the modern period. [GE.]

ART 104B. Ancient Art (3). Prehistoric, Mesopotamian, Egyptian, Aegean, Greek, and Roman art. [GE.]

ART 104C. Medieval Art (3). Early Christian, Byzantine, early medieval, Romanesque, and Gothic art. [GE.]

ART 104F. Renaissance Art (3). Italian and Northern European artists during the Renaissance. [GE.]

ART 104G. Baroque Art (3). Rubens, Rembrandt, and other artists, 1600-1750. [GE.]

ART 104H. 19th Century Art (3). European art from the neoclassical to the post-impressionist periods. [GE.]

ART 104I. 20th Century Art (3). Survey of painting and sculpture in the 20th century. [GE.]

ART 104J. Art in the United States (3). Colonial period to present: major artists, stylistic movements, cultural trends. Begin to understand the history of ideas in the US and, by extension, the basis for one's own attitudes about art and society. [GE.]

ART 104K. Introduction to Tribal Art (3). African, Native American, and Oceanic art. Various approaches to, and concepts of, art in these cultural regions. [DCG. GE.]

ART 104M. Latin American Art (3). History of art in Mexico, Central and South America, the Caribbean. Emphasis on modern, post-independence period. Consider social, political, and cultural contexts in which art was produced. [DCG. GE.]

ART 104N. Asian Art (3). Surveys the visual arts of India, China, and Japan in the context of each country's diverse religious, cultural and political histories. [DCG. GE.]

ART 105B. Beginning Drawing (3). Training in fundamentals of drawing: form, space, organization, composition. Various drawing materials and techniques. [CAN ART 8. GE.]

ART 105C. Color and Design (3). Concepts of line, texture, value, shape, color, and composition in context of 2-dimensional space. Visual perception; illusions; cultural influences on the way we see. Studio format. [GE.]

ART 106. Beginning Painting (3). Tools in painting: color, composition, and fundamental technical issues. Develop visual principles through various

subject matter. Strongly recommended: ART 105B completed before enrolling. [CAN ART 10. GE.]

ART 107. Printmaking I (3). Formal elements and techniques in relief printing, intaglio (etching, engraving), stone lithography, and monoprinting. Sound technical basis in broad range of materials and techniques. [GE.]

ART 108. Beginning Graphic Design (3). An introduction to graphic design covering design, color and form and their influence on multimedia design applications. The applications Photoshop, Illustrator, and InDesign will be introduced. [GE.]

ART 109. Beginning Sculpture (3). Introduction to sculpture and three-dimensional thinking and vocabulary. Students learn techniques such as, additive and reductive methods, mold making, found object construction, etc. Presentation of correct tool usage and safety issues. Studio practice, research, class discussions, slide lectures, field trips, and critique. [CAN ART 12. GE.]

ART 112. Beginning Representational Drawing (3). Precision drawing in various media from natural objects. Adapted to needs of botany, premedical, and other science students as well as art majors. [CAN ART 8]

ART 122. Life Drawing I (3). Study form and composition from the human figure. [Rep once. Prereq: ART 105B or IA.]

ART 250. Beginning Photography (3). Fundamentals of fine art black-and-white photography as medium of personal expression. Camera operations; exposure, development, and printing controls; professional presentation methods. Discuss work of historical and contemporary fine art photographers. [CAN ART 18]

ART 280. Beginning Jewelry (3). Introduction to fabrication in silver and base metals through assigned projects. Techniques: sawing, soldering, etching, stone setting. Proper tool usage and safety. Problem solving and development of intuitive thinking. Slides, research, and critiques.

ART 290. Beginning Ceramics (3). Assigned projects to develop basic forming and glazing skills, an understanding of visual form, and creative problem solving. [CAN ART 6]

UPPER DIVISION

ART 300. Major Monuments of Art (3). Monuments through the ages explored in social/historical context, from the Parthenon to Picasso's Guernica, from St. Peters in the Vatican to Monet's Waterlilies. [GE.]

ART 301. The Artist (3). Function and role of the artist from an historical perspective. Art studied through the artist in various historical periods. [Rep. GE.]

ART 310. Topics in Aegean, Greek & Roman Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 311. Topics in Early Christian, Byzantine & Medieval Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 312. Topics in Italian Renaissance Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 313. Topics in Northern Renaissance Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 314. Topics in Baroque & Rococo Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 315. Topics in 19th Century Art (4). Specific questions within the period. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 316. Topics in Early 20th Century Art (4). One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 317. Topics in Late Modern & Contemporary Art (4). Art since mid-20th century. Variable emphasis. One of four units is individualized instruction on assigned topics. [Rep as topics change.]

ART 318. Topics in the History of Photography (4). Development of photography as an aesthetic medium. Major photographers and their ideas and contributions in the context of art history. Alternating courses cover 19th, 20th centuries. One of four units is individualized instruction on assigned topics. [Rep as topic changes.]

ART 321. Intermediate Drawing (3). [Prereq: ART 105B or IA. Rep.]

ART 323. Advanced Representational Drawing (3). [Prereq: ART 105E or IA. Rep.]

ART 324. Advanced Drawing (3). Explore individual intuition and vision; expand fundamentals gained in Prereq: courses. [Prereq: ART 122 or 321 or 323, or IA. Rep.]

ART 325. Life Drawing II (3). Continue exploring figure drawing, emphasizing formal aspects of individual vision with use of color, mixed media, and abstraction. [Prereq: ART 122 or IA. Rep.]

ART 326. Intermediate Painting (3). Further develop foundation of painting: materials, techniques, form, space, organization, composition, color. Explore individual intuition and vision. Emphasis on visual form and principles rather than subject matter. [Prereq: ART 106 or IA. Rep.]

ART 329. Advanced Painting (3). Further develop individual intuition and vision. Apply, understand, and compare concepts, attitudes, and methods of traditional and contemporary approaches to painting. [Prereq: ART 326 or IA. Rep.]

ART 330. Printmaking II (3). Advanced projects in printmaking, stressing originality, innovation, and experimentation. Design to establish a sound visual as well as technical basis. [Prereq: ART 107 or IA. Rep.]

ART 337. Intermediate Photography (3). Fine art photography as medium of personal expression. Mastery of camera controls and darkroom processes. View camera, studio lighting. May

include toning, hand coloring, alternative processes, mural printing. Critique contemporary and historic photographic practice. [Rep once. Prereq: ART 250.]

ART 339. Advanced Photography (3). Fine art photography as medium of personal expression. View camera; color printing; developing thematic portfolio. Critique contemporary and historic practice. [Prereq: ART 337 or IA. Rep.]

ART 340. Intermediate Graphic Design (3). Emphasizing the print publication field, students work with InDesign, Quark, and the importance of digital images from Illustrator and Photoshop. Pre-press preparation for advertisements, multi-page publications, posters, and large-format graphics. [Rep twice.]

ART 343. Advanced Graphic Design (3). Advanced course to prepare for the professional world including creation of a portfolio, both traditional and electronic, and new issues in graphic design. Students emphasize area of interest. Prereq: ART 341 or IA.

ART 345. Intermediate Sculpture: Metals (3). Concentrates on metal fabrication techniques such as welding (gas, MIG, TIG, stick), cutting (plasma, OXY/fuel), bending and smithing; and metal casting techniques for aluminum and bronze such as bonded sand and ceramic shell processes. Mold making, wax working, gating, pouring, and finishing. [Prereq: ART 109 or IA. (C) ART 346. Rep with IA.]

ART 346. Intermediate Sculpture: Mixed Media (3). Concentrates on mixed media processes and the figure. Students learn a wide range of processes and formats such as: cold castig (resins, plaster, construction, found object, wood, stone; installation, etc. [Prereq: ART 109 or IA. (C) ART 345. Rep with IA.]

ART 347. Advanced Sculpture (3). Studio application. Continuation and development of technical media skills gained in ART 345 and ART 346. Emphasis: on personal conceptual development and creation of cohesive body of work. [Prereq: ART 345, 346 or IA. Rep.]

ART 348. Intermediate Jewelry and Small Metals (3). Introduction to casting and fabrication techniques: forming, enameling, cold connections, and stone setting through assigned projects. Alternative materials and patination. Problem solving, intuitive thinking, and personal vocabulary. Slide study, research, and critiques. [Prereq: ART 280 or IA. Rep.]

ART 348B. Intermediate Jewelry and Small Metals (3). Fabrication techniques in metal and alternative materials through assigned projects. Mixed media. Emphasis on material choices, visual expression, problem solving, intuitive thinking and development of personal imagery. Slide study, research, and critiques. [Prereq: ART 280 or IA. Rep.]

ART 349. Advanced Jewelry and Small Metals (3). Technical and material exploration through assigned projects. Emphasis on development of a unified body of work as decided in conference with the instructor. Preparing for professional

art practice. Slide study, research, and critiques. [Prereq: ART 348 or 348B, or IA. Rep.]

ART 350. Intermediate Ceramics: High Fire (3). Assigned projects emphasize visual expression and further develop forming and glazing skills associated with thrown forms and stoneware reduction glazes. [Prereq: ART 290. Rep. with IA.]

ART 351. Intermediate Ceramics: Low Fire (3). Assigned projects emphasize visual expression and further develop forming and glazing skills in low-temperature firing range. [Prereq: ART 290. Rep. with IA.]

ART 353. Off-Campus Studies in Art History (1-9). Visit museums, archaeological monuments, collections. [Prereq: 6 units of art history or IA. Rep.]

ART 354. Problems in Art History (1-4). Special topics.

ART 355. Native American Art of the North Coast (4). Traditional arts of the Hupa, Karuk, Tolowa, and Yurok. Tribal elders and recognized Native American artists and teachers host and teach. Three weekend classes.

ART 356. The Art Museum (3). Overview of a complex and influential institution. Museum history, staff organization, professional operations, collection policies, conservation, exhibitions, and issues related to cultural property. [Prereq: ART 104I or 104K. Rep.]

ART 357B. Curriculum & Development Through Art Education I (3). Examines the relationship between art and the development of children and adolescents. Discuss current theory and practice in art education and examine the role of the teacher in society. This course involves service learning in the community. Art education majors only. Beneficial to complete SED 210 before this class.

ART 357C. Curriculum & Development Through Art Education II (3). Involves service learning in the community. Students will plan a docent program for the public schools using the HSU galleries and the Morris Graves Museum and develop art lessons for participating schools. Art education majors only. Beneficial to complete SED 210 before this class. [Prereq: ART 357B.]

ART 358. Art Structure (3). Heritage of visual art, aesthetic valuing, creative process in producing art works. Liberal studies/ elementary education majors only.

ART 359. Advanced Ceramics (3). Projects which further develop technical skills, aesthetic awareness, and historical perspectives. Focus: personal visual expression. Prereq: two semesters of upper division ceramics, one of which must be either ART 350 or the old ART 351 at HSU. [Rep.]

ART 372. Special Projects in Graphic Design (1-6). Assignments in design and production for printing. For advanced design students who have taken ART 341 and have IA. [Rep.]

ART 395. Topics in Studio Art (1-6). Experimental course in selected problems. [Prereq: one lower division art class or IA.]

ART 396. Art Workshop (1). Various media. [Rep.]

ART 410. Seminar in Art History (4). Topic seminar. [Rep.]

ART 456. Art Exhibition Design: Internship (4). Culminating course for Art Museum and Gallery Practices Certificate. Interpret, prepare, design, and install the principal art exhibitions of the season. [CR/NC. Prereq: ART 104I or 104K; 317, 353, 356. Rep.]

ART 495. Directed Study (1-6). Program and hours arranged with staff. [Rep.]

ART 496. Seminar in Art (3). Selected problems. [Prereq: at least 24 lower and upper division art units, or IA.]

ART 497. Yurok Basketry (3). Traditional Yurok basketmaking, including gathering and preparing materials (on weekends), traditions of use and respect, and hands-on basket weaving. [Prereq: IA; statement of background and purpose of enrollment. Rep.]

GRADUATE

ART 524. Advanced Drawing (4). Expand fundamentals gained in Prereq: courses by intuitive and visual exploration. [Prereq: ART 324. Rep.]

ART 525. Life Drawing II (4). Figure construction; composition. [Prereq: ART 325. Rep.]

ART 529. Advanced Painting (4). Develop individual intuition, vision, critical abilities. For advanced painting students who have taken ART 329 and have IA. Admission by portfolio review. [Rep.]

ART 539. Advanced Photography (4). Fine art photography as a medium of personal expression. View camera, color printing, development of thematic portfolio. Critical discussion of contemporary and historic photographic practice. [Prereq: ART 339. Rep.]

ART 546. Figure Sculpture (4). Form and composition studied 3-dimensionally from the human figure, employing armatures and clay. [Prereq: ART 346. Rep.]

ART 547. Advanced Sculpture (4). Studio application. Expressive potential of materials through advanced industrial techniques. Emphasis: personal conceptual development. Media open. [Prereq: ART 347. Rep.]

ART 549. Advanced Jewelry/Metalsmithing (4). Problems in casting, raising, forging. Fabrication techniques. Assigned problems and individual problems as decided in conference with instructor. Emphasis: personal expression. [Prereq: ART 349. Rep.]

ART 559. Advanced Ceramics (4). Advanced problems with visual expression through traditional and nontraditional forming and glazing techniques. [Prereq: ART 359.]

ART 572. Special Graphics Projects (4). Assignments in design and production for printing. For advanced design students who have taken ART 372. [Rep.]

ART 595. Directed Studies (4). Program/ hours

arranged with staff. [Prereq: grad level or must have taken ART 495 with same instructor. Rep.]

ART 596. Seminar in Art (3). For advanced undergraduate and graduate students in art. Contemporary issues; art theory. Participants submit discussion topics. [Rep.]

Arts, Humanities & Social Science

AHSS 105. Arts Alive! (3). Forms of art, music, and theatre from prehistoric times to the present. Taught by three faculty from the primary arts. [GE.]

AHSS 114. Introduction to Behavioral & Social Sciences (1). Disciplines comprising the behavioral and social sciences. Interrelationships among the disciplines and complementary connected frameworks. [CR/NC.]

AHSS 180. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

UPPER DIVISION

AHSS 309. Darwin & Darwinism (3). The Origin of Species studied in context of predecessors and successors. Evaluate Darwin's historical role as portrayed in current texts in the sciences, social sciences, and humanities. [CWT.]

AHSS 380. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

AH 390. Seminar in the Creative Arts & Humanities (1-3). Interdisciplinary topics which integrate subject areas within the college.

AH 399. Directed Studies (1-3). Individual study on select problem. [Prereq: IA.]

AHSS 401. Social Science Capstone Seminar (2). Integrate behavioral and social science conceptual frameworks using lectures, discussions, and seminar papers. Take during senior year.

AHSS 480. Seminar in Selected Topics (1-3). Intensive study within an area of the social sciences. [Prereq: vary with topic. Rep.]

AHSS 481. Selected Topics in Arts & Humanities (1-3). Interdisciplinary topics. [Lect/lab as appropriate. Rep.]

AHSS 491. Mentoring (1-3). Advanced majors in gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

AHSS 499. Directed Study (1-3). Individual study on selected topics. [Prereq: IA. Rep.]

Behavioral & Social Sciences

UPPER DIVISION

GRADUATE

BSS 690. Master's Thesis (1-3). For approved candidates for master of arts in social science. [Rep up to 6 units. Prereq: grad standing and IA.]

BSS 692. Master's Project (1-6). Conduct, evaluate, and assess a project based on an internship. [CR/NC. Rep.]

BSS 695. Field Research (3-9). Independent field research in conjunction with master's thesis or master's project. [CR/NC. Rep.]

BSS 699. Independent Study (1-3). Directed study of issues and problems. [Rep up to 9 units. Prereq: gradstanding.]

Biology

LOWER DIVISION

BIOL 104. General Biology (3). Principles of modern biology. Emphasis on aspects of biology rapidly reshaping our culture. Not intended for majors in science or natural resources. [Weekly: 2 hrs lect, either 3 hrs lab or 2 hrs activ/disc. GE.]

BIOL 105. Principles of Biology (4). Fundamental processes of life. Structure and function of cells, genetics, evolution, and ecology. [Prereq: CHEM 105 or 109; prereq or coreq: CHEM 107; or equivalents. All with grade of C or better. Weekly: 3 hrs lect, 3 hrs lab. [CAN BIOL 2]. GE.]

BIOL 109. General Microbiology (3). Biology of life forms. Emphasis: microscopic organisms, their relationships to humankind. Scientific inquiry; terminology; diversity in nature; relationship of organism to disease, pollution, and the environment. [No credit for science majors. Weekly: 3 hrs lect. GE.]

BIOL 109L. General Microbiology Lab (1). Scientific inquiry. Survey microscopic life forms. Interactions between life forms using microbial methods associated with food, water, pollution. [No credit for science majors. Weekly: 3 hrs lab. Prereq: BIOL 109 (C).]

BIOL 180 / 180A / 180L. Selected Topics in Biology (1-3). Topics of current interest supplemental to established lower division curricular offerings. [Prereq: IA. Rep.]

BIOL 210. Medical Microbiology (4). Classification, physiology, and pathogenesis of human disease caused by bacteria, protozoa, fungi, and virus. Theories of diagnosis, treatment, immunity, and prophylaxis. Lab training in cultivation, identification, diagnosis. [Weekly: 2 hrs lect, 6 hrs lab. Prereq: BIOL 105.]

UPPER DIVISION

BIOL 300. Contemporary Ecological Topics (3). Ecological principles and their relationship to current ecological problems [resource depletion, energy conservation, natural systems maintenance, extinction, air and water pollution, toxic wastes, pesticides, population regulation, urban planning]. [Weekly: 2 hrs lect, 3 hrs lab. Prereq: completed lower division science general education. GE.]

BIOL 301. History of Biology (3). How key ideas in biology developed from antiquity to present. Sociocultural influences on biology; effects of biological discoveries on society. [Weekly: 3 hrs lect. Prereq: completed lower division science general education. GE.]

BIOL 302. Human Biology (3). Form and function of the human organism. Development and aging; current health issues; modern genetics; reproductive technology; behavior. Lab activities investigate functions of human organ systems. [Weekly: 2 hrs lect, 3 hrs lab. Prereq: BIOL 104. DCG. GE.]

BIOL 304. Human Genetics (3). Heredity in humans. Sexuality/reproduction; nature and activities of genes and chromosomes; behavioral genetics; genetic disorders; modern biomedical technology and social implications; population genetics. [Prereq: completed lower division science GE.]

BIOL 305. Biological Evolution & Sociobiology (3). How organisms change structurally and behaviorally over evolutionary time. Emphasis: social animals and humans. Social grouping; communication; sexual and parental behavior; reciprocity; altruism; aggression and dominance. [Prereq: completed lower division science GE.]

BIOL 306. California Natural History (3). Human interaction with the natural world as seen by biologists. Identify plants or animals and habitats of northern California. [Prereq: completed lower division science GE. Weekly: 2 hrs lect/disc, 3 hrs lab/field trip. GE.]

BIOL 308. Ecological Change in North America (3). Influence people have had on ecological systems across North America. Topics: how Native Americans and the expansion of European settlers have affected individual species and landscape characteristics. [Prereq: completed lower division science GE.]

BIOL 330. Principles of Ecology (3). Major ideas shaping modern ecology: population regulation, competition, predation, ecosystem energetics, mathematical models, and nutrient cycling. Role of biological and physical factors in developing community structure. [Prereq: BIOL 105, BIOM 109, and BOT 105 or ZOO 110 or ZOO 210. All with grade of C- or higher. Weekly: 2 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 336. Field Biology (1-3). Use outdoor labs to study plants, animals, ecological processes, or selected areas and installations of biological importance. Offered during weekends, semester break, or summer sessions. [Prereq: upper division standing, IA. Service fee. Rep once with different instructor or topic.]

BIOL 340. Genetics (4). Principles of heredity; nature and function of genetic material, with quantitative analyses; genetic constitution of populations. [Prereq: BIOL 105, BIOM 109 (or equivalent). All with grade of C- or higher. Weekly: 3 hrs lect, 2 hrs disc/quiz.]

BIOL 345. Genetics with Population Emphasis (4). Theory and basic processes of transmission, molecular, and population genetics. Causes and significance of genetic variation within and between populations; applications in conservation genetics. [Prereq: BIOL 105, BIOM 109. Weekly: 3 hrs lect, 1 hr disc/quiz.]

BIOL 360. Microtechnique (2). Principles and practical lab methods of preparing plant and animal materials for light microscope investigation. Techniques: fixing, embedding, sectioning, staining. [Prereq: BIOL 105, and BOT 105 or ZOOL 110 or ZOOL 210. Weekly: 1 hr lect, 3 hrs lab.]

BIOL 362. Photomicrography (2). Optical principles of biological light microscopy and practical methods of photography through the microscope. Darkroom photo processing. [Prereq: BIOL 105, and BOT 105 or ZOOL 110 or ZOOL 210. Weekly: 1 hr lect, 3 hrs lab.]

BIOL 368. Biological Terminology (1). Scientific English; emphasis on Greek and Latin roots. Principles of word formation and history of modern technical English.

BIOL 369. Professional Writing in the Life Sciences (4). Writing scientific papers for publication. Theses, journal articles, reviews, grant applications, technical reports. [Weekly: 2 hrs lect, 2 hrs activ.]

BIOL 383. Introduction to Undergraduate Research (1). Exposure to research design. Data collection from field and lab. Statistical analysis. Oral and written presentation of research. Intended as preparation for BIOL 335, 490, or 499. [Prereq: BIOM 109. Weekly: 1 hr lect.]

BIOL 399. Supplemental Work in Biology (1-3). Directed study for transfer student whose prior course work is not equivalent to corresponding HSU courses. [Rep once. Prereq: DA and IA.]

BIOL 410. Cell Biology (4). Biochemistry, molecular biology, physiology, quantitative analysis, and culture of eucaryotic cells. [Prereq: BIOL 340, CHEM 109, and PHYX 106 or 109. Weekly: 2 hrs lect, 6 hrs lab.]

BIOL 412. General Bacteriology (4). Natural history and importance of bacteria and viruses in disease, agriculture, and geochemical cycles. Structure, metabolism, genetics, taxonomy, and culture methods. Applications in biotechnology. [Prereq: BIOL 340 with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

BIOL 415. Molecular Biology of Prokaryotes (3). Molecular biology, genetics, and physiology of selected prokaryotes. Emphasis: *E. coli* and its heritable elements. [Prereq: BIOL 412. Weekly: 2 hrs lect, 2 hrs activ/disc.]

BIOL 430. Intertidal Ecology (3). Ecological principles as applied in coastal marine habitats: rocky shores, sandy beaches, bay flats, and nearshore waters. Numerous field trips; one weekend trip. Individual and group studies a major part of lab work. [Prereq: BIOL 330 and ZOOL 314, or their equivalents. All with a grade of C- or higher. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 431. Population Ecology (3). The study of the spatial distribution and changing abundance of populations. Topics include population viability modeling, metapopulation dynamics, mark-recapture techniques, population genetics, and conservation issues. [Prereq: BIOL 330 or WLDF 310 with C- or better. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 432. Community Ecology (3). Lectures examine the structure and organization of natural communities. Topics include species interactions, trophic dynamics, community stability, assembly rules, biodiversity, and macroecology. [Prereq: BIOL 330 or WLDF 310 with a grade of C- or higher. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 435. Southwestern Natural History (3). Field study of southwestern US plants/animals. Major biotic communities and historical/ecological factors explaining their distribution. Spring organizational meeting; 5-week summer field trip. Living and travel expenses borne by student. [Prereq: upper division ecology course, IA, and one of the following: BOT 350, ZOOL 352, 354, 356, 358, WLDF 365.]

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 and (BIOM 333 or BIOM 408) and (BIOL 431 or BIOL 432). Weekly: 2 hrs lect, 6 hrs lab / fieldtrip.]

BIOL 440. Genetics Lab (2). Experiments in modern and classical genetics, using a variety of organisms. [Prereq: BIOL 340 or equivalent with a grade of C- or higher.]

BIOL 445. Evolution (3). Properties and differentiation of populations. Population genetics; mechanisms of species formation; and macroevolution. [Prereq: BIOL 330, 340. Weekly: 2 hrs lect, 1 hr disc.]

BIOL 465. Immunology & Serology (3). Functions of immune system; immunoreagents in research and clinical analysis. [Prereq: CHEM 328. Weekly: 2 hrs lect, 3 hrs lab.]

BIOL 480/480L. Selected Topics in Biology (1-3). Topics in current advances as demand warrants. [Rep once with different topic and instructor. Prereq: IA.]

BIOL 490. Senior Thesis (1-2). Thesis based on student-designed project approved by advisor. Approval must occur before enrollment. [Prereq: senior standing and IA. Rep once.]

BIOL 494. Cardiovascular Functioning (2). Physiology and anatomy of human cardiopulmonary system. Identify abnormalities in heart and respiratory functions. Exercise testing. Electrocardiogram monitoring, interpreting. Factors associated with heart disease. [Prereq: ZOOL 113 or 214 or 310. Weekly: 1 hr lect, 2 hrs activ.]

BIOL 499. Directed Study (1-2). Individual work for senior students showing special aptitude. Conference, reading, research. [Rep once. Prereq: IA.]

GRADUATE

BIOL 540. Advanced Genetics (2). Theory, structure, and function of genetic material. [Prereq: BIOL 340 and CHEM 328, or their equivalents.]

BIOL 542. Biotechnology (4). Theory and practice. Genetic engineering; manipulating DNA. [Prereq: BIOL 440. Weekly: 2 hrs lect, 6 hrs lab. Rep.]

BIOL 548. Biogeography (3). Past/present geographic distribution of animal and plant groups. Emphasis on vertebrate animals and vascular plants. [Prereq: BIOL 330. Weekly: 3 hrs seminar/recitation.]

BIOL 550. Systematics (3). Detect, describe, and explain biological diversity. Explore evolutionary, numerical, and cladistic approaches to classifying organisms and assessing their relationships. [Prereq: upper division survey courses in animals or plants (BIOL 445 also recommended) or IA.]

BIOL 554. Plant/Animal Interactions (3). Current research in pollination biology and plant/herbivore relations. Critique journal articles. [Prereq: BIOM 109 or equivalent. Rep.]

BIOL 564. Transmission and Scanning Electron Microscopy (4). Transmission and scanning electron microscopy theory and technique. Preparation of materials, operation of electron microscopes, conduct an EM-based independent research project utilizing both systems. [Prereq: IA required, BOT 105, BIOL 105, ZOOL 210 or ZOOL 110.]

BIOL 580 / 580L. Selected Topics in Biology (1-3). Topics on current advances as demand warrants. [Prereq: grad standing and IA. Lect/lab as appropriate. Rep once.]

BIOL 597. Methods of Laboratory Instruction (2). Methods/techniques of lab instruction in biological sciences. Required for those hired as teaching associates. [CR/NC. Credit does not apply toward grad degree. Prereq: grad standing in Department of Biological Sciences.]

BIOL 683. Introduction to Graduate Studies (1). Orientation to research opportunities. Plan and develop master's project. Beginning grad students should enroll at earliest opportunity. [Prereq: acceptance into master's program in biology. Weekly: 1 hr seminar/recitation.]

BIOL 684. Introduction to Graduate Research (1). Orientation to research opportunities, funding, and planning. Develop and present a research proposal with peer review. [Prereq: BIOL 683 or classified grad standing in biology.]

BIOL 685. Seminar in Biology (1). Review and report on current literature and problems. [Prereq: grad standing. Rep.]

BIOL 690. Thesis (1-4). Individual work on thesis required for master's degree. [Prereq: consent of major advisor. Rep.]

BIOL 699. Independent Study (1-4). Individual work on appropriate topic. [Prereq: consent of advisor. Rep.]

CREDENTIAL/LICENSURE

BIOL 700. In-Service Professional Training in Biology (1-3). Directed studies for biology professionals desiring advanced or specialized instruction, especially that leading to credentialing and certification. [Prereq: IA. Rep once.]

Biometry

Also see Statistics.

LOWER DIVISION

BIOM 109. Introductory Biometrics (4). Descriptive statistics, probability, random variables, discrete and continuous distributions, confidence intervals, contingency tests, regression and correlation, tests of hypothesis, analysis of variance. Emphasis: methods and applications used in the biological and natural resource sciences. [Prereq: MATH 115 (may be concurrent with IA) or math code 50 or IA. GE.]

BIOM 199. Supplemental Instruction in Applied Statistics (1). Intensive review of basic statistical methods used in the biosciences. [Prereq: A basic statistics or biometrics class.]

UPPER DIVISION

BIOM 333 / STAT 333. Intermediate Statistics (4). Topics from beginning statistics covered in more depth. More sophisticated concepts related to scientific applications, including probability distributions, methods of estimation, properties of estimators, sampling theory, linear regression, and analysis of variance. [Prereq: math code 50 or MATH 115 or MPT3 15; either BIOM 109 or STAT 108. Weekly: 3 hrs lect, 2 hrs lab.]

BIOM 406. Introduction to Sampling Theory (4) F. Introduction to and survey of applied sampling theory. Equal and unequal probability selection methods; simple and complex survey designs. [Prereq: BIOM 109 or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 408. Experimental Design & ANOVA (4). Analysis of variance and nonparametric alternatives. Designs: nested, randomized complete block, factorial, and fractional factorial. Covariance designs. [Prereq: BIOM 109 or STAT 108 or equivalent. Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 480. Special Topics in Biometrics (1-3). Detailed and/or timely exploration of topics on statistical methods in natural resources and sciences. [Prereq: BIOM 109 or equivalent; some topics require additional preparation and/or IA. Lect/lab as appropriate. Rep.]

BIOM 499. Directed Study (1-4). Individual study for upper division students. Directed readings, conferences, or research. [Prereq: BIOM 109 or equivalent. Rep.]

GRADUATE

BIOM 506. Introduction to Sampling Theory (4) F. Meets jointly with BIOM 406. Students in 506 expected to carry out additional independent sampling project and report findings in class. [Prereq: BIOM 109 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

BIOM 508. Multivariate Biometry (4). Explore and model multivariate systems. Matrix algebra, correlation matrices, principal components, common factors, canonical correlation. Use and interpret computer-assisted analyses. [Prereq: BIOM 109 or equivalent; matrix algebra highly recommended. Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 510. Model Selection & Inference (4). New approaches. Emphasis: research, management application. Resource selection modeling; parsimonious model selection with Akaike's information criterion; Bayesian interpretation; goodness-of-fit, including bootstrapping; collaborative project. [Prereq: BIOM 109 (or equivalent) and 333 (C). Weekly: 3 hrs lect, 2 hrs activ.]

BIOM 580. Special Topics in Biometrics (1-3). Grad-level. Detailed and/or timely exploration of topics on statistical methods in natural resources and sciences. [Prereq: BIOM 109 or equivalent; some topics require additional preparation and/or IA. Lect/lab as appropriate. Rep.]

BIOM 608. Experimental Design & ANOVA (5). Analysis of variance and nonparametric alternatives. Designs: nested, randomized complete block, factorial, and fractional factorial. Covariance designs. [Prereq: BIOM 109. Weekly: 3 hrs lect, 2 hrs activ.]

Botany

LOWER DIVISION

BOT 105. General Botany (4). Structure, function, reproduction, life cycles, and phylogenetic relationships of major plant groups. Relationships of plants to other organisms and to human activities. [Weekly: 2 hrs lect, 6 hrs lab. (CAN BIOL 6). GE.]

UPPER DIVISION

BOT 300. Plants & Civilization (3). Plants that have played important roles in our economic, social, and cultural development. Ethnobotanical aspects of edible, medicinal, and psychoactive plants. [Prereq: completed lower division life science GE. Cannot be used to satisfy major requirements of biological sciences majors. GE.]

BOT 301. Fundamentals of Horticulture (3). For non-science majors. Biological reasons for horticultural practices. Experiments with plants grown in HSU greenhouse. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 3 hrs lab. Cannot be used to satisfy requirements of biological sciences majors. GE.]

BOT 310. General Plant Physiology (4). Plant growth, development, reproduction, metabolism, photosynthesis, soil/water relations, inorganic nutrition, and translocation. Quantitative analysis of physiological functions. [Prereq: BIOL 105, BOT 105, and PHYX 106, or their equivalents. All with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

BOT 321. Plant Anatomy (4). Structure and development of cells, tissues, and organs of higher plants. Techniques for anatomical investigations. [Prereq: BOT 105 or equivalent.]

BOT 330. Plant Ecology (2). Principles governing structure and dynamics of plant populations and communities. Topics include community sampling, interspecific interactions, population viability analysis, and conservation issues. [Prereq: BIOL 330 or WLDF 310 or FOR 231 with a grade of C- or higher.]

BOT 330L. Plant Ecology Lab (1). Apply concepts and methods from BOT 330. [Prereq: BOT 330 (C).]

BOT 350. Plant Taxonomy (4). Identify ferns, gymnosperms, and flowering plants. Recognize families and key plants in the local flora. [Prereq: BIOL 105 and BOT 105, or their equivalents. Both with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab or field trip.]

BOT 353. Phycology (4). Biology and evolution of major freshwater and marine algal groups. Identification sampling, basic data analysis, writing. [Prereq: BOT 105 with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

BOT 354. Agrostology (4). Taxonomy, identification, and relationships of grasses of North America. [Prereq: BIOL 105 and BOT 105, or their equivalents. Weekly: 2 hrs lect, 6 hrs lab.]

BOT 355. Lichens & Bryophytes (3). 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: 1 hr 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. Vascular Plant Morphology (4). Compare diversity of form and structure of vascular plants. Consider historical origins and relationships of modern land plants and their ancestors. [Prereq: BOT 105 or equivalent.]

BOT 394. Forest Pathology (3). Biology of diseases affecting trees in the forest and forest nursery. Emphases: fungi, mistletoes. [Prereq: BOT 105 with a grade of C- or higher or IA. Weekly: 1 hr lect, 6 hrs lab/fieldwork.]

BOT 399. Supplemental Work in Botany (1-3). For transfer student whose prior course work is not equivalent to corresponding courses at HSU. Directed study. [Prereq: DA. Rep once.]

BOT 450. Advanced Plant Taxonomy (3). Field-oriented. Firsthand experience with flora of Northern California. Recognize important genera, use identification keys, and prepare herbarium speci-

mens. [Prereq: BOT 350 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

BOT 454. Freshwater Algae (3). Comparative morphology, taxonomy, ecology of fresh- and brackish-water algae. Field trips to local nonmarine algae habitats. [Prereq: BIOL 105 and BOT 105, or their equivalents. Weekly: 1 hr lect, 6 hrs lab.]

BOT 458. Pollination Biology (3). Pollinator diversity and behavior; plant mating systems; coevolution. Basic lab and field methods. Develop plans for senior thesis. [Prereq: BIOL 330 or WLDF 300 with a grade of D or better, plus any taxonomy course. Weekly: 2 hrs lect, 3 hrs lab.]

BOT 480/480L. Selected Topics in Botany (1-3). Topics on current advances as demand warrants. [Prereq: IA. Rep once with different topic and instructor.]

GRADUATE

BOT 510. Plant Growth & Development (3). Internal and external factors affecting vegetative and reproductive growth and development of terrestrial plants. Regulators, hormones, inhibitors, juvenility, senescence, dormancy, biological rhythms, and environmental considerations. [Prereq: BOT 310 or equivalent. Weekly: 2 hrs lect, 3 hrs lab. Must enroll concurrently in one unit of independent study.]

BOT 512. Plant Mineral Nutrition & Metabolism (3). Mineral functions in plant metabolism, photosynthesis, translocation, respiration, nitrogen metabolism, and various factors affecting enzyme control and metabolic rates. [Prereq: BOT 310, CHEM 328. Weekly: 2 hrs lect, 3 hrs lab. Must enroll concurrently in one unit independent study.]

BOT 514. Environmental Plant Physiology (4). Plant response to physical, chemical, and biotic factors in the environment. Soil/water relations, allelopathy, stress caused by salt, temperature, water, and soil pH. [Prereq: BOT 310. Weekly: 3 hrs lect, 3 hrs lab. Must enroll concurrently in 1 unit of independent study.]

BOT 520. Plant Tissue Culture (4). Culture, somatic genetics, molecular biology, and genetic engineering of plant cells. Applications in plant biotechnology. Lab experience in callus and suspension cultures, haploid and diploid regeneration, protoplast fusion. [Prereq: BOT 310, BIOL 340. Weekly: 2 hrs lect, 6 hrs lab. Must enroll concurrently in 1 unit of independent study.]

BOT 521 / FOR 521 / GEOL 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, and CHEM 105 (with lab), or equivalent; plus at least one of the following: FOR 230, 231, BOT 350, GEOL 322, 350, 423, or IA.]

BOT 530. Alpine Ecology (3). High elevation plants and environments near timberline. Emphasis: mountains of western North America. [Prereq: BIOL 330 and BOT 350. Weekly: 2 hrs lect; week-long field trip to the Sierra Nevada.]

BOT 531. Advanced Plant Ecology (4). Advanced concepts in plant ecology with emphasis on pri-

mary literature. Topics include population viability analysis, community ecology, invasive species, and disease ecology. [Northern California and southern Oregon field trips included. Prereq: BOT 330.]

BOT 535. Forest Canopy Ecology (3). Survey rapidly growing subdiscipline of ecology. Emphasis on research approaches in temperate and tropical forest canopies. Excursions to a variety of native forests. [Prereq: BOT 105 and 330, BIOL 330 (or their equivalents), and IA. Weekly: 2 hrs lect, 3 hrs lab. Frequent field trips, including weekends. Service fee.]

BOT 552. Pteridology (3). Taxonomy and reproductive biology of major groups of pteridophytes. Field and lab work recognizing local species and analyzing hybrid complexes. Recommended preparation: courses in plant morphology and basic genetics. [Weekly: 2 hrs lect, 3 hrs lab.]

BOT 553. Marine Macrophyte Ecology (3). Ecology of marine algae and seagrasses. Lectures: from evolutionary ecology to diversity and ecosystem health. Labs: methods, student projects. [Prereq: BIOL 330, BOT 353.]

BOT 555. Lichenology (4). Lichen morphology, life histories, classification, and ecology. Field and lab work recognizing local species. Epiphyte ecology. [Prereq: BOT 355 or equivalent. Weekly: 2 hrs lect, 6 hrs lab. Frequent field trips.]

BOT 557. Bryology (4). Mosses, liverworts, hornworts. Structure, life histories, classification, ecology of native species. [Prereq: BOT 355. Weekly: two 1-hr lects, one 3-hr lab, one 3-hr field trip.]

BOT 559. Advanced Mycology (4). Biological role, morphogenesis, mating systems, ecology, genetics, and modern systematics in the basidiomycetes, ascomycetes, and deuteromycetes. Field and lab applications of current research in these fungi. [Prereq: BOT 358 or 359 or 360 or 394. Weekly: 2 hrs lect, 6 hrs lab.]

BOT 580/580L. Selected Topics in Botany (1-3). Topics on current advances as demand warrants. [Prereq: grad standing; IA. Rep.]

Business Administration

LOWER DIVISION

BA 110. Introduction to Business (3). Business as a social institution operating in an ever-changing environment. Broad descriptions of the various disciplines involved in business activity: accounting, finance, management, marketing, production, human resources, and business information.

BA 180. Topics in Business (1-4) Introductory level content. [Rep up to 4 units.]

BA 210. Legal Environment of Business (4) FS. Judicial system, constitution, administrative agencies, torts, crimes, creation and performance of contracts, sales, consumer protection, commercial paper, and business ethics. Law case studies. [CAN BUS 12]

BA 212. Business Communication (3). Effective written and oral business communication in various environments through use of electronic information sources and communication technology. Mem-

oranda, reports, letters, presentations, and cases. [Prereq: word processing skills and ENGL 100.]

BA 230. Elementary Quantitative Methods (3) FS. Linear algebra, matrices, linear programming, differential and integral calculus of algebraic, exponential and logarithmic functions. Apply to business decisions and models. [Prereq: Math code 40.]

BA 232. Introductory Business Statistics (4) FS. Elementary statistical methods for business/economic analysis; descriptive statistics, inference, correlation and regression, index numbers, probability, time series analysis. [Prereq: MATH 106 or equivalent.]

BA 250. Financial Accounting (4) FS. First course in accounting. Measurement and reporting principles used in US to prepare financial reports for investors/creditors. Computer applications demonstrate design of accounting information systems. [Prereq: math code 30 (ELMT 480). Weekly: 4 hrs contact via lect, activ, telecommunication. CAN BUS 2]

BA 252. Management Accounting (4) FS. Second accounting course. Analysis to support management decisions. Cost terminology; product/service cost accounting systems design; budgeting; planning; and control. Computer applications. [Prereq: BA 250. Weekly: 4 hrs contact via lect, activ, telecommunication. CAN BUS 4]

UPPER DIVISION

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) FS. Multiple regression. General linear hypothesis and ANOVA. Regression and autoregression of time-series data plus other forecasting models. Statistical quality control. Research planning and analysis. Computer applications. [Prereq: BA 232 and MATH 106.]

BA 340. Principles of Marketing (4) FS. Domestic and international institutions, concepts, and management processes in marketing. Marketing research. Simulations, cases, exercises. Computer applications. [Prereq: BA 250, ECON 210, MATH 106.]

BA 345. Marketing Essentials (3). Familiarization with domestic marketing institutions and systems; parallels with foreign institutions and systems. Not open to business administration majors.

BA 355. Essentials of Financial & Management Accounting (3) FS. Introductory accounting, focusing on key topics from BA 250, 252. Does not fulfill requirements for undergrad business majors. Credit cannot be earned for both BA 250 and 355. [Prereq: math code 30 (ELMT 480).]

BA 360. Principles of Finance (4) FS. Basic skills for analyzing financial data. Time value of money; techniques and ratios commonly used in

financial analysis. [Prereq: BA 232 and 252 or their equivalents, MATH 106.]

BA 364. Multinational Corporate Finance (3). 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 365. Finance Essentials (3). How companies are financed: concepts and tools of financial analysis, the nature of financial decisions, and alternative sources of financing. Not open to business administration majors. [Prereq: math code 40 (ELMT 550) and BA 355.]

BA 366. Management of Risk (3). Standard analytical tools used in economics of risk and uncertainty. Specific models, such as mean-variance analysis, expected utility theorem, and state-preference theory. Risk reduction techniques through insurance and hedging, with applications to risky conditions. [Prereq: BA 360.]

BA 370. Principles of Management (4) FS. Theory, behavior; production and operations, and interpersonal communication in organizations: large or small, profit or nonprofit, domestic or international. [Prereq: ECON 210, MATH 106.]

BA 374. Operations Management (3). Fundamentals of management applied to operations function of a business. Organization, information systems, decision theory in research and product development. Procurement, inventory control, production, quality control. [Prereq: BA 232 or IA.]

BA 375. Management Essentials (3). Combines elements of BA 370, 412, 470. Not open to business majors.

BA 378. Small Business Management (3). Planning, start up, sources of capital, location, form, budgeting, record keeping, marketing, management. Recommended preparation: BA 355, 375.

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 370 with C- or better.]

BA 410. International Business Management (4). Global geopolitical, economic, and social environments and their interrelationships with all phases of business. Cases and projects. [Prereq: BA 370. DCG.]

BA 412. Social Environment of Business (4) FS. Problems arising from interface of business and government, business ethics, government regulation, and international business. Senior seminar. [Prereq: BA 340, 360, and 370, or equivalent.]

BA 414. Strategic Management (4) FS. Capstone course integrating all business core courses into design of strategic business plans. Domestic/international cases. Simulations and projects. Micro/mainframe computer applications. [Prereq: BA 340, 360, 370; business administration major; completion of all other business core courses. Weekly: 3 hrs lect, 1 hr activ.]

BA 415. International Business Essentials (3). Social, economic, and political environment of international firms. Emerging global economy; country differences; crossborder trade and investment; global money system; international business operation. Not open to business administration majors.

BA 417. Small Business Consulting (3). Complete a consulting project with local business under supervision of Small Business Institute director. Class meeting, field work each week. Seniors and grad students only. [CR/NC. Prereq: (business majors) BA 340, 360, 370, or equivalent; (other majors) consent of SBI director.]

BA 419. Intercollegiate Simulation Competition (1) S. For students selected to represent HSU in intercollegiate simulation competitions. [CR/NC. Prereq: IA.]

BA 440. Marketing Communication (4) FS. Communication and promotion, especially advertising. Theory, planning, research, and strategic and tactical promotion decisions. [Prereq: BA 340 or equivalent.]

BA 442. Product & Pricing Management (4). Fundamental product issues: planning, development, management, branding. Fundamental pricing issues: theory, price setting, price determinants, objectives, strategies, tactics. [Prereq: BA 340 or equivalent.]

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 446. Marketing Theory (4). Its evolution, evaluation. Review schools of marketing. Topical emphasis; research. Senior seminar. [Prereq: BA 232 and 340, or equivalent.]

BA 450. Corporate Financial Reporting (4) S. Accepted accounting principles in public financial reports of US corporations. Accounting theory and practice applied to asset valuation, income measurement, and other complex topics from standpoint of financial statement preparer and auditor. Extensive Web-based research. [Prereq: BA 252 or equivalent.]

BA 452. Cost Accounting, Planning, & Control (4) F. Design cost accounting and cost management systems. Traditional costing, activity-based costing, cost of quality, environmental cost accounting. Extensive Web-based research. [Prereq: BA 252 or equivalent.]

BA 459. Special Topics in Accounting (4). One or more topics of current importance to those preparing for careers in accounting or related fields. Lecture, discussion, electronic communication, and research suited to the topic. [Prereq: BA 252 (lower division business core).]

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 360.]

BA 464. Personal Financial Management (4). Career planning; time value of money; managing personal income and expenditures; personal credit management; insurance; home ownership; taxation and other environmental factors; savings and investment media; retirement planning; estate planning. [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. Management Theory (4) FS. 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 232, 370.]

BA 474. Advanced Management Topics (4). National and international topics in various fields. Senior seminar. [Prereq: BA 370 or equivalent.]

BA 480. Selected Topics in Business (1-4) FS. Topics of current or historic interest. Rep with different topics.

BA 482. Internship (1-4) FS. Supervised experience in business, governmental, or service agencies. Match theory with practice. Weekly conferences and final report. [CR/NC. Prereq: senior business or economics major; IA. Weekly: 3 hrs per credit unit.]

BA 498. Business Tutorial (1-4) FS. Study in greater depth and tutor others in business subjects. [May be taken only once in any subject area. Prereq: IA.]

BA 499. Directed Study (1-4) FS. Research work. Open to advanced students with DA.

GRADUATE

All MBA courses require a minimum GMAT score of 450.

MBA 600. International Economics (4). A survey of topics in international economics to help students understand the international economic environment. Students learn to analyze issues having international dimensions. [Prereq: ECON 104.]

MBA 610. Data Acquisition/Analysis/Presentation (4). Appropriate data gathering techniques; advanced statistical techniques for analysis; presenting statistical findings. [Prereq: BA 232.]

MBA 620. Managerial Accounting (4). Use accounting information and analysis to support management decisions. External vs. internal reporting, profit planning, cost measurement and management, budgeting, performance evaluation. [Prereq: BA 355.]

MBA 630. Managerial Marketing (4). Strategy and planning applied to marketing problems. Case studies, individual research, reports, discussions. [Prereq: BA 345.]

MBA 640. Managerial Finance (4). Research and analyze several viewpoints on financial management. Contemporary theoretical and institutional developments in finance; their implications for decision making and policy formation. [Prereq: BA 365.]

MBA 650. Management Theory (4). Strategies for studying organizations. Behavioral research, theory, and business examples dealing with organization structure, goal formation, human and social factors, communication, and control. [Prereq: BA 375.]

MBA 675. Social Environment/Ethics (4). Apply philosophical and ethical models/theories to interactions between business and society. [Prereq: MBA 600, 610, 620, 630, 640, 650, 670.]

MBA 679. Policy/Strategy (3). Synthesize management, marketing, finance, production, and other functions into unified strategies for organizations [local, national, international]. [Prereq: MBA 600, 610, 620, 630, 640, 650, 670. Coreq: MBA 692.]

MBA 680. Selected Topics in Business Administration (1-4). Open to grad students with IA.

MBA 692. Master's Degree Project (1-3). Apply principles of business administration and economics to analysis, evaluation, and strategic management of organizations. Coreq: MBA 679

MBA 695. Master's Degree Thesis (4). Applied research provides integrative learning experience. Required paper evaluated for originality, organization, clarity of purpose, critical analysis, accuracy, completeness of documentation, general scholarly approach. [Prereq: MBA core requirements or consent of MBA director.]

MBA 697. Business Applications Practicum (4). Real business consulting project to integrate analysis skills. Write a business description; identify problems or opportunities; analyze alternatives; make recommendations to management. [Prereqs (or concurrent registration): MBA 600, 610, 620, 630, 640, 650, 670, 675.]

MBA 699. Independent Study (1-4). Research work. Open to grad students with consent of MBA director.

Chemistry

LOWER DIVISION

CHEM 104. Chemistry & Society (3). Investigate chemical basis of issues affecting our lives. Topics may include chemistry of everyday consumer items; environmental issues; industrial chemistry; solar and nuclear power. [GE.]

CHEM 107. Fundamentals of Chemistry (4). Terminal course. Fundamental concepts and applications of general and inorganic chemistry. [Letter grade only. Prereq: math code 30. Weekly: 3 hrs lect, 3 hrs lab. GE.]

CHEM 109 - 110. General Chemistry (5-5) FS. Fundamental concepts: stoichiometry, gases, atomic theory, solutions, bonding, acid/base theory, kinetics, equilibrium, thermochemistry, aqueous equilibria, thermodynamics, electrochemistry, descriptive inorganic chemistry, qualitative analysis, introduction to organic chemistry. For students in science, engineering, and related majors. [Letter grade only. Prereq: math code 40. Prereq for CHEM 110: CHEM 109 with C- or higher. Weekly: 3 hrs lect, 6 hrs lab. CAN CHEM 2=109; CAN CHEM 4=110]

CHEM 117. Nursing Chemistry (1) Brief survey of organic and biochemistry with emphasis on nursing topics. In conjunction with CHEM 107, meets nursing discipline requirements. [Prereq CHEM 107 (C) and Math Code 30.]

CHEM 199. Supplemental Instruction in Chemistry (1). Collaborative work for students enrolled in chemistry.

UPPER DIVISION

CHEM 305. Environmental Chemistry (3) Chemical issues of environmental concern. Background of chemical knowledge to make intelligent, critical decisions about science and technology. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 2 hrs activ.]

CHEM 308. Alchemy (3). Inquiry into materials, methods, and processes of alchemy from perspectives of alchemist, contemporary chemistry. [GE.]

CHEM 321 - 322. Organic Chemistry (5-5). One-year sequence. Chemical bonding, physical properties, stereochemistry, reaction mechanisms, synthesis. [Letter grade only. Prereq: CHEM 110 with C- or higher. Prereq for CHEM 322: CHEM 321 with a grade of C- or higher. Weekly each semester: 3 hrs lect, 6 hrs lab.]

CHEM 323. Nuclear Magnetic Resonance Spectroscopy (NMR) Techniques (1). Operate NMR spectrometer; prepare samples. Individual projects. [Prereq: CHEM 321; concurrent enrollment in CHEM 322. CR/NC.]

CHEM 328. Brief Organic Chemistry (4) FS. For majors in biological science/ natural resource areas. Nomenclature, physical properties, synthesis, and reactions of compounds representing major functional group categories. Reaction mechanisms emphasized. [Letter grade only. Prereq: CHEM 107 or 109 with C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

CHEM 330. Molecular Modeling (3). Apply molecular modeling and computational chemistry methods [semiempirical, ab initio, and density functional] to problems in organic and inorganic chemistry, biochemistry, and molecular biology. [Prereq: CHEM 328 or 322 (C). Weekly: 2 hrs lect, 3 hrs lab.]

CHEM 340/ PHYX 340. Symbolic Computation in the Sciences (2). Numerical, symbolic, graphical, programming, and simulation capabilities of the computer algebra system, Mathematica. Application to problems in the sciences. [Prereq: CHEM 110, MATH 241, PHYX 110.]

CHEM 341. Quantitative Analysis (5) F. Principles and methods of classical chemical analysis. Introduction to instrumental methods. For chemistry majors and others who require a rigorous treatment of solution equilibria and training in precise quantitative lab techniques. [Prereq: CHEM 110 with C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

CHEM 361 - 362. Physical Chemistry (3-3). Apply quantitative mathematical methods to fundamental chemical systems. For chem majors and others requiring rigorous mathematical treatment of chemical systems. [Prereq: PHYX 111, MATH 210, CHEM 340, 341 (CHEM 340 and/or 341 may be concurrent with 361), all with grades of C- or higher. Prereq: for 362: CHEM 361 with grade of C- or higher.]

CHEM 363. Physical Chemistry Lab (2). [Prereq: CHEM 362 (C). Weekly: 6 hrs lab.]

CHEM 364. Introductory Physical Chemistry (3). Mathematical treatment of chemical systems. Apply thermodynamics, kinetics, and quantum mechanics to practical systems. [Prereq: CHEM 341, MATH 110 (C) or MATH 205 (C), PHYX 107 or PHYX 110; CHEM 340 (C) or PHYX 340 (C).]

CHEM 367. Introductory Physical Chemistry Lab (1). [Coreq: CHEM 364.]

CHEM 399. Supplemental Work in Chemistry (1-3). Directed study for transfer student whose prior course work is not equivalent to corresponding courses at HSU. [Prereq: DA. Rep.]

CHEM 410. Inorganic Chemistry (5). Structure, bonding, coordination chemistry, reaction mechanisms, and solid-state chemistry of inorganic and organometallic systems. Emphasis on theoretical foundations. Lab syntheses of inorganic compounds. [Prereq: CHEM 322, 361 (C) or 364. Weekly: 4 hrs lect, 3 hrs lab. Offered alternate years.]

CHEM 421. Advanced Organic Chemistry (1-3). Introduces physical organic chemistry. [Prereq: CHEM 322 with C- or higher. Offered upon sufficient demand.]

CHEM 422. Advanced Organic Lab (1-2). Lab work synthesizing and purifying selected organic compounds. [Prereq: CHEM 322 with grade of C- or higher. Offered upon sufficient demand.]

CHEM 429. Organic Chemistry of Biologically Important Compounds (3). Chemistry of natural products. Emphasis/topics vary with instructor. [Prereq: CHEM 322 or 328 with grade of C- or higher. Offered upon sufficient demand.]

CHEM 431 - 432. Biochemistry (5-5). One-year lect./lab sequence. Biochemical energetics, introductory metabolism, nature and mechanism of action of enzymes. [Prereq for CHEM 431: CHEM 110, any calculus course and either CHEM 322 or 328 with C- or higher. Prereq for CHEM 432:

CHEM 431 with a grade of C- or higher. Weekly: 3 hrs lect, 6 hrs lab.]

CHEM 433. Principles of Chromatography (3). Chromatographic methods. Prepare and analyze lab and environmental samples. Individual instruction in operating modern instrumentation, including GC, HPLC, and GC-MS. [Prereq: CHEM 321 or 328; CHEM 341; all with grades of C- or higher. Weekly: 1 hr lect, 6 hrs lab.]

CHEM 438. Introductory Biochemistry (4). Brief course. [Prereq: CHEM 322 or 328 with C- or higher.]

CHEM 438L. Introductory Biochemistry Lab (1). [Prereq: CHEM 322 or 328, 438 (C). Offered upon sufficient demand.]

CHEM 441. Instrumental Analysis (4). Principles and methods. For chemistry majors and others requiring training in instrumental techniques of analysis. [Prereq: or coreq: CHEM 341 and either CHEM 362-363. Weekly: 2 hrs lect, 6 hrs lab.]

CHEM 450. Chemical Concepts in Toxicant Behavior (2). Chemistry of environmental toxicants and pollutants, emphasizing their transformation and mode of movement through the environment. [Prereq: CHEM 110 and either 322 or 328.]

CHEM 451. Biochemical Toxicology (2). Mechanisms of biochemical/physiological toxicity due to environmental pollutants and toxicants. Biological and clinical manifestations. [Prereq: BIOL 105, CHEM 110, and either CHEM 322 or 328.]

CHEM 480. Selected Topics in Advanced Chemistry (2). [Prereq: IA. Rep.]

CHEM 485. Seminar in Chemistry (1). Chemical topics of current interest presented by student, faculty, and guest speakers. All upper division chemistry majors expected to attend. [Prereq: IA. Rep.]

CHEM 495. Undergraduate Research (1-3). Individual investigation of selected problem. Conference, reading, research. Final written report. For students showing outstanding ability. [Prereq: IA. Rep.]

CHEM 499. Directed Study (1-4). [Prereq: IA. Rep.]

GRADUATE

CHEM 599. Independent Study (1-3). [Prereq: IA. Rep.]

CREDENTIAL/LICENSURE

CHEM 700. In-Service Professional Development in Chemistry (1-3). Directed studies for chemistry professionals desiring specialized or advanced instruction, especially that leading to credentialing and certification. [Prereq: DA. Rep.]

Child Development

LOWER DIVISION

CD 109Y. American Sign Language: Level I (3). Basic receptive and expressive communication skills using hands, upper body, and facial expressions. Orientation to deaf and hard-of-hearing

communities. [Only meets lower division GE requirements if 109Z is taken also.]

CD 109Z. American Sign Language: Level II (3). Expand basic ASL skills, both receptive and expressive. Emphasis on "functions" or communicative purposes of people's interactions. Study deaf culture comparing hearing and deaf communities. [Prereq: CD 109Y or IA. GE.]

CD 180. Topics in Child Development (1-9). Introductory level content. [CR/NC. Rep up to 9 units.]

CD 211. Perspectives: Professional Development (3). Investigation of employment alternatives, professional organizations and resources, and strategies for professional development and employment. [Prereq: lower division child development core courses or IA. 3 hrs per week field observation and participation.]

CD 250. Foundation for Studying Children and Families (3) Biological and environmental influences on normative and individual development. Impact of diverse experiences on child development. Interpret theories and research.

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. [CAN H EC 14 if taken together with CD 255]

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. [CAN H EC 14 if taken together with CD 253]

CD 256. Middle Childhood Development (3). Development of family/social context. Focus on children 7-12 years old. Biological and environmental influences determining normative and individual development. Interpret theories and research.

CD 257. Supervised Work with Children I (4). Build relationships and communication skills as a foundation for guidance. Create safe and healthy learning environments in a group setting. [Prereq: CD 255 (C) or 256 or PSYC 213. Weekly: 3 hrs lect, 3 hrs lab.]

CD 280. Topics in Child Development (.5-9). Topics requiring background in the field. Oral and/or written communication. [Rep up to nine units. CR/NC.]

UPPER DIVISION

CD 310. Perspectives: History & Theory (3). History and theory with respect to US families and the institutions that serve them. Intellectual paradigms examined and related to socio-cultural

context and child development practices. [Prereq: CD 251 and 253; CD 255 or 256. DCG]

CD 334 / HED 334. Maternal & Child Nutrition (3). Nutrient requirements and problems through pregnancy, lactation, infancy, adolescence. Feeding, allergies, weight gain, and cultural/psychological practices influencing food consumption.

CD 352. Parent/Child Relationships (3). Dynamics, reciprocal nature of interactions. Historic and contemporary issues. Ethnic and social class variations. [Prereq: CD 253 or 255 or PSYC 213 or SW 350. DCG.]

CD 354. Methods of Observation (3). Observational strategies and their advantages/disadvantages. Historical background. Standard observational devices. Ethical issues. Summarize and interpret observational records. [Prereq: general course in child growth/development (such as CD 253 or 256, PSYC 213 or 311, or SW 350. Weekly: 2 hrs lect, 1 hr lab.)

CD 355. Language Development (3). Milestones in speech and language development from birth through adolescence. Theory; factors influencing acquisition and competency; language delays/disorders and their assessment and intervention. [Prereq: CD 253 or 255 or 256.]

CD 356. Curriculum Development for Early Childhood (3). Plan developmentally appropriate curriculum for early childhood programs (preschool through 3rd grade). Apply cognitive developmental theory to classroom. Plan activities; select equipment and materials; prepare goals and objectives. [Prereq: CD 255 or 256.]

CD 357. Early Literacy (3). Review principles. Analyze theoretical approaches to facilitating literacy. Examine literary resources. [Prereq: CD 255 or 256.]

CD 358. Supervised Work with Children II (4). Analyze and implement a constructionist approach with children. Developmental theory; role of adult in facilitating learning; interactive environments; group dynamics. [Prereq: CD 257 or IA. Weekly: 3 hrs lect, 3 hrs lab.]

CD 359. Infant/Toddler Practicum (4). Essential aspects of infant/toddler care. Philosophy; importance of social and emotional development; cognitive development and learning; sensitivity to cultural diversity issues. [Prereq: CD 253 or PSYC 412. Weekly: 3 hrs lect, 3 hrs lab. Multiple labs may be taken with lect.]

CD 362. Children & Stress (3). Impact of major childhood stressors (divorce, blended families, death, illness, natural disasters) on development. Coping mechanisms and stress disorders. Stress prevention strategies, treatment. Implications for service professionals. [Prereq: CD 352 (C) and either CD 253, 255, or 256.]

CD 366. Exceptional Children & Their Families (3). Historical aspects, terminology, factors having an impact on family dynamics, legislation, and intervention models. [Prereq: CD 352 and either CD 253, 255, or 256.]

CD 368. Integrated Learning Experiences (4). Study of learning theories and practices support-

ing integrated learning. Application to observed classroom behaviors and integration of content identified by the California Frameworks and Standards for Fine Arts and History/Social Science. [Weekly: 3 hrs lect, 1 hr lab.]

CD 370. Working with Family Resources (3). How individuals/families use resources to achieve goals. Impact of socioeconomic status, ethnic membership, and age on values, goals, decision-making practices. [Prereq: CD 352 or PSYC 303 or SOC 306.]

CD 443. Developmental Models & Learning Environments (3). Pedagogical models and their basic assumptions. Expectations for creating appropriate learning environments. [Prereq: CD 356. Weekly: 2 hrs seminar, 2 hrs lab.]

CD 446. Structure & Content of Children's Thinking (3). Current models for understanding intellectual processes in children. Apply models to thinking/learning processes in liberal arts content areas. Focus on children 5-12. [Prereq: CD 354 (C) and CD 255 or 256. Weekly: 2 hrs seminar, 2 hrs lab.]

CD 461. Topics in Early Childhood Administration (1-3). Staff development, funding, board membership, policy development.

CD 463. Administration of Early Childhood Programs (3). Organizing and administering programs for young children: community and government regulations; financial planning; selecting and supervising staff; arranging and selecting facilities and equipment. [Prereq: CD 257 or 358 (C).]

CD 464. Atypical Child Development (3). Develop cognitive, social, motor, and communication skills in handicapped and at-risk children (0-6 years). Risk factors, family concerns, public policy, intervention. [Prereq: CD 354 (C).]

CD 465. Parents in Partnership (2-3). Parents in the classroom, as policymakers, in parent/teacher conferences. Parent education. Benefits/potential barriers to teacher/parent partnerships. Seminar. [Prereq: CD 352.]

CD 467. Working with Culturally Diverse Families (3). Family attitudes, goals, and practices impacted by gender, social class, ethnicity, racial membership. Sensitize self to personal perspectives on diversity. Seminar format. [Prereq: CD 352 or PSYC 303 or SOC 306. DCG.]

CD 469. Contemporary Issues in Child Development (3). Define issues, trace historical antecedents, recognize underlying assumptions, organize relevant facts, draw warranted conclusions. Seminar format. [Prereq: CD 310.]

CD 479. Policy Analysis & Advocacy (3). Analyze public/private policies affecting families. Methods of influencing family policy development. [Prereq: senior standing; completed core in child development or family studies minor.]

CD 480. Selected Topics (.5-3). Focus on current issues. [Rep for credit. Prereq: IA; upper division status recommended.]

CD 482. Directed Field Experience (1-4). Supervised community field work integrating theory into practice. [CR/NC. Arrange prior to semester enrolled.]

CD 499. Directed Study (1-4).

GRADUATE

CD 543. Developmental Models & Learning Environments (3). Pedagogical models and their basic assumptions. Expectations for creating appropriate learning environments. [Prereq: CD 356. Weekly: 2 hrs seminar, 2 hrs lab.]

CD 546. Structure & Content of Children's Thinking (3). Current models for understanding intellectual processes in children. Apply models to thinking/learning processes in liberal arts content areas. Focus on children 5-12. [Prereq: CD 354 (C) and CD 255 or 256. Weekly: 2 hrs seminar, 2 hrs lab.]

CD 580. Special Topics in Child Development (1-3). Rep up to 9 units. [Prereq: grad standing, IA.]

CD 699. Master's Directed Study (1-2).

Communication

These courses previously 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. [CAN SPCH 4. GE.]

COMM 101. Critical Thinking in Small Groups (3). Principles of reasoning, evidence, and critical evaluation. Case studies of small group problem solving. [GE.]

COMM 102. Introduction to Argumentation (3). Principles of reasoning, analysis, strategy, evidence, and delivery in presenting/evaluating arguments. [CAN SPCH 6. GE.]

COMM 103. Critical Listening & Thinking (3). From listener's (consumer's) perspective, apply reasoned inquiry in evaluating marketplace communication. [GE.]

COMM 105. Introduction to Human Communication (3). Perceptual effects, verbal/nonverbal codes, and dynamics of interpersonal, group, and organizational communication. [GE.]

COMM 108. Oral Interpretation (3). Perform prose and poetry. [GE.]

COMM 110. Forensics Workshop (1-3). Prepare for intramural/intercollegiate forensics. [Rep.]

COMM 210. Argumentation & Debate (3). Making arguments in formal/informal settings. Evidence discovery, claim support, argument response, delivery. Apply to academic debate, public decision making, and conversational and written argument.

COMM 213. Interpersonal Communication (3). Discuss and apply concepts/theories relating to self and self/other communication. [CAN SPCH 8]

COMM 214. Persuasive Speaking (3). Principles and practices of persuasion in various communication contexts. Prepare extemporaneous persuasive speeches.

UPPER DIVISION

COMM 300. American Public Discourse (3-4). Critique genres of discourse and their importance in American culture. [Majors must take 4 units; nonmajors may fulfill GE requirements with 3 units. DCG. GE.]

COMM 309B / WS 309B. Gender & Communication (3-4). Critique relationship of gender to communication as viewed from perspectives of sciences, social sciences, and arts/humanities. CWT. [Speech communication majors must take 4 units; others may fulfill GE requirements with 3 units. DCG.]

COMM 310. Advanced Forensics Workshop (1-3). Prepare for intramural/intercollegiate forensics. Rep.

COMM 311. Business & Professional Communication (4). Problems and possible solutions achieving effective communication in various types/sizes of organizations.

COMM 312. Group Communication (4). Principles, practices, and theories: formation, cohesion, change, problem solving, roles, leadership, norms, efficiency.

COMM 315. Communication and Social Advocacy (3-4) 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.]

COMM 316. Mass Media & Contemporary Society (3). Cultural, political, social, and economic determinants of the character/content of mass communications. Mass media as social institutions: their roles and effects in contemporary society.

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.]

COMM 324. Nonverbal Communication (4). How human communication behaviors acquire meaning. Body language, voice, and use of our environment.

COMM 340. Oral Interpretation for Instructional Settings (1-2). Practice reading literature for primary/secondary classroom audiences.

COMM 400. Communication & Human Integration (3-4). How communication promotes or detracts from integration. [Majors must take 4 units; nonmajors may fulfill GE with 3 units.]

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 407. Relational Communication Theory (4). Interpersonal communication processes. Empirical research on face-to-face interaction and relational development. [Prereq: COMM 105 or IA.]

COMM 411. Organizational Communication Theory (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 417 / ENGL 417. Second Language Acquisition (3). Compare/contrast first and second language acquisition. Assess factors affecting learning of second language: interference of first language, structure of second, personality characteristics, age, cultural attitudes. [Prereq: ENGL 326 or 328 or equivalent (C).]

COMM 422. Children's Communication Development (4). Emergence and refinement of communication skills in children. Role of interaction in cognitive, social, and personal development. Strategies to enhance communication.

COMM 426. Adolescent Communication (4). Strategies of adolescents from diverse cultural backgrounds. Develop communication skills useful in working with them.

COMM 480. Seminar in Speech Communication (1-4). New dimensions in the field. [Rep.]

COMM 490. Capstone Experience (2). Under guidance, complete and present senior project and finalize assessment portfolio. [Recommended before enrolling: COMM 105.]

COMM 495. Field Experiences in Speech Communication (1-6). Either propose and develop a project (under direction of instructor) or perform supervised research on a project initiated by a professor. [Prereq: IA. Rep.]

COMM 499. Directed Study (1-4). Individual study on selected problems. Hours TBA. [Rep.]

Computer Information Systems

Prerequisite courses must be passed with a minimum grade of C.

LOWER DIVISION

CIS 100. Critical Thinking with Computers (3). Apply critical thinking skills studying human and computer parallels, computer technology and methodology, and program development. [Weekly: 2 hrs lect, 2 hrs lab. GE.]

CIS 110. Introduction to Computers (3). Role of computer systems in organizations: hardware, software, data, people, and procedures. Software productivity tools and computerized information systems as used by professionals in the business environment. [Weekly: 2 hrs lect, 2 hrs lab.]

CIS 130. Introduction to Programming (3). Problem decomposition, algorithm design, modularity, cohesion, coupling, control structures, simple data structures, testing, and error detection approaches and documentation. [Prereq: math code 40; CIS 110 or three units from 171, 172, 173, or 174. CIS 110 can also be taken concurrently. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 170. Essentials of Procedural Programming I (1). Data declaration, data manipulation, control structures. May use Pascal, C, or other appropriate language. Conceptual rather than pragmatic. [CR/NC. Recommended preparation: computer literacy course, such as CIS 110. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 171. Word Processing I (1). Enter text, edit, store, retrieve, format, footnote, print. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 172. Spreadsheets I (1). Enter and modify data, construct formulas, format, store/retrieve, print. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 173. Micro Databases I (1). Create, populate, modify, interrogate. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 174. Microbased Graphics I (1). Fundamental charting techniques, data management, presentation styles. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 175. Microbased Operating System (1). Store/retrieve data, format disks, transfer files, execute programs. Taught on IBM/compatible, UNIX, or Macintosh platforms as delineated in course schedule. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 176. Introduction to Internet (1). Use computers for global communication, exchanging information between distant locations. Email, telecommunications, and file transfer methods between mainframe, mini, and microcomputers. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 178. Creating Web Homepages (1). Using HTML, an Internet browser, and a text editor, create Web pages with links to various remote files. [CR/NC. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 180. Selected Introductory Topics in Computer Literacy (.5-3). May include communications, operating systems, specialized applications software, or general overview topics at introductory levels. [Possible mandatory CR/NC. Meets as lecture (CIS 180B), lab (180L), or a combination

(180, 180C). May be limited to five weeks (CIS 180B, 180C, 180L). Rep. with different topics.]

CIS 230. C++ Programming (3). C++ and its object-oriented techniques: encapsulation, modularization, data definition (including classes), inheritance, flow control, and other features to promote block-structured and object-oriented programming skills. [Prereq: CIS 130 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 235. Java Programming (3). Object orientation; event handling; abstract windowing toolkit applets; applications; Java database connectivity; applications programming interface and Java doc. [Prereq: CS 131 or CIS 230. Service fee.]

CIS/CS 240. Visual Basic Programming (3). Concepts in object-oriented, event-driven graphic user interface (GUI) programs to develop/implement computer applications for Windows environment. [Prereq: CS 131 or CIS 130 or 230 or 235 or 291 or IA.]

CIS 246. Multimedia I (3). Introduction in the techniques of multimedia systems and production. Treatment of the basic theoretical computer science principles related to multimedia systems and practical, hands-on experience with various software and media used in computer-based multimedia systems. [Prereq: CIS 246. Weekly: 2 hrs lect, 2 hr lab.]

CIS 250. Introduction to Operating Systems (3). Operating system architectures for selected mainframes, minicomputers, and microcomputers. Compare system function, performance advantages and limitations, interoperability issues, and user interface. [Prereq: CIS 130 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 260. Systems Analysis (3). Information systems life cycle and its relationship to business organizations. Tools and techniques to analyze, design, develop, and implement a computer-based business information system. Computer-assisted software engineering (CASE) tools. [Prereq: CIS 130 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 271. Word Processing II (1). Search/replace, columns, fonts, merging, macros, thesaurus. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Prereq: credit in CIS 171 or IA. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 272. Spreadsheets II (1). Sorting, data managing, macros, graphing, data import and export. Taught on IBM/compatible or Macintosh platforms as delineated in course schedule. [CR/NC. Prereq: credit in CIS 172 or IA. Five weeks: 2 hrs lect, 2 hrs lab.]

CIS 291. Data Structures in C++ (3). Techniques for representing and manipulating data structures using C++. Static and dynamic properties of data structures. Represent structured information such as stacks, queues, trees, linked lists, graphs. Efficient algorithms for creating, finding, altering, and removing structured data. [Prereq: CIS 230 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

UPPER DIVISION

CIS 309. Computers & Social Change (3). How computers influence societal systems. Issues: privacy, employment, politics, social interaction, and risk. Group discussion and writing on selected issues. [CWT.]

CIS 310. Database for Non-Majors (3). Concepts/applications for non-computing science majors.

CIS/CS 315. Database Design & Implementation (3). Design/implementation concepts for relational model. Enterprise and entity-relationship modeling. Schema development: normalization; SQL data definition and data manipulation language; user-defined types, rules, and triggers to support the schema. Features to support integrity, ease of use, and control: concurrency, locking, distribution, performance. [Prereq: CIS 230, 250, 260 or CS 233; MATH 253 recommended. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 318. Programming Database Applications (3). 4th generation language tools. Ad hoc interaction with database using SQL. Program SQL scripts; design applications using forms and menus; program an application using form and menu structures; program with a report generator; access the database from a procedural language. [Prereq: CIS/CS 315, MATH 253. Weekly: 2 hrs lect, 2 hrs lab.]

CIS 350. Computer Architecture & Assembly Language (3). Computer system components and their relationships. Digital logic, microarchitecture, microprogramming. Number systems; two pass assembler; instruction sets; addressing modes; using assembly language. [Prereq: CIS 230 and 250. Desired: CIS/CS 291 (or IA for students from other disciplines). Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 372. Telecommunications (3). Data communications principles and applications; administering and managing communications systems. Protocols, networks, communication hardware, design, performance analysis. [Prereq: CIS 130 and 250 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 373. Network Design & Implementation (3). Comprehensively examine network design standards, communication protocols, configuration and management methods, security, and traffic analysis. Practical lab activities with tools and equipment. [Prereq: CIS 110, CIS/CS 372 recommended.]

CIS 446. Multimedia II (3). Advanced instruction in the techniques of multimedia systems and production. Treatment of the more complex theoretical computer science principles related to multimedia systems and practical, hands-on experience with various software and media used in computer-based multimedia systems. [Prereq: CIS 246. Weekly: 2 hrs lect, 2 hr lab.]

CIS 450. Information Resources Management (3). Survey organizational information needs; develop an organizational information strategy; plan and control; staff for success; write/review requests for proposals and bids; analyze make vs. buy decisions; write/review contracts; make

management presentations. [Prereq: CIS/CS 318 and 372.]

CIS 464. Electronic Commerce (e-commerce) (3). Conceptual overview of issues pertaining to e-commerce as well as hands-on development of electronic commerce Internet Web Sites. [Prereq: CIS 110 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 475. Geographic Information Systems: Spatial Analysis & Modeling (3). GIS applications. Vector- and raster-based systems. Layering techniques, representation methods, analytical operations, information management/integration. [Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 480. Selected Topics in Information Systems (1-4). May include object-oriented programming, artificial intelligence programming, computer graphics, or specialized application tools. [Possible mandatory CR/NC. Weekly: meets 1 hr per unit as lect (CIS/CS 480B); 2 hrs per unit lab (480L); or combination of 2 hrs lect, 2 hrs lab (480). Rep with different topics.]

CIS/CS 482. Internship (1-4). Supervised experience in business, governmental, or service agencies, matching theory with practice. [CR/NC. Prereq: IA. Weekly: 3 hrs per unit of credit.]

CIS/CS 492. Systems Design & Implementation (3). Apply computer programming and implementation concepts to comprehensive group project. Use management planning and scheduling tools; practice assessing and reporting progress; develop, test, quality assure software; develop documentation. CIS majors only. [Prereq: CIS/CS 318, 350, 372 and 450. All prereqs must be completed with C or above. Weekly: 2 hrs lect, 2 hrs lab.]

CIS/CS 499. Directed Study (1-4). Individual study on selected topics. Open to advanced students with consent of faculty sponsor and DA.

Computer Science

Prerequisite courses must be passed with a minimum grade of C.

LOWER DIVISION

CS 131. Introduction to Computer Science (4). Concepts; historical background; computer systems; algorithmic processes; control structures; scalar data structures and arrays; structure programming in C++. [Prereq: MATH 115 or MPT3 15 or math code 50. Weekly: 3 hrs lect, 2 hrs lab.]

CS 132. Introduction to Computer Science II (3). An introduction to the domain of software design, including abstract data types, specifications, complexity analysis, file organization, sorting and searching, and database organization. [Prereq: CS 131 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CS 233. Computer Organization (3). Principles of computer architecture from a layered point of view, including data representation, machine language execution, addressing modes, and symbolic assembly language. Fundamental notions of operating systems, interfacing, and communica-

tion are also introduced. [Prereq: CIS 132 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CS 234. Computer Architecture (3). A study of the design of computers. Topics include the design of combinatorial and sequential circuits, design methodology of a basic computer; central processor organization, microprogramming, memory organization, input-output organization, and arithmetic processor design. [Prereq: CS 233.]

CS/CIS 235. Java Programming (3). Object orientation; event handling; abstract windowing toolkit applets; applications; Java database connectivity; applications programming interface and Java doc. [Prereq: CS 131 or CIS 230. Service fee.]

CS 236. Algorithms (3). Introduction to key algorithmic concepts and constructs. Algorithmic development, tracing, and analysis. Algorithm construction and analysis in both non-executable contexts and within programming environments. [Prereq: CS 233.]

CS/CIS 240. Visual Basic Programming (3). Concepts in object-oriented, event-driven graphic user interface (GUI) programs to develop/implement computer applications for Windows environment. [Prereq: CS 131 or CIS 130 or 230 or 235 or 291 or IA.]

UPPER DIVISION

CS/CIS 315. Database Design & Implementation (3). Design/implementation concepts for relational model. Enterprise and entity-relationship modeling. Schema development: normalization; SQL data definition and data manipulation language; user-defined types, rules, and triggers to support the schema. Features to support integrity, ease of use, and control: concurrency, locking, distribution, performance. [Prereq: CIS 230, 250, 260 or CS 233; MATH 253 recommended. Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 318. Programming Database Applications (3). 4th generation language tools. Ad hoc interaction with database using SQL. Program SQL scripts; design applications using forms and menus; program an application using form and menu structures; program with a report generator; access the database from a procedural language. [Prereq: CIS/CS 315, MATH 253. Weekly: 2 hrs lect, 2 hrs lab.]

CS 334. Operating Systems and Architecture (3). An in-depth treatment of computer architecture, technology choices, and the operating system interface with the hardware, the application, and the system user. [Prereq: CS 233 or IA. Weekly. Rep.]

CS 335. Programming Languages: Principles and Paradigms (3). An in-depth treatment of programming languages, including their history, data types, data control, sequence control, runtime storage, language translation, and semantics. Paradigms include procedural, functional logic, and object-oriented programming. [Prereq: CS 233 or IA. Rep.]

CS/CIS 372. Telecommunications (3). Data communications principles and applications; administering and managing communications

systems. Protocols, networks, communication hardware, design, performance analysis. [Prereq: CIS 130 and 250 with grade of C or CS 233, or IA for students from other disciplines. Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 373. Network Design & Implementation (3). Comprehensively examine network design standards, communication protocols, configuration and management methods, security, and traffic analysis. Practical lab activities with tools and equipment. [Prereq: CIS 110 or CS 131 (C). CIS/CS 372 recommended.]

CS 434. Systems Software (3). An in-depth study of systems software to include assembler, macroprocessor, linkage editor, text editor, interactive debugger. Also includes language translation and operating systems concepts including concurrent processes, synchronization, deadlock, processor management, memory management, I/O subsystem, and file management. [Prereq: CS 132 and CS 334 or IA. Weekly: 2 hrs lect, 2 hrs lab.]

CS 435. Software Engineering (3) Introduction to software engineering principles, including discussion of development methodologies, requirements, analysis, project planning, software design, construction, management, and quality assurance. [Prereq: CS 334, 335, AND 336 or IA.]

CS 436. Theory of Computation (3). A study of formal models of computation, such as finite state automata, pushdown automata, and Turing machines. Elements of formal languages to be examined include regular expressions, context-free languages, recursively-enumerable languages, undecidability, and NP-completeness. [Prereq: CS 335 and MATH 253 or IA.]

CS/CIS 475. Geographic Information Systems: Spatial Analysis & Modeling (3). GIS applications. Vector- and raster-based systems. Layering techniques, representation methods, analytical operations, information management/integration. [Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 480. Selected Topics in Computer Science (1-4). May include object-oriented programming, artificial intelligence programming, computer graphics, or specialized application tools. [Possible mandatory CR/NC. Weekly: meets 1 hr per unit as lect (CIS/CSB); 2 hrs per unit lab (480L); or combination of 2 hrs lect, 2 hrs lab (480). Rep with different topics.]

CS/CIS 482. Internship (1-4). Supervised experience in business, governmental, or service agencies, matching theory with practice. [CR/NC. Prereq: IA. Weekly: 3 hrs per unit of credit.]

CS/CIS 492. Systems Design & Implementation (3). Apply computer programming and implementation concepts to comprehensive group project. Use management planning and scheduling tools; practice assessing and reporting progress; develop, test, quality assure software; develop documentation. CIS majors only. [Prereq: CIS/CS 318, 350, 372. Weekly: 2 hrs lect, 2 hrs lab.]

CS/CIS 499. Directed Study (1-4). Individual study on selected topics. Open to advanced students with consent of faculty sponsor and DA.

Economics

LOWER DIVISION

ECON 104. Contemporary Topics in Economics (3). Analyze contemporary issues, including multicultural issues. Employ principles of microeconomics, macroeconomics, and the economics of discrimination and public choice. Economics' role as a social science assisting in understanding causes, effects, and possible policies for current problems. [GE.]

ECON 210. Principles of Economics (4). Learn economic fundamentals. Microeconomic behavior of consumers and firms. Different market structures and government policies. Macroeconomic concepts including business cycles, unemployment, inflation, and growth. Effects of fiscal and monetary policy.

UPPER DIVISION

ECON 305. International Economics & Globalization (3-4). 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 majors must enroll for four units. Optional four units for others. [Prereq: ECON 210, only if enrolling for four units.]

ECON 306. Economics of the Developing World (3-4). 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 enroll for 4 units and must have completed ECON 210. [DCG. GE.]

ECON 308. History of Economic Thought (3-4). 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 enroll for 4 units and must have completed ECON 210. [GE.]

ECON 309. Economics of a Sustainable Society (3-4). 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 enroll for 4 units and must have completed ECON 210. [CWWT.]

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: ECON 210; math code 50 or equivalent.]

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: ECON 210.]

ECON 315. Political Economy of Islam (3-4). Economic and political foundations of Islam. Islamic laws applied to economic/political institutions. Role of government. Economics and Business Administration majors MUST enroll for 4 units and must have completed 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 (3-4). 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 enroll for 4 units and must have completed ECON 210.

ECON 331. Public Finance (4). Government sector finance; fiscal performance of tax and expenditure policies. Analyze public choice, collective decision-making processes and income redistribution through fiscal processes. [Prereq: ECON 210; math code 50 or equivalent.]

ECON 340. Quantitative Economics (4). Apply mathematical economic models to aggregate economy, business firms, public agencies. Econometric methods for estimating model parameters. [Prereq: BA 232; ECON 210; math code 50 or equivalent.]

ECON 423 / NRPI 423. Environmental & Natural Resources Economics (3-4). 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 enroll for 4 units and must have completed ECON 210.

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 459. The Economics of Antitrust & Regulation (4). Problems using regulatory agencies to protect public interest. Pros and cons of government activities affecting business and consumers. Economics of antitrust policy. [Prereq: ECON 210.]

ECON 470/570. Sustainable Rural Economic Development (4). Service-learning course; analyze rural economic development strategies; case studies; local speakers; field trip; reflection on sustainable development in Humboldt County; economic theory coupled with practical community experience.

ECON 480. Special Topics in Economics (1-4). Use established methods of economic inquiry. When possible, interdisciplinary elements explored. [Rep with different topics.]

ECON 490. Capstone Experience (2). Students produce a culminating project, normally in the form of a portfolio of the student's work, under the supervision of a faculty member in economics. [Rep.]

ECON 499. Directed Study (1-4). [For advanced students upon IA.]

GRADUATE

ECON 523. Topics in Environmental & Natural Resource Economics (4). Develop and analyze economic models in topical areas such as externalities, energy economics, dynamic natural resource markets, and common-pool resource dilemmas. Analysis and discussion of appropriate public policy.

ECON 580. Special Topics in Economics (1-4). Use established methods of economic inquiry. When possible, explore interdisciplinary elements. [Prereq: IA for credit. Rep.]

ECON 699. Directed Study (1-4). [Open to grad students with IA.]

Education

See also Administrative Services, Elementary Education, Liberal Studies/Elementary Education, Secondary Education or Special Education.

LOWER DIVISION

EDUC 110. Introduction to Education (1). Contemporary issues and problems.

EDUC 180. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 210. Current Issues in Schools (3). Social and historical understanding of K-12 schooling in America through the lens of contemporary controversies in the field.

EDUC 280. Special Topics (.5-3). Topics of current interest. [Rep.]

EDUC 285. Technology Skills for Educators (3). Introduces computer novice to wide variety of computing topics and terminology in preparation for teaching career. Hands-on activities develop basic skills in many common computer applications. [CR/NC.]

EDUC 299. Directed Study (.5-4). Independent study. [Rep.]

UPPER DIVISION

EDUC 310. Education for a Livable World (3). Purposes of education in the world. Schooling and other formal and informal processes and sites where education occurs.

EDUC 311. How We Learn (3). Define, analyze, and assess case studies on classroom life and adult education; critique sites in which learning occurs; assess own philosophy of education.

EDUC 313 / ES 313 / WS 313. Education for Action (3). This course aims to strengthen organizational and activist skills, and to create an understanding of how social change occurs. [DCG.]

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.]

EDUC 377/SPED 777. Education of Exceptional Individuals (2). Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.

EDUC 380. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 450 / WS 450. Threads of Communication (3). Development and histories of quilting, embroidery, and weaving in North, Central, and South America. How women communicate personal/community concerns and sentiments through fibers. Lecture and practice.

EDUC 480. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 499. Directed Study (.5-3). Directed reading or independent conference. [Prereq: IA. Rep.]

GRADUATE

EDUC 580. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 583. Teaching in Higher Education (3). Guided experience in skills and knowledge relevant to teaching in higher education. Course and syllabus development, lecture/discussion organization, evaluation procedures, classroom management, and legal and ethical issues.

EDUC 604. Education in Society (2). Prepares educational leaders who understand the purposes of education in a democracy and the competing social, economic, and political values that affect education and schooling in the United States.

EDUC 623. Comprehension & Content Learning (2). Instruction/practice developing and selecting strategies, materials (print and nonprint), and resources to promote comprehension and content knowledge.

EDUC 624. Theories & Models of Reading & Writing (3). Current traditions of, and progress in, literacy research. Develop and apply criteria for evaluating types of literacy research.

EDUC 625. Development of Phonological and Orthographical Knowledge (3). Principles of print knowledge in relation to phonics, vocabulary, spelling. Acquisition, stages of development, word

study activities, and methods of assessment.

EDUC 626. Literacy Assessment & Evaluation (3). Definitions, concepts, and challenges of authentic literacy assessment. Focus: classroom-based assessment within broader framework of authentic assessment.

EDUC 627. Diagnosis of Reading & Writing Difficulties (3). Pre- and in-service teachers (K-12) learn to diagnose students' literacy difficulties and identify/describe appropriate instruction.

EDUC 628. Remediation of Reading & Writing Difficulties (3). Effective literacy instruction (including standards, planning, instructing, and assessing) for struggling readers and writers in the regular classroom setting (K-12).

EDUC 629. Reading Certificate Field Experience (3). Designed to provide a planned sequence of fieldwork in which candidates are on multiple occasions observed by and receive oral and written feedback from a field supervisor. (K-12).

EDUC 629B. Reading Certificate Field Experience (3). Designed to provide a planned sequence of fieldwork in which candidates are on multiple occasions observed by and receive oral and written feedback from a field supervisor. (K-12).

EDUC 633. Pedagogy: Practice & Research (2). Interplay between educators' experience and thinking; educational theories; questions about methodologies, and actions educators take to investigate them as they foster their own professional development.

EDUC 634. Academic Writing in Education (2). This course, taken in conjunction with EDUC 698 which focuses on the fundamentals of doing academic research, assists students in learning to write about their research utilizing an academic voice. [Coreq: EDUC 698]

EDUC 650. Educational Psychology (2). Psychological and developmental theories used as lenses for assessing case studies (generated by students of their own pupils). Results in assessment, diagnosis, and prescription.

EDUC 660. Assessment (3). History and current practice of standardized testing (to clarify underlying values allowing student failure). Alternative methods of evaluating student outcomes. Relationship between effective teaching and learning.

EDUC 679. Qualitative Methods in Educational Research (3). Overview: modes of inquiry used in qualitative educational research.

EDUC 680. Special Topics (.5-4). Topics of current interest. [Rep.]

EDUC 681. Quantitative Educational Methods (3). Increase knowledge and skills in identifying and using appropriate quantitative educational methods and in analyzing quantitative data in educational research literature, including results of standardized tests.

EDUC 690. Thesis (1-3). Restricted to students in education grad program. [Credit/no credit. Rep.]

EDUC 692. Master's Project (1-3).

EDUC 697. Research for Learning (3). Action research of teaching/learning; inherent interactive processes. Reflect on researcher's role.

EDUC 698. Educational Research (3). Research design. Ethical and practical problems related to conducting research in educational settings.

EDUC 699. Independent Study (.5-3). Selected problems. [Prereq: grad standing and IA. Rep.]

CREENTIAL / LICENSURE

EDUC 719. Teacher Computer Competency (2). Technology and computer applications for teachers of elementary and secondary students. Meets level II computer competency requirements established by California Commission on Teacher Credentialing. [Prereq: EDUC 285 (C) or equivalent. CR/NC.]

Elementary Education

LOWER DIVISION

EED 210. Direct Experience with Children (1). Field experience with K-8 students. Prospective teachers assigned placements to observe/participate in public school classrooms and maintain log. Minimum 45 hours required. Meets prior fieldwork experience admission requirement for EED credential program. [CR/NC. Coreq: EED 310.]

UPPER DIVISION

EED 310. Exploring Teaching as a Career (1). Introduces teaching profession. Prospective teachers assess own interest and potential in elementary education based on participation in EED 210 field experience or approved alternative.

EED 499. Directed Study (1-3). Individual study; staff direction. [Rep.]

CREENTIAL/LICENSURE

Unit values for preliminary credential courses may vary between fall and spring semesters. The EED fieldwork coordinator provides guidance at the time of registration.

EED 701. Selected Topics (.5-3). Topic relevant to teaching in today's world. [Rep.]

EED 720 / 720B. The School & the Student (variable F/S, .5-3). Seminar in foundations of teaching. Credential candidate studies development characteristics of school-age child, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline.

EED 721 / 721B. Multicultural Foundations (variable F/S, .5-2). Become culturally competent educator. Develop knowledge, attitudes, and skills to promote educational excellence and equity in elementary classrooms. How personal cultural values, biases, and institutional practices influence crosscultural interactions. [Prereq: admitted to EED program.]

EED 722 / 722B. English Language Skills & Reading (variable F/S, .5-3). Methods of developing English language skills, including reading. Design and implement programs in which all can

participate successfully, including pupils from culturally and linguistically diverse backgrounds. Meets CCTC competency requirements for reading instruction in elementary school. [Prereq: admitted to EED program or IA.]

EED 723 / 723B. Integrating Math/Science in Elementary School (variable F/S, .5-4). Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Classroom management of activities/materials, planning lessons, using technology, evaluating learning, integrating math and science with other content areas. [Prereq: admitted to EED program.]

EED 724 / 724B. Fine Arts in the Integrated Elementary Curriculum (variable F/S, .5-1). 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 / 726B. Professional Development Seminar (variable F/S, .5-1). Promote professional growth using California Standards for the Teaching Profession. Incorporate reflective journals and portfolios. Information on credentialing process and job search strategies. [CR/NC. Prereq: admitted to EED program.]

EED 728. History/Social Science in the Integrated Elementary Curriculum (variable F/S, .5-2). 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. [CR/NC. Prereq: admitted to EED.]

EED 729. Reading Curriculum & Methods (4). For teachers already holding a basic credential. Instructional strategies and assessment for literacy strategies among learners. [Rep.]

EED 730. Diverse Cultures in California & the US (2). Culture-specific knowledge/skills for multiple subjects pedagogy and content. For EED students seeking CLAD/BCLAD emphasis. [Prereq: admitted to professional education program. Coreq: EED 731.]

EED 731. Bilingual/ESL Methods (2). Methods for instruction and assessment of English language development and content (in and through English and in the learner's primary language). For EED students seeking CLAD/BCLAD emphasis. [Prereq: admitted to professional education program. Coreq: EED 730.]

EED 732. Bilingual/ESL Theory (2). Theoretical basis for instructional/methodological emphasis on bilingual and crosscultural language and academic development. For EED students seeking CLAD/BCLAD emphasis. [Prereq: admitted to professional education program.]

EED 733 / 733B. Teaching English Learners (1). Development of basic knowledge, skills, and

strategies for teaching English learners. [Prereq for 733 and 733B: must be in EED Credential Program. Prereq for 733B: EED 733.]

EED 740 / 740B. Special Populations in General Education (1). Development of basic knowledge, skills, and strategies for teaching students with special needs in the general education classroom. [Prereq for 740 and 740B: must be in EED Credential Program. Prereq for 740B: EED 740.]

EED 741. Health & PE Curriculum in Elementary School (1). Provides prospective teachers with the knowledge and skills to plan, teach, and evaluate health and physical education programs for K-8 classrooms. [Rep.]

EED 751. Fieldwork in Elementary School (2). Orientation to the elementary school and classroom. Analyze school/classroom organization and teaching styles. Observation and limited participation teaching individuals/small groups. [Minimum 14 hrs per week in assigned school during weeks 2-8 of fall semester. CR/NC. Prereq: admitted to EED.]

EED 752. Student Teaching in Elementary School (6). Practice teaching individuals, small groups, and large groups with close guidance from teacher. Attend to cultural and socioeconomic backgrounds of children. [Full-time fieldwork in assigned classrooms during the first week and last 7 weeks of fall semester. CR/NC. Prereq: admitted to EED.]

EED 753. Fieldwork in Elementary School (1). Orientation to the elementary school and classroom. Analyze school/classroom organization and teaching styles. Observation and limited participation teaching individuals/small groups. [Minimum 6 hrs per week in assigned school during first 8 weeks of spring semester. CR/NC. Prereq: admitted to EED program.]

EED 754. Practicum in Elementary Teaching (1). Apply relevant academic and professional background to student teaching. [Prereq: admitted to EED program.]

EED 755. Student Teaching in Elementary School (7). Practice teaching individuals, small groups, and large groups, with close guidance from teacher. Attend to children's cultural and socioeconomic backgrounds. [Full-time fieldwork in assigned classrooms during last 8 weeks of spring semester. CR/NC. Prereq: admitted to EED.]

EED 756. Extended Student Teaching in Elementary Schools (1-8). Practicum allowing additional fieldwork in elementary classrooms under guidance of practicing teachers. [45 hours fieldwork per credit unit. CR/NC. Prereq: admitted to EED program.]

EED 757. Advanced Student Teaching (1-10). Assignment in elementary or secondary school program. May be in a special subject; may entail experimentation with methods of teaching. [Prereq: prior credit in student teaching or teaching experience; IA.]

EED 776. Mainstreaming (2). Concept and practice, as provided in California Master Plan for Special Education. Referral, assessment, and appropriate modifications for special needs pupils. Fulfills special education requirement for a clear

multiple or single subject credential. [Prereq: a teaching credential or acceptance into a teacher credential program and concurrently enrolled in student teaching fieldwork classes.]

EED 790. Supervised Field Experience (1-3). Directed observation of select aspects of school educational programs; appropriate written reports. Hours to be arranged. [Prereq: IA. Rep.]

EED 799. Directed Study (1-4). Independent study of problems, issues, and/or practical applications. [Prereq: IA. Rep.]

English

LOWER DIVISION

ENGL 30. Developmental Reading (2). Remedial reading skills needed for college-level work. For those ineligible for ENGL 100. [CR/NC. Units do not apply toward baccalaureate degree.]

ENGL 31. Developmental English (1-2). Individualized and small group instruction in language skills. For students ineligible for ENGL 100. [CR/NC. Units do not apply toward baccalaureate degree. Prereq: EPT score of 150 or below. Rep.]

ENGL 40. Writing Confidence/Intensive Learning (1-3). Writing skills needed to advance to ENGL 50-level work. Instruction in small groups and individualized lab sessions. For students ineligible for ENGL 50. [CR/NC. Units earned do not apply toward baccalaureate degree. Prereq: EPT score of 138 or below.]

ENGL 50. College Writing (3). Writing skills needed for college-level work. Instruction in small groups and individualized lab sessions. For students ineligible for ENGL 100. [CR/NC. Units earned do not apply toward baccalaureate degree. Prereq: EPT score of 142-150.]

ENGL 51. College Writing (1). Continue developing skills begun in ENGL 50. Instruction in small, individualized lab sessions. For students who have taken ENGL 50 but are not yet ready for ENGL 100. [CR/NC. Units earned do not apply toward baccalaureate degree.]

ENGL 100. First Year Reading & Composition (3). Essay writing and critical reading. For eligibility, see English Placement Test in the Admission Information section. [Prereq: EPT score 151 or higher; CAN ENGL 2. GE.]

ENGL 100i. Intensive Reading & Composition (5). Essay writing and critical reading. Small group lecture and individualized instruction sessions in the Writing Center. Final assessment based on writing portfolio. Students who don't submit a passing final portfolio must complete ENGL 200 to fulfill GE. Prereq: EPT score 139-150.]

ENGL 101. Critical Writing (3). Critical reading of texts. Strategies for writing the reasoned argument. Rhetorical stance, voice, and purpose. Logic of persuasion. GE. Prereq: ENGL 100.

ENGL 105. Introduction to Literature (3). Assigned readings in representative literary works. Lectures, discussions, assigned compositions. [GE. CAN ENGL 4.]

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.

ENGL 180. Macintosh Literacy for the 21st Century (3). Theoretical/practical introduction to the Macintosh as a communication tool in arts and humanities.

ENGL 200. Academic Writing & Revision Workshop (3). Essay writing and critical reading. Instruction in small groups and individualized lab sessions. [Students who failed the ENGL 100 portfolio requirement must complete this course to satisfy GE composition requirements. CR/NC. Prereq: ENGL 100 or equivalent.]

ENGL 205. Beginning Creative Writing (4). Write, analyze, and critique student poetry and fiction. For beginning students. Quality student writing considered for publication in Toyon, HSU's literary magazine. [Weekly: two 2-hr periods plus conferences. Rep. CAN ENGL 6.]

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.

ENGL 225. Introduction to Language Analysis (4). Examination of the nature of human language, including its formal structure, usage, and variation. Emphasizes applications to the study of literature, literacy and social identity. [Prereq: ENGL 100.]

ENGL 230 - 231. Survey of British Literature (4 - 4). Within chronological periods designated below, courses organized around major figures, topics, or genres to reveal lines of influence and development. One of four units is individualized instruction on assigned topics. [Rep.]

ENGL 230. Beginnings Through the 18th Century. [CAN ENGL 8.]

ENGL 231. 19th & 20th Centuries. [CAN ENGL 10.]

ENGL 232. Survey of American Literature (4). Selected readings from diverse American writers, emphasizing 19th/20th century texts. One of four units is individual and group projects on approaches to presenting American literature.

ENGL 240. World Literature (4). Read and discuss significant works of literature in translation. Topics vary: themes, genres, historical periods, major figures. One of four units is individualized instruction on assigned topics. [Rep.]

UPPER DIVISION

ENGL 305. Postcolonial Perspectives: Literature of the Developing World (3). Read/discuss modern writing from Latin America, Asia, Africa, Central Europe, Middle East. Fiction, drama, poetry, essays (historical, political, anthropological), documentary films, videotapes. [DCG. GE.]

ENGL 306. The Modern Tradition (3). Selected texts from 1880 to present; cultural contexts. [GE.]

ENGL 308B-C / WS 308B-C. Women in Literature (3). Works by women and men. How literature in various historical periods reflects cultural conditions and attitudes about women. How feminist movement relates to these issues. [GE. DCG. ENGL 308B (domestic); 308C (non-domestic).]

ENGL 311. Nature Writing (3). Advanced composition. Expository writing about the natural environment. Readings from 19th and 20th century nature writers. [Prereq: ENGL 100.]

ENGL 315. Creative Writing: Fiction (4). Write, analyze, and critique student fiction. For upper division students. Quality writing considered for publication in Toyon, HSU's literary magazine. [Prereq: ENGL 205 or IA. Rep.]

ENGL 316. Creative Writing: Poetry (4). Write, analyze, and critique student poetry. For upper division students. Quality writing considered for publication in Toyon, HSU's literary magazine. [Prereq: ENGL 205 or IA. Rep.]

ENGL 317. Plays in Performance (3). Ashland Oregon Shakespearean Festival plays and/or other current productions studied as texts and performances. Field trips. Service fee. [Rep.]

ENGL 320. Practical Criticism (4). Write critical essays about literature, based on close readings of poetry, short stories, drama. Normally requires in-class writing, discussion of texts and student papers, and one highly polished essay per week. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 100.]

ENGL 323. Children's Literature (3). Close study and evaluation of literature for children. For teachers, prospective teachers, parents. [Prereq: ENGL 100.]

ENGL 325. History of the English Language (4). Indo-European origins to the present. Social, cultural, and historic events affecting it. One of four units is individualized instruction on assigned topics.

ENGL 326. Language Study for Teachers (4). English phonetics, phonology, morphology, and syntax. Apply these fields to language arts instruction, including spelling, reading, composition, and other language skills. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 100.]

ENGL 328. Structure of American English (4). Analyze syntax, with special reference to teaching grammar: English phonetics; text grammar. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 100.]

ENGL 330. American Literature (4). Major figures, themes, genres, or historical periods. Topic varies. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320. Rep.]

ENGL 336 / ES 336. American Ethnic Literature (4). Read/discuss literature written by ethnic minorities in the US, including works by authors of African, Asian, Native American, Latin, Eastern European, and Middle Eastern descent. Focus varies. One of four units is individualized instruction on assigned topics. [Rep. DCG.]

ENGL 340. Approaches to Shakespeare (4). Study selected Shakespearean plays using various methods: literary analysis, readings, videotapes, Internet resources. One of four units is individualized instruction on assigned topics.

ENGL 342. Special Topics in Shakespeare (4). Instructor selects Shakespeare plays related by genre, chronology, or theme. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320. Rep.]

ENGL 344. Young Adult Literature (3). Study and respond to selected works appealing to young people. For teachers or prospective teachers of literature in secondary school. [Prereq: ENGL 100.]

ENGL 350. British Literature (4). Major figures, themes, genres, or historical periods. Topic varies. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320. Rep.]

ENGL 360. Special Topics in Literature (4). Themes, genres, major figures, or movements. Not limited to British or American literature. Topics vary. One of four units is individualized instruction on assigned topics. [Rep.]

ENGL 366. Introduction to Folklore (3). Myths, folktales, legends, ballads, folk songs, folk drama, superstitions. Folklorists' methods and tools to study these subjects.

ENGL 406. Theory of Composition (3). Current theories/methods of teaching writing. Take concurrently with ENGL 406L. [Prereq: ENGL 100.]

ENGL 406L. Technology in English (1). Technology useful for studying and teaching literature, composition, language, linguistics, and related fields. Take concurrently with ENGL 406. [Prereq: ENGL 100.]

ENGL 417 / COMM 417. Second Language Acquisition (3). Compare/contrast first and second language acquisition. Assess factors affecting the learning of a second language: interference of first language, structure of second, personality characteristics, age, cultural attitudes. [Prereq: ENGL 326 or 328 or equivalent (C).]

ENGL 420. Critical Theory (4). Contemporary critical theory and its historical antecedents. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 320.]

ENGL 424. Communication in Writing I (3). Critical reading and writing of various modes of prose. Writing process of children and how writing tasks can be accessible to developing minds. [Prereq: ENGL 100.]

ENGL 426. Communication in Writing II (3). Practice various modes of writing. Train in critical response to, and evaluation of, student writing. [Prereq: ENGL 100.]

ENGL 435. Issues in English as a Second/Foreign Language (4). Types of ESL/EFL learners and approaches in teaching them. One of four units is for special projects involving English learners.

ENGL 436. Integrating Language & Content in English Instruction (3). Specially designed academic instruction in English (SDAIE), content-

based ESL/EFL instruction, and other approaches. [Prereq: ENGL 435.]

ENGL 450. Tutoring Developing Writers (2). Needs of culturally and ethnically diverse students and learning disabled. Intensive practical experience responding to writing with a variety of approaches. [CR/NC. Prereq: employed in English Writing Center. Rep.]

ENGL 460. Toyon Literary Magazine (2). Manuscript selection and all other activities related to production, publication, and distribution of Toyon, HSU's literary magazine. [CR/NC. Rep.]

ENGL 465B-C / ES 465B-C. Multicultural Issues in Literature/Languages (4). Themes, genres, figures, theories, or movements in literary or linguistics study in relation to issues of ethnicity and/or gender. [Prereq: ENGL 320. Rep. DCG. ENGL 465B (domestic); 465C (non-domestic).]

ENGL 470. Raymond Carver Short Story Contest (2). Screen submissions for annual Raymond Carver short story contest, one of America's major writing competitions. [CR/NC. Rep.]

ENGL 480. Special Topics (1-3). Topics not covered in regularly scheduled courses. [Rep.]

ENGL 481. Internship in Teaching Writing or Literature (2). Supervised practice teaching in a college setting. [Prereq: senior standing, IA, DA. Rep once.]

ENGL 485. English Colloquium (1). Intensively examine a select topic. May feature guest lecturers. Complete two units to fulfill colloquium requirement. [CR/NC. Prereq: ENGL 320. Rep.]

ENGL 490. Senior Project Seminar (1). Culmination of the major. Must be concurrent with ENGL 492. [CR/NC. Prereq: senior standing.]

ENGL 492. Senior Project Tutorial (1). Study literary topic under supervision of English faculty member. Results in an essay. Must be concurrent with ENGL 490. [Prereq: senior standing.]

ENGL 499. Directed Study (1-4). For advanced students with IA. [Rep.]

GRADUATE

ENGL 500. Assessment of Subject-Matter Competency in English (1). Candidates for a single-subject teaching credential must demonstrate subject-matter competence. Course explains department's assessment procedures, administers required exams/interviews. Must be in last year of single-subject waiver program. [CR/NC.]

ENGL 536. Seminar in American Literature (4). Principal movements, major figures, or other significant topics, with pertinent scholarship. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 546. Seminar in British Literature (4). Principal movements, major figures, or other significant topics, with pertinent scholarship. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 560. Special Topics in Literature (4). Topics vary: themes, genres, major figures, or movements. Not limited to British or American literature. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 562. Advanced Studies in Shakespeare (4). Shakespearean canon and scholarship. [Prereq: accepted to English MA program or IA. Rep.]

ENGL 580. Special Topics Seminar (1-3). Study of literature or study and practice of various kinds of writing. When offered as workshop, units do not fulfill degree requirements. [Rep.]

ENGL 600. Fundamentals of Research in Composition & Literature (3). Concepts, methods, and resources of research in composition, rhetoric, literary studies. Electronic as well as print resources. [Prereq: accepted to English MA program or IA.]

ENGL 611. Seminar in Teaching Writing (4). [Prereq: accepted to English MA program or IA.]

ENGL 612. Development of Writing Abilities (4). Developmental aspects of learning to write. Basic vocabulary of psycholinguistic and sociolinguistic theory. Design composition sequences for different academic levels. [Prereq: accepted to English MA program or IA.]

ENGL 614. Teaching ESL Writing (4). Theoretical and practical perspectives. [Prereq: accepted to English MA program or IA.]

ENGL 615. Writing Workshop (4). Intensive practical experience in writing. Various forms and techniques. Students read and comment on one another's work. [CR/NC. Prereq: accepted to English MA program or IA.]

ENGL 618. Linguistic & Rhetorical Approaches to Writing (4). Manipulate sentences to improve writing. Effect of purpose/audience on overall structure and language; classroom strategies; writing evaluation. [Prereq: ENGL 328 (or equivalent) and accepted to English MA program or IA.]

ENGL 635. Issues in English as a Second/Foreign Language (4). Types of ESL/EFL learners and approaches in instructing them. Relate ESL/EFL to bilingual education. [Prereq: accepted to English MA program or IA.]

ENGL 681. Internship in Teaching Literature (2). Supervised practice in college, high school, elementary school, or community setting. Does not satisfy internship requirement for prospective ENGL 100 instructors. [Rep once. Prereq: ENGL 600, a grad literature seminar, IA, and DA.]

ENGL 682. Internship in the Teaching of Writing (2). Supervised practice in college, community college, high school, elementary school, or community setting. [Prereq: see department. Rep.]

ENGL 683. Internship in Business & Professional Writing (2). Supervised practice in writing and helping others to write in a business or government setting. Prereq: see department. Does not satisfy internship requirement for prospective ENGL 100 instructors. [Rep.]

ENGL 684. Internship in Teaching ESL (2). Supervised practice with English as a second language learners in college, language institute, community college, high school, or community setting. [Prereq: ENGL 417 and ENGL 635. Rep.]

ENGL 685. English Colloquium (1). Intensively examine a select topic. May feature guest lecturers. [Prereq: grad status. CR/NC. Rep.]

ENGL 690. Master's Project (4). Culmination of MA degree: project demonstrating advanced achievement in language, literature, literary criticism, creative writing, or teaching of writing. [Prereq: accepted to MA program or IA. Rep.]

ENGL 694. Field Experience: Observe and Reflect (4). A course for students in the Master's International Program. Requires an extensive descriptive and reflective journal based on experience teaching overseas with the Peace Corps.

ENGL 695. Critical Analysis of Field Experience (2). The culminating activity for students in the Master's International Program. Requires the writing of an essay based on the student's experience teaching overseas.

ENGL 699. Independent Study (1-4). Open to students accepted to English MA program with IA. [Rep.]

Environmental Resources Engineering

LOWER DIVISION

ENGR 114. Whole Earth Engineering (2). Apply engineering and science concepts and methods to self-sufficient habitat systems: housing, energy, water and food supply. [CR/NC. Not allowed for credit toward major in engineering.]

ENGR 115. Introduction to Environmental Science & Engineering (3). Case studies in water quality, water resources, energy resources, and geotechnical resources. [Prereq: MATH 115 (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 210. Solid Mechanics: Statics (3). Particle and rigid body equilibrium; vector concepts; equivalent systems of forces; centroids; moments of inertia; friction. Must be taken concurrently with ENGR 225. [Prereq: MATH 109. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 211. Solid Mechanics: Dynamics (3). Kinetics and kinematics of particles; work and energy; impulse and momentum; kinematics and plane motion of rigid bodies. Engineering design applications. Must be taken concurrently with ENGR 325. [Prereq: MATH 110, ENGR 210, ENGR 215. For engineering majors, this is prereq. to PHYX 110. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 215. Introduction to Design (3). Engineering design process, including critical analysis of problems, teamwork, Internet, word processing, spreadsheets, computer-aided drawing. Engineering design applications. [Prereq: ENGR 115, Prereq or Coreq: MATH 109. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 225. Computational Methods for Environmental Engineering I (3). Introduction to computer computational methods for environmental engineering analysis and design using MATLAB and the Fortran 95 programming language. [Prereq: ENGR 115, MATH 109. Must be taken

concurrently with ENGR 210. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 280. Selected Topics in Engineering (1-3). Selected topics offered at the lower division level as demand warrants. Lect/lab as appropriate. [Prereq: vary with topics. Rep. with different topic.]

ENGR 280L. Selected Topics in Engineering (1-2). Lab to accompany ENGR 280 as appropriate. [Rep.]

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: ENGR 114, lower division science GE. Not allowed for credit toward engineering major. Weekly: 2 hrs lect, 3 hrs lab. GE.]

ENGR 308. Technology & the Environment (3). Environmental and resource-related case studies applying technology to supply society's needs and demands. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 2 hrs activity. GE.]

ENGR 313. Systems Analysis (4). Microeconomics, systems analysis, and math modeling in environmental resources, allocation, linear and nonlinear optimization. Case studies in resource management. Engineering design applications. [Prereq: MATH 210, ENGR 115, ENGR 225.]

ENGR 323. Probabilistic Analysis of Environmental Systems (3). Introduction to probability theory, probabilistic models, and stochastic processes; applications in environmental engineering. [Prereq: ENGR 225, MATH 210 (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 324. Environmental Monitoring & Data Analysis (3). Parameter estimation and model evaluation for environmental systems models. Develop monitoring and experimental program designs. Principles and practice of engineering data collection. Engineering design applications. [Prereq: ENGR 323, ENGR 325. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 325. Computational Methods for Environmental Engineering II (3). Introduction to numerical methods for environmental engineering analysis, design and resource management using the Fortran 95 programming language. [Prereq: ENGR 225, MATH 110. Must be taken concurrently with ENGR 211. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 326. Computational Methods for Environmental Engineering III (3). Numerical methods for linear and differential equations used in environmental engineering analysis, design and resource management problems. [Prereq: MATH 210, ENGR 325 and either ENGR 331 (C) or ENGR 333 (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 330. Mechanics & Science of Materials (3). Physical properties of materials. Analyze stresses and deformations involving elastic behavior of materials. Tension, compression, torsion, and flexure. Combined stresses, static indeterminacy.

Beams of two materials. Engineering design applications. [Prereq: MATH 210, CHEM 109, ENGR 210. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 331. Thermodynamics & Energy Systems I (3). Thermodynamics' 1st and 2nd laws; thermodynamic properties of materials; thermodynamic processes; system and control volume analysis; application to energy systems. Prereq: CHEM 109, MATH 210, ENGR 211 (C). Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 333. Fluid Mechanics (4). Fluid properties; fluid statics; flow concepts; control volume analysis; continuity; energy and momentum concepts; boundary layer concepts; drag theory, flow measurements; flow in pipes/ducts; open channel flow; dimensional analysis and similitude. Engineering design applications. [Prereq: ENGR 325, ENGR 331 (C). Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 343. Coastal Engineering (2). Mechanics of waves; wave prediction; interaction with coastlines; wave forces on structures. Engineering design applications. [Prereq: ENGR 330, ENGR 333.]

ENGR 350. Introduction to Water Quality (3). Analyze water quality. Physical, chemical, biological factors; impact of water use on quality; quality standards; estuarine waters; eutrophication and quality requirements for beneficial uses. [Prereq: CHEM 110, BIOL 105, ENGR 115. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 353. Environmental Health Engineering (3). Engineering aspects of control of communicable diseases and exposure to toxic and hazardous materials. Anal/oral, waterborne, water contact, insect bites, airborne, and other routes of exposure in conjunction with engineering techniques for analysis and control. [Prereq: BIOL 105, CHEM 110, ENGR 215.]

ENGR 356. Water Quality Analysis (3). Physical, chemical, and biological analysis of water and wastewater. Limitation of test methods, statistical analysis of data, and correlation of water quality parameters with environmental effects. [Prereq: ENGR 324, ENGR 350, and ENGR 416 (C). Weekly: 1 hr lect, 6 hrs lab.]

ENGR 380. Community Agriculture (3). Small-scale sustainable agriculture practices: soil fertility, crop management, composting, farm planning, water use, integrated pest management, marketing. Ecological, economic, and social concerns in agriculture. [Prereq: BIOL 105 or BOT 105 or SOIL 260. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 399. Supplemental Work in Engineering (1-3). Directed study for transfer student whose prior course work isn't equivalent to corresponding courses at HSU. [Prereq: DA. Rep.]

ENGR 410. Environmental Impact Assessment (3). Enabling legislation that established environmental impact statements; EIS preparation; risk analysis; collecting data and evaluating its adequacy and accuracy; interpreting data; predicting impacts associated with proposed activities. Design applications. [Prereq: ENGR 313, ENGR 350, ENGR 435, ENGR 440 (C).]

ENGR 416. Transport Phenomena (3). Heat and mass transfer. Pollutant transport and assimilation in the environment. Engineering design applications. [Prereq: ENGR 324, ENGR 326, ENGR 333, ENGR 350. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 418. Applied Hydraulics (3). Pipe networks; transient pipe flow; open channel flow; irrigation, drainage, and flood control; numerical methods for hydraulic analysis. Engineering design applications. [Prereq: ENGR 326, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 421. Computational Methods for Engineering IV (3). Finite difference and finite element methods for linear and nonlinear partial differential equations; simulation of flow, mass and energy transport in environmental systems; large scale parameter estimation methods. Engineering design applications. [Prereq: ENGR 313, ENGR 326. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 431. 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. [Prereq: ENGR 313, ENGR 324 (C), ENGR 326, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 441. Hydrology II (3). Rainfall runoff processes; infiltration and groundwater vadose zone; water quality models and operational (stochastic) hydrology; groundwater quality. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 443. Groundwater Hydrology (3). Groundwater and vadose zone hydrology; well hydraulics; introduction to groundwater planning, management, and remediation; large-scale flow and mass transport simulation models. [Prereq: ENGR 313 and ENGR 325. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 445. Water Resources Planning & Management (3). Engineering applications of economics, risk analysis, and mathematical simulation and optimization models to water resource planning; multiobjective and sequential decision problems in reservoir operation and water quality management. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 448. River Hydraulics (3). River morphology; water and sediment transport; channel formation; river restoration. Design applications. [Prereq: ENGR 350, ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 451. Water & Wastewater Treatment Engineering (4). Water and wastewater treatment systems; bench-scale treatment operations. Engineering design applications. [Prereq: ENGR 350, ENGR 416. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 455. Constructed Wetlands for Water Quality Management (3). Use and design of free surface constructed wetlands and vegetated gravel beds for treating wastewater. For design engineers and wetland scientists involved in the planning, sizing, designing, and/or management of wetlands used to treat a wide range of wastewater problems. [Prereq: BIOL 105, and ENGR 115, or IA.]

ENGR 460. Soil Mechanics (3). Physical, chemical, and mechanical properties of soils; soil tests and classifications; seepage; strength; consolidation; settlement analysis. [Prereq: ENGR 330, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 461. Environmental Geotechnology (3). Municipal solid waste, and hazardous waste landfills; soil and groundwater contamination and remediation. Engineering design applications. [Prereq: ENGR 330, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 463. Foundation Analysis & Design (2). Subsurface investigation and sampling of soils; bearing capacity; lateral earth pressures; bracing systems; shallow and deep foundations; caissons; pile foundations; slope stability. Engineering design applications. [Prereq: ENGR 460.]

ENGR 466. Earthquake Engineering (3). Site-specific safety analysis; seismic risk; material response; earthquake loading on soils and structures. Engineering design applications. [Prereq: ENGR 323, ENGR 325, ENGR 330. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 471. Thermodynamics & Energy Systems II (3). Continues ENGR 331. Applications of 2nd law of thermodynamics. Irreversibility, availability, power and refrigeration cycles, combustion, and phase equilibria. Engineering design applications. [Prereq: CHEM 110, PHYX 110, ENGR 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 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 475. Renewable Energy Power Systems (3). Principles of hydro, wind, and photovoltaic power production and systems. Engineering design applications. [Prereq: PHYX 315; ENGR 324, ENGR 333. 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: ENGR 324, ENGR 333. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 480. Selected Topics in Engineering (1-3). Offered as demand warrants. Lect/lab as

appropriate. [Prereq: vary with topic. Rep with different topic.]

ENGR 481. Selected Topics with Engineering Design (3). Selected topics as demand warrants. [Prereq: ENGR 323. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 485. Seminar (1). Selected topics. Emphasis: human influence on the natural environment. [Rep. Prereq: senior standing.]

ENGR 492. Capstone Design Project (3). Culminating ERE design experience based on knowledge gained from previous course work. Application of the engineering design process to develop a system, process or management plan to solve a significant, open-ended ERE problem. To be taken final senior semester (within 16 units of graduation). [IA. Open to Senior and Grad level ERE students only.]

ENGR 496. FE (EIT) Review (2). Review topics for National Fundamentals of Engineering (FE or EIT) Exam. [Mandatory CR/NC. Not allowed for credit toward major in engineering. Prereq: PHYX 315 (C); ENGR 330, ENGR 333.]

ENGR 498. Directed Design Project (3). Directed (Independent) application of engineering design process to develop a system, process or management plan. [IA.]

ENGR 499. Directed Study (1-3). Directed (independent) undergraduate study or research. [IA.]

GRADUATE

ENGR 501. Environmental Systems Analysis I (4). Operations research and system analysis techniques to plan, manage, and design environmental systems. Nonlinear and integer programming methods; multiobjective analysis. Stochastic optimization modes for environmental systems analysis; decomposition principles for large-scale systems; dynamic programming. [Prereq: ENGR 313, ENGR 323, ENGR 326. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 502. Environmental Systems Analysis II (4). Develop and apply dynamic models of environmental systems. Evaluate alternatives for air, water, and land quality control and for reducing materials and energy wastes released into the environment. [Prereq: ENGR 501. Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 521. Advanced Numerical Methods for Engineers I (3). Finite difference and finite element methods for linear and nonlinear partial differential equations; simulation of flow, mass and energy transport in environmental systems; large scale parameter estimation methods. Engineering design applications. [Prereq: ENGR 313, ENGR 326. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 522. Advanced Numerical Methods for Engineers II (3). Finite difference and finite element methods, method of characteristics, Fourier method, analysis. Apply to problems in ERE. [Prereq: ENGR 521. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 530. Development & Design of Technology Interventions (3). Within the framework of a project design and its implementation, identify and

analyze factors in developing a country's human and natural resources.

ENGR 531. Coordination & Evaluation of Technological Interventions (3). Elements of a successful project in terms of human resource components. Coordinating, monitoring, and evaluating phases of a development project.

ENGR 535. Development Technology (4). Technologies important in international development, including energy production, habitat design, waste recovery, water acquisition, and agriculture. [Weekly: 3 hrs lect, 3 hrs lab.]

ENGR 541. Hydrology II (3). Rainfall runoff processes; infiltration and groundwater vadose zone; water quality models and operational (stochastic) hydrology; groundwater quality. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 543. Groundwater Hydrology (3). Groundwater and vadose zone hydrology; well hydraulics; introduction to groundwater planning, management, and remediation; large-scale flow and mass transport simulation models. [Prereq: ENGR 313 and ENGR 325. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 545. Water Resources Planning & Management (3). Engineering applications of economics, risk analysis, and mathematical simulation and optimization models to water resource planning; multiobjective and sequential decision problems in reservoir operation and water quality management. Engineering design applications. [Prereq: ENGR 440. Weekly: 2 hrs lect, 3 hrs lab.]

ENGR 555. Constructed Wetlands for Water Quality Management (3). Use and design of free surface constructed wetlands and vegetated gravel beds for treating wastewater. For design engineers and wetland scientists involved in the planning, sizing, designing, and/or management of wetlands used to treat a wide range of wastewater problems. [Prereq: BIOL 105 and ENGR 115, or IA.]

ENGR 597. Mentoring & Teaching Associate Training (1-4). Training in course preparation and delivery. Advanced majors and grad students take this course prior to or concurrent with teaching-assistant or teaching-associate assignments. No credit toward graduate degree. [Rep.]

ENGR 680. Selected Topics in Environmental Systems (1-3). [Rep.]

ENGR 690. Thesis (1-6). Prepare written thesis as required for grad degree. [Prereq: SCI 501, SCI 530. Rep.]

ENGR 699. Independent Study in Environmental Systems (1-3). Conference, reading, and research. [Prereq: SCI 530. Rep.]

CREDENTIAL/LICENSURE

ENGR 700. In-Service Professional Development in Engineering (1-3). Directed study for engineering professionals desiring advanced or specialized instruction, especially that leading to credentialing/certification. [Prereq: IA. Rep.]

Environmental Science

LOWER DIVISION

ENVS 111. Survey of Environmental and Natural Resource Career Options (1). Survey of the environmental and natural resource career options available through the various departments and curricula in the College of Natural Resources and Sciences. Presentation by individual departments. [Rep. CR/NC only].

UPPER DIVISION

ENVS 308. Ecotopia (3). Interdisciplinary study of redwood ecosystem biophysical and cultural characteristics. Guest presentations, disc/activ sessions. [Prereq: area B lower division GE completed. GE.]

ENVS 309 / NRPI 309. Communication in Natural Resource Conflict Resolution (3) FS. Use small group dynamics, writing projects, and oral presentations to develop appreciation for the variety of communication forms in sciences, social sciences, arts, humanities. [CWT. Weekly: 2 hrs lect, 2 hrs activ.]

ENVS 309B / NRPI 309B. Environmental Communication (4). 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. Not allowed for NRPI/Interpretation majors. [CWT.]

ENVS 400 / NRPI 400. Inscape & Landscape (3) FS. Role of individual in societal process impacting the environment (landscape). Patterns of resource availability. Human impact on natural resource base. Individual, selective perception of the world (inscape) which results in a highly discriminating way of modeling landscape to match inner vision. [GE.]

ENVS 410. Environmental Science Practicum (3). Work locally to develop creative solutions to environmental problems. Critique opportunities and obstacles to innovative decision making. [Prereq: senior standing, ENGR 115, and area B lower division GE completed.]

ENVS 411. Sustainable Campus (3). Environmental Science majors capstone: Systematic problem solving framework applied to making the campus sustainable. [Prereq: ENGR 115, Senior or Graduate Standing, and IA for non-majors.]

ENVS 412 / NRPI 412 / PSCI 412. Legal Research (4). Principles and research procedures in California/federal case law, statutory law, and codes. Computerized legal research; legal citation and writing.

ENVS 480. Selected Topics in Environmental Sciences (1-4). Student preparations typically required. Prereq: upper division or grad standing, or IA. Rep.

ENVS 482. Internship (2-3). Practical experience. Apply knowledge gained through course work. [Prereq: ENVS 410 and IA. Rep up to six units.]

ENVS 485. Seminar in Environmental Sciences (1-3). [Prereq: upper division or grad standing. Rep.]

ENVS 499. Directed Study in Environmental Sciences (.5-4). Directed study in lab, field, or library under supervision of CNRS faculty member. [Prereq: upper division standing and IA.]

Ethnic Studies

LOWER DIVISION

ES 105 / NAS 105. Introduction to US Ethnic Studies (3). Comparative history of racialized groups in the US, with particular emphases on the manner in which race, ethnicity, class, and gender inform this history. [DCG. GE.]

ES 108 / WS 108. Power/Privilege: Gender & Race, Sex, Class (3). How gender is shaped by race, class, and sexuality. Analyze relations of power and privilege within contemporary US society. [DCG. GE.]

ES 110. Introduction to African American Studies (3). African peoples' religion, politics, economics, psychology, history, art, and literature.

UPPER DIVISION

ES 304 / GEOG 304. Migrations & Mosaics (3). Role of international and internal migrations in shaping American population and society. Examine full range of ethnic mosaics that result from the mixing and clashing of diverse cultures. Put own lifeline in national perspective. [GE. DCG.]

ES 308. Multicultural Perspectives in American Society (3). Historical/sociocultural perspectives of American ethnic minorities. Impact of minority status. Theoretical/methodological approaches to educating ethnic minorities. [DCG. GE.]

ES 310. US & Mexico Border (3). Overview of Mexico: from its indigenous roots, through formation of Spanish colonial society, to an independent nation-state. Cultural conflict and social change.

ES 313 / EDUC 313 / WS 313. Education for Action (3). This course aims to strengthen organizational and activist skills, and to create an understanding of how social change occurs. [DCG.]

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.]

ES 320. African American History (3). Within context of American history, analyze African American heritage from its origins through the present.

ES 322. African American Family (3). Analyze theories, development, configurations, and values of the African American family. Develop and implement public policy.

ES 323. Patterns of Pan-Africanism (3). Analyze its origins, its leaders and their philosophies, and its changes of emphasis as it moved from protest and liberation to a search for unity.

ES 324. Ethnic American History (3). In historical context, describe, compare, and analyze major US ethnic, racial, and gender groups.

ES 325. From Civil Rights to Black Power (3). Critique Civil Rights movement and Black Power revolution. Martin Luther King, Malcolm X, Black Muslims, Black Panthers. [Prereq: ES 320, its equivalent, or IA.]

ES 326. Minorities & the Media (3). Analyze media role in shaping perception of minorities and women in the US, and their reaction thereto.

ES 327. Afro-American Religion (3). Religious systems of people of African descent in the New World. Historical/cultural developments.

ES 328. African Religion & Philosophy (3). Seminar on forms of religious expression in Africa. Emphasis on works of African scholars writing about Africa.

ES 330 / WS 330. Ethnic Women in America (3). Seminar: roles of American ethnic women in context of family and political movements. Research; present oral reports on special topics.

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.]

ES 340. Chinese & Japanese Americans (3). History and culture from initial immigration to contemporary times.

ES 341. The Asian American Family & Intermarriage (3). Effects of racism, culture, and class from sociopsychological perspective. Evolution of Asian American family, from origin to future prospects.

ES 342. Immigrants & Refugees (3). Immigration process; adjustments in settlement.

ES 343. Japanese Americans & the Concentration Camps (3). Removal and internment of over 110,000 persons of Japanese ancestry in US during World War II.

ES 352. Dynamics of Black Culture (3). African American culture and social thought: past, present, and future. Sociological and psychological theories of African American family. Values, attitudes, and perceptions.

ES 353. Asian American Studies (3). Asian American social, political, economic, and educational structures. Recent trends, problems, alternatives.

ES 354. Minorities, American Institutions, & Social Services (3). Relationships between ethnic minority communities and major institutions such as law, education, health, housing, employment and economic organizations, social welfare, and mental health agencies.

ES 360 / PSCI 318 / WS 360. Race, Gender and U.S. Law (4). How are race, gender, and sexuality constructed and regulated in U.S. law? How have activists challenged such regulations?

Discussion of slavery, miscegenation, eugenics, birth control, marriage, welfare, and affirmative action.

ES 465B-C / ENGL 465B-C. Multicultural Issues in Literature/Languages (4). Themes, genres, figures, theories, or movements in literary or linguistics study in relation to issues of ethnicity and/or gender. [Prereq: ENGL 320. Rep. DCG. ES 465B (domestic); ES 465C (non-domestic).]

ES 480. Selected Topics in Ethnic Studies (1-4). Rep for different topics. [Prereq: two previous courses in ethnic studies or IA.]

ES 482. Topical Research in Majority/Minority Relations (2). Directed study using interdisciplinary perspective and crosscultural analysis. Issues and problems of economic, political, and social relationships between majority and minority cultures in the US.

ES 491. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA.]

ES 499. Directed Study (1-3). Individual study on selected problems. Advanced students only. Take only one ES 499 class per semester and four ES 499 classes during HSU academic career. Both provisions subject to petition. [Prereq: IA.]

GRADUATE

ES 654. Minorities, American Institutions & Social Services (3). Relationships between ethnic minority communities and major institutions such as law, education, health, housing, employment/economic organizations, social welfare, mental health agencies. [Rep twice.]

ES 680. Graduate Seminar (1-3). Intensive study of specialized topics. [Prereq: graduate standing. Rep.]

ES 683. Advanced Research Methods in Ethnic Studies (1-3). Techniques, methods, and approaches to ethnic studies. [Prereq: grad standing. Rep.]

ES 690. Thesis (1-3). [Prereq: advancement to candidacy. Rep.]

ES 691. Comprehensive Exam (1-3). For approved candidates for MA in social science who wish to pursue ethnic studies area. [Prereq: DA. Rep.]

ES 699. Independent Study (1-3). Individual study on selected problems. [Prereq: IA. Rep.]

Fisheries Biology

LOWER DIVISION

FISH 110. Introduction to Fisheries (1). FS Fishery biology field: its breadth, career opportunities, and scientific principles on which it is founded. [CR/NC.]

FISH 165. Small Aquarium Management (2). Construction, operation, maintenance, and management of small aquaria for home, commercial, or public display of marine and freshwater fishes. [CR/NC]

FISH 200. Sport Fishing USA (2). History and development of sport fishing industry. Modern

methods and modern gear construction. Fish and fishing in literature and the arts.

UPPER DIVISION

FISH 300. FS 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. [GE.]

FISH 310. FS Ichthyology (5). 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 311. Fish Physiology (3). F Physiology of lower vertebrate organ systems. Efficient management and culture of the animal as a renewable resource. [Prereq: FISH 310, BIOM 109. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 314. Fishery Science Communication (3). F Technical literature; library usage; reporting. Organize/communicate written and oral scientific information. [Prereq: BIOM 109 and FISH 310. FISH 310 may be taken concurrently. Weekly: 2 hrs lect, 2 hrs disc.]

FISH 320. Limnology (3). F Lake formation and aging. Physical, chemical, and behavioral relationships between organisms and their environments. [Prereq: CHEM 105 or 109 or equivalent, and BIOM 109.]

FISH 320L. Limnology Practicum (1). Survey lakes and streams. Survey equipment; analytical instruments; field and lab methods. [Coreq: FISH 320. Weekend field trips.]

FISH 335. Commercial Fisheries (3). F 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). S Culture and breeding of freshwater and marine fishes, sport and commercial. Operating fresh and saltwater hatcheries. Care and use of fishes as experimental animals. [Prereq: FISH 310 or IA.]

FISH 370L. Aquaculture Practicum (1). Culture methods and materials: egg-taking and fish rearing; operating hatchery facilities; hatchery and pond management. Requires hip boots or waders and rain gear. [Prereq: FISH 370 (C).]

FISH 375. Mariculture (3). S Controlled spawning, cultivation, harvesting, processing, and marketing of marine and estuarine algae, invertebrates, and fishes. How laws and regulations, engineering, and economics affect culture on a worldwide basis. Culture of food items used in rearing marine and estuarine species. [Prereq: FISH 310 or ZOO 314. Lab requires after-hours time at marine lab.]

FISH 380. Techniques in Fishery Biology (3). F Overview of fishery research methods: sampling theory, collection gear, stock identification methods, age and growth, tagging, and estimation of

population size. [Prereq: FISH 310 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 426. Field Trip (1). Group tour of important areas and installations in fisheries. [One week during vacation period. Prereq: IA.]

FISH 430. Ecology of Freshwater Fishes (3). **S** Environmental influences on life history, behavior, growth, and survival of freshwater and anadromous fishes. [Prereq: FISH 310 and BIOM 109, or IA.]

FISH 430L. Ecology of Freshwater Fishes Lab (1). Prereq: FISH 310 and BIOM 109. [Weekly: 3 hrs lab. Some weekend and after-hours field trips required.]

FISH 435. Ecology of Marine Fishes (4). **F** Environmental influences on life history, behavior, growth, and survival of marine and anadromous fishes. [Prereq: FISH 310, OCN 109. Weekly: 3 hrs lect, 3 hrs lab. Some weekend and after-hours field trips.]

FISH 443. Problems in Water Pollution Biology (3). **S** Nature, scope, magnitude, and significance of water pollution; common pollutant materials; their nature, sources, and effects in natural waters; detection, surveillance, and abatement. [Prereq: FISH 320/320L or 8 units of upper division biology; one year of chemistry. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 444. Aquarium Sciences (4). **F** Management and design of aquarium systems including: husbandry, species compatibility, water quality, life support design, common diseases and treatment, breeding, acquisition, exhibit design, and conservation issues. [Prereq: FISH 310 (C), ZOO 314 (C).]

FISH 450. Introductory Fish Population Dynamics (4). **F** Classical theory and analysis of exploited fish populations. Mortality, growth, recruitment, and yield models are derived, evaluated, and applied to fishery data. Estimates of survival and population size. [Prereq: MATH 105, BIOM 109, and IA. Weekly: 3 hrs lect, 2 hrs computer lab.]

FISH 460. Principles of Fishery Management (3). **S** An overview of the theoretical and practical constraints of fishery management. An historical perspective on maximum sustained yield, net economic yield, and optimum yield, with a focus on how laws and policy dictate and change the methods and objectives of management. [Prereq or Coreq: FISH 430 or 435 or IA.]

FISH 471. Fish Health Management (3). **F** Prevent, diagnose, manage, and treat infectious and noninfectious fish diseases. [Prereq: FISH 310 or equivalent or IA. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 473. Wastewater Aquaculture (3). **S** Use wastewater to enhance productivity of aquaculture systems. Functional similarity between wastewater treatment lagoons, fertilized fish ponds, and wastewater aquaculture systems. Polyculture in wastewater aquaculture; case studies. [Prereq: upper division standing and IA. Weekly: 2 hrs lect, 2 hrs activ.]

FISH 474. Genetic Applications in Fish Management (3). **S** Introductory genetic principles using fish examples. Cytogenetic and quantitative gen-

etic methods in fish culture. Population genetic methods in fishery management. [Prereq: BIOL 105 or equivalent.]

FISH 480. Selected Topics in Fisheries (1-4). [CR/NC. Lect/lab as appropriate. Rep with different topic.]

FISH 490. Honors Thesis Research (1-4). [Prereq: FISH 314 or BIOL 369 or equivalent; GPA of 3.2 or better. Prior to enrollment, file a formal application, including a research proposal. Rep.]

FISH 495. Senior Fisheries Seminar (1). **FS** Selected topics. [CR/NC. Rep.]

FISH 499. Directed Study (1-4). Independent study culminating in tangible evidence of academic accomplishment. [Prereq: upper division standing. Rep.]

GRADUATE

FISH 510. Advanced Ichthyology (3). Phylogenetic history of major groups of fishes. Survey world's extinct/living fishes. Geographic distribution; historical zoogeography. [Prereq: FISH 310 or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

FISH 525. Wastewater Ecosystems Analysis/Reuse (3). Principles of aquatic ecology applied to wastewater treatment. Reuse of treated effluents with natural resource benefits. Microbiology; wetland ecology; nutrient cycling and removal; soil chemistry. [Prereq: senior or grad status in CNRS and IA. Field trips to wastewater treatment facilities occasionally require one or more days' absence during the week.]

FISH 540. Early Life History of Fishes (4). Reproduction, embryology, and identification of fish eggs and larvae. Biotic and abiotic factors affecting early life survival. [Prereq: FISH 310 or IA. Weekly: 3 hrs lect, 3 hrs lab. Weekend field trips occasionally require one or more days' absence during the week.]

FISH 550. Advanced Fish Population Dynamics (3). Analyze exploited fish populations. Age structures, discrete-time models, delay-differential equations, compensatory mortality feedback, stability, cycling, computer simulations, stochastic models, and environmental influences. [Prereq: MATH 105, BIOM 109, FISH 450 (or equivalent background), and IA.]

FISH 560. Coastal Stream Management (2). Ecosystem management approaches to maintaining/restoring biodiversity in coastal streams. Coevolution of stream systems and anadromous salmonids. [Prereq: senior or grad status in CNRS and permission of instructor.]

FISH 560L. Coastal Stream Practicum (2). Methods of surveying physical/biological conditions of coastal streams. Emphasis: anadromous salmonids. [Prereq: senior or grad status in CNRS, permission of instructor, and concurrent enrollment in FISH 560.]

FISH 565. Reservoir Biology & Management (3). Effects of impoundments and water management practices on fish, plankton, and benthos. Water supply and water quality in major reservoir systems. [Prereq: IA. Field trips as appropriate.

Weekend trips occasionally require one or more days' absence during the week.]

FISH 571. Advanced Fish Disease & Pathology (3). Epidemiology, pathology, diagnosis, and treatment of infectious and noninfectious fish diseases. [Prereq: FISH 471 and IA. Weekly: 2 hrs lect, 6 hrs lab.]

FISH 575. Fish Bioenergetics (3). Energy requirements of fish; physiology of fish relative to energetic processes and constraints imposed by environmental conditions. [Prereq: BIOM 109, FISH 310. Prior course in physiology recommended. Weekly: 2 hrs lect, 2 hrs lab.]

FISH 580. Advanced Study in Fishery Biology & Management (1-4). Theories, principles, techniques. [Prereq: IA. CR/NC. Lect/lab (FISH 580L concurrently) as appropriate to instructor and topic. Rep with different topic and instructor.]

FISH 585. Ecology of Running Waters (3). Characterization of the physical and chemical environment, adaptations, distribution, and interactions of riverine biota, ecosystem structure and dynamics, and response to human alteration. [Prereq: BIOL 330 or any upper division ecology class.]

FISH 597. Mentoring & Teaching Associate Training (1-4). Train in course preparation and delivery. [CR/NC. Advanced majors or grad students take prior to, or concurrent with, assignments as teaching assistants/associates.]

FISH 680. Special Topics (1-4). [Prereq: grad standing, IA. CR/NC. Lect/lab (FISH 680L concurrently) as appropriate to instructor and topic. Rep.]

FISH 685. Graduate Fisheries Seminar (1). Discuss and review advanced topics. [Prereq: grad standing. CR/NC. Rep.]

FISH 690. Thesis (1-4). [Prereq: grad standing. Rep.]

FISH 695. Research Problems in Fisheries (1-4). Individual research on advanced lab or field problems. [Prereq: grad standing. Rep.]

FISH 699. Directed Study (1-4). Advanced independent studies terminating in tangible evidence of academic accomplishment. [Prereq: grad standing. Rep.]

Forestry

LOWER DIVISION

FOR 100. Critical Thinking and Social and Environmental Responsibility (3). How to think critically. Argument identification and evaluation. Formal and informal fallacies. The use of critical thinking methods with application to questions of environmental and social responsibility. Limited to undergraduate. [GE.]

FOR 116. The Forest Environment (4). The forest and its complexity. Identify trees, plant communities, and wildlife and understand their interdependence. Multicultural perspectives of historical and topical conservation issues. Role and ethical responsibilities of the forester. [Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]

FOR 150. Logging Conference Field Trip (1). Field trip to regional logging conference to observe professional demonstrations of forest operations equipment and to hear presentations by experts in forest management operations. Does not count towards forestry major. [Rep. CR/NC.]

FOR 170. Conclave: Logging Sports Competition (1). Local or regional logging sports competition. Safe use of traditional and modern forest operations equipment. Does not count towards forestry major. [Rep. CR/NC.]

FOR 210. Forest Measurements (4). Forest engineering, public land survey, distance direction, and elevation measuring; topographic map reading and construction; log scaling and tree measurements under field conditions. [Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]

FOR 216. Forest Remote Sensing & Geographic Information Systems (4). Use aerial photographs and satellite imagery to interpret, recognize, and delineate forest types, land management practice, wildlife habitat, and other significant environmental parameters. Map and spatially analyze these landscape features using computerized geographic information systems (GIS). [Weekly: 3 hrs lect, 3 hrs lab.]

FOR 220. Forest Resource Protection (4). Management of forests for sustained health and productivity. Effects and symptomatic identification of biotic and abiotic forest disturbance agents. Silvicultural strategies for increasing resistance and decreasing susceptibility to damage. [Prereq: FOR 116, FOR 230 (C) or IA. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 230. Dendrology (3). US trees/shrubs. Ranges, botanical characteristics, commercial and noncommercial uses, growth rates, and relation of plants to their total environment. Identify under field conditions and using herbarium specimens. [Prereq: BOT 105. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 231. Forest Ecology (3). Ecological principles applied to forest management. Production ecology, biogeochemistry, disturbances, environmental factors, populations, community ecology, forest succession, and forest classification/description. [Prereq: BOT 105. Weekly: 2 hrs lect, 3 hrs lab.]

UPPER DIVISION

FOR 302. Forest Ecosystems & People (3). Interaction between forest science principles of different forest ecosystems and social expectations and needs. Evolution of how people use the forests of California, from wilderness to city parks. California as the leading edge of forest users. Nonmajors only. [GE.]

FOR 307. California's Forests & Woodlands (3). Factors affecting distribution, perpetuation, and health of California's forests and woodlands. Field identification of northern California trees and shrubs. [Prereq: completed area B lower division GE. Weekly: 2 hrs lect, weekend field trips in northern California. GE.]

FOR 311. Forest Mensuration & Growth (4). Sampling techniques in forest inventory, timber cruising, and site index determination. Develop

volume tables and predict stand growth. Use growth models and computer applications. [Prereq: FOR 210, 230 (C); BIOM 109. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 313. Forest Land Surveying (3). Direct and indirect leveling, solar observation, transit traverse, public land survey, triangulation. Plot and draft field data; determine areas; read and construct topographic maps. [Prereq: computer skills, FOR 210. Weekly: 2 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. Fire Behavior / Suppression (3). Effects of weather, topography, and fuels on fire behavior. Fire effects on fuels and smoke. Fire behavior models, prevention, suppression planning, control tactics, incident command system, wildland fire situation analysis. [Prereq: FOR 220 (C) or IA.]

FOR 331. Silvics—Foundation of Silviculture (4). Woody plant interaction with environmental stresses. Factors influencing vigor and growth. Changes to stand structure caused by humans (thinning, harvesting, fertilization), nature (wind, soil, climate) or time. Selection using genetic principles for improved growth. Seedling production methods in stock types in relation to their effect on morphology/survival. [Prereq: FOR 231, BIOM 109, SOIL 260/260L. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 333. Forest Tree Improvement (3). Principles/practices of tree improvement. Obtaining genetically better trees for forest reproduction. Prereq: FOR 331, BIOM 109. Weekly: 2 hrs lect, 3 hrs lab.

FOR 343. 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 216, SOIL 260/260L. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 350. Forest Harvesting & Utilization (4). Harvesting systems and methods, including operating characteristics and environmental impacts. Wood anatomy, utility, and processing. Wood as biological material and structural member. [Prereq: FOR 210, 216, 231. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 365. Financial Forest Administration (4). Capital budgeting; benefit/cost analysis; forest appraisal and taxation; welfare economics, management decision making; uncertainty and risk. [Prereq: FOR 311 (C). Weekly: 3 hrs lect, 3 hrs lab.]

FOR 374. Wilderness Area Management (3).

Paradox of "managing" wilderness; scientific, legislative, philosophical frameworks; managing human use of, and influences on, wilderness. [Weekly: 2 hrs lect; weekend field trips.]

FOR 400. Ethics in Forestry (3). "Humans are moral creatures" as a model for human integration. Case studies focusing on integrating professional and environmental ethics. Ethical reasoning as a mechanism for integrating layers of moral obligation. [GE.]

FOR 422. Wildland Fire Use (3). Applying prescribed fire in land management. Fire effects, prescription burning objective, benefits, plans, prescriptions, firing patterns, burn monitoring and evaluation, and smoke management. [Prereq: FOR 321 and FOR 323, or IA. Evening presentations or weekend field trips may substitute for class meeting. Weekly: 2 hrs lect, 3 hrs lab.]

FOR 423. Wildland Fuels Management (3). Application of silvicultural and engineering principles in the manipulation of wildland fuels for fire hazard mitigation. Quantitative relation of forest stand structure to fire behavior: Comparison of stand treatment techniques. [Prereq: FOR 220 and FOR 432 (C), or IA.]

FOR 424. Wildland Fire Seminar (1-3). Review literature on wildland fire. Variable topics including Native American Fire Use, Fire Management History, Wildfire Case Studies. [Rep to a maximum of 6 units.]

FOR 430. Advanced Forest Ecology (1-3). Advanced discussion, student presentations, and papers on topics such as forest ecosystem management, pattern and process in forest ecosystems, tropical forest ecology, and forest genealogy. [Prereq: FOR 231.]

FOR 430L. Advanced Forest Ecology Lab (1).

FOR 431. Forest Restoration (3). Forest restoration at multiple spatial scales from stand to landscape level. Goals for biological conservation, carbon sequestration, economic viability. Restoration techniques and case studies. Managing invasive plant species. [Prereq: Junior or Senior standing and a course in ecology; or IA.]

FOR 432. Silviculture & its Social Influences (4). Apply ecological, silvan, economic, and sociological knowledge to establishment, species control, growth regulation, and quality of forest stands. Techniques to enhance tree growth, forage, water yields, agroforestry, wildlife, aesthetics, fish habitat, avalanche protection, urban/forest interface. [Prereq: FOR 220, FOR 311 (C). Weekly: 3 hrs lect, 3 hrs lab.]

FOR 434. Regional Silviculture (2). Case studies of forest use procedures. North American/worldwide patterns of forest lands as determined by climate and topography. [Prereq: FOR 432.]

FOR 435. Forest Nursery Management (3). Forest nursery operation. Container and bare-root methods. Cone collection, seed preparation, seed quality evaluation. Cultural practices: mineral nutrition, water stress control, seedling storage, and control of insects and diseases. [Prereq: FOR 331.]

FOR 444. Harvesting Systems Design & Cost Analysis (4). Design tractive and suspended harvesting systems based on vector mechanics, economics, and silviculture. Forest cost analysis, appraisal, valuation, benefit/cost analysis, cost derivation, economics of road location/construction, taxation, ownership, equipment costs, break-even analysis. [Prereq: FOR 343, 350, 365; MATH 105. Weekly: 3 hrs lect, 3 hrs lab.]

FOR 458. Orientation to Overseas Study (1). Orientation to educational methods and cultural differences for students in the exchange program. Critical reflection on experience in written report under faculty guidance. Team taught using distance learning. [Prereq: IA. CR/NC.]

FOR 465 / RRS 465. Forestland Grazing (2). Role of livestock as a silvicultural tool to replace or supplement existing methods, such as mechanical and herbicidal, in managing tree plantations and second-growth forests. [Prereq: RRS 306 or FOR 116.]

FOR 468 / SOIL 468. Introduction to Agroforestry (3). Agroforestry systems, their objectives, and socioeconomic contexts. Multi-purpose tree species, soil/tree/crop/livestock interactions, soil conservation, and soil fertility effects of agroforestry. [Prereq: BOT 105, SOIL 260/260L.]

FOR 470. Forest Policy Seminar (1). Review and discuss current forest policy and its effect. [Weekly: 2 hrs seminar.]

FOR 471. Forest Administration (3). Policy making; administrative behavior; legislative, regulatory, legal, ethical, and personnel considerations as applied to forestry operations. [Prereq: FOR 432 (C).]

FOR 472. 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 units for graduation. [IA. Offered for audit of CR/NC.]

FOR 475. Forest Multiple-Use Management Decision Making (4). Social, political, economic, ecological, and silvicultural principles relating to contemporary multiple-use forestry decision making process. Decisions to enhance quality or quantity of forest values/products: timber, wildlife, water, fisheries, recreation, or other values as appropriate. [Prereq: FOR 365 (C), 432 (C). Weekly: 3 hrs lect, 3 hrs lab.]

FOR 476. Advanced Forest Management (1-3). Discussion, student presentations, and papers on contemporary issues such as forestry operations research, wood lot management, international forestry, and organizational structure of the forest products industry. [Prereq: FOR 475 or IA.]

FOR 476L. Advanced Forest Management Lab (1).

FOR 477. Computer Module—Remote Image Processing (2). Automated enhancing and classifying of remotely-sensed data. Ten week module.

FOR 479. Forestry Capstone (4). A forestry-related project, produced either by a team or by an individual, culminating in a public presentation. [Prereq: must be in final term prior to graduation.]

FOR 480. Selected Topics in Forestry (.5-4). Topics as demand warrants. [Rep.]

FOR 480L. Selected Topics in Forestry Lab (1-2).

FOR 482. Internship (1-3). Students reflect critically upon work experience and report their critical reflections in a written report under faculty guidance. [Prereq: FOR 210, FOR 231, and FOR 220, or IA.]

FOR 486. Honors Seminar (1). Seminar at Schatz Tree Farm to evaluate topics of current interest. Consult with faculty advisors and select project to be completed in FOR 494. [Prereq: admission to honors program.]

FOR 494. Honors Project (3). Design, complete, analyze, and synthesize a project developed in consultation with a faculty advisor. Normally requires a formal public presentation of the results. [Prereq: FOR 486.]

FOR 499. Directed Study (1-4). Individual study at upper division level. Conference, directed reading, field research, or problems. [Prereq: IA. Rep.]

GRADUATE

FOR 506. Advanced Principles of Remote Sensing & GIS (3). Forest ecosystem measurements using remote sensing. Spectral signature analysis and computer classification of multispectral data from satellites. Raster data conversion to vector-based geographic information systems. [Prereq: NRPI 277 or FOR 216 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 521 / BOT 521 / GEOL 521. Paleobotany (3). Principles of reconstructing past terrestrial landscapes, environments, and plant communities. Techniques for finding, analyzing, and interpreting fossil evidence.

FOR 530. Advanced Principles in Forest Ecology (3). Effects of environmental factors on tree growth and stand development. Internal physiological processes and conditions through which they operate. [Prereq: FOR 331 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 532. Advanced Principles in Silviculture (3). Control establishment, composition, and growth of forest stands. Improve growth, habitat, aesthetics, or other management goal. [Prereq: FOR 432 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 550. Review for California Forester Licensing Exam (3). Review of past exams through presentation of model answers by experts in the various fields represented on the California Forester Licensing Exam. Designed for professional preparation for the licensing examination. Not intended for degree requirement credit. [Rep. CR/NC.]

FOR 561. Advanced Principles of Forest Economics (3). Macroeconomic concepts of the forest resource. Role in international, national,

and regional economics. [Prereq: FOR 365 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

FOR 597. Mentoring & Teaching Associate Training (1-4). Advanced majors and grad students train in course preparation and delivery. Take prior to or concurrent with teaching-assistant or teaching-associate assignments.

FOR 680. Advanced Topics in Forestry (.5-4). Topics as demand warrants. [Rep with different topics.]

FOR 680L. Advanced Topics in Forestry Lab (1-2).

FOR 685. Forestry Graduate Seminar (1). Review important current literature. [Rep.]

FOR 690. Thesis (1-4). [Rep.]

FOR 695. Advanced Field Problems (1-4). Directed field experience in individual problems. [Rep.]

FOR 699. Independent Study (1-4). Directed reading, conference, field research, demonstration of writing proficiency, or problems. [Prereq: IA. Rep.]

French

LOWER DIVISION

FREN 105. French Level I (4). Introduction to French; develop basic language skills. [Does not meet lower division GE requirements. Coreq: FREN 110. CAN FREN 2.]

FREN 106. French Level II (4). Cultural linguistic approach to the French world. Continue developing basic language skills while reading selected texts for cultural differences and similarities. [Coreq: FREN 110. GE. CAN FREN 4.]

FREN 107. French Level III (4). Review grammar essentials. Improve conversational, reading, and writing skills. Sociocultural institutions in the French world. [Coreq: FREN 110. CAN FREN 8. DCG. GE.]

FREN 110. French Language Laboratory (1). Must be taken with first and second year language courses. Students use computers and technology to expand course work, carry out investigations, do research, and practice oral and aural language skills. [Rep three times per department. CR/NC. Coreq: FREN 105, 106, 107 OR 203.]

FREN 207. French Level IV (4). Continued review of essentials of grammar. Read modern literary texts in French. [Prereq: FREN 107, its equivalent, or IA. Coreq: FREN 110. CAN FREN 10. DCG.]

FREN 250. French Conversation for Travelers (2-3). Intermediate French conversation related to travel in France and Francophone countries. Communication for hotels, restaurants, public transportation, interaction with general public. Ideal preparation for travel and study abroad. [Prereq or Coreq: FREN 106 or IA. CR/NC. Rep.]

FREN 280. Lower Division Retreat/Seminar/Lab (1-4). Language retreat or seminar with guest lecturer; typically offered on weekend; culminates in project or report. [Prereq: completed French level II or IA. Rep.]

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. GE.]

FREN 305. Literature & Culture: French & American Perspectives (3). French authors who have had an impact on American letters and culture; American authors who have influenced the literary and cultural life of France. Taught in English. [GE.]

FREN 306 / GERM 306 / SPAN 306 / WS 306. Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories (3). Gender and ethnic issues in French, German, and Spanish short stories by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG. GE.]

FREN 311. Advanced French Language V (4). Intensive reexamination of French grammar and usage in Francophone texts. Techniques and terminology of literary and cultural criticism; Aural/oral, reading and composition practice analyzing diverse literary and cultural issues. [Prereq: FREN 207, its equivalent, or IA. DCG.]

FREN 312. Advanced French Language VI (4). Continues FREN 311.

FREN 315. Masterpieces: Middle Ages to Voltaire (4). Introduces major corpus of works comprising French literature. Literary theory and methods discussed and applied to works of theatre, prose, and poetry. Specific authors vary; emphasis on those considered most prominent, the "canon" of French writing. [Prereq: FREN 207 or IA.]

FREN 316. Masterpieces: French Revolution to Camus (4). Introduces major corpus of works comprising French literature. Literary theory and methods discussed and applied to works of theatre, prose, and poetry. Specific authors vary; emphasis on those considered most prominent, the "canon" of French writing. [Prereq: FREN 207 or IA.]

FREN 317. Modern Francophone Literature (4). Themes, genres, major figures, or movements in modern literature of France or Francophone Africa, Europe, or the Americas. [Prereq: FREN 207 or IA.]

FREN 318. French Poetry (4). Define modern poetic tradition from romantics through symbolists, Dadaists, and surrealists. May consider parallel movements in art. Also examine historical events and poetry associated with concept of Negritude. [Prereq: FREN 207 or IA.]

FREN 319. Francophone Theatre/Cinema (4). Historical and aesthetic appreciation of theatre from 17th century to present. View and analyze film as art and cultural document. [Prereq: FREN 207 or IA. Rep twice.]

FREN 320. French Civilization: Past/Contemporary (4). Study history of France or

examine present-day society, institutions, and cultural life in France. [Prereq: FREN 207 or IA.]

FREN 321. Intensive French Language in France (4). Intensive French language immersion studies onsite in France, in cooperation with Francophone language institute. Oral-based curriculum with in-class study and off-campus interaction and communication activities. [Prereq or coreq: FREN 106 with a B- or above.]

FREN 322. Cultural Journal in France (3). Cultural studies in French and guided excursions on site in France provide material for process writing of daily cultural journal entries. Historical sites may include Carcassonne, Arles, Aigues-Mortes, Ste. Marie de-la-Mer, Montpellier. [Prereq or coreq: FREN 106 with a B- or above.]

FREN 323. Culture and Civilization in France (2). Lectures in French and guided excursions and activities on site in France. May include museums, monuments, French cuisine, cinema, perfume production, and historical sites such as Carcassonne, Arles, Aigues-Mortes, Ste. Marie de-la-Mer, Montpellier. [Prereq or coreq: FREN 106 with a B- or above.]

FREN 350. Advanced Conversation & the Media (2). Improve fluency in spoken French; read the press from Francophone countries; discuss current issues from sources on the Internet. [Prereq: FREN 207 or IA. Rep, but can only apply once toward the major.]

FREN 410. Bilingual African Newsletter (1-3). Under professor-editor-in-chief supervision, student editorial team selects French language articles from African press, translates them to English, prepares layout, prints and distributes bilingual African newsletter to California high school French classes. [CSL course in service learning.] [Prereq or coreq: FREN 312 with a B- or above and IA.]

FREN 420. Peer Tutoring (1). Under professor's supervision, students work a minimum of 30 hours assisting individual or group lower-level French students with linguistic, communicative, and cultural activities conducted in French. [CSL course in service learning.]

FREN 435. Linguistics (3). Elementary principles of philology applied to French. Difficulties of syntax, morphology, and phonology from English-speaker's point of view. [Prereq: FREN 311.]

FREN 480. Upper Division Seminar/Retreat (1-4). Special topics seminars: Semester-long courses in language, literature or culture or shorter seminars, including creative writing, language and culture immersion courses, film seminars, retreats and international speaker series. [Rep.]

FREN 492. Senior Honors Thesis or Project (3). Independent research project required for graduation with honors in French. Details determined in conference with faculty member after submitting written proposal the semester preceding graduation. [Prereq: GPA of 3.70 in major; consent of supervising professor and DA.]

FREN 499. Directed Study (1-4). Directed reading. Hours arranged. [Rep.]

Geography

Geography majors typically take the higher unit value in variable-unit courses.

LOWER DIVISION

GEOG 105. Cultural Geography (3). Analyze selected landscapes, regions, and group characteristics resultant from interaction of human societies with various environments. [GE. DCG.]

GEOG 106. Physical Geography (3-4). Global patterns of climate, soils, vegetation. Landform geography. Climate regions defined on basis of physical environmental and agricultural land-use parameters. Geography majors take 4 units. [CAN GEOG 2. GE.]

GEOG 216. Introduction to Mapping Sciences (3). General overview: global positioning systems (GPS), traditional land surveying techniques, coordinate systems, scale, direction, projections, geographic information systems (GIS), cartography, geodesy, remote sensing. Lab fee.

UPPER DIVISION

GEOG 300. Global Awareness (3-4). Analyze current world conflicts and problem areas. Spatial, social, economic, political, and environmental realities. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others. [GE. DCG.]

GEOG 301. Environmental Conservation (3-4). Diversity and distribution of global resources. Interrelationships between culture, technology, and resource use. Water, forest, agricultural, atmospheric, mineral, fish/wildlife, and parkland resources. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others. [GE.]

GEOG 304 / ES 304. Migrations & Mosaics (3-4). Role of international and internal migrations in shaping American population and society. Full range of ethnic mosaics resulting from the mixing and clashing of diverse cultures. Put own lifeline in national perspective. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others. [GE. DCG.]

GEOG 311. Geographic Research & Writing (3-4). Overview of discipline and profession. Use of library resources, research tools. Emphases: geographic methodologies, academic writing, presenting with pizzazz. Research paper and presentation on world regional topic.

GEOG 316. Computer Cartography (4). Apply color map design principles to GIS and desktop mapping programs. Select appropriate map projections, classification intervals/limits, colors, patterns. Intricacies of generating predictable, press-ready process color composites. [Prereq: GEOG 216 or NRPI 270. Weekly: 3 hrs lect, 3 hrs lab.]

GEOG 322. California (3-4). Spatial interpretation of economic, political, social, and physical forces

at work to forge California. Behavioral aspects of processes leading to change. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others.

GEOG 332. Geography of the Mediterranean (3-4). 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 (3-4). Peoples, cultures, landscapes, and political economy. Traditional Islamic civilization; impact of colonialism; contemporary issues.

GEOG 340. Geography of the Pacific Basin (3-4). Peoples, cultures, landscapes, and political economy. Focus on growing integration in recent times. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others.

GEOG 341. Middle America (3-4). Regional analysis of the Caribbean, Mexico, and Central America. Historical and contemporary reasons for current state of unrest.

GEOG 344. South America (3-4). Physical and historical cultural processes that shaped landscapes of South America, excluding Guianas. Role of major cultural groups. Experiences and perspectives of ethnically and culturally diverse peoples of the continent. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others. [DCG.]

GEOG 350. North American Water Resources (3-4). Regional assessment of North America, considering both natural and human-made reservoirs in the hydrologic cycle. Resource outlook that includes innovative solutions. [Prereq: IA.]

GEOG 351. Physical Geography Lab (1). Analyze climatic, landform, or biogeographical relationships using maps, remote-sensing imagery, computer simulation, or other modeling techniques. Experiment with problem-solving alternatives. [Prereq: GEOG 106 (or equivalent) and IA. Rep.]

GEOG 352. Regional Climatology (3-4). Nature of world's regional climates; tropospheric and oceanic circulation influence; orographic effects, large-scale weather disturbances. Frequent written exercises. [Prereq: GEOG 106 or equivalent.]

GEOG 353. Mountain Geography (3-4). Mountain environments: origins; typical landforms; weather/climate influences; vegetation stratification; adaptations of animals/plants to altitude; human settlement and economies; cultural barrier effect; recreational/spiritual attraction.

GEOG 360. Geography of the World Economy (3-4). Organization of economic space. Production levels, locational analysis, economic development, world trade. Focus: globalization of economic processes. Most students will enroll for 3 units. Geography majors enroll for 4 units, with extra class assignments. Optional 4 units for others.

GEOG 361. Settlement Geography (3-4). Geographic patterns of migration and colonization

and processes that have shaped them. Regional case studies drawn mainly from areas settled by Europeans and Americans. [Prereq: IA. Rep.]

GEOG 363. Political Geography (3-4). World survey of spatial variation and interrelationships of political phenomena within a political region.

GEOG 364. Urban Geography (3-4). Development, functions, spatial patterns of cities. Emphasis: American city system. Simulation games used as case studies. Intensive writing based on spatial analysis of various scales or places of the urban world.

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. [Rep twice.]

GEOG 416. Advanced Cartography Design Seminar (4). Build on fundamentals through cartographic visualization: the map as a tool for both exploring and representing geographic information. Greater depth in cartographic design theory. Discuss weekly readings; complete major map project. [Prereq: GEOG 316. Rep.]

GEOG 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 Systematic Geography (1-4). Use established methods of geographic inquiry. [Prereq: IA. Rep.]

GEOG 472. Topics in Regional Geography (1-4). Specialized consideration of selected world regions. [Rep.]

GEOG 473. Topics in Advanced Physical Geography (1-4). Worldwide climatological, landform, and/or water resource situations as they affect human activities on a regional basis. [Prereq: GEOG 106. Rep.]

GEOG 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 671. Graduate Topics in Systematic Geography (1-3). [Prereq: grad standing. Rep.]

GEOG 672. Graduate Topics in Regional Geography (1-3). Specialized consideration of selected world regions. [Prereq: grad standing. Rep.]

GEOG 690. Thesis (1-3). Guided investigation of research problem culminates in thesis written

in compliance with HSU standards. [Prereq: grad standing, IA. Rep.]

GEOG 699. Directed Graduate Study (1-3). Directed study for master's candidates in social sciences wishing to emphasize geography. [Prereq: work in geography equivalent to department's lower division program, plus IA. Rep.]

Geology

LOWER DIVISION

GEOL 106. Earthquake Country (3). Understanding and preparing for earthquakes. Causes and effects of earth tremors; mechanics of earthquakes; how quakes are located and measured; earthquake risk and hazards; earthquake potential in California; earthquake prediction. Not intended for geology majors. May require 1-day weekend field trip. [GE.]

GEOL 108. The Dynamic Earth (3). Survey of general geology for non-science major: Continental drift, earthquakes, volcanism, mountain building, glaciation, landsliding, and other processes which have shaped earth's surface and affect humankind. Lab exercises in map reading, seismology, plate tectonics, environmental hazards, and at least two field trips. Not intended for majors in geology. [Weekly: 2 hrs lect, 3 hrs lab. GE.]

GEOL 109. General Geology (3). 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: 2 hrs lect, 3 hrs lab. CAN GEOL 2. GE.]

UPPER DIVISION

GEOL 300. Geology of California (2). Analyze major geological provinces, lithologic assemblages, economic resources. [Prereq: GEOL 108 or 109. Cannot count for geology majors as upper division geology elective. GE.]

GEOL 300L. Geology of California Field Trip (1). Three weekends, or one 5-day field trip, through geologic provinces of northern California: the Coast Ranges, Klamath Mountains, Cascade Range, Modoc Plateau, northern Sierra Nevada, and Great Valley. [Prereq: GEOL 300 (C). Cannot count for geology majors as upper division geology elective.]

GEOL 303. Earth Resources and the Environment (3). Origins, occurrence, and limits of important energy, mineral, and water resources that affect society and environmental issues related to their use. [Prereq: GEOL 108 or 109. GE. Cannot count for geology majors as upper division geology elective.]

GEOL 305. Fossils, Life & Evolution (3). Origin, evolution, and fate of life on earth; history of evolutionary thought and study of fossils; development of life environments (habitats) and biotic communities; recent theories of evolution and mass extinction from an introductory paleontologic perspective. [GE. Cannot count for geology majors as upper division geology elective. May require field trip.]

GEOL 308. Natural Disaster on the Pacific Rim (3). Mitigating geologic hazards through technology, cultural adaptation, risk assessment and prediction, and communication of hazard information. Case studies of earthquakes, volcanoes, tsunamis, and/or floods and landslides in Pacific Basin. [Prereq: upper division standing. GE.]

GEOL 310. Mineralogy & Optical Crystallography (4). Crystal structure, chemistry, and optics of minerals. Minerals identified in hand specimens and under petrographic microscope. [Prereq: GEOL 109, CHEM 109 (C). Weekly: 3 hrs lect, 3 hrs lab.]

GEOL 311. Petrography (4). Optical properties of biaxial minerals. Characteristic textures and compositions of igneous, sedimentary, and metamorphic rocks. Methods for interpreting them. Compare major petrological theories. [Prereq: GEOL 310. Weekly: 2 hrs lect, 6 hrs lab/field trip; may require 3-day field trip.]

GEOL 320. Invertebrate Paleontology (4). Modes of preservation, skeletal anatomy, systematics and taxonomy, biostratigraphy, paleoecology, paleobiogeography, and evolutionary history of invertebrate groups of traditional importance to geologists. Recommended preparation: BIOL 105 or introductory invertebrate zoology course. [Weekly: 3 hrs lect, 3 hrs lab.]

GEOL 322. Stratigraphy & Sedimentation (4). Organization of sediments and sedimentary rocks in modern depositional environments and in the stratigraphic record. Processes of origin and features of sedimentary rocks; correlation and paleogeographic reconstruction methods; relationship of sedimentation and tectonics. [Prereq: GEOL 109. Weekly: 3 hrs lect, 3 hrs lab; may require two weekend field trips.]

GEOL 330. Structural Geology (4). Describe and analyze structural features of rocks. Interpret the strain significance of structures. Fundamentals of plate tectonics. Tectonic analysis of regional geologic structure. [Prereq: GEOL 322 with grade of C or better; MATH 115; PHYX 106 or 109. Weekly: 3 hrs lect, 3 hrs lab; one or two all-day field trips.]

GEOL 340. Methods of Air Photo Interpretation (1). Air photo interpretation applied to geologic problems. Black-and-white, color, color infrared, side-looking radar, and satellite imagery. [Prereq: GEOL 109. Weekly: 1 hr lect, 3 hrs lab for half semester.]

GEOL 350. General Geomorphology (3). Origin and development of landforms, landform classification, geomorphic processes. Methods of geomorphological analysis, topographic map interpretation, and aerial photo interpretation. [Prereq: GEOL 109. Weekly: 2 hrs lect, 3 hrs lab; may require two weekend field trips.]

GEOL 375. Planet Earth (3). Evolution of earth as habitable planet, from stellar nucleosynthesis to photosynthesis; from inner core magnetism to upper atmosphere ozone. [Prereq: GEOL 109, PHYX 106. Weekly: 2 hrs lect, 3 hrs lab.]

GEOL 399. Supplemental Work in Geology (1-3). Directed study intended for transfer stu-

dent whose prior course work is not equivalent to corresponding courses at HSU. [Prereq: DA. Rep up to 5 times.]

GEOL 414. Igneous & Metamorphic Petrology (3). Origin and modes of formation of igneous and metamorphic rocks. Major petrologic theories in light of theoretical, petrographic, and field studies. Mineralogical and textural features of classic terrains. [Prereq: GEOL 311. May require two 2-3 day field trips. Weekly: 2 hrs lect, 3 hrs. Lab/field trip.]

GEOL 415. Sedimentary Petrology (3). Characteristics, classification, origin, and diagenesis of sediments and sedimentary rocks. [Prereq: GEOL 311, 322. Weekly: 2 hrs lect, 3 hrs lab/field trip.]

GEOL 422. Paleocology (1.5). Organism/environment and organism/organism interaction interpreted from fossils. Paleocommunity analysis and temporal dynamics. Fossils in paleoenvironmental reconstructions. [Prereq: GEOL 320 and 322 with grades of C or better. Course in benthic community ecology strongly recommended. Half semester; may require at least one field trip associated with class research project.]

GEOL 423. Biostratigraphy (2). Principles of biostratigraphy applied to problems of spatial and temporal distribution of fossil faunas and floras. [Prereq: GEOL 320; GEOL 322 recommended. Weekly: 3 hrs lect, 3 hrs lab/field trip for half semester; two all-day field trips.]

GEOL 425. Crustal Evolution & Tectonics (2). Geologic evolution of earth's crust. Emphasis on western North America and the relationship of plate tectonic theory to stratigraphy, structure, and petrogenesis of igneous and metamorphic rocks. [Prereq: GEOL 311, 330 (C). May require weekend field trip.]

GEOL 430. Advanced Structural Geology (3). Numerical approaches to analysis of deformed rocks. Strain analysis techniques to solve tectonic problems. Deformation and displacement in orogenic belts. [Prereq: GEOL 330, MATH 110. Weekly: 2 hrs lect, 3 hrs lab/field trip; may require weekend field trip.]

GEOL 445. Geochemistry (2). Chemistry of the earth. Processes that determine distribution of elements and isotopes. [Prereq: GEOL 310 and CHEM 109. Weekly: 3 hrs lect, 3 hrs lab for half a semester.]

GEOL 457. Engineering Geology (2). Apply geologic methods, principles, and information to engineering and related fields. Analyze earth materials, properties, and processes significant to modern engineering projects. [Prereq: GEOL 330 or IA. Weekly: 3 hrs lect, 3 hrs lab/field trip for half semester; may require 4-day field trip.]

GEOL 460. Solid Earth Geophysics (3). Principles of seismology, gravity, geodesy, terrestrial heat flow, geomagnetism, and paleomagnetism. Emphasis on earth as a whole: its internal constitution and evolution. [Prereq: MATH 110, PHYX 107 (or 110). GEOL 330 strongly recommended. Weekly: 2 hrs lect, 3 hr lab.]

GEOL 461. Applied Geophysics (3). Apply geophysical methods to mineral exploration, geological engineering, crustal studies. Seismic reflection, refraction, electrical resistivity, magnetic and gravity surveying. [Prereq: MATH 110, PHYX 107 (or 110), upper division standing in a technical or scientific field. GEOL 330 strongly recommended. Weekly: 2 hrs lect, 3 hrs lab.]

GEOL 470. Field Methods (3). Principles and methods of field mapping: use of photo imagery; preparing notes, illustrations, and reports; using field instruments. [Prereq: GEOL 330 and 350. Three weekend field exercises or one 4- to 7-day field exercise. Field trip fees possible.]

GEOL 471. Field Mapping Techniques (1). Principles/methods for geological mapping of specific areas in the western US. May include preparing maps, cross sections, stratigraphic columns, and reports summarizing results of short field projects. Review geological literature. Take in same academic year as GEOL 472. [Prereq: GEOL 311, 470, and GPA of 2.0 or better for all geology courses.]

GEOL 472. Extended Field Mapping (4). Six weeks' supervised field work in the western US. Living expenses and a portion of camp expenses borne by student. May be available only during summer. Take concurrently with GEOL 473. [Prereq: GEOL 311, 470, 471, and GPA of 2.0 or better for all geology courses.]

GEOL 473. Geologic Report Writing (1). Supervised report preparation. Based on field studies conducted in GEOL 471 and 472, which must be concurrent. [Prereq: GEOL 311, 470.]

GEOL 482. Advanced Instrumental Methods in Geology (1-3). Principles of scanning electron microscope analysis, x-ray fluorescence analysis, or x-ray diffractometry. Sample preparation, instrument operation, and data analysis. [Prereq: PHYX 106-107 or 109-110.]

GEOL 485. Seminar (1). Discuss selected topics; correlated reading and reports. [Rep 3 times. Prereq: senior standing or IA.]

GEOL 490 (1), 491 (1), 492 (2). Senior Thesis. Prepare thesis based on field or lab investigation of subject chosen by student and approved by department. Generally undertaken during senior year, but may commence during junior year. [Prereq: GPA of 2.5 or better for all geology courses and DA.]

GEOL 499. Independent Study (1-5). Reading, conference, and/or research. [Rep 4 times. Prereq: DA.]

GRADUATE

GEOL 521 / BOT 521 / FOR 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, and CHEM 105 (with lab), or equivalent; plus at least one of the following: FOR 230, 231, BOT 350, GEOL 322, 350, 423, or IA.]

GEOL 524. Methods of Geochronology (1.5). Concepts and principles of geologic time. Abso-

lute and relative dating methods. Apply dating techniques to stratigraphic, structural, petrological problems. Geological process rates. [Prereq: GEOL 330 and CHEM 110. Weekly: 3 hrs lect for half a semester.]

GEOL 531. Advanced Physical Geology (1-3). Topics may include hydrology, rock deformation, volcanology, regional stratigraphy, geophysics, trace element geochemistry, or experimental petrology. Field trip fees may be assessed. [Prereq: topic dependent, set by instructor. With consent, rep up to 4 times.]

GEOL 531L. Advanced Physical Geology Lab (.5-1). When offered, take concurrently with 531. May involve weekend or week-long field trip[s].

GEOL 550. Fluvial Processes (3). Quantitative and qualitative description of river processes. Mechanics of flow and sediment transport in open channels; adjustments of channel form and pattern; fluvial sediment budgets; techniques for field measurement. [Prereq: GEOL 350, MATH 110, PHYX 107 (or 110); or IA. Weekly: 2 hrs lect, one 3-hr lab; may require 1-day weekend field trip[s].]

GEOL 551. Hillslope Processes (3). Quantitative and qualitative description of the mechanics of erosion and deposition on hillslopes. Develop and apply sediment budgets. Hillslope hydrology, weathering, mass movement, slope stability, sheet and rill erosion, slope development models, and techniques for field measurement of slope processes. [Prereq: GEOL 350, MATH 110, PHYX 107 (or 110), or IA. Weekly: 2 hrs lect, one 3-hr lab; may require 1-day weekend field trip[s].]

GEOL 553. Quaternary Stratigraphy (4). Concepts, theory, methods of Quaternary geology; soil stratigraphy, climate changes; glacial and periglacial processes and patterns. [Prereq: GEOL 350. Weekly: 3 hrs lect, 3 hrs lab/field trip; may require extended weekend field trip[s].]

GEOL 554. Quaternary Geology Field Methods (2). Week-long field excursion to study and interpret quaternary stratigraphic, volcanic, and tectonic problems using appropriate field techniques. Field trip fees may be assessed. [Rep twice.]

GEOL 555. Quaternary Tectonics (3). Critical review of Quaternary crustal deformation. Mechanics, rates and distribution of faulting, folding, uplift, subsidence. Methods of measuring/analyzing Quaternary and active tectonic processes. [Prereq: GEOL 330, 350. Weekly: 2 hrs lect, 3 hrs lab or field trip; may require extended weekend field trip[s].]

GEOL 556. Hydrogeology (2.5). Geologic factors controlling nature, occurrence, and flow of groundwater. Physics of saturated and unsaturated groundwater flow. Geologic and environmental factors affecting groundwater quality and contaminant transport. Physical/geological insight into modeling and solution of groundwater problems. [Prereq: GEOL 350, MATH 110, PHYX 107 (or 110); MATH 210 recommended. Weekly: 2 hrs lect; 3-hr lab every other week; may require 1-day weekend field trip[s].]

GEOL 558. Geomorphology of Soils (3). Physical and chemical weathering mechanisms; climosequences, toposequences, chronosequences; relation of soils to erosional and depositional processes; interpretation of paleosols; use of soils in relative dating of geologic deposits. [Prereq: GEOL 350 and CHEM 110, or IA. May require weekend field trip[s].]

GEOL 685. Seminar in Applied Geology (1). Review and report on current literature and problems. [Prereq: grad standing. Rep twice.]

GEOL 690. Thesis (1-6). Conduct research and prepare written thesis as required for grad degree. [Prereq: IA.]

GEOL 699. Independent Study (1-5). Possible modes: reading, conference, research. [Prereq: grad standing, DA. Rep 5 times.]]]]]]]]]]

CREDENTIAL/LICENSURE

GEOL 700. In-Service Professional Development in Geology (1-3). Directed studies for geology professionals desiring advanced or specialized instruction, especially that leading to credentialing or teacher certification. [Prereq: IA. May require 1-day weekend field trip[s]. Rep 5 times.]

German

LOWER DIVISION

GERM 105. German Level I (4). Introduces German through communication-based instructions and activities. Does not meet lower division GE requirements. Instructor may waive upon demonstration of equivalent proficiency. [CAN GERM 2.]

GERM 106. German Level II (4). Communication-based approach to the German-speaking world. Develop basic language skills while learning about cultural differences/similarities. [GE. CAN GERM 4.]

GERM 107. German Level III (4). Improve conversational, reading, and writing skills through review of language essentials. A cultural studies approach to learning German. [GE.]

GERM 207. German Level IV (4). Continued review of language essentials and culture. Read modern literary texts in German. [Prereq: GERM 107, its equivalent, or IA.]

GERM 250. German Intermediate Conversation (3). Practice the spoken language, with practical vocabulary and discussion of topics of contemporary interest. [Prereq: GERM 106 or IA. Rep.]

GERM 280. Lower Division Retreat/Seminar (1-3). Language retreat or seminar with guest lecturer; typically offered on weekend; culminates in project or report. Or lab for which times of required attendance are self-determined. [Prereq: completed German level II or IA. Rep.]

UPPER DIVISION

GERM 305. Marx, Nietzsche, Freud & German Literature (3). Literary texts by major authors. Works reflect a search for both personal freedom and social responsibility by incorporating ideas of Marx, Nietzsche, Freud. Taught in English. [GE.]

GERM 306 / FREN 306 / SPAN 306 / WS 306. Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories (3). Gender and ethnic issues in French, German, Spanish and English-language short stories by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG. GE.]

GERM 311. German Level V (4). Text on German social history. Grammar review based on student compositions. Strategies to improve oral competency. [Prereq: GERM 207, its equivalent, or IA.]

GERM 312. German Level VI (4). Composition and oral competency. Literary analysis. [Prereq: GERM 311, its equivalent, or IA.]

GERM 315. Modern German Literature I (3). Read and discuss literature in Germany, Austria, and Switzerland: 1890 to 1945.

GERM 316. Modern German Literature II (3). Read and discuss German literature from 1945 to the present.

GERM 330. Advanced Laboratory Practice (1.5). Intensive pronunciation and conversation practice for advanced students. [CR/NC. Prereq: GERM 207 or IA.]

GERM 350. Advanced Conversational German (3). Improve fluency in spoken German. [Prereq: GERM 207 or IA. Rep.]

GERM 401. German Civilization (3). Cultural heritage of German-speaking countries from their beginnings to Age of Enlightenment. Intensive use of oral and written compositions.

GERM 402. German Civilization (3). Cultural heritage of German-speaking countries from Age of Enlightenment to present. Intensive use of oral and written compositions.

GERM 435. Linguistics (3). Elementary principles of philology applied to German. Difficulties of syntax, morphology, and phonology from English-speaker's point of view.

GERM 480. Undergraduate Seminar (1-4). Film seminar, weekend language retreat, or study of a literary figure, period, or cultural aspect of Germany, Austria, or Switzerland. Also the Children's Language Academy. [Prereq: IA. Rep.]

GERM 499. Directed Study (1-3). Directed reading. [Hours TBA. Rep.]

Health Education

LOWER DIVISION

HED 115. First Aid/CPR (1). Conforms to American Red Cross standards. Lectures, demonstrations, and practical applications. Those passing written exams and skill tests are recommended for first aid and CPR certification. [CR/NC. Rep for renewal of certification.]

HED 120. CPR for the Professional Rescuer (1). Those with a duty to respond gain skills needed to respond appropriately to respiratory and cardiac emergencies.

HED 231. Basic Human Nutrition (3). Nutrient requirements for healthy living. Analyze food sources, function of nutrients, chemical proc-

essing, and food absorption. [Prereq: CHEM 105 or 109. CAN FCS 2.]

UPPER DIVISION

HED 312. First Aid Instructor (2). American Red Cross First Aid instructor course.

HED 334 / CD 334. Maternal & Child Nutrition (3). Nutrient requirements and problems through pregnancy, lactation, infancy, and adolescence. Feeding, allergies, weight gain, and cultural and psychological changes and practices influencing food consumption.

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 (2). Theories and practices related to maintaining safe and healthy weight levels. Diet analysis; body composition and effects of exercise; behavior modification.

HED 389. Lifestyle Modification Health/Fitness Setting (3). Principles of behavior change. Apply to health promotion in exercise, stress management, smoking cessation, back health, and nutrition/weight control.

HED 400. A Sound Mind in a Sound Body: Human Integration (3). Optimum health. Sound mind in a sound body (interrelationship), exercise physiology, human sexuality and childbirth, nutrition, stress, death/dying, psychophysiology and behavior, holistic medicine, somatology. [Prereq: minimum junior standing. GE.]

HED 400B. Life Choices (3). Forces influencing daily decisions: psychological, sociological, physiological. Group/individual analysis of case studies. Self-reflection. [GE.]

HED 400I. The Silk Road (3). "Virtual journey" along medieval trade route (the Silk Road) that connected Europe with Central, South, and East Asia. Intercultural communication, social scientific analysis, and human integration. Field trips to City of 10,000 Buddhas, San Francisco's Asia Art Museum, and Chinatown.

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 495. Directed Field Experience (1-6). Assigned field experience under supervision of college staff. [Prereq: DA. Rep.]

HED 499. Directed Study (1-6). Supervised independent study of areas not covered by scheduled courses. [Rep.]

GRADUATE

HED 500. Cardiac Rehabilitation (3). Human cardiopulmonary system; abnormalities in heart

and respiratory functions; exercise program; exercise testing. [Prereq: IA.]

HED 695. Directed Field Experience (3-6). Active, approved, practical field assignment. Performance analyzed by supervising staff. [Rep.]

CREDENTIAL/LICENSURE

HED 705. School Health Programs (3). Basic personal and school health issues: drug use and abuse, nutrition, sexually transmitted diseases, safety and liability, consumer education, common school-age illnesses, death/dying, human sexuality, and stress. CPR training and certification. Meets health education requirement for teaching credential.

History

LOWER DIVISION

HIST 104. Western Civilization to 1650 (3) FS. Origin and growth of human communities in the Western world. Development of various social and political organizations, cultural milieu, and relationships to the rest of the world. [CAN HIST 2. GE.]

HIST 105. Western Civilization, 1650 to Present (3) FS. Diverse development of Western political and social institutions. Impact of economic, political, scientific, and technological change. Varieties of cultural milieu. Relationships to the rest of the world. [CAN HIST 4. GE.]

HIST 106. Africa & Middle Eastern Civilization (3). Development of civilizations in sub-Saharan Africa and the Middle East. Topical/chronological approach. Social, cultural, and political developments and interrelations between the two areas. Diversity and similarity in development patterns from 7th century to present. [GE.]

HIST 107. East Asian History to 1644 (3). China, Korea, and Japan from prehistory to 1644. Early China, Japan, Korea, and Vietnam: their history and arts. [GE.]

HIST 108. East Asian Civilization Since 1644 (3). China, Japan, Korea, and Vietnam from 1644 to the present, emphasizing the maturing of East Asian civilization as it encountered the West. [GE.]

HIST 109. Colonial Latin American History (3). Pre-Columbian and colonial Latin America to 19th century independence movements. [GE.]

HIST 109B. Modern Latin America (3). Major themes/problems in history of Latin America from early 1800s (independence) to present. [GE.]

HIST 110. United States History to 1877 (3) FS. Selected topics. Sources and conditioning factors of American social, political, and economic systems to 1877. Meets requirement in US history established by California legislature. [CAN HIST 8]

HIST 111. United States History from 1877 (3) FS. Selected topics. Sources and conditioning factors of American social, political, and economic systems from 1877. Meets requirement in US history established by California legislature. [CAN HIST 10]

HIST 199. Discussion Lab (1). Discuss readings, films, and/or computer resources. [Rep 3 times.]

HIST 210. Introduction to History (4). Nature of history; historical consciousness; historians' craft; use of primary/secondary sources. Recommended first course in the major. One of four units is individualized instruction on assigned essay.

HIST 226. Computer Research in History (1). How to do historical research on the internet, locate and use primary sources and databases and determine the validity of websites.

UPPER DIVISION

HIST 300. The Era of World War I (3-4). Setting and development. Social, economic, and political changes wrought by the war. Four units to be taken by majors only. [GE.]

HIST 301. The Era of World War II (3-4). Setting and development. Social, economic, and political impact of total war upon modern society. Films, readings, lectures. Four units to be taken by majors only. [GE.]

HIST 305. The American West, 1763-1900 (3-4). Diverse American peoples and their frontier experiences between Appalachians and Pacific Coast. Four units to be taken by majors only. [GE.]

HIST 309. Revolution, Reform, Response (3). 20th century Latin America: theme of revolution. Emphases: Mexico, Guatemala, Nicaragua, Cuba, Argentina. [Part of 9-unit package with HIST 309, WS 309. As a group, they fulfill area C and D upper division GE.]

HIST 311. World History to Enlightenment (3). Survey of the major events, trends, structures, and cross-cultural interactions in World History prior to Enlightenment. Starts with rise of "civilization" in Mesopotamia and concludes with the European Enlightenment. For those planning to teach elementary school or social science single subjects.

HIST 312. World History from the Enlightenment (3). Survey of the major events, trends, structures, and cross-cultural interactions in World History from the Enlightenment to the end of the Cold War and rise of a multi-polar world. For those planning to teach elementary school or social science single subjects.

HIST 313. Ancient Egyptian Civilization & History (4). Culture and history to end of Pharaonic Age. Pyramids; governmental and social institutions; art and religious developments. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 314. Ancient Greek Civilization & History (4). From beginnings to death of Alexander the Great. Bronze Age, Homeric epics, rise of the city-state, Sparta, democracy at Athens, civilization of the Golden Age, rise of Macedonia. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 315. History & Civilization of Rome (4). From legendary founding to Christianity's triumph.

Imperialism, the Republic, the Principate, reasons for Rome's decline. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 322. The Age of Knights & Monks (4). Europe from 900 AD to beginnings of Renaissance. Life under feudal system, medieval warfare, church/state relations, crusades, major heresies, development of European nations, Gothic architecture, medieval synthesis, Black Death. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 325. North American Environmental History (4). A broad-based study of the environmental history of North America–Mexico, the United States and Canada. Examines historical human interaction with the natural world from the pre-Colombian era to the present. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Rep.]

HIST 326. History of Mexico (4). Surveys Mexican history from pre-Columbian indigenous societies to present-day EZLN uprising in Chiapas. Focus placed upon political, economic, environmental history, and foreign relations with the United States. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Rep.]

HIST 330. History of West Africa (4). Culture and civilizations, from rise of Sudanic kingdoms to present. Development of centralized states and long-distance trade, transatlantic slave trade, spread of Islam, European exploration, colonial period, independence movements. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 332. History of Southern Africa (4). Civilization and culture from Bantu migrations to present. Khoisan and Bantu developments, state building, white settlement in the Cape, British colonialism, Zulu expansionism, the Great Trek, the Boer Republics, growth of capitalism, African nationalism, apartheid policies, contemporary situation. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 333. The Middle East, 600 to 1750 AD (4). History and culture from advent of Islam. Pre-Islamic background, the Prophet Mohammed, the Caliphate, the Arab Empire, Western reaction (Crusades), development of Ottoman and Persian empires. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 334. The Middle East Since 1750 AD (4). History and culture. Decline of Ottoman Empire; impact of 19th century imperialism; rise of modern Egypt; World War I; Arab awakening; Zionism; World War II; postwar developments in Turkey, Iran, Saudi Arabia; impact of oil; Israeli/Palestinian issue; militant Islam. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 338. Modern Chinese History (4). Political/social events from Opium Wars to the present.

[History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 339. Modern Japanese History (4). Political, social, and economic events from Tokugawa shogunate to present. Westernizing/modernizing processes. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 341. European Cultural History Since 1700 (4). Social and intellectual history from Enlightenment to present. Enlightenment culture; values and influence of Romanticism; impact of war and revolution on modern European social and intellectual life. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 342. Early Modern Europe (4). Political, religious, economic, social currents. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 344. 19th Century Europe (4). Restoration, reaction, revolutions, and nationalism from French Revolution to World War I. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 348. Modern Germany (4). From confederation of 1815 to reunification. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 350. Modern Russia (4). From Peter the Great to present. Emphasis on 20th century, particularly Russia's internal development and impact on the world. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 352. Tudor Stuart England, 1485-1714 (4). Crucible of modern England: landed classes vs monarchy; emergence of middle class; founding of colonial system; religious trauma resulting from birth of the Church of England. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 353. History of England: 19th & 20th Centuries (4). England at her zenith and after. Political and social revolution. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 354. Modern Ireland 1600 to Present. Traces the political, social, and cultural development of Ireland since 1600. Focus will be on identity, state building and the problems of northern Ireland. [Prereq: HIST 210.]

HIST 368. Colonial & Revolutionary America (3-4). Growth of English mainland colonies in 17th and 18th centuries, culminating in war for American independence. History majors must enroll for 4 units. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 369. Age of Jefferson & Jackson (3-4). Battles over constitutional interpretations from 1787 to 1830s. Biographical emphasis. Development of political parties, social and economic reforms, states' rights. History majors must

enroll for 4 units. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 371. Civil War & Reconstruction (3-4). Dissolution and reunification of American Union, 1861-77. Rebellion and secession; military campaigns; wartime civil rights; constitutional, political, social crises. History majors must enroll for 4 units. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 372. Rise of Modern America, 1877-1929 (3-4). Industrial and urban growth; rise of big business and big government; US as a world power. History majors must enroll for 4 units. [History majors must take 210 as a prerequisite or have consent of the Department Chair. DCG.]

HIST 374. Contemporary America, 1929 to the Present (3-4). Impact of depression and war; economic growth and political conflict; emergence of US as superpower and affluent society. History majors must enroll for 4 units. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 375A. US Foreign Relations, 1789-1943 (4). Survey main themes from American Revolution through 19th century; then 1890s until World War II covered in greater depth. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 375B. US Foreign Relations, 1943-Present (4). From World War II to present day, emphasizing themes such as domestic politics, US visions of its role in the world, the media, and changing world conditions. [Rep once. History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 376. American Social Thought (4). Social thought: from Puritanism to dialogs in our time. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 377. Vietnam Wars (4). Vietnamese history, French colonialism, American involvement and the military, social, cultural and political results to understand the multi layered after effects of the Vietnam Wars in the U.S., Southeast Asia, and the world. [History majors must take HIST 210 as a prerequisite or have instructor approval.] [DCG.]

HIST 383. California History (3-4). Historical analysis of factors producing the complex, diverse commonwealth of California. History majors must enroll for 4 units. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 384. 20th Century American West (4). Experiences of men/women in America's most racially diverse region. Legacy of conquest in the American West; concurrent struggles for cultural dominance, profit, and property. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 385. Borderlands & the Southwest (4). Examine region of cultural, political, and environ-

mental interaction known as the borderlands of the American Southwest and Mexican Northwest. Chronology from precontact indigenous peoples to contemporary NAFTA. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Rep once.]

HIST 389 / WS 389. Women in United States History (4). Women's roles in thought and society from colonial period to present. [History majors must take 210 as a prerequisite or have consent of the Department Chair.]

HIST 391. Special Topics & Interdisciplinary Studies in History (1-4). Topics announced in class schedule. Examples: cold war; novel as history, Puritanism, 20th century US science and technology, Arab/Israel conflict, South Africa. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Prereq: appropriate upper division work or IA. Rep.]

HIST 392. Special Topics in European History (1-4). Special topics in European history that may include major events, themes, or historical periods. Topic varies. One of four units is individualized instruction on assigned topics. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Rep.]

HIST 393. Special Topics in Non-Western History (1-4). Special topics in world regional history will vary. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Rep.]

HIST 420. Interpreting History for Teachers (3). Capstone course in history for the Social Sciences Education major that is performance based, enabling students to demonstrate the ability to connect their studies to state education standards. [Prereq: HIST 110 or 111.]

HIST 482. Internship in History (1-3). Field observation and placement in a public or private nonprofit agency. [CR/NC. Prereq: IA. Rep.]

HIST 490. Senior Seminar (1-4). Directed, individual investigation. Prepare senior research paper. Apply techniques of historical research and criticism. [History majors must take 210 as a prerequisite or have consent of the Department Chair. Prereq: completed lower division history requirements and senior standing.]

HIST 491. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

HIST 493. Portfolio Assessment for History Majors (1). Critically assess own progress and skills acquisitions in the history major. [CR/NC. Coreq: HIST 490.]

HIST 499. Directed Study (1-4). Assigned readings or research in specific historical period or topic. [Open to advanced students only upon IA and DA. Rep.]

GRADUATE

HIST 680. Special Topics in History (1-3). Intensive study of a period, area, movement, idea, or historical figure (such as revolution, war, ideas of progress, writings of major personality). [Prereq:

grad standing and completed HIST 490 or equivalent. Rep.]

HIST 699. Independent Study (1-4). Special assigned problem for intensive study. [Prereq: IA and department chair's. Rep.]

Industrial Technology

LOWER DIVISION

IT 104. Beginning Wood (3). Create, plan, design, and implement ideas with wood. Aesthetic/subjective appeal; incorporating wood in design; technical constraints; personal interests; cultural impact. [Weekly: 2 hrs lect, 3 hrs lab. GE.]

IT 110. Introduction to Industrial Technology (1). Scope and direction of industrial technology. Development, objectives, and associated opportunities.

IT 111. Special Interest Topics (1-2). Technology-related topic of interest to general student population. [CR/NC. May not apply toward IT major. Lect/activ as appropriate. Rep with different topic.]

IT 115. Industrial Materials & Processes (3). Physical and mechanical properties of metals, synthetics, ceramics, and composites. Contemporary methods of processing industrial materials. Analyze material applications. [Prereq: IT 110 [C].]

IT 140. Technical Drawing & Computer-Aided Design (3). Theoretical principles and methods for technical drawing. Learn concepts as well as acquire technical skill in computer-aided drafting. [Weekly: 2 hrs lect, 3 hrs lab.]

IT 151. Electricity & Electronics (3). Sources of electricity in DC and AC circuits with components, applications, and analysis. Emphasis on measurement and understanding residential, industrial, and maintenance. [Weekly: 2 hrs lect, 3 hrs lab.]

IT 171. Introduction to Power & Energy (3). Principles of power production and energy alternatives. Historical development, operating fundamentals, and alternative power devices and energy sources. Traditional and experimental systems. Energy policy and ecopolitical influences. Weekly: 2 hrs lect, 3 hrs lab.]

IT 220. Technical Woodworking (3). Technical aspects of industrial woodworking facilities, equipment, tools, and processes. Design standards, sizes, maintenance requirements, safe and efficient setup, operation, and care of tools and machines. [Prereq: IT 104 [C], IT 115 [C]. Weekly: 1.5 hrs lect, 4.5 hrs lab.]

IT 225. Construction Systems (3). Materials and technology of the residential construction industry. Integrating individual systems, selection criteria, energy efficiency, seismic safety.

IT 230. Manufacturing I (3). Metal shaping by conventional chip removal. Lathe and milling machine tooling, setup, operation sequencing, and stock removal optimization. Tool geometry and precision linear measurement. [Prereq: IT 115 [C]. Weekly: 2 hrs lect, 3 hrs lab.]

IT 234. Technical Writing (3). Basic principles of technical writing using traditional and web-based approaches. Convey complex information using precise language and correct format for technical reporting, user manuals, instruction, memorandums, and scientific articles. [Prereq: ENGL 234 and CIS 100.]

IT 251. Industrial Control Electronics (3). Signal conditioning electronics for controlling motors, servos, industrial processes and mobile applications. Introduction to feedback systems and data acquisition. [Prereq: IT 151 (may not be concurrent); and MATH 115 [C]. Weekly: 2 hrs lect, 3 hrs lab.]

IT 290. Mechanical Systems (3). Industrial power production and power distribution systems. Mathematical relationships between power available and work accomplished. [Prereq: PHYX 106.]

IT 297. Experimental Lab—Technology (1). Individual problem solving in the design, planning, construction, or maintenance of complex products. [Prereq: IA. Rep with different problem. Limit of two units to satisfy major electives.]

UPPER DIVISION

IT 315. Technology Research (1). How tools of research apply to problems in industrial technology—specifically, problems related to tool design, industrial materials, products, processes, occupations, and environmental impact. [Prereq: MATH 115; PHYX 106; CHEM 107 or 305; STAT 108.]

IT 320. Wood Product Design (4). Principles in designer creations, production products, and commissioned goods using wood. Construction techniques, material properties, wood/moisture relationships, product preservation. [Prereq: IT 140, 220. Weekly: 2 hrs lect, 6 hrs lab.]

IT 326. Principles of Cabinet Construction (2). Facets of construction and manufacturing industries dealing with standards, design, construction, and installation of built-in units in the home. [Prereq: IT 220, 320; or IA. Weekly: 1 hr lect, 3 hrs lab.]

IT 333. Manufacturing II (3). Primary reduction processes. Analyze forming and joining methods. Forming method selection factors and operation sequencing. Project scheduling and control through network modeling. [Prereq: IT 230. Weekly: 2 hrs lect, 3 hrs lab.]

IT 340. Architectural Design (3). Architectural design and planning of residential structure. Introduces sustainable and green building concepts. Design methodology, graphical representation, constraints, and problems associated with residential housing. [Prereq: IT 140. Weekly: 1.5 hrs lect, 4.5 hrs lab.]

IT 345. Computer-Aided Drafting & Design (3). Principles/applications of interactive computer graphics. Auto Cad currently used. [Prereq: IT 140 or IA. Weekly: 1 hr lect, 6 hrs lab.]

IT 349. Principles of Industrial Design (3). Systematic processes controlling and guiding product development and design. Emphasis on problem solving. Aesthetics, product development and

evaluation, design principles, design processes. [Prereq: IT 140.]

IT 350. Electronic Instrumentation (3). Instruments applied to industrial measurements. Oscilloscopes, signal generators, microcomputers. [Prereq: IT 251. Weekly: 2 hrs lect, 3 hrs lab.]

IT 352. Industrial Electronics (3). Control circuits and typical applications found in industrial companies. [Prereq: IT 350. Weekly: 2 hrs lect, 3 hrs lab.]

IT 360. Plastics Production Materials & Processes (3). Materials associated with plastics industry. Structure, modifiers, design considerations, and industrial applications and processing techniques. Analyze and evaluate selected materials and processes to solve industrial problems. [Prereq: IT 220, 333. Weekly: 2 hrs lect, 3 hrs lab.]

IT 390. Industrial Health & Safety (2). Providing safe/healthful working conditions; safe practices by employees; management leadership. Accident anticipation/prevention; industrial hygiene; compliance codes, regulations, and standards. [Prereq: junior standing.]

IT 399. Institute Seminar (1). Problems considered by Institute for Industrial Technology. Managerial and technical concepts. Strategies for solutions. [Prereq: IT 220, 230. Rep once.]

IT 425. Construction Estimation & Scheduling (3). Construction scheduling, estimation, specification writing, contracts, law, and building codes. [Prereq: CIS 175 or equivalent; IT 225, 340; or IA.]

IT 430. Computer Numerical Control (3). Numerical control systems for machine tool guidance. Three-axis milling machine program development and data input. Absolute and incremental systems; MDI; G and M codes. [Prereq: IT 230 or IA. Weekly: 2 hrs lect, 3 hrs lab.]

IT 431. Computer-Aided Manufacturing (3). CAD/CAM programs applied to manufacturing processes. Analyze APT II and parametric programming as machine guidance alternatives. [Prereq: IT 430. Weekly: 2 hrs lect, 3 hrs lab.]

IT 470. Principles of Fluid Power (3). Fluid power conversion systems: pneumatics, hydraulics, fluids. Both industrial and mobile types. [Prereq: IT 290. Weekly: 2 hrs lect, 3 hrs lab.]

IT 480. Selected Topics (.5-3). [Prereq: IA. Rep with different topic.]

IT 491. Observation & Analysis of Industry (1). Supervised experience relating theory to practice in an industrial setting. Critique selected industrial practices relating to management, production, and personnel. [Weekend field trips occasionally require one or more days' absence during the week.]

IT 492. Senior Project (3). Supervised investigation of specific problem. Culminating experience. [Prereq: senior standing.]

IT 493. Value Analysis & Quality Control (2). Systematic techniques of value analysis and product quality control to identify unnecessary costs associated with a product, production, or service. [Prereq: STAT 108.]

IT 494. Production Operations Management (3). Management of production systems; production tooling and equipment; lean, agile, and mass production techniques; organization of materials, processes, facilities; group analysis of production problems in manufacturing and logistics. [Prereq: IT 220, 333. Weekly: 2 hrs lect, 3 hrs lab.]

IT 499. Directed Study (1-3). Individual study of selected topics. For advanced students. Maximum of 4 units may count toward major. [Prereq: IA.]

GRADUATE

IT 590. Principles & Problems of Teaching Industrial Subjects (3). In-depth study of philosophy, method, and content of industrial education programs. Facilities design; writing equipment specifications; arrangement and storage of equipment, tools, and supplies. [Prereq: senior or grad standing. Rep.]

IT 699. Independent Study (1-3). Selected topics. [Prereq: IA. Rep. Journalism & Mass Communication.]

International Studies

UPPER DIVISION

INTL 310. Global Economics and Politics (3-4). Interdisciplinary analysis of international issues in political economy. Topics include development, trade, sovereignty, and globalization.

Journalism & Mass Communication

Note: Ability to type needed in all journalism and mass communication skills courses.

To take courses marked with asterisks (), students must have successfully completed ENGL 100, with a grade of C or better, or be eligible to take ENGL 100 by EPT score or other method.*

LOWER DIVISION

JMC 116. Introduction to Mass Communication (3). Relationships between mass media and society. Mass media influence on culture; rights, responsibilities, functions, and characteristics of media; and nature of news. [CAN JOUR 4.]

JMC 120. Beginning Reporting (3). * Evaluate news gathering methods, sources, and writing used in news accounts. Exercises in organizing, writing news. [CAN JOUR 2.]

JMC 134. Photojournalism & Photoshop (3). Photography as tool in reporting and interpreting print media news. Camera techniques; composition; processing and printing black-and-white photographs; picture page design.

JMC 150. Desktop Publishing (3). Use desktop publishing software on Macintosh to produce documents, graphs, charts. Word processing and illustration software in news, public relations, and advertising.

JMC 154. Radio Production (3). Skills, techniques, and concepts in broadcast communication. Operation of equipment and program-

ming. Prepare for on-air work with KRFH-AM. [Weekly: 2 hrs lect, 1 hr lab.]

JMC 155. KRFH Workshop (1). Work on staff of campus carrier-current radio station. [Prereq: JMC 154 (C). Rep.]

JMC 156. Video Production (3). Methods and styles of producing/directing video for delivery to specialized audiences (broadcast and nonbroadcast outlets).

JMC 232. Technical Writing (3). Nonmajors prepare reports in computer word-processing labs using data from their own fields. Do's and don'ts of writing. Emphasis on economical, readable writing. [Prereq: ENGL 100 or equivalent. Optional CR/NC.]

JMC 234. Broadcast News Writing (3). Radio/television news writing, techniques of interviewing, basics of newscasting. Learn broadcast news writing skills while producing public affairs radio programming.

UPPER DIVISION

JMC 302. Mass Media & Popular Arts (3). Popular arts presented through mass media. Analyze personal responses; cultivate understanding of how mass media process works of popular art; develop powers of discrimination. [GE.]

JMC 309. Analyzing Mass Media Messages (3). Analyze mass media materials prepared by practitioners in arts, humanities, social sciences, and science and technology. Oral and written discussion of materials and related topics. [CWT.]

JMC 312. Women & Mass Media (3). History and present status of women's employment in mass media. Media coverage of women and women's issues.

JMC 316. Mass Media & Contemporary Society (3). Cultural, political, social, and economic determinants of the character/content of mass communications. Mass media as social institutions. Role/effects of mass media in society.

JMC 318. Empirical Research in Communication (3). Logic and tools used in communication studies. Aspects of survey and experimental research. Practical uses by mass media professionals. Become a more critical consumer of empirical research in the mass media and society.

JMC 320. Public Affairs Reporting (3). * Reporting public affairs and other specialized assignments. Covering courts, governmental agencies, legislative bodies. [Prereq: JMC 120 or IA.]

JMC 322. Editing (3). * Typography, newspaper layout and design, editing, news evaluation, reference materials, headline writing, making news meaningful, newspaper law, copy fitting, makeup, editorial problems. [Prereq: JMC 120 or IA.]

JMC 323. Public Relations (3). Methods of managing public relations as practiced by business, industrial, and social organizations. Planning effective programs. Research techniques. Sociological and psychological aspects of communications.

JMC 324. Magazine Writing (3). * Nonfiction article writing. Prepare articles aimed at national

periodicals. Analyze markets through reading and parallel writing assignments. Magazine editing. [Prereq: JMC 120 or IA.]

JMC 325. Magazine Production Workshop (2). * Magazine planning; write and edit articles; do layout and paste-up; produce campus magazine. [CR/NC. Prereq: JMC 120 or IA. Rep 4 times] See practicum unit cap in major requirements.

JMC 326. Interpreting Contemporary Affairs (3). * Write editorials and investigative articles on public affairs and issues. In-depth reporting using public records, interviews, other sources. [Prereq: JMC 120 or IA.]

JMC 327. Newspaper Lab (2). * Faculty supervised workshop for staff of The Lumberjack student newspaper. [CR/NC. Prereq: JMC 120 or IA. Rep 4 times] See major requirements for practicum unit cap.

JMC 328. Law of Mass Communication (3). Laws which guarantee and protect privileges and define duties and responsibilities of mass media. Constitutional law, privacy, libel, contempt of court, governmental regulations pertinent to mass media.

JMC 330. International Mass Communication (3). Comparative press systems and theories. Problems of international and crosscultural communications. International news reporting of foreign presses and other institutions. Survey publications and broadcast systems.

JMC 332. Responsibility in Mass Communication (3). Ethical problems in gathering/presenting news, advertising, and public relations.

JMC 333. Radio News Workshop (2). * Theory and practice of gathering, writing, and editing news for broadcast. News assignments for campus radio stations KHSU-FM and KRFFH-AM. [CR/NC. Prereq: JMC 120 or 234. Rep 4 times.] See major requirements for practicum unit cap.

JMC 334. Advanced Photojournalism & Photo-shop (3). Develop theories and assignments in photojournalism. Black-and-white, color, other techniques. Freelancing and reproduction processes. [Prereq: basic photography course or IA.]

JMC 336. Public Affairs Video Production (3). Video camera shooting, lighting, and sound techniques for electronic news gathering. Learn video editing skills while producing public affairs programming.

JMC 338. Mass Media Internship (1-3). Assignment on newspapers or magazines, in broadcast media, or in public relations or advertising. Supervised by employing organization. Observe, report, and discuss. JMC majors/minors only. [CR/NC. Prereq: IA. Rep 4 times.] See major requirements for practicum unit cap.

JMC 340. Mass Communication History (3). History of US print and broadcast media. Review European roots, great names, and development of technology/practices.

JMC 352. Media Programming & Critical Analysis (3). Evaluation, selection, scheduling

of media programs. Program decision making, audience analysis.

JMC 354. Media Advertising (3). Role of advertising in media industries. Use of media in retail advertisers' promotion. [Prereq: JMC 154, 155.]

JMC 355. Advanced KRFFH Workshop (2). Work on staff of campus carrier-current station. [Prereq: JMC 155. Rep.]

JMC 416. Mass Communication Theory (3). Mass communication models; theory development; relation to media research.

JMC 429. Advanced Public Relations (3). PR problems of industry and public institutions; managing effective public relations campaigns. Projects, discussion, writing of various communication tools. [Prereq: JMC 120, 323, or IA.]

JMC 430. Advertising Copy Writing & Design (3). Principles of copy writing and design; style, research, and legal and ethical issues. Copy writing, design projects. [Prereq: JMC 120 or IA.]

JMC 434. Broadcast News Documentaries (3). History of radio and television news documentaries. Develop advanced production and reporting skills in student-produced public affairs radio programming. [Prereq: JMC 234 or IA.]

JMC 436. Advanced Public Affairs Video Production (3). Electronic news gathering: video camera, lighting, sound. Learn video editing-bench skills by producing public affairs programming. [Prereq: JMC 234, 336, or IA.]

JMC 450. Media Management (3). Personnel; audience and sales rating; programming and promotion; regulations. [Prereq: JMC 352, 354, or IA.]

JMC 490. Seminar in Journalism (1-4). Selected problem, topic, or area treated more intensively than in other offerings. [Prereq: IA. Service fee possible. Rep 3 times.]

JMC 499. Directed Study (1-4). Promising students pursue journalism and communications material in depth. Papers, oral reports. [Prereq: IA. Rep 3 times.]

Kinesiology

LOWER DIVISION

KINS 120. Developing Life Skills for Student-Athletes (3). Develop as a whole person: athletically, academically, personally. Goal setting; wellness and nutrition; communication; future career endeavors.

KINS 165. Foundations of Physical Education (3). Contemporary practices; current issues. Philosophies and cultural foundations of human movement. Develop writing skills.

KINS 210. Athletic Training Practicum I (3). Students will be assigned to the athletic training room. The focus will be on the development of evaluation clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 275, KINS 276, KINS 277.]

KINS 215. Athletic Training Practicum II (3). Students will continue their athletic training room assignment. The focus will be on fulfilling evaluation clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 210.]

KINS 275. Clinical Methods in Athletic Training (3). Introduction to the clinical experience in Athletic Training. Course involves an overview of procedures of clinical operation, terminology, safety procedures followed in the clinic, and observation of all clinical settings. [Prereq: HED 120. Coreq: KINS 276, KINS 277 (one way).]

KINS 276. Techniques in Athletic Training (3). Care and prevention of athletic injuries: taping, emergency care, rehabilitation, injury prevention, use of therapeutic equipment. [Prereq: Human Anatomy or Human Physiology course.]

KINS 277. Sports Injury Taping Techniques (1). Anatomical basis for current taping and supportive techniques used with common athletic injuries. Student participation required. [Prereq: Human Anatomy or Human Physiology course.]

KINS 285. Evaluation of Athletic Injuries (3). Students develop cognitive and psychomotor skills for the evaluation of acute and chronic athletic injuries. Procedures for emergency care and transport of athletic injuries. Procedures for emergency care and transport of athletic injuries. [Prereq: KINS 275, KINS 276 and Human Anatomy course.]

KINS 287. Rehabilitation of Athletic Injuries I (3). Theoretical basis of evaluation and prescription of rehabilitation protocols for sports related injuries. Lab includes discussion, demonstration and participation in learning contemporary rehabilitative techniques. [Coreq: KINS 290.]

KINS 290. Therapeutic Modalities for Sports Injury Care (2). Theoretical basis behind function and selection of therapeutic modalities for treatment of athletic injuries. [Prereq: KINS 276 and Human Anatomy course.]

UPPER DIVISION

KINS 311. Concepts of Teaching Aquatics (2). Analysis of teaching skills in aquatics; instructional approaches, curriculum and skill evaluation for water safety instruction/certification.

KINS 313. Concepts of Teaching Dance (2). Analysis of teaching dance forms; instructional approaches, curriculum and skill evaluation of rhythm and movement concepts (e.g., multicultural, social, and classical dance).

KINS 315. Concepts of Teaching the Dynamics of Patterned Movement (2). Analysis of teaching skills and concepts; instructional approaches, curriculum and skill evaluation of combative/self-defenses and gymnastics concepts.

KINS 317. Concepts of Teaching Fitness (2). Analysis of teaching skills of basic principles, theories, and practice of development and maintenance for health and physical performance; instructional approaches, curriculum and skill evaluation for aerobic and anaerobic activities.

KINS 319. Concepts of Teaching Individual Activities (2). Analysis of teaching skills, concepts, strategies, and rules; instructional approaches, curriculum and skill evaluation in individual activity [e.g., archery, badminton, bowling, golf, pickle ball, and tennis].

KINS 321. Concepts of Teaching Recreational Activities (1). Analysis of teaching skills in recreational, non-traditional games, outdoor education for lifelong participation; instructional approaches, curriculum and skill evaluation of various outdoor settings, ice-breakers, mixers, initiatives and educationally-based games.

KINS 323. Concepts of Teaching Team Activities (2). Analysis of teaching skills, concepts, strategies, and rules; instructional approaches, curriculum and skill evaluation in team activity [e.g., basketball, flickerball, football, lacrosse, soccer, softball, volleyball, and ultimate Frisbee].

KINS 340. Athletic Training Practicum III (3). Students will be assigned to a specific athletic team. The focus will be on development of rehabilitation clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 215.]

KINS 345. Athletic Training Practicum IV (3). Students will continue their athletic team assignment, and be required to complete all athletic training clinical proficiencies under the direct supervision of a certified athletic trainer. [Prereq: KINS 340.]

KINS 378. Sport in Society (3). Physical activity as part of culture: how it affects values, attitudes, technology; how it works in sociocultural systems.

KINS 379. Exercise Physiology (4). How the body responds, adjusts, and adapts to exercise. Muscular, circulatory, respiratory, energy, and endocrine systems. [Prereq: ZOOD 113 or 310.]

KINS 380. Structural Kinesiology (3-4). Structural/mechanical analysis of human motor performance. Osteology, arthrology, myology, anatomical mechanics, motion ability factors, anthropometry, and specific structural movement problems, with emphasis on qualitative analysis. [Prereq: ZOOD 374.]

KINS 384. Curriculum & Instructional Strategies in Physical Education (3). Evaluate curriculum content of secondary physical education programs. Implement curricular theory by developing an instructional program. Employ effective management techniques in lab settings.

KINS 385. Adapted Physical Education (3). Principles, practices. Consider exceptional individuals found in public schools. Appropriate evaluation and programming techniques.

KINS 388. Design & Implementation of Wellness/Fitness Programs (3). Evaluate successful programs. Skills and knowledge for wellness/fitness professionals. Program design for a variety of settings.

KINS 391. Workshop in Kinesiology (1). Special topics. [Rep.]

KINS 392. Scientific Basis of Movement (3). Principles of human movement. Adapting move-

ment for increased efficiency. Kinesiology majors may not apply credit toward requirements in the major.

KINS 394. Computers in Health, PE & Recreation (3). Personal computer systems, computer terminology, and uses of computers in HPER.

KINS 397. Exercise Prescription/Leadership (3). Exercise programming for individuals of all fitness levels, including those with special needs (heart disease, diabetes, obesity, asthma, pregnancy). Strategies for personal training; effective leading of exercise classes.

KINS 471. Strength Development & Program Design (2). Scientific and theoretical bases of resistance training; develop program designs.

KINS 474. Psychological Foundations of Kinesiology (3). Apply educational, scientific, and professional contributions of psychology to promote, maintain, and enhance exercise participation. Social/cultural influences on exercise behavior. [Prereq: PSYC 104 or 335 and SOC 104 or 311, or IA.]

KINS 475. Elementary School Physical Education (3). Analyze motor skills. Appropriate movement patterns and progressions for children and early adolescents. Meets elementary education credential requirements.

KINS 479. Sports Psychology (3). Current theories/research on psychological aspects of movement. Analyze conditions/variables most important to these processes.

KINS 480. Special Topics (1-4). Topics of current interest. Lect/lab as appropriate. [Rep.]

KINS 482. Internship in Kinesiology (2-8). Maximum 400 hours of supervised, practical experience. Apply academic understanding to a functioning fitness management agency. [Prereq: completion of all kinesiology and area of emphasis courses and IA. Rep up to 8 units.]

KINS 483. Evaluation Techniques in Kinesiology (3). Testing, measurement, and statistical procedures. Theory and lab analysis of how measuring/statistical devices are constructed, administered, evaluated.

KINS 484. Motor Development/Motor Learning (3). Principles of perceptual organization. Functions of proprioceptors and other sensory modes in developing kinaesthesia. Interrelationships necessary for cognition.

KINS 486. Theory of Coaching (2). Provides coach with general knowledge of fiscal management, contest management, public relations, marketing. Guest lecturers.

KINS 490. Practica (3). Experience a variety of physical education teaching situations. Guide learners in acquiring knowledge and skills.

KINS 492. Senior Seminar in Kinesiology (3). Selected trends. [Prereq: senior standing.]

KINS 495. Directed Field Experience (1-6). Assigned field experience under supervision of HSU staff. [Prereq: junior standing or DA. Rep.]

KINS 499. Directed Study (1-6). Supervised independent study in areas not covered by scheduled courses. Open only to undergrads. [Rep.]

GRADUATE

KINS 520. Graded Exercise Testing (3). Rationale for, and uses of, graded exercise testing. Analyze protocols, pretest screening; administer tests and interpret results. Lab includes exercise modalities, electrocardiographic equipment, metabolic analyzers, and body composition assessment equipment. [Prereq: KINS 379 or IA.]

KINS 530. Workshop in Kinesiology (1). Special topics. Grad status needed for grad credit. [Rep.]

KINS 535. Assessment Techniques (2). Psychomotor assessment for individuals with disabilities. Implement assessment programs in public schools.

KINS 577. Adapted Physical Education Programs (4). Relationship between handicapping conditions and physical activity. Value of physical activity for individuals with disabilities.

KINS 578. Adapted Aquatics for Instructors (2). Develop aquatic activities for persons with disabilities. Red Cross certification. [Prereq: water safety instructor.]

KINS 580. Special Topics (1-4). Topics of current interest. Lect/lab as appropriate. [Rep.]

KINS 581. Pharmacology & Exercise (2). Medication effects on the physiological response to exercise/stress testing. Effects of ergogenic aids on performance/health.

KINS 583. Wellness in the Workplace (2). Rationale for employee health promotion programs. Corporate needs; components of successful programs; evaluation.

KINS 585. Issues in American Sport Culture (3). An examination of issues in American sport culture using a variety of current and historical contexts including cinema, selected literature and art. Emphasis on critical seminar type discussion. Limited to senior or graduate level students.

KINS 589. Rehabilitation of Athletic Injuries, II (3). Practical experience evaluating, treating, and rehabilitating sports-related injuries to the lower extremity and lumbar spine. Lecture, discussion, student presentations. [Prereq: KINS 287.]

KINS 600. Advanced Techniques in Athletic Training (3). Care and prevention of athletic injuries. Rehabilitation and therapeutic modalities; hydrotherapeutic, electrotherapeutic, and physical massage combined with passive and active exercise.

KINS 610. Statistics Applied to Human Movement & Sport (3). Parametric and nonparametric statistical treatments and their applications to human movement and sport. [Prereq: KINS 483 or course in elementary statistics. Weekly: 2 hrs lect, 2 hrs lab.]

KINS 615. Methods of College Teaching in Physical Education (2). Seminar to prepare grad assistants for class instruction.

KINS 630. Surgical Procedures for Care of Athletic Injuries (3). Analyze and observe orthopedic surgical procedures. [Prereq: IA.]

KINS 635. Research Techniques Applied to Human Movement & Sport (4). Research concepts, methodologies, processes. Develop skills as producer and consumer of research. [Prereq: grad standing with classified status in kinesiology MS program.]

KINS 640. Social & Psychological Aspects of Human Movement & Sport (3). [Prereq: KINS 378, 479.]

KINS 645. Advanced Seminar in Diagnosis & Treatment of Sports Injuries (3). Contemporary techniques for diagnosing and treating patients in a clinical setting, as directed by orthopedic surgeon. Topics vary, based on current treatments and patient load. [Prereq: IA.]

KINS 650. Exercise Physiology Principles Applied to Human Movement & Sport (3). [Prereq: KINS 379.]

KINS 655. Biomechanical Principles Applied to Human Movement & Sport (3). [Prereq: KINS 382.]

KINS 665. Sport Management/Marketing (3). Program, facilities, efficient management of personnel, and legal responsibilities in athletic programs. Fund raising, marketing services, events, promotions, and ticket sales as related to athletic programs. [Prereq: KINS 375 or IA.]

KINS 684. Graduate Seminar in Kinesiology (3).

KINS 690. Thesis Writing Seminar (1-6). Written under direction of chairperson and/or committee. [Prereq: KINS 635. Rep.]

KINS 695. Directed Field Experience (3-6). Approved practical assignment directly related to student MS program. Supervised by department faculty member. Pursuant to field study program procedures, submit detailed written report prior to starting and completing course. [Rep.]

KINS 699. Independent Study (3-6). [Prereq: grad-standing with classified status in kinesiology MS program, or IA. Rep.]

Leadership Studies

LOWER DIVISION

LEAD 250. Orientation Training (2) **S**. Topics related to peer counseling for Humboldt Orientation Program, including counseling and referral skills, group facilitation, academic policies and procedures.

LEAD 251. Orientation Field Training (1). Complete and evaluate a peer counselor experience for Humboldt Orientation Program. [IA required. Rep once.]

LEAD 252. Leadership Practice (2). For students in leadership positions in Associated Students or other campus programs. Learn through involvement. May involve participation on university committees or in campus governance. [CR/NC. IA required. Rep once.]

LEAD 253. Residence Hall Peer Leadership (3) **F**. Topics related to leadership and counseling in college environment. Learning activities facilitate transfer of knowledge to reality of peer leader role. [Coreq: current residence life staff member in Housing. Rep twice.]

LEAD 254. Reflections on Peer Leadership (1) **S**. Reflection on practical experiences combined with theory-related content. How perceptions of, and attitudes toward, self and others relate to leadership effectiveness. [CR/NC. Prereq: LEAD 253. Coreq: current residence life staff member in Housing. Rep twice.]

LEAD 255. Issues in Community Volunteering (1). Volunteer roles, particularly in direct relationships. Issues appropriate to specific programs (e.g., refuge, racism, teen parenting). May involve an HSU program and/or committees or campus governance. [Weekly: 4 hrs of workshops and direct service. Rep once. CR/NC.]

LEAD 256. Program Leadership (YES) (3). Intensively develop leadership capabilities and managerial skills through lecture, discussion, individual consultation. Volunteer management, program planning and evaluation, community networking. May involve similar leadership role in another campus organization (e.g., CCAT, Campus Recycling). [CR/NC. Prereq: PS 255 and selected as YES program director/assistant director, or IA. Rep once.]

LEAD 257. Issues in Student Organizing (1) **F**. Explore, evaluate, and enhance own ability to be valuable participant in campus clubs and organizations. [CR/NC.]

LEAD 258. Issues in College Health Outreach (3). Provides knowledge base and hands-on experience. Emphases: leadership, outreach, program development skills. Required for Student Health Outreach Program team leaders.

LEAD 259. Field Experience in College Health Outreach (1). Volunteer experience for those wanting hands-on involvement in health outreach projects. Work with a team on issues such as sexual health, substance abuse, body image. [CR/NC. Prereq: LEAD 258. Rep to 6 units.]

LEAD 260. Ropes Course Leadership (1). Leadership involving group process and communication, individual challenge, and esteem building. Lecture, initiatives, course participation, volunteer experience. [CR/NC.]

LEAD 261. Residence Hall Student Government (1). Study and develop leadership skills through lecture, practical experience, and program creation in residence hall environment. [Prereq: active member of Residence Hall Association or related organization. CR/NC. Rep.]

LEAD 262. Outdoor Adventures & Service (1). Supervised experiences in community service and outdoor activities. Instructional sessions increase awareness and skill levels. [Prereq: residence on Outdoor Adventures and Community Service floor. CR/NC. Rep.]

UPPER DIVISION

LEAD 350. Advanced Orientation Training (1-2) **S**. Advanced study of special topics related to peer counseling, student development theory, parent and family issues, and academic referral skills for Humboldt Orientation Program. [Prereq: PS 250.]

LEAD 356. Organizational Leadership (YES) (3). Leadership at organizational level using YES as case study. Lecture, discussion, board of directors training, small group projects, individual consultation. Policy formation, diversifying, coalition building, continuity. May involve similar leadership role in another campus organization. [CR/NC. Prereq: position as YES program director or assistant director; PS 256 or IA. Rep by individualized contract of leadership roles.]

LEAD 357. Leadership Conference (1) **F**. Annual conference addresses leadership issues, education, activism. Keynote speakers, workshops, and panels challenge students to become more aware of their own leadership styles and effectiveness. [CR/NC. Rep.]

LEAD 358. Diversity Conference (1) **S**. Annual conference addresses diversity issues, multicultural education, activism. Keynote speakers, workshops, and panels challenge students to envision/embrace a multicultural America and to work for change. [CR/NC. Rep.]

LEAD 360. Principles of Leadership I (3). Theory, skill development, and ethical implications of leadership. Foundation for students in leadership positions or aspiring to make a difference. [Prereq: at least two units from experiential phase of leadership studies minor, or IA.]

LEAD 361. Principles of Leadership II (2). [Prereq: LEAD 360.]

LEAD 380. Special Topics (1-3). Topics of current interest in leadership development/education.

LEAD 492. Senior Capstone Experience (1). Small group and focus sessions look at student's educational experiences and future. [Prereq: completed experiential phase of leadership studies minor plus LEAD 360, or IA. CR/NC.]

LEAD 495. Directed Field Experience (1-6). With approval from the Leadership Studies program coordinator, students may participate in leadership related field experience. Field experience should include training, hands-on leadership experience, and a feedback or reflection component. [CR/NC. Rep up to 6 units.]

LEAD 499. Directed Field Study (1-6). Experiential education and/or service learning, under supervision, in areas not covered by scheduled classes. [Rep.]

Liberal Studies/ Elementary Education

UPPER DIVISION

LSEE 311. Mathematics Fieldwork Observation & Seminar (1-5). The course includes K-8 classroom observation of mathematics instruction.

Includes a review of the California Mathematics content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq or coreq: MATH 308B.]

LSEE 312. Social Studies & Science Fieldwork Observation & Seminar (1-5). The course includes K-8 classroom observation of social studies and science instruction. Includes a review of the California Social Studies and Science content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq or coreq: HIST 311 and SCI 311.]

LSEE 401. Integrating Humanities & Human Development Concepts (2). Integrate concepts between disciplines. Synthesize major themes and compare forms of inquiry. Cooperative learning and student projects.

LSEE 402. Integrating Math & Science Concepts (2). Integrate concepts between disciplines. Synthesize major themes; compare forms of inquiry. Cooperative learning and student projects.

LSEE 403. Integrating History & Social Science Concepts (2). Integrate concepts between disciplines. Compare forms of inquiry and synthesize major themes. Cooperative learning, student projects.

LSEE 404. Integrated Concepts of Visual & Performing Arts (2). Commonalities in the arts: aesthetic perception, creative expression, arts heritage, and aesthetic valuing. Participate in interdisciplinary activities combining two or more of the arts. [Prereq: ART 358, MUS 312, THEA 322.]

LSEE 499. Directed Study (1-3). Individual study; staff direction. [Rep.]

Linguistics

LING 495. Practicum in Language Studies (3). Interdisciplinary approach. Relationship of language studies to other areas of intellectual achievement. Central topics vary. [Prereq: senior standing, approval by linguistics committee.]

Mathematics

LOWER DIVISION

Prerequisites: All mathematics courses have prereqs. Thus, to be eligible to enroll in a mathematics course, a student must have received a grade of C or better in the HSU courses listed as prereqs. In some lower division courses, a student may also satisfy the prereqs with an appropriate score on a mathematics placement exam.

Enrollment in remedial or general education mathematics courses is permitted only for those students who have taken or are exempt from the ELM exam. Students who have not met the specified prereqs need IA to enroll.

In courses marked with asterisks, credit earned may not count toward unit requirements for graduation, for GE, or for any major.*

MATH 40. Elementary Algebra (3) FS.* Transition from arithmetic to algebra; operations on real numbers and algebraic expressions; polynomials, fractional expression, square roots;

solving elementary equations and word problems. [Prereq: HSU math code 10. May not be repeated upon receipt of a grade below C- or a grade of U, NC, or W.]

MATH 41. Intensive Elementary Algebra (4) FS.* Cover MATH 40 material. [Prereq: HSU math code 06. Weekly: 3 hrs lect, 2 hrs mandatory lab.]

MATH 42. Beginning Algebra (5) FS.* Arithmetic review; signed numbers; polynomial arithmetic; first and second degree equations; exponents, rational expressions, and equations; radical expressions and equations; linear systems; introduction to logarithms. [Prereq: HSU math code 20. May not be repeated upon receipt of a grade below C- or a grade of U, NC, or W.]

MATH 43. Skills for Quantitative Literacy (2) FS. Quantitative and algebraic methods at the level of intermediate algebra that supports the development of quantitative literacy. Completes mandated remediation in the context of a general education course. Requires concurrent enrollment in MATH 103i. [Prereq: MATH 40 or 41 or 42 or math code 30.]

MATH 44. Intermediate Algebra (3) FS.* Fundamental operations, laws, terminology, and notation of algebra; concepts of expression, set, variable, function, graph, equality, equations, and identity; drill with fractions, exponents, and radicals; linear and quadratic equations; systems of equations; introduction to logarithms. [Prereq: MATH 40 or 41 or math code 30. May not be repeated upon receipt of a grade below C- or a grade of U, NC, or W.]

MATH 45. Intensive Intermediate Algebra (4) FS.* Cover MATH 44 material. [Prereq: HSU math code 08. Weekly: 3 hrs lect, 2 hrs mandatory lab.]

MATH 46. Workshop for ELM & MPT Review (.5)* Brief, intensive review of topics from ELM exam: intermediate algebra and elementary geometry skills. Recommended for students needing only a brief review to pass the ELM. Enroll concurrently in supported class (see class schedule). [Prereq: math code 06 or above.]

MATH 99. Supplementary Instruction in Mathematics (2) FS.* For students needing help in mathematics courses. Enroll concurrently in supported class (see class schedule). [CR/NC.]

MATH 103. Contemporary Mathematics (3) FS. Nonmathematicians see some of the character of mathematics. Topics vary. [Prereq: MATH 42 or 44 or 45 or math code 40. GE.]

MATH 103i. Mathematics as a Liberal Art (3). Ways mathematics uses quantitative, geometrical, algebraic, and statistical thinking in problem solving. Requires concurrent enrollment in math 43. Meets GE area B only with successful completion of MATH 43. Not recommended as preparation for MATH 115. [Prereq: MATH 40 or 41 or 42 or math code 30. Coreq: MATH 43. GE.]

MATH 104. Finite Mathematics (3). Topics from logic, combinatorics, probability theory, and matrix algebra applied to problems from social and biological sciences. [Prereq: HSU MATH 42 or

44 or 45 or 103i or math code 40. CAN MATH 12. GE.]

MATH 105. Calculus for the Biological Sciences & Natural Resources (3) FS. Differential and integral calculus. Apply to biological sciences, including exponential growth and decay. [Prereq: MATH 115; or math code 50; or MPT3 15 and ELMT 100. CAN MATH 30. GE.]

MATH 106. Calculus for Business & Economics (4). Logarithmic and exponential functions. Derivatives, integrals; velocity, curve sketching, area; marginal cost, revenue, and profit, consumer savings; present value. [Prereq: HSU MATH 42 or 44 or 45 or math code 40. GE.]

MATH 107Y - 107Z. Mathematics for Elementary Education (4-4) FS. Logic; sets; fundamental operations, concepts, and terminology of algebra. Nature of counting numbers, integers, rational numbers, and measurement; algorithms, including those for arithmetic in various number systems. Functions and operations, probability, statistics, metric/nonmetric geometry. Primarily for CDEE majors. [Prereqs for 107Y: HSU MATH 42 or 44 or 45 or 103i or math code 40. For 107Z: MATH 107Y. GE.]

MATH 108. Critical Thinking in Mathematics (3). Develop and apply critical thinking and problem-solving skills by exploring patterns and mathematical themes in school and society. Intended primarily for prospective preschool and elementary teachers. [Prereq: MATH 42 or 44 or 45 or 103i or math code 40. GE.]

MATH 109. Calculus I (4) FS. Limits, continuity, derivatives, integrals, and their applications. [Prereq: MATH 115 or 106 or math code 50; or MPT3 15 and ELMT 100. CAN MATH 18. GE.]

MATH 110. Calculus II (4) FS. Logarithmic and exponential functions, inverse trigonometric functions, techniques of integration, infinite sequences and series, conic sections, polar coordinates. [Prereq: MATH 109 or math code 65. CAN MATH 20.]

MATH 115. Algebra & Elementary Functions (4) FS. Functions and their graphs; in-depth treatment of exponential and logarithmic functions. Trigonometry: trigonometric functions, identities, solving triangles. Polynomial functions. [Prereq: HSU MATH 42 or 44 or 45 or math code 40.]

MATH 205. Multivariate Calculus for the Biological Sciences & Natural Resources (3) F. Differential equations, partial derivatives, double integrals, and curve fitting techniques; vectors; applications. [Prereq: MATH 105 or math code 65 or IA. CAN MATH 32.]

MATH 210. Calculus III (4) FS. Vectors; parametric equations; 3-dimensional analytic geometry; vector-valued functions; partial derivatives; multiple integrals; introduction to line integrals. [Prereq: MATH 110. CAN MATH 22.]

MATH 240. Introduction to Mathematical Thought (3). Mathematical reasoning, writing, and proofs; sets, functions, topics in discrete mathematics, problem formulation, problem solving. [Prereq: MATH 105 or 106 or 109 or math code 65.]

MATH 241. Elements of Linear Algebra (3) **FS.** Linear systems, matrices, determinants, linear independence, bases, eigenvalues, and eigenvectors. [Prereq: MATH 205 or 210 (C) CAN MATH 26.]

MATH 253. Discrete Mathematics (3). Sets, functions, relations, algorithms, induction, recursion, combinatorics, graphs, trees, and propositional logic. [Prereq: MATH 115; or math code 50; or MPT3 15 and ELMT 100; plus a course in computer programming.]

MATH 280. Selected Topics in Mathematics (.5-3). [Prereq: IA. Rep.]

UPPER DIVISION

MATH 301. Mathematics & Culture: an Historical Perspective (3) **S.** Various cultures' influence on development of mathematics. "Pythagorean" theorem before/after Pythagoras; history of pi from biblical to modern times; primes and perfect numbers from Euclid to today; evolution of algebra from Omar Khayyam to Renaissance and beyond. Meets history requirement for math secondary education, but for math majors does not count toward 26 units of 300-level (or above) courses. [Prereq: MATH 115; or math code 50; or MPT3 15 and ELMT 100. DCG. GE.]

MATH 308B - 308C. Mathematics for Elementary Education (3-3) **FS.** Develop advanced perspective of concepts, structures, and algorithms of math constituting the core of K-8 math curriculum: the real number system; number theory; algebra and functions; geometry and measurement; probability and statistics; mathematical reasoning. Take in B-C order. Does not apply toward math major/minor. [Prior IA required for majors other than LSEE or CDEE. Prereq: lower division GE math course or math code 45 and MATH 308B (for 308C). GE.]

MATH 311. Vector Calculus (2) **F.** Vector fields; line and surface integrals; Green's theorem, divergence theorem, Stokes' theorem; applications. [Prereq: MATH 210, 241.]

MATH 313. Ordinary Differential Equations (4) **FS.** Systems and series solution methods; applications. Numerical and analytical techniques. [Prereq: MATH 210, 241.]

MATH 314. Partial Differential Equations (3) **S.** Fourier series; partial differential equations, boundary-value problems, applications. [Prereq: MATH 313. Recommended: MATH 311.]

MATH 315. Advanced Calculus (4) **F.** Theory and applications of differential and integral calculus for vectors and several variables. Taylor's theorem and implicit function theorem. Transformations and mappings; line and surface integrals; integral theorems. [Prereq: MATH 210, 241.]

MATH 340. Number Theory (3) **F.** Divisibility, congruencies, quadratic reciprocity, arithmetic functions, Diophantine equations, introduction to algebraic number theory, computer applications. [Prereq: MATH 240 and MATH 241, course in computer programming.]

MATH 343. Introduction to Algebraic Structures (4) **S.** Elementary number theory, integral domains, groups, rings, modules, fields, linear algebras. [Prereq: MATH 240 and MATH 241.]

MATH 344. Linear Algebra (3) **F.** Matrices, vector spaces, linear transformations, canonical forms, characteristic values, applications. [Prereq: MATH 240 and 241.]

MATH 351. Introduction to Numerical Analysis (4) **F.** Error analysis, computer arithmetic; solving equations in one variable; interpolation and polynomial approximation; numerical differentiation and integration; ordinary differential equations; solutions of linear systems. [Prereq: MATH 205 or 210; MATH 351; CIS 130 or 131 or 230 or 290. Weekly: 3 hrs lect, 2 hrs lab.]

MATH 361. Introduction to Mathematical Modeling (4) **S.** Modeling techniques. Examples from biological, environmental, and physical sciences: continuous, discrete, stochastic, and computer simulation models. [Prereq: year of calculus and course in computer programming. Recommended: course in linear algebra. Weekly: 3 hrs lect, 2 hrs lab.]

MATH 371. Geometry (3) **S.** Classical and modern problems and concepts. Topics from: plane and solid geometry; Euclidean geometry; deductive approaches, non-Euclidean and alternative characterizations of geometry using synthetic, analytic, and transformational approaches. [Prereq: high school geometry or equivalent; MATH 240; or IA.]

MATH 377Y - 377Z. Elementary Math from an Advanced Viewpoint (4-4). Two-semester study of mathematical and pedagogical ideas underlying K-8 mathematics. 377Y: number systems and number sense, algebra, functions, mathematical reasoning. 377Z: geometry, measurement, data analysis. For LSEE majors. [Prereq: (for 377Y) completed lower division math requirement; (for 377Z) MATH 377Y.]

MATH 381. Tutorial on Mathematical Proofs (1). Develop ability to present clear mathematical exposition and argument. [Prereq: concurrent enrollment in an upper division theoretical mathematics course.]

MATH 401. History of Mathematics I (3) **F.** Key mathematical ideas/milestones: from antiquity to evolution of calculus. Research techniques introduced. [Prereq: MATH 205 or 210 and high school geometry (or equivalent), or IA. Offered alternate years.]

MATH 407. School Mathematics from an Advanced Viewpoint (3) **S.** Connect undergraduate mathematics to the math curriculum of grades 7-14. Integrated projects: algebra, geometry, probability and statistics, discrete math, number theory, history of mathematics, applications of mathematics, and classical problems. Specific mix of topics depends on student background. [Prereq: senior mathematics major and IA.]

MATH 413. Advanced Ordinary Differential Equations (3) **S.** Existence and uniqueness of

solutions; linear systems and vector-matrix differential equations; oscillation and comparison theorems; nonlinear differential equations and stability. [Prereq: MATH 313 or equivalent. Offered alternate years.]

MATH 415 - 416. Introduction to Real Analysis (4-3) **FS.** Real numbers, metric spaces, topology of Euclidean space, sequences, series, continuity, implicit and inverse functions, differentiation, integration, series of functions, uniform convergence. [Prereq: MATH 210, 240 (343 strongly recommended); MATH 415 for 416.]

MATH 418. Introduction to Complex Analysis (3) **S.** Analytic and meromorphic functions, power series, singularities, and residues. [Prereq: MATH 210, 240. Offered alternate years.]

MATH 443. Advanced Algebraic Structures (3) **F.** Advanced topics in groups, rings, and fields; polynomials and Galois theory; applications. Prereq: MATH 343. Offered alternate years.

MATH 446. Mathematical Logic & Set Theory (3) **F.** Informal set theory; sentence and predicate logic. Topics from formal arithmetic, recursive function theory, proof theory, and/or model theory. [Prereq: MATH 343. Offered alternate years.]

MATH 451. Advanced Numerical Analysis (4) **S.** Approximation theory; numerical solutions to ordinary differential equations, partial differential equations, boundary value problems, nonlinear systems. [Prereq: MATH 313, 351. Weekly: 2 hrs lect, 2 hrs lab. Offered alternate years.]

MATH 474. Graph Theory (3) **F.** Finite graphs, trees, digraphs, Eulerian and Hamiltonian graphs, mappings, graphs as models, coloring problems, and application of graph theory. [Prereq: MATH 240 or IA. Offered alternate years.]

MATH 480. Selected Topics in Mathematics (1-4). [Prereq: IA. Rep.]

MATH 481. Workshop in Tutoring Mathematics (1). Teaching techniques applicable to a tutorial setting. Primarily for students concurrently tutoring math. [CR/NC. May count for credit only toward a major in mathematics (education). Prereq: IA. Rep twice.]

MATH 485. Seminar in Mathematics (1-2). Current literature, research, problem solving. [Prereq: IA. Rep, but no more than two units may apply to the major.]

MATH 499. Directed Study (.5-3). Directed reading and conferences on special topics. [Rep.]

GRADUATE

MATH 521. Applied Stochastic Processes (3) **S.** Markov processes, Kolmogorov forward and backward equations, queueing theory, birth and death processes, diffusion processes, renewal theory; Brownian motion. [Prereq: MATH 313 or 344 or STAT 323.]

MATH 561. Dynamic Systems (4) **F.** Linear and nonlinear systems of difference equations and

differential equations as applied to mathematical models of real dynamic phenomena; bifurcation theory. [Prereq: MATH 313, 344.]

MATH 564. Applied Optimization (4) S. Topics may include: linear and dynamic programming; Euler's equation; fixed and variable endpoint problems; principles and applications of the calculus of variations, concepts of control theory; optimal control, including the maximum principle; applications. [Prereq: MATH 561 or IA.]

MATH 580. Selected Topics in Mathematics (1-4). [Prereq: IA. Rep.]

MATH 595. Mathematical Modeling Practicum (3) F. Practical experience constructing and analyzing mathematical models. [Prereq: concurrent enrollment in MATH 561 or 564 or IA. Rep.]

MATH 685. Seminar in Mathematics (1-2). Review and report on current literature and problems. [Rep.]

MATH 690. Thesis/Project (1-4). Guided investigation of a problem of mathematical significance, culminating in a formal report in compliance with HSU standards. [Prereq: IA. Rep.]

MATH 695. Directed Research (1-2). Individual research on advanced problems. [Prereq: grad standing. [Rep.]

MATH 699. Independent Study (.5-3). Directed reading and conferences on special topics. [Rep.]

CREDENTIAL/LICENSURE

MATH 700. In-Service Professional Development in Mathematics (.5-3). Directed studies for professionals in mathematics desiring advanced or specialized instruction, especially that leading to credentialing and certification. [Prereq: IA. Rep.]

MATH 701. In-Service Professional Development in Mathematics Education (.5-5). Directed studies for professionals in mathematics desiring advanced or specialized instruction in curricular or pedagogical areas of K-16 mathematics. [Prereq: IA. Rep.]

MATH 707. Elementary Mathematics from an Advanced Viewpoint (1-3). Topics of interest to high school teachers: algebra, geometry, probability and statistics, number theory, history of mathematics, applications of mathematics, classical problems. Topics depend on student backgrounds. [Prereq: IA. Rep.]

MATH 707D. Elementary Mathematics from an Advanced Viewpoint—Discussion (.5). Directed reading and conferences on topics chosen for MATH 707. Companion course to 707 to meet needs of individual students. [Rep.]

Music

Contents of this section:

Instrument Studies (class & studio instruction)

Musical Ensembles

Lower Division (lecture courses)

Upper Division (lecture courses)

INSTRUMENT STUDIES

MUS 108-109. Class Applied Instruction (1). Class instruction on various instruments. MUS 108 courses are open to all; no previous experience required. MUS 109 courses continue comparable 108 sections and require instructor approval. Course suffixes vary with the instrument:

B	Brass
G	Acoustic Guitar
K	Piano
P	Percussion
S	Strings
V	Voice
W	Woodwinds

Each course may be repeated once. Guitar students must provide their own instruments. [GE.]

MUS 130. Piano III (1). Class instruction for non-piano emphasis music majors and minors. [Prereq: MUS 112 and MUS 113 or IA. Coreq: MUS 215. Rep once.]

MUS 220-237. Studio Instruction, Intermediate (1-3). Individual instruction. Guitar students must provide own instrument. [Prereq: IA. Rep.]

220	Studio Piano, Intermediate
221	Studio Voice, Intermediate
222	Studio Flute, Intermediate
223	Studio Oboe, Intermediate
224	Studio Clarinet, Intermediate
225	Studio Bassoon, Intermediate
226	Studio Saxophone, Intermediate
227	Studio Trumpet, Intermediate
228	Studio Horn, Intermediate
229	Studio Trombone, Intermediate
230	Studio Euphonium, Intermediate
231	Studio Tuba, Intermediate
232	Studio Percussion, Intermediate
233	Studio Violin, Intermediate
234	Studio Viola, Intermediate
235	Studio Cello, Intermediate
236	Studio String Bass, Intermediate
237	Studio Guitar, Intermediate

MUS 355. Voice—Intermediate (1). Class instruction in voice. [Prereq: IA. Rep.]

MUS 357. Piano—Intermediate (1-3). Class instruction in piano. [Prereq: IA. Rep.]

MUS 420-438. Studio Instruction, Advanced (1-3). Individual instruction continuing comparable MUS 220-237 courses. Guitar students must provide own instrument. [Prereq: IA. Rep.]

420	Studio Piano, Advanced
421	Studio Voice, Advanced
422	Studio Flute, Advanced
423	Studio Oboe, Advanced
424	Studio Clarinet, Advanced
425	Studio Bassoon, Advanced
426	Studio Saxophone, Advanced
427	Studio Trumpet, Advanced
428	Studio Horn, Advanced
429	Studio Trombone, Advanced
430	Studio Euphonium, Advanced

431	Studio Tuba, Advanced
432	Studio Percussion, Advanced
433	Studio Violin, Advanced
434	Studio Viola, Advanced
435	Studio Cello, Advanced
436	Studio String Bass, Advanced
437	Studio Guitar, Advanced
438	Studio Composition, Advanced

MUSICAL ENSEMBLES

MUS 106B / 406B. University Singers (2). Study/perform choral literature of many styles and periods. Occasional off-campus concerts. [CR/NC. Prereq: IA based on auditions. Rep. GE.]

MUS 106E / 406E. Opera Workshop (1-3). Traditional and contemporary musical theatre repertoire: operetta, grand operas, chamber operas, and Broadway musicals. Prepare individual roles, ensembles, and scenes, culminating in public performance. [Prereq: IA based on auditions. Rep. GE.]

MUS 106F / 406F. Mad River Transit Singers (1-2). Study/perform jazz-idiom choral music. Stylistic interpretation; available literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. GE.]

MUS 106H / 406H. Symphonic Band (2). Study/perform symphonic band and wind ensemble literature. Occasional off-campus concerts. [CR/NC. Prereq: IA based on auditions. Rep. GE.]

MUS 106J / 406J. AM Jazz Big Band (1). Performance ensemble for novice jazz instrumentalists. Perform jazz literature; study jazz techniques. [Rep. GE.]

MUS 106K / 406K. Jazz Orchestra (1-2). Perform literature composed or arranged for large jazz ensemble. Stylistic interpretation; ensemble playing; study of literature. Occasional off-campus concerts. [Prereq: IA based on auditions. Rep. GE.]

MUS 106N / 406N. Humboldt Chorale (2). Study/perform choral music of all periods. Emphasis on larger works. No formal audition. Prereq: IA based on interview. Rep. GE.]

MUS 107 / 407. Chamber Ensemble (1-2). Study/perform instrumental, vocal, or mixed chamber music of all periods. [Prereq: IA. Rep.] The following are offered (letter is course suffix):

J	Jazz
P	Percussion
V	Vocal
I	Intermediate Orchestra

MUS 107S / 407S. String/Guitar (1-2). Study/perform instrumental, vocal, or mixed chamber music of all periods. [Prereq: IA. Rep. GE.]

MUS 107W / 407W. Chamber Ensemble Winds/Brass (1-2). Study/perform instrumental, vocal, or mixed chamber music of all periods. [Prereq: IA. Rep. GE.]

MUS 108 A. Afro-Cuban Percussion (1). Class instruction in beginning Afro-Cuban drumming.

MUS 150 / 450. Humboldt Symphony (2). Study/perform orchestral literature. Occasional off-campus concerts. [CR/NC. Prereq: IA based on auditions. Rep.]

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.

MUS 104. Introduction to Music (3). Non-music majors learn styles, techniques, and forms of various musical periods. Lectures, recordings, concerts. Acquire greater understanding and enjoyment of music. [GE.]

MUS 105. The American Musical (3). Historical survey of musical theatre in US, emphasizing Broadway productions. Song and dialog presented through recordings and videos. [GE.]

MUS 110. Fundamentals of Music (4). For music majors needing additional preparation before entering MUS 214, for minors, and for general student wishing to improve knowledge/skills in beginning theory, keyboard, and aural comprehension. [Prereq: IA. Rep.]

MUS 112. Piano I (1). Beginning class piano studies for music majors.

MUS 113. Piano II (1). The second semester of class piano studies for music majors. [Prereq: MUS 112.]

MUS 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. Properties of sound, scales, modes, triads, 7th chords, figured bass, nonharmonic tones, chord progressions, cadences. [Prereq: MUS 110 or passing score on placement test.]

MUS 215. Theory II (3). Continues MUS 114. Secondary dominants, modulation, binary and ternary forms, diminished and nondominant chords. [Prereq: MUS 214 or IA.]

MUS 216. Ear Training I (1). Comprehensive ear training correlated to MUS 214; develop music reading and perception skills through studies in rhythm, sight singing, dictation, keyboard, and notation. [Coreq: MUS 214 or IA.]

MUS 217. Ear Training II (1). Continues MUS 216. [Coreq: MUS 215 or IA. Prereq: MUS 214, 216.]

MUS 251. 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 214.]

MUS 252. Music History: 1750 to Present (3). Analyze musical style in selected examples of classical, romantic, and 20th century music. Written research projects. [Prereq: MUS 215, 251.]

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. [GE.]

MUS 302. Music in World Culture (3). Musical traditions of Native American, African, and Asian cultures compared in artistic, social, religious, and political contexts. Distinctions between Western and non-Western music. [GE. DCG.]

MUS 305. Jazz: An American Art Form (3). Uniquely American art form of jazz. African-American jazz innovators. Perspectives of history, society, performance, gender, and current trends. Lecture, listening, discussion. [GE.]

MUS 312. Musicianship (2). Concepts/skills in music for use in self-contained classroom. Prereq: junior or senior or IA.]

MUS 313. Musicianship (2). Continues MUS 312. [Prereq: MUS 312.]

MUS 314. Theory III (3). Neapolitan, augmented 6th, and altered chords; chromatic harmony; basic 18th century polyphony; borrowed chords; 9th, 11th, and 13th chords; variation techniques; modulation; sonata form. [Prereq: MUS 215 or IA.]

MUS 315. Theory IV (3). 20th century techniques: tone rows, set theory, quartal harmony, polytonality, pandiatonicism, chance operations, modal writing, polymeters, and asymmetric meters. [Prereq: MUS 314 or IA.]

MUS 316. Ear Training III (1). Comprehensive ear training correlated to MUS 314. Develop music reading and perception skills through studies in rhythm (traditional, 20th century), sight singing (traditional, 20th century), dictation, and keyboard. [Coreq: MUS 314. Prereq: MUS 215 and 217 or IA.]

MUS 317. Ear Training IV (1). Continues MUS 316. Coreq: MUS 315. [Prereq: MUS 314 (C) and 316 (C) or IA.]

MUS 318. Jazz Improvisation (2). Train in contemporary art of jazz improvisation through use of scales, chords, and idiomatic musical devices. [Prereq: MUS 214 or IA. Rep once.]

MUS 319. Development of Musical Concepts (2). Survey music teaching process used in self-contained classrooms. General music curriculum; material development; fieldwork; underlying aesthetic, philosophical, and psychological foundations of elementary school programs. [Prereq: MUS 314 or 313; admission to music credential track; IA.]

MUS 320. Composition: Film Scoring (3). Study and compose music for scenes of dramatic and narrative films. [Rep.]

MUS 320B. Composition: Jazz & Pop Arranging (3). Arranging techniques. Emphasis on big band. [Prereq: MUS 215. Rep.]

MUS 320C. Composition: Electronic Music (3). Use computer-driven devices to compose electronic and electro-acoustic music. [Prereq: MUS 215. Rep.]

MUS 324. Contemporary Composition Techniques (2). General survey of contemporary composition. Individual projects; concert presentation. [Coreq: MUS 215. Prereq: IA.]

MUS 326. Counterpoint (2). Overview of Renaissance, common practice, and modern counterpoint. Emphasis: baroque techniques. [Prereq: MUS 315 or IA.]

MUS 330. Piano IV (1). Piano accompaniments developed from chord symbols, notated melodies, or choral and instrumental music. Chord voicing, chord analysis, stylistic appropriateness. [Prereq: MUS 130. Coreq: MUS 314. IA. Rep.]

MUS 334. Fundamentals of Conducting (2). Beat patterns, expressive gestures, score reading, musical ranges, rehearsal planning, correction of errors. [Prereq: MUS 315 (C), IA.]

MUS 338 Vocal & Instrumental Scoring (3). Techniques of arranging music for vocal and instrumental performing groups (large and small). Score layout and legibility, part copying, transpositions, and ranges of instruments and voices. [Prereq: MUS 315.]

MUS 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 370. Woodwind and String Techniques I (1). Instruction in woodwind and string instruments. [Rep once.]

MUS 371. Woodwind and String Techniques II (1). [Prereq: MUS 370. Rep once.]

MUS 372. Brass and Percussion Techniques I (1). Class instruction in brass and percussion instruments. [Rep once.]

MUS 373. Brass and Percussion Techniques II (1). [Prereq: MUS 372. Rep once.]

MUS 380. Reed Making (1). Making and adjusting single and double reeds. For intermediate and advanced woodwind students or prospective teachers of woodwind instruments. [CR/NC. Prereq: IA. Rep.]

MUS 381. Selection, Care & Repair of Musical Instruments (1). Criteria for selecting instruments; fundamentals of their care and repair. [CR/NC. Rep once. Prereq: IA.]

MUS 384. Choral Literature (1). Vocal techniques and principles involved in choral literature and practices. [Prereq: MUS 315.]

MUS 385 P.V. Performance Seminar (1). Perform, listen to, and critique literature and performances. [Prereq: IA. Rep.]

MUS 386. Teaching of Applied Music (1). Methods/materials in teaching class and private piano, voice, or instruments. [Rep.]

MUS 386L. Teaching of Applied Music Lab (1). Lab practice teaching class and private piano, voice, or instruments.

MUS 387. Instrumental Literature (1). Select, prepare, and teach/perform instrumental music in all combinations. [Prereq: IA.]

MUS 438. Composition Instruction (1-3). Individual instruction. Techniques for composition, notation, score preparation, instrumentation. [Prereq: IA. Rep.]

MUS 455. Foundations of Music Education (1). Teaching philosophy/method; learning objectives; evaluation; classroom techniques; professional organizations; role of music teacher. [Prereq: MUS 319, IA.]

MUS 485. Undergraduate Seminar (1-3). Performance practices, periods, or genre of music history and literature not treated in depth in other offerings. [Prereq: IA. Rep.]

MUS 499. Directed Study (1-3). Methods of research; projects in music and music teaching. [Prereq: IA. Rep.]

Native American Studies

LOWER DIVISION

NAS 104. Introduction to Native American Studies (3). Origins and development of content/method in NAS. Contrast the field with adjoining and contributing disciplines (anthropology, history, sociology, and humanities). [DCG. GE.]

NAS 105 / ES 105. Introduction to US Ethnic Studies (3). Comparative history of racialized groups in the US, with particular emphases on the manner in which race, ethnicity, class, and gender inform this history. [DCG. GE.]

NAS 200. The Indian in American History (3). Conflict in social, political, and economic systems between Native American and Anglo-Europeans as the main currents of American history swept across the continent.

UPPER DIVISION

NAS 306. Native Peoples of North America (3). Traditional cultures, historical development, and contemporary social and political situations. [DCG. GE.]

NAS 310. Native American Literature (3). Contemporary. Topics vary from a broad introduction to focus on one of the following genres: poetry, prose, fiction, nonfiction, and native autobiography. [Rep for different topics.]

NAS 311. Oral Literature & Oral Tradition (3). Identify, interpret, and decipher native symbols depicted in tribal myths, legends, songs, art, oratory, poetry, prose.

NAS 320. Native American Psychology (3). Compare and critique selected philosophical con-

structs manifested within European and Native American values and experiences.

NAS 325. Native Tribes of California (3). Traditional cultures of native peoples: archeology, material culture, social organization, historical interrelationships.

NAS 327. Native Tribes of North American Regions (3). Historic and current perspectives on the indigenous people of North America. Overview of tribal life, including NA/White relations. Tribal lifestyle issues. Elements of Native American arts, literature, and music. Topics vary.

NAS 331. Introduction to Native American Perspectives on Natural Resources Management (3) F. Cultural heritage as it pertains to land use. Native American economic, social, and religious relationships with natural resources.

NAS 332. Environmental Justice (3). Issues/concerns that led to Executive Order 12898 (environmental policies and conflicts between industries and those seeking environmental protection, including Alaska Native villages, "lower 48" tribes, grassroots community organizations).

NAS 336. Nature & Issues of Genocide (3). Causes and consequences of exterminating racial, political, and cultural groups. Historical and contemporary context for social, theological, economic, and pathological factors influencing genocide.

NAS 340. Language & Communication in Native American Communities (3). Native American languages in social, cultural, and historical contexts. Precontact languages; traditional modes of language use; efforts to preserve or revive languages.

NAS 345. Native Languages of North America (3). Survey principal languages of northwestern California (Hupa, Karuk, Tolowa, Yurok). No special background required; college-level work in non-English language helpful.

NAS 346. Study of a Native American Language (3). Grammatical study; conversational practice. Language varies with student demand and instructor availability.

NAS 352. Archaeology of Northwestern California (3). Cultural sequences in prehistoric northern California/southern Oregon. Adaptations; technological and stylistic change. Apply anthropological, linguistic, and archaeological method/theory.

NAS 355. Archaeological Field Methods (1-3). Survey, excavation methods. Usually requires concurrent enrollment in activity or lab.

NAS 358. Cultural Resource Management (3). Care and conservation of material cultural items and natural resources of cultural significance.

NAS 360. Tribal Justice System (3). Relationships between legal systems and postcolonial Indian realities.

NAS 361. Tribal Sovereignty, Tribal Citizens (3). Comprehensive review of NA civics and dual role of tribal citizenship in the US. Topics: tribal

governance, tribal justice systems, Indian-White relations, education, religious conflict, community development.

NAS 362. Tribal Governance & Leadership (3) F. Organization and structure. Political, economic, and social constraints.

NAS 364. Federal Indian Law I (4) F. Unique federal/tribal legal and historical relationship. Scope and authority of tribal governments as modified through contact with the federal government. Federal legislation and Supreme Court decisions regarding Indians and tribes.

NAS 365. Federal Indian Law II (4). Continues NAS 364. Tribal jurisdiction in Indian country. Tribal/state conflicts over jurisdiction. Special topics. [Prereq: NAS 364 recommended.]

NAS 366. Tribal Water Rights (3) S. Federal/state water laws and Indian treaties; water problems on Western reservations as classic examples.

NAS 374. Native American Health (3). Promoting health in Native American communities: relations among social milieu, patterns of behavior, health care delivery systems.

NAS 392. Native American Film (3). Describe/interpret forms, functions, and meanings of Indian life as depicted in film. Specific topic will vary.

NAS 393. Native American Arts Activity (1-3). Materials and techniques in selected art forms. Topic varies.

NAS 394. Experiential Learning (1-3). Workshops and projects focusing on traditional and contemporary NA activities. [Rep.]

NAS 401. International Indigenous Issues (3). Impact of European colonial expansion and economic globalization on indigenous peoples worldwide. Specific topic varies.

NAS 460. Tribal Rights: The Federal Role (3). Contemporary issues: sovereignty, economic development, resource management, water rights. [Prereq: NAS 364.]

NAS 480. Selected Topics in Native American Studies (1-4). Special topic, problem area, or field research. [Rep for different topic.]

NAS 481. Special Topics in Native American Law & Government (3). Specific topic/problem area will be announced. Rep for different topic.

NAS 482. Special Topics in Native American Language & Literature (3). Specific topic/problem area will be announced. Rep for different topic.

NAS 483. Special Topics in Native American Society & Culture (3). Specific topic/problem area will be announced. [Rep for different topic.]

NAS 484. Special Topics in Native American Natural Resources & Environment (3). Specific topic/problem area will be announced. [Rep for different topic.]

NAS 491. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA.]

NAS 499. Directed Research (1-3). Take only one NAS 499 class per semester and four NAS 499 classes per academic career at HSU. Both provisions subject to petition. Advanced students only. [Prereq: IA.]

GRADUATE

NAS 620. Comparative Values Between Europeans & Native Americans (3). Compare and critique select philosophical constructs manifested within European and Native American values and experiences.

NAS 630. Native Americans of Northern California (3). Analyze local indigenous tribes: history, ways of life, cultural attributes, and contemporary problems.

NAS 680. Graduate Seminar (1-3). [Prereq: grad standing. Rep.]

NAS 683. Advanced Research Methods in Native American Studies (1-3). Techniques, methods, and approaches. [Prereq: grad standing. Rep.]

NAS 690. Thesis (1-3). [Prereq: advanced to candidacy. Rep.]

NAS 691. Comprehensive Exam (1-3). For approved MA candidates in social science wishing to pursue Native American studies. [Prereq: DA. Rep.]

NAS 695. Field Research (1-3). Field investigations of current phenomena (issues and behavior). [Prereq: grad standing. Rep.]

NAS 699. Independent Study (1-3). [Prereq: IA. Rep.]

Natural Resources

UPPER DIVISION

NR 310. Cooperative Education Field Experience (1-2) S. Finish student training plan; develop work period journal; interview with selected agency personnel. Career development and assessment activities. Training plan framework for second work period. [CR/NC. Prereq: coop ed student status and IA.]

NR 480. Selected Topics (1-3). [Rep with different topic. Lect/lab as appropriate.]

NR 485. Senior Seminar (1). Interdisciplinary topics. [Prereq: senior standing. Rep.]

NR 499. Directed Study (1-3) FS. Independent research. [Rep.]

GRADUATE

NR 500. Orientation for Graduate Students (1) F. Directions NR grad education is taking and is expected to take in near future. May not be used to fulfill 15-unit minimum requirement for grad courses (500, 600 level) for the master's degree.

NR 680. Advanced Topics in Natural Resources (1-3). Lect/lab as appropriate. [Rep with different topic.]

NR 685. Graduate Seminar in Natural Resources (1). [Rep.]

NR 690. Thesis (1-4). [Rep.]

NR 692. Research Project (1-4). [Rep.]

NR 695. Research Problems (1-4). Directed research. [Rep.]

NR 699. Independent Study (1-4). [Rep.]

Natural Resources Planning & Interpretation

LOWER DIVISION

NRPI 105. Natural Resource Conservation (3) FS. Broad aspects; history of humanity in relation to land use; human populations in relation to resources; history of conservation movement; present day conservation problems. [GE.]

NRPI 210. Public Land Use Policies & Management (3). Overview of public lands: Historical view of major statutes, agency evolution, and resource management policies. Recommended preparation: NRPI 105.

NRPI 215. Natural Resources & Recreation (3). Three primary components: resources, visitors, and management. Motivations and benefits, overview of providers, and fundamental recreation concepts.

NRPI 253. Interpretive Computer Graphics (3). Fundamental course in computer graphic design and layout for producing natural resource interpretive displays, flyers, posters, book covers, brochures, newsletters, and multimedia slide presentations. Background in basic computer skills required. [Weekly: two 3-hr labs.]

NRPI 270. Global Positioning System Techniques (1). Concepts and use of Global Positioning System (GPS) technologies for way finding and field data collection. Brief examination of interface with GIS. Five week module. [Prereq: math code of 30 or MATH 40. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 277. Introduction to Remote Sensing (3). Aerial photography, multispectral and thermal scanning, satellite sensors, digital image processing. Application to inventory of natural resources and planning. Emphasis: image interpretation for terrain and vegetation analysis. [Weekly: 2 hrs lect, 3 hrs lab.]

UPPER DIVISION

NRPI 309 / ENVS 309. Communication in Natural Resource Conflict Resolution (3) FS. Use small group dynamics, writing projects, and oral presentations to develop appreciation for the variety of communication forms in sciences, social sciences, arts, humanities. [CWT. Weekly: 2 hrs lect, 2 hrs activ.]

NRPI 309B / ENVS 309B. Environmental Communication (4). 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. Not allowed for NRPI/Interpretation majors. [CWT.]

NRPI 310. Introduction to Natural Resource Planning (3). History of resource and land-use planning, planning theory, planning processes,

and land development in the US. Overview of current resource and land-use planning processes and techniques at local, regional, state, and federal levels. [Prereq: NRPI 105 and NRPI 210 or equivalent.]

NRPI 325. Natural Resource Regulatory Process (3). Overview of laws, policy, and institutions used to regulate natural resource management and protect the environment. Legal principles; property rights; federal, state, and international environmental legislation; and regulatory authorities. [Prereq: NRPI 210. Weekly: 2 hrs lect, one 3-hr lab.]

NRPI 340. Human Dimensions of Resource Management (3). Three primary dimensions of human resource management: historical review of recreation theory; social science aspects of researching recreation visitors; staff management. Topics: recreation motivations, recreation clients, management strategies, in-house staff relations. Prereq: NRPI 215 or IA.]

NRPI 350. Introduction to Natural Resource Interpretation (3). Theories, goals, techniques for interpreting natural resource and heritage areas. Planning/presenting interpretive programs. Case studies, projects. [Coreq: NRPI 351. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 351. Natural Resources Interpretation Field Trip (1). Visit sites illustrating issues and techniques of natural resources interpretation. [CR/NC. Coreq: NRPI 350. Three-day field trip.]

NRPI 352. Natural Resource Public Relations (3). Apply public relations concepts to natural resource administration: methods of disseminating public information; planning effective outreach programs; public involvement methods.

NRPI 353. Interpretive Graphics (3). Theory and skills of written and graphic interpretation techniques. Application to signs, brochures, self-guided trails, exhibits. [Prereq: NRPI 253, 350. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 360. Natural Resource Planning Methods (3). Interdisciplinary methods. Use case studies to explore acquisition, analysis, and application of ecological, economic, and social information for planning at site, landscape, and regional scales. [Prereq: NRPI 310. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 377. Introduction to GIS Concepts (3). Geographic Information Systems (GIS) mapping concepts including map projections, coordinate systems and datums. Location and incorporation of a variety of data types. View and query spatial data; create layouts and maps. [Prereq: familiarity with Windows environment. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 400 / ENVS 400. Inscape & Landscape (3) FS. Role of individual in societal process impacting the environment (landscape). Patterns of resource availability. Human impact on natural resource base. Individual, selective perception of the world (inscape) which results in a highly discriminating way of modeling landscape to match inner vision. [GE.]

NRPI 412 / ENV 412 / PSCI 412. Legal Research (4). Principles and research procedures in California/federal case law, statutory law, and codes. Computerized legal research; legal citation and writing.

NRPI 415. Recreation Planning Workshop (3). The planning process as applied to natural resource recreation areas; master planning for parks and other wildland recreation areas; NEPA; public involvement; planning facilities such as trails and campgrounds. [Prereq: NRPI 215. Weekly: 1 hr lect, two 3-hr labs.]

NRPI 420. Ecosystem Analysis (3). Measure and characterize physical and biological parameters of land ecosystems. Structure; carrying capacity; stability; vegetation and animal populations. [Prereq: BIOL 330, BOT 350, SOIL 260/260L (or equivalent); microcomputing skills; or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 423 / ECON 423. Environmental & Natural Resources Economics (3). Present discounted net worth, benefit/cost ratios, production functions, and marginal analysis in determining supply/demand of natural resources. Analyze common property resources, public goods, externalities.

NRPI 425. Environmental Impact Assessment (3). Legislative/judicial history and current implementation of National Environmental Policy Act (NEPA) and California Environmental Quality Act (CEQA). Practice analyzing and preparing impact assessments for development projects. Recommended preparation: NRPI 325. [Weekly: 2 hrs lect, one 3-hr lab.]

NRPI 428. One Earth: Common Ground in Resource Management (3). Belief systems' influence on current scientific models impacting economic, environmental, and cultural health and productivity. Emerging whole-system paradigms leading to common ground, vision, and consensus in resource management. [CR/NC. Prereq: senior standing; completed lower division GE science; or IA.]

NRPI 430. Natural Resource Management in Parks (3). Principles/practices managing natural resources in wildland recreation areas. Fire, air, water quality; erosion; endangered species; exotic species control; hazardous features. Case studies. [Prereq: ecology course, NRPI 215, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 440. Managing Recreation Visitors (3). Theoretical foundations and practical applications of managing recreation settings and people who visit them. Week-long field trip to state and national parks. [Prereq: NRPI 215, 340.]

NRPI 450. Advanced Natural Resource Interpretation (3). Controversial issues in interpretation, children's interpretation, and management of interpretation. Advanced oral and written interpretation techniques. [Prereq: NRPI 253, 350, and 353, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 453. Interpretation Practicum - Graphic (2). Capstone course for interpretation majors with a focus on graphic skills in interpretive programming and design. Projects include exhibits,

brochures, and overall interpretive programming. [Prereq: NRPI 350, 353, and 450, or their equivalents.]

NRPI 454. Interpretation Practicum - Oral (2). This is a capstone course for interpretation majors with a focus on oral interpretation. Students meet with local agencies, schools and organizations with a need for an interpretive education program. Students will design, produce and deliver educational opportunities for the clients. [Prereq: NRPI 450. Weekly: Two three-hour labs.]

NRPI 460. Natural Resource Agency Planning (3). Planning processes applied by natural resource agencies for beneficial biological, ecological, economic, and social outcomes of human interactions with the environment. Key themes: stewardship, involvement of stakeholders. [Prereq: NRPI 360 and 425 (C), or equivalent or IA. Weekly: 2 hrs lect, 3 hrs lab; 3-day field trip required. Service fee.]

NRPI 465. Rural Community Planning (3). Integrating community and economic development with land-use planning tools, such as agricultural land/open space preservation and growth management programs in small towns and rural areas dependent on natural resources. [Prereq: NRPI 360. Weekly: 2 hrs lect, 3 hrs lab. Service fee.]

NRPI 470. Intermediate GIS (3). Digital mapping and analysis. How GIS data are collected, structured, entered, edited. Analysis procedures/theory. Lab exercises; project. ArcGIS and ArcView GIS environments. [Prereq: NRPI 377; BIOM 109 or STAT 108 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 471. Spatial Analysis Lab Projects (1). Intended for students with experience in GIS and/or Remote Sensing who require the facilities and software tools available in the Spatial Analysis Lab for special projects or research. This course does not count towards graduation units. [IA. AU.]

NRPI 475. Senior Planning Practicum (4). Capstone course: a planning project in a group format. [Prereq: NRPI 460 (C) or 465 (C), graduating senior. Weekly: 6 hrs lab/practicum.]

NRPI 480. Selected Topics (.5-3). Planning, ecology, administration, law, ethics, or other topics of current interest. [Rep with different topics. Prereq: IA. Variable format.]

NRPI 480L. Selected Topics/Lab (.5-3). Planning, ecology, administration, law, ethics, or other topics of current interest. Lab/field format. Service Fee. [Rep with different topics. May require prereqs.]

NRPI 482. Internship (2-3) **FS**. Students implement the theory and practice of their major by working for a public agency or private firm/organization. Advanced standing and instructor consent.

NRPI 485. Senior Seminar (1). Topics of current interest. [Prereq: junior/senior standing or IA. Rep.]

NRPI 499. Directed Study (1-3). Individualized research/study project. [Prereq: junior/senior standing. Rep.]

GRADUATE

NRPI 540. Raster GIS Modeling Techniques Seminar (3). Raster analysis techniques in GIS using the ArcGIS environment. Map algebra, interpolation techniques and model integration. Sources and ramification of potential error: Incorporate use of scripting to enhance analytical efficiency. [Prereq: NRPI 470; BIOM 109; advanced statistics and NRPI 277 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 550. Advanced Natural Resource Interpretation (3). Interpretive facility planning, children's interpretation, and management of interpretation. Advanced oral/written interpretation techniques. [Prereq: NRPI 253, 350, and 353, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 570. Vector GIS Modeling Techniques Seminar (3). Vector analysis concepts using the ArcGIS environment including vector regions, dynamic segmentation, networks, and modeling techniques. Incorporate use of scripting to enhance analytical efficiency in the analysis of GIS data. [Prereq: NRPI 470 and BIOM 109 or equivalent. Statistics highly recommended Weekly: 2 hrs lect, 3 hrs lab.]

NRPI 580. Selected Topics (1-3). Interpretation, planning, ecology, administration, law, ethics, other topics of interest. [Rep with different topics.]

NRPI 597. Mentoring & Teaching-Associate Training (1-4). Train in course preparation and delivery. Advance majors and grad students take this prior to or concurrent with teaching-assistant or teaching-associate assignments. No credit toward graduate degree.

NRPI 685. Graduate Seminar (1-3). Topics of current interest. [Rep.]

NRPI 690. Thesis (1-4). [Rep.]

NRPI 692. Professional Paper (1-4). [Rep.]

NRPI 695. Field Research (1-4). [Rep.]

NRPI 699. Directed Study (1-4). [Rep.]

Nursing

LOWER DIVISION

NURS 255. Curriculum Concepts for Transfer Students (4). Directed study lets transfer student know and apply concepts presented in NURS 260, 261, and 262.

NURS 260. Beginning Assessment Skills (2) **F**. Gather and validate subjective/objective assessment data within functional health patterns. Assess through inspection, palpation, percussion, auscultation. [Prereq: official departmental notification of acceptance into nursing major. Coreq: NURS 261, 262, PSYC 311, ZOOL 214. Weekly: 1 hr lect, 3 hrs lab.]

NURS 261. Fundamental Nursing Skills (3) **F**. Theory, demonstration, and practice of technical nursing and beginning psychosocial skills currently needed in the profession. [Prereq: official departmental notification of acceptance into nursing major. Coreq: NURS 260, 262, PSYC 311, ZOOL 214. Weekly: 1 hr lect, 6 hrs lab.]

NURS 262. Theory-Based Nursing Practice (4) F. Introduces department's curriculum, underlying theory of modeling and role modeling, and functional health patterns. Apply theory from NURS 260, 261, 262 to clients in clinical setting. [Prereq: official departmental notification of acceptance into nursing major. Coreq: NURS 260, 261, PSYC 311, ZOOL 214. Weekly: 3 hrs lect, 3 hrs lab.]

NURS 264. Nursing Interventions for Adult Clients (7) S. Use nursing process with hospitalized adults. Underlying theories of nursing, pathophysiology, pharmacology, nutrition. Independent and collaborative nursing interventions related to diagnosis. [Prereq: NURS 260, 261, 262. PSYC 311, ZOOL 214. Coreq: NURS 360. Weekly: 3 hrs lect, 12 hrs clinical lab.]

NURS 299. Supplementary Work in Lower Division Nursing (1-10). Directed theoretical study. Limited to those needing a portion of a required lower division course. [Rep once. Prereq: DA.]

NURS 299L. Supplementary Clinical Work in Lower Division Nursing (1-10). Directed clinical study. Limited to those needing a portion of a required lower division course. [Rep once. Prereq: DA.]

UPPER DIVISION

NURS 353. Applying Concepts: Adult Health Nursing (8). Application of concepts from NURS 357 to the adult and elderly populations. Independent Study. [Prereq: NURS 357 (C) and NURS 358 (C), admission to RN Bridge program. Rep once.]

NURS 354. Applying Concepts: Mental Health Nursing (4). Application of concepts from NURS 357 and NURS 358 to the client with mental health issues. Independent Study. [Prereq: NURS 357 (C) and NURS 358 (C), and admission to RN Bridge program. Rep once.]

NURS 355. Applying Concepts: Mat/Child Nursing (8). Application of concepts from NURS 357 and NURS 358 to children and child-bearing women. Independent Study. [Prereq: NURS 357 (C) and NURS 358 (C), and admission to RN Bridge program. Rep once.]

NURS 357. Concepts in Professional Nursing I (3). Provides the returning RN student with the opportunity to review and explore today's nursing practice in the light of ever-changing thought and technology. Introduces HSU nursing curriculum and philosophy. [Prereq: Admission to RN Bridge program. May be taken concurrently with NURS 358. Rep once.]

NURS 358. Bridging Concepts for the RN (3). This course introduces the modeling and role-modeling nursing theory and is built around related concepts facilitating the transition of the RN from current knowledge levels to the baccalaureate nursing curriculum. [Prereq: admission to RN Bridge program, NURS 357 (C) Rep once.]

NURS 360. Pathophysiology & Pharmacology (4). S. Pharmacologic applications and concepts of physiological and biological alterations in body structures/functions. Emphasis: diseases

common to adult clients. [Nonmajors may take CR/NC. Prereq: NURS 260, 261, 262.]

NURS 362. Caring for Stigmatized Groups: Psychiatric Nursing (2). FS. Use nursing process, psychiatric theory, and modeling/role-modeling concepts with patients experiencing acute and chronic mental disorders. Emphasis: therapeutic use of self and therapeutic communication. [Prereq: NURS 360; BIOL 210; PSYC 311. Coreq: NURS 362L, 363.]

NURS 362L. Clinical Laboratory (2.5). FS. Clinical experience accompanying psychiatric nursing. [Coreq: NURS 362, 363. Weekly: 7.5 hrs lab.]

NURS 363. Caring for Vulnerable Populations: Gerontological Nursing (2). FS. Use nursing process and modeling/role-modeling theory with elderly clients. Address phenomena of aging and associated problems/rewards. [Prereq: NURS 264, 360; BIOL 210. Coreq: NURS 362, 363L.]

NURS 363L. Clinical Laboratory (2.5). FS. Clinical experience accompanying gerontological nursing. [Coreq: NURS 362, 363. Weekly: 7.5 hrs lab.]

NURS 364. Maternal/Child/Family Nursing (9) FS. Family theory; care of childbearing women, neonates, children, and their families using the nursing process; modeling, role-modeling. Adapt care to diverse client populations. [Prereq: NURS 264, 360; BIOL 210; PSYC 311. Weekly: 4 hrs lect, 15 hrs clinical lab.]

NURS 395. Nurse Externship (3). Supervised practice in selected clinical agencies. Interact with other health care workers. Apply previously learned skills.

NURS 396. Transcultural Nursing (1-3). Conceptual framework of transcultural nursing and its application. Offered as extended field course outside Humboldt County. [Coreq: NURS 396L.]

NURS 396L. Transcultural Nursing Lab (1-5). [Coreq: NURS 396.]

NURS 399. Supplementary Work in Upper Division Nursing (1-10). Directed theoretical study. Limited to those needing a portion of a required upper division course. [Rep once. Prereq: DA.]

NURS 399L. Supplementary Clinical Work in Upper Division Nursing (1-10). Directed clinical study. Limited to those needing a portion of a required upper division course. [Rep once. Prereq: DA.]

NURS 400. Stress Management—Wellness & Illness (3). Wellness and specific illnesses in context of known stress factors. Modes of stress reduction. [Prereq: junior standing. GE.]

NURS 400B. Complementary & Alternative Health Care: a Research-Based Approach (3). Critical thinking approach enmeshed in holism. Principles of self-care and advocacy. [GE.]

NURS 460. Clinical Application of Health Assessment (2). Build on assessment skills to delineate common variances of normal and detect abnormal and potentially abnormal findings in adults/children. [Prereq: IA. Weekly: 1 hr lect, 1 hr activ. Rep once.]

NURS 462. Nursing in the Community (7) FS. Employ nursing process (modeling/role-modeling theory) and appropriate level of prevention in the community (individuals, families, groups). [Prereq: NURS 362, 364—or NURS 353, 354, 355, 357, 358—and STAT 106. Weekly: 3 hrs lect, 12 hrs clinical lab.]

NURS 464. Leadership & Decision Making (7). FS. Nurse as leader, manager, and decision maker using nursing theory with individuals/organizations and providing nursing care to complex clients. [Prereq: NURS 362, 364—or NURS 353, 354, 355, 357, 358—and STAT 106. Weekly: 3 hrs lect, 12 hrs clinical lab.]

NURS 480. Selected Topics in Nursing (5-4). [Rep once. Prereq: IA.]

NURS 495. Nursing Research (3) F. Use current literature to analyze components of the research process and role of the professional nurse using research. [Prereq: NURS 362, 364—or NURS 353, 354, 355, 357, 358—and STAT 106.]

NURS 496. Nursing Outcomes Assessment (1) S. Capstone and nursing outcomes assessment. Test knowledge of professional nursing, competencies in nursing practices, and critical thinking skills. Discuss issues related to scope of practice, emerging roles, and future of nursing. [CR/NC. Prereq: NURS 462 or 464.]

NURS 499. Directed Study (1-7). Individual study of select theories. [Prereq: IA.]

Oceanography

LOWER DIVISION

OCN 109. General Oceanography (4) FS. Extent of the oceans; chemical nature of sea water; causes/effects of currents, tides, and waves; animal and plant life in the sea; features of the ocean floor. [Weekly: 3 hrs lect, 3 hrs lab. GE.]

OCN 180. Topics in Oceanography (5-3). Topics of current interest supplemental to established lower division curricular offerings. Repeatable with different topics.

OCN 199. Ocean Skills Laboratory (1). Laboratory course for students who have taken an approved lecture course equivalent to OCN 109 at another institution but which lacked a lab. [Weekly, 3 hrs lab. Prereq: IA.]

OCN 260. Sampling Techniques & Field Studies (1) Introductory course for majors. Biological, chemical, geological, and physical oceanographic methods of sampling and analysis. Shipboard procedures and navigation. [Prereq: OCN 109 (C).]

UPPER DIVISION

OCN 301. Marine Ecosystems—Human Impact (3) S. Relationships and interaction between humans and marine life. Living organisms: in history and legend, as food, and as industrial resource. Problems and aesthetic aspects of marine organisms. [Prereq: OCN 109 or IA. Weekly: 2 hrs lect, 1 hr disc. GE.]

OCN 304. Resources of the Sea (3) F. Nonliving resources of the ocean floor and water; distribution, origin, and exploitation of minerals; energy

production from the ocean; environmental and political problems of ocean exploitation. [Prereq: OCN 109 or IA. Weekly: 2 hrs lect, 1 hr disc. GE.]

OCN 306. Global Environmental Issues (3). Contemporary environmental problems and solutions, focusing on oceans and atmosphere. Scientific, social, and political aspects of global issues such as pollution and climate change. Nature of scientific inquiry. [Prereq: completed lower division science GE. Weekly: 2 hrs lect, 1 hr disc. GE.]

OCN 310. Biological Oceanography (4) F. Physical, chemical, and biological factors characterizing the marine environment, including factors controlling plant and animal populations. Methods of sampling identification and analysis. [Prereq: OCN 109 and BIOL 105, or IA. Weekly: 2 hrs lect, 6 hrs lab.]

OCN 320. Physical Oceanography (4) S. Physical properties and processes in seas: theory of distribution of variables; current determination; waves and tides. [Prereq: OCN 109, MATH 110, and PHYX 110, or IA. Weekly: 2 hrs lect, 6 hrs lab.]

OCN 321. Physical Oceanography II (3) S. Additional topics according to class needs. [Prereq: OCN 320. Weekly: 2 hrs lect, 3 hrs lab.]

OCN 330. Chemical Oceanography (4) Composition of seawater. Distribution and cycling of important major and minor chemical species throughout the oceans. Marine analytical chemistry. [Prereq: OCN 109 and CHEM 110, or IA. Weekly: 2 hrs lect, 6 hrs lab.]

OCN 340. Geological Oceanography (4) Classification/origin of major topographic features on ocean floor. First order plate tectonic theory. Recent marine sediments and sedimentary processes. [Prereq: OCN 109, GEOL 109, and MATH 109, or IA. Weekly: 2 hrs lect, 6 hrs lab.]

OCN 370. Library Research & Report Writing Seminar (2) S. Access oceanographic literature and write reports. [Weekly: 1 hr lect, 3 hrs lab.]

OCN 410. Zooplankton Ecology (3) F. Identification, distribution, abundance, adaptations, and life histories of animals in the plankton. Techniques in field/lab studies. [Prereq: OCN 310 and ZOOL 314 or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 430. Marine Pollution (3). Sources, distribution, chemical characteristics, toxicity, and biological effects of major pollutants in marine environments. Case studies of field research. [Prereq: BIOL 105. Weekly: 3 hrs lect.]

OCN 450. Field Problems (1-2) FS. Research on assigned topics which may involve lab or field work. [Prereq: OCN 109, IA. Rep.]

OCN 460. Sampling Techniques & Field Studies II (1) Continues OCN 260. Data collection at sea. [Prereq: OCN 260 or IA. Rep.]

OCN 480. Oceanography Seminar (1) FS. Topics of current and general interest presented by faculty and guest speakers. [Rep.]

OCN 485. Undergraduate Seminar (1) F. Study literature to prepare oral scientific reports. [Prereq: senior standing and at least one of the following: OCN 310, 320, 330, or 340, or IA.]

OCN 490. Special Topics in Oceanography (1-4). Topics as demand warrants. [Prereq: IA. Lect./lab as appropriate. Rep with different topic.]

OCN 495. Field Cruise (3) FS. Participate on extended cruise. Use oceanographic theory and practices on shipboard. [Prereq: oceanography major; IA. Rep twice.]

OCN 499. Directed Study (1-2) FS. Original research on assigned topic. Lab work, field work, or literature surveys. [Prereq: senior oceanography major; IA. Rep.]

GRADUATE

OCN 502. Estuaries (3) Classification and geomorphic evolution of estuaries. Distribution of temperature/salinity; tidal influence; typical circulation patterns; sources, transport, and principal depositional environments of estuarine sediment. [Prereq: OCN 109 and MATH 110, or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 510. Estuarine Ecology (3). Description, distribution, adaptations, evolution, life histories, and interrelationships of estuarine organisms. Influence of physical and chemical environment on fauna and flora. [Prereq: OCN 310 or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 511. Marine Primary Production (3) Systematics, evolution, and ecological position of marine phytoplankton. Influence of physical and chemical parameters on growth and production. Primary and secondary trophodynamics. [Prereq: OCN 109 and 310, or IA. Weekly: 1 hr lect, 6 hrs lab.]

OCN 535. Marine Microbial Ecology (3). Role of marine microorganisms in biogeochemical cycles of carbon, nitrogen, sulfur, and trace metals in marine environments. Current methods. [Prereq: BIOL 105; OCN 310 or OCN 330 recommended.]

OCN 544. Beach & Nearshore Processes (3) Topography and sediments of shorelines and coasts. Physical processes in the nearshore environment, including waves, littoral currents. [Prereq: MATH 210 and OCN 340, or IA. Weekly: 1 hr lect, 6 hrs lab.]

Philosophy

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. [CAN PHIL 6]. GE.

PHIL 104. Asian Philosophy (3). Critically evaluate principal philosophies of China, India, and Japan. Compare/contrast with Western philosophical orientations. Asian thought as creative proving ground for multiculturalism. [GE. DCG.]

PHIL 106. Moral Controversies (3). Major moral theories applied to contemporary issues such as environmental ethics, abortion, discrimination, world hunger, the death penalty. [CAN PHIL 4. GE.]

PHIL 107. Introduction to Philosophy (3). Questions such as: What is knowledge? Is morality ob-

jective? Does God exist? What is beauty? Is there free will? [CAN PHIL 2. GE.]

UPPER DIVISION

PHIL 301. Reflections on the Arts (3). Theories of art as they emphasize or suppress one or more dimensions of artistic creation and aesthetic experience: form, feeling, realism, fantasy. Judgments of taste, style, and excellence. [GE.]

PHIL 302 / WLDF 302. Environmental Ethics (3). Critique approaches to relationship between human beings and the environment. [GE.]

PHIL 303. Theories of Ethics (3). Ethical theories of Western philosophical tradition: Plato, Aristotle, Hume, Kant, Mill. Contemporary metaethical concerns of definition and justification. [GE.]

PHIL 304. Philosophy of Sex & Love (3). What is love? What sexual activities are natural or moral? Friendship, adultery, pornography, prostitution, sexual perversion, homosexuality, and premarital sex. [GE.]

PHIL 305. The Fractured Universe of Ideas (3). Investigate various philosophies (historic Western, non-Western, and contemporary) focusing on themes that claim to be universal (problems of self, knowledge, and ethics). [GE. DCG.]

PHIL 306. Race, Racism & Philosophy (3). A philosophical study of the conceptual, metaphysical, moral, and social political issues surrounding race and racism. [DCG. GE.]

PHIL 309 / WLDF 309. Case Studies in Environmental Ethics (3). Human responsibility to the world's biota. Scientific, ethical, political perspectives. Recommended preparation: PHIL/WLDF 302. [CWT. Weekly: 2 hrs lect, 1 hr disc.]

PHIL 309B. Perspectives: Humanities/Science/Social Science (3). Critique perspectives, modes of inquiry, and products of the humanities, biological and physical sciences, social and behavioral sciences, and their relationships. [CWT.]

PHIL 340. Philosophy Explores the Sacred (3). Reflections on topics such as: religious experience, mysticism, faith, myth, symbol, evil and death. Is it possible to prove that God exists? How do feminist theology and ecotheology interpret religious experience?

PHIL 355. Existentialism (3). Principal existential philosophers of 19th and 20th centuries, such as Kierkegaard, Heidegger, Nietzsche, Sartre, Marcel, Buber.

PHIL 380. History of Philosophy: Pre-Socratics through Aristotle (3). Critique emergence of Western philosophical inquiry. Interrelatedness of nature and human nature. Origins of world views from pre-Socratics through Plato and Aristotle.

PHIL 382. History of Philosophy: Renaissance through the Rationalist (3). Philosophy in Age of Enlightenment. Begins with Renaissance thinkers, then focuses on theme—in Descartes, Spinoza, and Leibniz—that truth and nature of reality are discovered through rational analysis, not empirical investigation.

PHIL 383. History of Philosophy: Empiricists & Kant (3). Works of Locke, Berkeley, and Hume.

Culminates with Kant and his synthesis of empiricist and rationalist perspectives.

PHIL 384. History of Philosophy: 19th Century (3). Major philosophical problems in writings of Hegel, Marx, Nietzsche, Kierkegaard, and James or Peirce.

PHIL 385. History of Philosophy: China (3). Classic texts in Taoism, Confucianism, Buddhism, and I Ching. Focus on unifying concepts amid differences. Compare to Western philosophies. China encountering multiculturalism from within and without.

PHIL 386. History of Philosophy: India (3). Classic themes of Indian philosophy. Selections from Rig Veda, Upanishads, Bhagavad-Gita, Buddhism, Jainism, and Shankara. India's approach to multiculturalism and gender issues.

PHIL 391. Seminar in Philosophy (1-3). Intensive study of a philosophical movement, philosophical problem, writings of a philosopher, or a subdiscipline (for example, philosophy of mind). [Elective credit for philosophy majors requires prior DA. Rep.]

PHIL 392. Experiential or Service Learning (1). Participation in 12-24 hours of designated activity with a reading and discussion component. [Mandatory CR/NC.]

PHIL 415. Intermediate Logic (3). Quantifiable logic, including logic of relations; properties of axiomatic systems; many-valued logic; modal logic and its extensions. [Prereq: PHIL 100 or IA.]

PHIL 420. Contemporary Epistemology & Metaphysics (3). What exists? What are the basic categories of being? What does it mean to know? Are there different kinds or sources of knowing? Recommended preparation: PHIL 100.

PHIL 425. Philosophy of Science (3). Critique aims, assumptions, and norms of various sciences. Nature of satisfactory explanations, nature of theories, and their criteria of acceptability. Recommended preparation: PHIL 100.

PHIL 475 / WS 375. Postmodern Philosophies (3). Postmodern and feminist critiques of traditional western philosophy. Issues include whether all knowledge is relative, whether rationality is sexist, whether all knowledge must be deconstructed. Thinkers include Derrida, Foucault, Irigaray.

PHIL 485. Seminar in Philosophy (1-3). Intensive study of a philosophical movement, philosophical problem, writings of a philosopher, or a subdiscipline (for example, philosophy of mind). [Rep. Two of these seminars required for philosophy majors.]

PHIL 499. Directed Study (1-2). [Rep.]

GRADUATE

PHIL 680. Special Topics (1-3). Intensive study in selected philosophers and/or topics. [Rep.]

PHIL 690. Thesis Supervision (1-3). [Rep.]

PHIL 699. Independent Study (1-3). [Rep.]

Physical Education

Contents of this section:

General information
Aquatics
Dance
Individual Activities
Team Sports
Intercollegiate Athletics
Intercollegiate Club 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 260, 262, 360, and 362, which may be taken for a grade.

Beginning Level (100 series)—introductory courses for fundamental instruction.

Intermediate Level (200 series)—prerequisite is beginning level or equivalent skill (with IA).

Advanced Level (300 series)—prerequisite is intermediate level or equivalent accomplished skill (and IA).

Students injured while participating in a physical education or recreation administration class are not covered by any university insurance policy. Each student is responsible for obtaining her/his own coverage through a private insurance agency or through the insurance plan of the Associated Students (UC south lounge).

Students with disabilities are welcome in all physical education activity courses.

AQUATICS

Note: Other aquatic offerings found under Recreation Administration.

PE 111. Water Aerobics (1). Low-impact, variable intensity aerobic exercise (not swimming) in shallow water. Cardiovascular workout, muscle strengthening and toning, improved flexibility, cross-training, and rehabilitation. Nonswimmers welcome. [Rep.]

PE 115. Whitewater Canoeing, Beginning (1). Techniques, equipment, logistics, and safety. Begins on flat water and progresses to whitewater. [Rep.]

PE 137. Sailing, Beginning (1). Techniques, equipment, logistics, and safety. Service fee. [Rep.]

PE 145. Swimming, Beginning (1). Swimming strokes, water safety, and aquatic skills for low ability swimmers or nonswimmers. Emphasis on technique, not fitness conditioning. [Rep.]

PE 146. Fitness Swimming, Beginning (1). Cardiovascular swimming instruction and workouts for those with basic ability. Self-paced, aerobic lap swims with stroke instruction. [Rep.]

PE 149. Water-skiing, Beginning (1). Techniques, equipment, logistics, and safety. [Rep.]

PE 150. Windsurfing, Beginning (1). Techniques, equipment, logistics, and safety. [Rep.]

PE 156. Water Polo—Inner Tube (1). Instruction, practice, competition. Techniques, rules, strategies. For beginning/intermediate swimmers. [Rep.]

PE 224. Women's Rowing, Beginning (1). Designed for women interested in joining women's intercollegiate crew team. The class will teach the basic mechanics of rowing.

PE 246. Fitness Swimming, Intermediate (1-2). Cardiovascular swimming instruction and workouts. Aerobic/anaerobic workouts of ± 1000 yards per session with limited intermediate-level stroke instruction. [Prereq: intermediate swim ability. Rep.]

PE 255. Water Polo (1). Instruction, competition. Techniques, strategies. [Prereq: intermediate or advanced swim ability. Rep.]

PE 260. Emergency Water Safety (2). For personal (not professional) use. American Red Cross certification in basic (BWS) and emergency (EWS) water safety. [Prereq: intermediate swim skills.]

PE 262. Beginning SCUBA (4). Diving physiology, physics, hyperbaric medicine, nearshore oceanography, gear selection and maintenance, accident management, dive planning. SCUBA certification upon successful completion. [Prereq: satisfactory HSU SCUBA physical exam, completed swim evaluation; required SCUBA gear (rental or personal).]

PE 282. DAN Oxygen Provider Certification (1). Diving Alert Network (DAN) oxygen provider training and certification. Recognition, prevention, and treatment of diving accidents. [CR/NC. Prereq: PE 262 or 362 or 382 or 470 or 472 or 474 (any may be concurrent).]

PE 346. Fitness Swimming, Advanced (1-2). Individualized fitness program for advanced swimmers. Cardiovascular fitness principles, stroke technique and mechanics, starts and turns, swimming terminology. [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 362. Advanced SCUBA (4). Diver rescue, deep diving, night diving, search and recovery, altitude diving, and navigational techniques. Emphasis on local conditions. Certification after completing course successfully. [Prereq: basic SCUBA certification, satisfactory HSU SCUBA physical exam, evaluation of diving skills; required SCUBA gear (rental or personal).]

PE 382. Underwater Photography (3). Develop knowledge and skill to use still or video cameras safely while free diving or SCUBA diving. Emphases: safe diving practices; camera equipment selection, maintenance, and use. [Prereq: PE 262 or 362 or 470 or 472 or 474 (any may be concurrent).]

PE 410. Lifeguard Instructor (3). Water safety and lifeguard training. Teaching techniques, class management skills, practice training. Red Cross certification (LGI). [Prereq: IA.]

PE 470. Rescue Diver (4). Emergency management of diving accidents; diver rescues; first aid for diving injuries. Qualify for HSU/NAUI leadership levels. [Prereq: PE 362 or equivalent.]

PE 472. Leadership Diving: Assistant Instructor (4). Rescue-certified divers develop knowledge and skills to assist in supervising and training divers. Course exceeds National Association of Underwater Instructors (NAUI) certification requirements. [Prereq: PE 470.]

PE 474. Leadership Diving: Divemaster (4). Assistant-instructor-certified divers develop knowledge and skills to supervise and train divers. Course exceeds National Association of Underwater Instructors (NAUI) certification requirements. [Prereq: PE 472.]

PE 476. Water Safety Instructor (3). Methods in swimming instruction. Class management, teaching techniques, lesson planning. American Red Cross WSI certification. [Prereq: advanced swimming skills and EWS certificate or PE 260 or 360.]

PE 478. Water Aerobic Instructor (2). Design safe and beneficial water exercise programs for various populations. Become strong class leader. [Prereq: PE 368 or KINS 310 (C) or, with IA, demonstrated knowledge of structural kinesiology (KINS 380), mechanical kinesiology (KINS 382), or exercise physiology (KINS 379).]

DANCE

Also see Theatre Arts.

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 191. Folk Dance (1). Explore ethnic dance multiculturally. Dance heritage, folk rhythms, dance terminology, steps, styles, patterns. [Rep.]

PE 192. Latin Dance (1). An exploration of Latin Dances. Includes: Salsa, Argentine Tango, Merceube, Rumba, Cubia, and Mexican Social Dances. [Rep.]

PE 193. Mexican Folklorico Dance (1). Regional dances from Mexico. Dance background, footwork, style, technique. Special shoes and clothing required. [Rep.]

PE 194. Social Dance (1). Traditional social ballroom dances from the 1930s and 40s. Swing/jitterbug, waltz, polka, foxtrot, tango, and cha cha cha. [Rep.]

PE 195. Square Dance, Beginning (1). Techniques of square dancing. [Rep.]

PE 196. Swing Dance (1). An exploration of American Swing Dances and identify various styles. Includes: East Coast Swing, Lindy Hop, (Savoy Style or Hollywood Style) Shag. [Rep.]

PE 197. Tappin' Dancin' Feet (1). An exploration of dances that involve tapping feet and rhythmic movement. Includes: Appalachian Clogging, French Canadian Clogging, Jazz Tap, and Irish Step. [Rep.]

PE 198. Vintage Dance (1). Explores the dances that were popular during the late 19th and early 20th century. Includes: High Victorian Era, Romantic Era and the Rag Time Era. [Rep.]

PE 368. Aerobic Instructor Training (2). All necessary practical skills to teach a safe, effective aerobic dance exercise class. Basic anatomy, body mechanics, music selection and taping, motivational skills. [Rep.]

INDIVIDUAL ACTIVITIES

PE 112. Aikido, Beginning (1). Nonaggressive yet highly effective form of self-defense. Learn respect for self/others in a setting of diligent, cooperative training. [Rep.]

PE 113. Archery (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 117. Bicycling (2). Meets interests of students. Road cycling, mountain biking, maintenance. [Rep.]

PE 118. Bowling (1). Fundamentals: scoring, etiquette, footwork. [Rep.]

PE 119. Aerobics, Beginning (1). Safe impact aerobic exercise. Rhythmic movements and floor exercises to increase cardiovascular endurance, muscle strength, and flexibility. [Rep.]

PE 125. Fencing, Beginning (1). Fundamental techniques and principles of the art of personal combat with the sword. Emphasis on building a strong foundation of basic defensive skills, using the foil as a training tool for the early 19th century dueling sword. [Rep.]

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 135. Racquetball, Beginning (1). Fast-moving lifetime fitness sport. Score, serving, singles/doubles play. [Rep.]

PE 138. Self Defense (1). Mental self-defense: awareness, avoidance. Physical options against attack. Overview of martial arts. [Rep.]

PE 139. Step Conditioning (1). Increase muscular strength, endurance, and flexibility using a 4-8" high step and light weights. Step up without dance. [Rep.]

PE 140. Tai Chi Chuan, Beginning (1). Yang style short form. Emphases: precise movement, body dynamics. [Rep.]

PE 144. Stretch & Relaxation Techniques (1). Loosen up, stretch out, and practice relaxation techniques. [Rep.]

PE 148. Tennis, Beginning (1). Techniques; strategies for singles/doubles play. [Rep.]

PE 153. Triathlon, Beginning (1). Techniques, strategies, conditioning (swimming, biking, running) at beginning/intermediate levels. [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 159. Circuit Training (1). Weight training in a circuit format for strength and aerobic conditioning. [Rep.]

PE 161. Backpacking (2). Planning, equipment, wilderness ethics, health and safety. For beginners. Weekend trips to local wilderness areas. Hiking, cooking, fun.

PE 211. Adapted Physical Education Exercise (1). Individually adapted activity for students with temporary or permanent disability. Swimming, weight training, motor skill development. [Rep.]

PE 212. Aikido, Intermediate (1). Same goals as PE 112 for more advanced student. [Rep.]

PE 215. Body Conditioning (1). Improve cardiovascular fitness, strength, muscular toning through non-equipment-assisted exercises. [Rep.]

PE 216. Body Fitness (2). Safe-impact, 1-hr aerobic workout plus .5-hour workout with weights. For both men and women. Strengthen heart and lungs and improve muscle tone. One additional hour to be announced. [Rep.]

PE 218. Cross Training (2). Multiple physical fitness and sporting activities. Select two activities and train with a personalized fitness program. [Rep.]

PE 225. Fencing, Intermediate (1). Refinement of basic offensive and defensive skills and introduction to more advanced techniques. Increased emphasis on strategy and tactics of the early 19th century dueling sword. [Rep.]

PE 227. Golf, Intermediate (1). Course instruction, play; etiquette, rules. Fee required by golf course. [Prereq: beginning course or equivalent. Rep.]

PE 228. Fishing the Northwest (2). Learning methods of fishing Northern California waters. Rules, regulations, safety, and angler etiquette. Overnight camping and local day fishing trips will be scheduled.

PE 229. Fly Fishing (2). Offers the opportunity to understand equipment options, fly selection, fly casting, trip planning, environmental ethics, and fly fishing strategies.

PE 231. Jogging Fitness (1). Cardiovascular fitness through progressive workloads on various terrain. [Rep.]

PE 235. Racquetball, Intermediate (1). Next level of competition. Individual attention; numerous tournaments. Must be at intermediate level. [Rep.]

PE 237. Self-Defense Grappling (1). Grappling (a form of wrestling) skills essential for the complete martial artist. Emphasis on escapes, reversals, and specific holds. [Rep.]

PE 240. Tai Chi Chuan, Intermediate (1). Competition of Yang style short form with corrections. Self-defense applications from form-specific postures and movements. [Rep.]

PE 248. Tennis, Intermediate (1). Drills to tune up techniques. Participate in singles/doubles tournament. [Rep.]

PE 254. Walking Fitness (1). Low-impact, sustained aerobic activity while walking through community. [Rep.]

PE 257. Weight Training, Individual, Intermediate (1). Continues PE 157. [Rep.]

PE 258. Strength Fitness (2). Intermediate concepts of weight training. Works from strength foundation established in PE 158. Two additional hours TBA. [Rep.]

PE 259. Yoga (1). Postures designed to increase flexibility, strength, awareness, relaxation. [Rep.]

PE 280. Special Topics (1-4). New courses, workshops. [Rep.]

PE 289. Special Topics (1-3). Activities. [Rep.]

PE 327. Golf, Advanced (1). Strategy; tournament-type play. Fee required by golf course. [Prereq: beginning and/or intermediate course, or equivalent, and IA. Rep.]

PE 340. Tai Chi Chuan, Advanced (1). Variations of Yang-style short-form postures for self-defense. [Rep.]

PE 348. Tennis, Advanced (1). Playing time; many tournaments. [Rep.]

PE 480. Special Topics (1-4). Topics of current interest. [Rep.]

TEAM SPORTS

PE 116. Basketball (1). Beginning skills and knowledge for playing organized basketball. Skill development drills; game situations. [Rep.]

PE 134. Lacrosse (1). Fundamentals, leading to competitive play. [Rep.]

PE 136. Rugby (1). Introductory skills and tactics. Skill building and controlled, noncontact competition. [Rep.]

PE 141. Soccer, Beginning (1). Skills, strategies, tactics. [Rep.]

PE 151. Ultimate Frisbee, Beginning (1). Disc throwing techniques; fundamentals of the game of ultimate. Develop game strategy through drills and playing. [Rep.]

PE 152. Volleyball, Beginning (1). Skills and knowledge to play organized volleyball. Skill development drills, rotation explanations, game situations. [Rep.]

PE 241. Soccer, Intermediate (1). Skills, tactics. [Rep.]

PE 242. Softball, Intermediate (1). Game situations to refine skills and enjoy the sport. [Rep.]

PE 250. Intramural Activity (.5-1). Enhance psychomotor skills and fitness levels and make choices about lifetime leisure activities. [Rep up to 2 units.]

PE 251. Ultimate Frisbee, Intermediate (1). For those with fundamental skills and knowledge of game. Drills; develop game strategy through playing. [Rep.]

PE 252. Volleyball, Intermediate (1). For those with basic knowledge. Skills, strategies, game tactics. [Rep.]

PE 256. Wallyball (1). Volleyball game (4-, 3-, or 2-on-a-side) played on a racquetball court using various walls to maintain or end rallies. [Rep.]

PE330. Football, Advanced (1). Spring drills. [Rep.]

PE 352. Volleyball, Advanced (1). Skills (offense and defense), technical strategies. [Rep.]

PE 372. Theory & Techniques of Football (2). Theory, strategy, and techniques of each position (offense, defense, kicking). Specific coaching points and drills to teach assignments/responsibilities in a football system.

PE 487. Techniques of Officiating Basketball (2). Theory of officiating in men's and women's programs. Practical application.

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.

The above statement applies to all of the following Physical Education courses:

PE 314. Intercollegiate Club Cheer (2). [Rep. up to 6 intercollegiate units.]

PE 315. Intercollegiate Club Lacrosse, Men (3). [Rep up to 6 intercollegiate units.]

PE 317. Intercollegiate Club Baseball (2). [Rep. up to 6 intercollegiate units.]

PE 318. Intercollegiate Club Rugby, Men (3). [Rep up to 6 intercollegiate units.]

PE 319. Intercollegiate Club Rugby, Women (2). [Rep. up to 6 intercollegiate units.]

PE 320. Intercollegiate Club Crew, Men (2). [Rep. up to 6 intercollegiate units.]

PE 321. Intercollegiate Club Mountain Biking (2). [Rep. up to 6 intercollegiate units.]

PE 322. Intercollegiate Club Volleyball, Men (3). [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 (3). [Rep up to 6 intercollegiate units.]

PE 325. Intercollegiate Club Fencing (2). Strategies leading to competition. [Rep. up to 6 intercollegiate units.]

Physics

LOWER DIVISION

PHYX 99. Supplemental Instruction in Physics (1). Collaborative work for students enrolled in introductory physics.

PHYX 103. Introduction to Meteorology (3). Weather phenomena and processes underlying them. Mostly nonmathematical treatment. Demonstrations support lecture ideas. Lab: practical forecasting. [Prereq: math code 30. Weekly: 2 hrs lect, 3 hrs lab. GE.]

PHYX 104. Descriptive Astronomy (4). Understand and appreciate astronomy/planet Earth. Methods of obtaining facts and formulating principles. Labs: naked-eye star/planet observation, movement of moon and celestial sphere, constellations, galaxies, star clusters, light and spectroscopy, telescopes. For nonmajors. [Prereq: math code 30. Weekly: 3 hrs lect, 3 hrs lab/field trips. GE.]

PHYX 104B. Descriptive Astronomy (3). Same as 104 without the lab. [Prereq: math code 30.]

PHYX 104L. Descriptive Astronomy Lab (1). Same as 104 without lecture. Field trips.

PHYX 105. Conceptual Physics (4). Overview of principles. Techniques/attitudes which made their discovery possible. For nonmajors. [Prereq: math code 30. Weekly: 3 hrs lect, 3 hrs lab. GE.]

PHYX 106. College Physics: Mechanics & Heat (4). Noncalculus, for science majors. Mechanics, fluids, heat, sound. [Prereq: MATH 115 or math code 50 or MPT3 15. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. CAN PHYS 2. GE.]

PHYX 107. College Physics: Electromagnetism & Modern Physics (4). Noncalculus, for science majors. Geometric optics, electricity, magnetism, electromagnetic waves, AC circuits, physical optics, relativity. [Prereq: PHYX 106 with grade of C or better. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. CAN PHYS 4. GE.]

PHYX 109. General Physics I: Mechanics (4). Calculus-based, for science/engineering students. [Prereq: MATH 109 and 110 (C) with grades of C or better, or math code 65. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. CAN PHYS 8. GE.]

PHYX 110. General Physics II: Electricity, Heat (4). Calculus-based, for science/engineering students. [Prereq: MATH 210 (C), PHYX 109 (or ENGR 211 for engineering majors), both with grades of C or better. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. CAN PHYS 12.]

PHYX 111. General Physics III: Optics, Modern Physics (4). Calculus-based, for science/engineering students. [Prereq: PHYX 110 with grade of C or better, or approved physics series. Weekly: 2 hrs lect, 2 hrs activ, 3 hrs lab. CAN or approved physics series.]

PHYX 112 - 113. Mechanical Universe (.5, .5). Physics in life settings to enrich and extend awareness of subject. Videotapes depict historical discoveries. Classroom demonstrations. [Weekly: 1 hr activ.]

PHYX 118. College Physics: Biological Applications (1). Geometrical optics, simple DC circuits. [Prereq or Coreq: PHYX 106 (C). Weekly: 2 hrs lect; half semester.]

PHYX 232. Electronics for Computer Science (3). Internal computer elements: bus, central processing unit, memory, disk operation, interface boards. Practical experience on personal computer: input/output, communication, speech synthesis, and control of stepper motors and a robot arm. [Prereq: MATH 253, PHYX 110. Weekly: 2 hrs lect, 3 hrs lab.]

PHYX 295. Selected Topics in Physics (1-5). [Prereq: IA. Rep.]

PHYX 299. Supplemental Work in Physics (1-3). Directed study.

UPPER DIVISION

PHYX 300. Frontiers of Modern Physical Science (3). Significant developments in the physical sciences since 1900. Recent advances in knowledge of atomic and nuclear structure. Applications to astronomy, electronics, energy sources, space exploration. [Prereq: a lower division physics, chemistry, or physical science course. GE.]

PHYX 301. Science of Sound (3). Acoustics from a musical point of view. Explained in descriptive terms, with appeals to the musical intuition of the performer. [Prereq: PHYX 105. Weekly: 2 hrs lect, 3 hrs lab. GE.]

PHYX 302. Light & Color (3). Geometric, physical, physiological, and psychological aspects. For nonmajors. [Prereq: high school physics or PHYX 105, 106, or 109, or IA. Weekly: 2 hrs lect, 3 hrs lab. GE.]

PHYX 303. The Conscious Universe (3). Radical re-examine Western science's bases of knowledge (space, time, reason, cause-and-effect). Why reality is far stranger than we suppose. Compare modern physics with Asian philosophy. Universe as a conscious product, a hologram, with the observer as participant. For nonmajors. [GE.]

PHYX 304. Cosmos (4). Grand picture in astronomy. Galaxies; general and special relativity; quantum gravity; cosmology; birth, present structure, and death of stars. For nonmajors. [Weekly: 3 hrs lect, 2 hrs disc. GE.]

PHYX 310. Space-Time & Relativity (3). Einstein's ideas on space-time curvature, geometry of space-time, and physics of gravitational collapse. Offered alternate years. [Prereq: MATH 115 or math code 50.]

PHYX 315. Introduction to Electronics & Electronic Instrumentation (3). Devices and circuits, both analog and digital, in science instrumentation. Construct amplifiers and digital circuits. [Prereq: PHYX 110 with grade of C or better. Weekly: 2 hrs lect, 3 hrs lab.]

PHYX 316. Electronic Instrumentation & Control Systems (4). Design/build electronic instruments. Direct interfacing of computers. [Prereq: PHYX 315. Weekly: 2 hrs lect, 6 hrs lab.]

PHYX 320. Modern Physics (3). Atomic, solid state, nuclear, and particle physics. [Prereq: PHYX 111. Weekly: 2 hrs lect, 3 hrs lab.]

PHYX 324. Analytical Mechanics (4). Principles and foundations of mechanics, from classical to modern ideas. [Prereq: PHYX 110, MATH 311 (C), 313 (C), (PHYX 111 recommended).]

PHYX 325. Thermal Physics (4). Elements of classical and statistical thermodynamics. Offered alternate years. [Prereq: PHYX 320, PHYX 340, MATH 314 (C).]

PHYX 340 / CHEM 340. Symbolic Computation in the Sciences (2). Numerical, symbolic, graphical, programming, and simulation capabilities of the computer algebra system, Mathematica. Apply to problems in the sciences. [Prereq: CHEM 110, MATH 241, PHYX 110.]

PHYX 360. Introduction to Astrophysics (4). Solar system astronomy, stellar and galactic evolution, observational techniques. [Prereq: PHYX 109 or 106, plus course in calculus. Weekly: 3 hrs lect, 3 hrs lab. Offered alternate years.]

PHYX 380. Micrometeorology (3). Movement of air, heat, and water vapor in lower atmosphere. Effects of topography/radiation on conditions near ground. [Prereq: PHYX 106 or IA. Weekly: 2 hrs lect, 2 hrs activ. Offered occasionally.]

PHYX 399. Supplemental Work in Physics (1-3). Directed study. [Prereq: IA. Rep.]

PHYX 420. Optical Systems Design (4). Geometrical and physical theories. Gaussian optics, interference, diffraction, polarization, lasers, holography. Lab: design, set up, and test optical systems; make holograms. Offered alternate years. [Prereq: PHYX 111, MATH 241. Weekly: 3 hrs lect, 3 hrs lab.]

PHYX 430. Computerized Instrumentation (3). Experiment with computer interfacing, data acquisition, reduction. Assumes familiarity with some computer language. Use IBM PCs and Turbo Pascal. [Prereq: PHYX 316. Weekly: 1 hr lect, 6 hrs lab. Offered occasionally.]

PHYX 441. Electricity & Magnetism I (2). Vector Analysis, electrostatic & electric currents. [Prereq: PHYX 324 (C); MATH 313 (C). (MATH 314 recommended). Offered alternate years.]

PHYX 442. Electricity & Magnetism II (2). Magnetostatics, electrodynamics & electro-

magnetic waves I. [Prereq: PHYX 441. Offered alternate years.]

PHYX 443. Electricity & Magnetism III (2). Electromagnetic waves II, radiation, and special relativity. [Prereq: PHYX 442. Offered alternate years.]

PHYX 450. Quantum Physics I (4). Quantum mechanics; introductory atomic physics. [Prereq: PHYX 320 (C), PHYX 324 (C), PHYX 340 (C), MATH 314 (C), MATH 313. Offered alternate years.]

PHYX 451. Quantum Physics II (2). Selected topics in atomic, solid state, nuclear, and particle physics. [Prereq: PHYX 450. Offered alternate years.]

PHYX 462. Senior Lab (2). Experiments for senior physics majors. Bridge gap between carefully structured lower division lab experiences and truly independent research and development. [Prereq: PHYX 316 (C), PHYX 320. Offered alternate years. Rep.]

PHYX 480. Selected Topics in Physics for Seniors (1-5). Offered as demand warrants. [Rep with different topic. Prereq: IA.]

PHYX 485. Physics Seminar (.5-1). Current problems. [Prereq: PHYX 111 (C). One hour every other week for a year. CR/NC. Rep.]

PHYX 490. Senior Thesis I (1-3). Based on theoretical or experimental investigation. Consult with department to choose subject. File approved proposal with department prior to semester(s) in which work will be done. [Prereq: consent of faculty member. Rep.]

PHYX 491. Senior Thesis II (2). Continue senior thesis project if more time required. [Prereq: PHYX 490. Rep.]

PHYX 495. Undergraduate Research (1-3). Individual investigation of selected problem. [Rep. For students showing outstanding ability. Prereq: IA.]

PHYX 499. Directed Study (1-3). Individual study on selected problems. [Prereq: IA. Rep.]

Political Science

LOWER DIVISION

PSCI 104. People & Politics (3) FS. Philosophical and historical foundations of the concept of political community. Contemporary issues confronting people as members of the political community. [GE.]

PSCI 110. American Government (3) FS. Political values, institutions, and patterns of influence in law and governance, including relations among the nation, tribes, and the state of California. Non-majors course (political science majors should take PSCI 210 instead.)

PSCI 185. Introductory Seminar in Political Science (3). Basic concepts of the discipline; research skills. Required of all entering majors. Open to majors only.

PSCI 210. Introduction to United States Politics (3). Analysis, description, and evaluation of political institutions, behavior, and values which

comprise politics in the United States. Research methods and computer applications emphasized. Required for political science majors. Meets requirement in "US Constitution and California State and Local Government" established by California legislature.

PSCI 220. Introduction to Political Theory (3). Key political concepts including freedom, equality, justice, and democracy critically examined through the writing of influential western thinkers from Plato to present. Required for political science majors.

PSCI 230. Introduction to Comparative Politics (3). Comparison of political institutions, parties, elections, movements, policies, and issues of countries other than the United States. Basic concepts and methods of the subfield. Required for political science majors.

PSCI 240. Introduction to International Relations (3). Examination of institutional, economic, security, and environmental relations between and among nations. Basic concepts, theory and methods of the subfield. Required for political science majors.

PSCI 280. Special Topics (1-3). Additional study of specific topics and/or methods covered in required lower division courses in the subfields of political science.

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, GE.]

PSCI 305. The American Political Dream (3). Analyze and evaluate diverse ideas of prominent thinkers from 1630 to present. [GE.]

PSCI 306. Environmental Politics (3). Examines issues, movements, and controversies at bioregional, national, and global levels. Analyzes the political decision-making process and implementation of environmental policy. [GE.]

PSCI 313. Politics of Criminal Justice (4). Analysis of political forces driving criminal justice systems in US. Emphasis placed on criminal justice policy and policy implementation and the impact of criminal justice policy on society.

PSCI 314 / WS 314. Sex Discrimination in American Law (4). Significant recent/current cases and opinions in American law which act to discriminate between rights, duties, and obligations of men and women on the basis of gender.

PSCI 316. Public Administration (4). A study of public bureaucracy and how public agencies make and implement public policy. Managerial, political, and legal perspectives are used to study public administration in theory and practice.

PSCI 317. Topics in Public Policy (1-4). Contemporary policy issues at the local, state, and/or national level. Issues include such things as health care, immigration, energy, civil rights, and public safety. [Rep up to 8 units.]

PSCI 318 / ES 360 / WS 360. Race, Gender & US Law (4). How are race, gender, and sexuality

constructed and regulated in US law? How have activists challenged such regulations? Discussions of slavery, miscegenation, eugenics, birth control, marriage, welfare, and affirmative action.

PSCI 323. Topics in Political Theory (4). In-depth exploration of important concepts or movements in political thought. Topics vary; consult current class schedule. [Rep for a maximum of 8 units.]

PSCI 327. Radical Political Thought (4). Critical examination of Marxist and other radical critiques and of liberal democracy that have been influential over the past century.

PSCI 330. Political Regimes & Political Change (4). Advanced study of comparative politics in regional context of Latin America, Africa, Europe, Middle East, or Asia. Topics vary; consult current class schedule. [Rep.]

PSCI 340. Ethnicity & Nationalism (4). Comparative study of ethnic identity and conflict, nationalism and responses of states and the international community. Regions and cases vary with instructor.

PSCI 341. International Law (4). Its nature and substance. Legal history: cases, treaties, and other international documents.

PSCI 347. US Foreign Policy (4). Theoretical approaches; major problems. Procedures, interests, purposes, and group pressures.

PSCI 350. The President & Congress (4). Executive-legislative powers, functions, and relations in the making of domestic and foreign policy.

PSCI 352. Water Politics (4). Water-related political and legal issues. Emphasis on conflict and cooperation in the distribution and allocation of water resources. May focus on local, state, regional, national and/or international issues.

PSCI 354. Public Opinion & Elections (4). How interest groups, political parties, and media affect public opinion and influence elections. **PSCI 358. Political Advocacy** (4). Practical advocacy experience before California legislature. Field trip to Sacramento.

PSCI 359. California Government (3) FS. Political process, institutions, governmental units. Current problems and political controversies. Meets requirement in "US Constitution and California state and local government" established by legislature.

PSCI 360. Political Economy (4). Examination of the politics of economic actors, decision making, policies, and issues at local, national and/or international levels. Focus may vary with instructor. [Rep with IA.]

PSCI 371. Vital Issues in Contemporary Politics (.5-3). Current critical domestic and international problems and areas of controversy. [Rep.]

PSCI 373. Politics of Sustainable Society (4). Political dimensions of appropriate technology in theory and in practice in industrialized and nonindustrialized societies. Concepts such as participation, decentralization, equality, peace.

PSCI 410. American Constitution 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.

PSCI 412 / ENVS 412 / NRPI 412. Legal Research (4). Principles and research procedures in California/federal case law, statutory law, and codes. Computerized legal research; legal citation and writing.

PSCI 437 / PSYC 437. Sexual Diversity (3). Using biological and social constructionist explanations of sexual orientations, we will explore historical, psychological, and sociological foundations of gay, lesbian, bisexual, and transgender cultures, and examine contemporary political issues of discrimination, pride and social power. Recommended prereq of coreq: PSYC 436 or WS 436. [DCG.]

PSCI 440. International Organizations (4). Analysis of nonstate actors, institutions, and processes at the international level.

PSCI 464. Politics of Appropriate Technology in the Third World (4). Political/social role of appropriate technology; its successes and failures in Third World development. Role of women.

PSCI 470. Internships (1-4). Field observation; placement in a public or private nonprofit agency. [CR/NC. Prereq: IA. Rep with IA for a maximum of 8 credits.]

PSCI 481. Campaigns & Elections (1-4). Observation and participation in California primary and general elections. [CR/NC. Rep with IA.]

PSCI 484. Seminar in Political Science (4). Topics in political theory, international relations, American politics, or comparative politics. [Prereq: upper division standing or IA. Rep with IA.]

PSCI 485. Senior Seminar in Political Science (4). Topics in political theory, international relations, American politics, or comparative politics. [Prereq: junior or senior in political science or IA. Rep with IA.]

PSCI 491. Mentoring (1-4). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep.]

PSCI 495. Field Research (1-4). Field investigation of current phenomena, including issues and political behavior. [Rep with IA.]

PSCI 499. Directed Study (1-4) FS. Selected problems. [Open to advanced students with IA. Rep with IA.]

GRADUATE

Prerequisites: graduate standing and adequate preparation in political science.

PSCI 600. Seminar in American Politics (3). Topics of public policy analysis and formation. [Rep with IA.]

PSCI 630. Seminar in Comparative Politics (3). May focus on institutional topics (political parties, pressure groups); on approaches to study of

comparative governments; or on specific areas, regions, and countries. [Rep with IA.]

PSCI 640. Seminar in International Relations (3). Contemporary thought. Dynamics of international structures and functions. Means and methods of diplomacy, negotiations, and political settlement. [Rep with IA.]

PSCI 665. Women & Third World Development (3). Seminar on status of Third World women, their present and potential role in development, and effects of technologies upon them. [Prereq: grad standing. Rep.]

PSCI 683. Advanced Research Methods in Political Science (1-3). Techniques, methods, and approaches. [Rep.]

PSCI 690. Master's Thesis (1-6) **FS**. For approved candidates for MA in social science wishing to pursue study in political science. [Prereq: DA. Rep.]

PSCI 691. Master's Comprehensive Exam (1-6) **FS**. For approved candidates for MA in social science wishing to pursue study in political science. [Prereq: DA. Rep.]

PSCI 695. Field Research (1-3). Field investigation of current phenomena, including issues and political behavior. [Rep with IA.]

PSCI 699. Independent Study (1-4) **FS**. Selected problems. [Open to grad students with IA. Rep.]

Professional Studies

LOWER DIVISION

PS 180. Special Topics (.5-3). Topics of current interest in broad areas of health, education, and professional studies.

PS 299. Directed Study (1-3). Supervised independent study in areas not covered by scheduled courses. Undergrads only.

UPPER DIVISION

PS 380. Special Topics (.5-3). Selected topics of current interest in broad areas of health, education, professional studies.

PS 430. Proposal & Grant Writing Process (3). Theoretical and practical introduction to proposal and grant writing. Service Learning component requires the preparation of a proposal for a community agency.

PS 480 / 580. Special Topics: Interdisciplinary Opportunities (.5-3). Professional practice in human service (child development, nurses, social workers, PE/rehabilitation professionals, school counselors, school and counseling psychologists, speech/language pathologists, teachers). Multiple needs of children, youth, families.

PS 499. Directed Study (.5-3). Supervised independent study in areas not covered by scheduled classes. Undergrads only.

CREDENTIAL/LICENSURE

PS 701. Selected Topics (.5-3). Topic relevant to credential program.

PS 799. Directed Study (.5-3). Independent directed study of selected problems, issues, and/or

practical applications relevant to the credential program.

Psychology

LOWER DIVISION

PSYC 100. Psychology of Critical Thinking (3). Use of research literature to understand the value of critical thinking, systematic failures, and methods for improvement. Extensive practice in applications outside psychology. [GE.]

PSYC 104. Introduction to Psychology (3). Evolution of psychology; research methods; biological foundations of behavior; sensation, perception; nature of consciousness, learning, and behavior; memory; cognitive development; health psychology; theories of personality; psychological assessment and individual differences; psychological disorders; psychological treatments. Participation in research projects is required. Department recommends taking this as foundation before any other PSYC courses. [CAN PSYC 2. GE.]

PSYC 104B. Introduction to Psychology ITS (3). Concepts, methods. Processes, psychodynamics, and social psychology applied to personal, social, cultural issues. Integrated with online resources and test materials in computer lab. [CAN PSYC 2. GE.]

PSYC 165. Career Decision Making & Life Planning (2). Generate self-knowledge (values, self-concept, interests, abilities), environmental knowledge (majors, occupations), and skills (problem solving, decision making) to maximize probability for productive lifestyle choices.

PSYC 166 / WS 166. Life/Work Options for Women (2). Systematic approach to career concerns of women. Self-knowledge (interests, abilities, values), world-of-work info, role combinations, decision making and job search techniques.

PSYC 200. Introduction to Psychological Research Design & Methodology (3). Hypothesis development, data gathering, ethics, interpretation of findings. Department recommends taking this before other PSYC courses. [Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 213. The School-Age Child (3). Typical/atypical biological, cognitive, social, and emotional development of children, focusing particularly on ages 4 through 12. Influence of family, culture, language, school, peers, and media on developmental processes.

PSYC 236. Choices & Changes in Sexuality (1). Influences on students' developing sexuality: development of gender identity, sexual orientation, body image, relationship negotiation, and preventing undesired physical and psychological consequences of sexual activity.

PSYC 241. Introduction to Psychological Statistics (4). Descriptive/inferential methods for analyzing data. Descriptive statistics; normal distributions; elementary probability; bivariate correlation and regression; hypothesis testing for comparing independent and paired groups. Labs: computer statistical programs; problem

solving. [Prereq: HSU MATH 42 or 44 or math code 40. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 280. Perspectives on Psychology (1). New majors introduced to psychological topics and psychology as a career option. Weekly presentations by faculty and members of psychological community. Required for major.

UPPER DIVISION

PSYC 300 / WS 300. Psychology of Women (3). Individual and social characteristics and roles. Overview, critique of theories, research. Biological/environmental determinants of women's psychological development, including sex differences. [DCG. GE.]

PSYC 301. Psychology of Creativity (3). Components and processes; theoretical and developmental viewpoints, implications, applications. Interdisciplinary approach. Experiential class exercises. [GE.]

PSYC 302. Psychology of Prejudice (3). How it is expressed, its causes, consequences, and approaches for reducing it. Multicultural and diversity issues. [DCG. GE.]

PSYC 303. Family Relations in Contemporary Society (3). Psychological aspects. Dating, love; parent/child and couple relations; causes/effects of divorce; solutions to family difficulties. [GE.]

PSYC 309. The Thinking Consumer in a Materialistic Society (3). Impact of advertising, marketing, and culture on consumer behavior and thought processes. [CWT.]

PSYC 311. Human Development (3). Overview of developmental changes across the human life span: conception through adulthood. Relevant psychological theories, research literature. [Prereq: PSYC 104.]

PSYC 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. [Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 321. Biological Bases of Behavior (3). How brain, spinal cord, peripheral nervous system, hormones, and genetics affect behavior. Biochemistry, neuroanatomy, and neurophysiology information supplied in class, so specific background in these subjects not required. [Prereq: PSYC 104.]

PSYC 322. Learning & Motivation (3). Principles, concepts, and theoretical issues: reinforcement, extinction, punishment, transfer of training. [Prereq: PSYC 104.]

PSYC 323. Sensation & Perception (3). Role of senses in acquiring information. Integrating sensory processes to form perceptual representations of the environment. [Prereq: PSYC 104.]

PSYC 324. Cognitive Psychology (3). Acquisition, organization, use of knowledge. Attention, memory, problem solving, decision making, language, consciousness. [Prereq: PSYC 104.]

PSYC 325. Psychobiology (4). Relate function of central nervous system to behavior. [Prereq: PSYC 321 or IA. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 335. Social Psychology (3). Effects of culture and socialization on attitudes, group dynamics, interpersonal perception, and the individual. [Prereq: PSYC 104.]

PSYC 337. Personality Theory & Research (3). Psychoanalysis, behaviorism, humanistic psychology. Research implications, practical application, critical evaluation. [Prereq: PSYC 104.]

PSYC 341. Intermediate Psychological Statistics (4). Measure/analyze data. Multiple correlation and regression. Repeated-measures, between-groups, and factorial analysis of variance designs. [Prereq: PSYC 241 or equivalent. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 389. Psychology Lab (1). Participatory experience with research methods, apparatus, and empirical issues. [Prereq: PSYC 200. Rep twice. Weekly 2-hr lab module added to selected lecture courses.]

PSYC 400. Self, Health, & Culture (3). Experiences of illness/healing in cultural contexts. Interrelated soma, psyche, and society as understood in diverse health care systems and healing practices. [GE.]

PSYC 403. Social/Organizational Skills (3). Organizational behavior from psychological perspective. Job attitudes, motivation to work, leadership, job design, organizational change. Experiential approach: class exercises and self-analysis.

PSYC 404. Industrial/Organizational Psychology (3). Psychology applied to the workplace. Job analysis, employee selection, performance appraisal, work conditions, training, leadership, job satisfaction.

PSYC 405. Environmental Psychology (3). Exploration of behavior-environment relationships. Ecopsychology, wilderness experience, and appraisal of our natural environment. Analysis of the social environment (privacy, territoriality, crowding). Evaluation of the built environment (home, workplace, community).

PSYC 406. Legal & Criminal Psychology (3). Criminals, police, witnesses, attorneys, judges, juries, correctional workers, and their decision-making processes. Compare research evidence and own experiences with perspectives of professionals in the field.

PSYC 412. Psychology of Infancy & Early Childhood (3). Adaptive/cognitive, motor, language, personal/social, and emotional development of infants/preschool children. Prenatal and perinatal influences. Assess infants and preschoolers. [Prereq: PSYC 311 (C) or IA.]

PSYC 414. Psychology of Adolescence & Young Adulthood (3). Physical, cognitive, social, and emotional development. Personality, relationship, education, and work issues from developmental perspective. [Prereq: PSYC 311 (C) or IA.]

PSYC 415. Adult Development & Aging (3). Patterns of growth/change from middle adult-

hood through old age. Developmental theories, methodologies, research findings, and personal perspectives on adulthood and aging. [Prereq: PSYC 311 (C) or IA.]

PSYC 416. Developmental & Comparative Psychology (3). Psychological theory and processes. Evolutionary and ethological data related to human behavior. [Prereq: PSYC 104 and PSYC 311 (C) or IA.]

PSYC 417. Psychology of Exceptional Children (3). Cognitive exceptions; language disorders; sensory and physical impairments. [Prereq: PSYC 311 (C) or IA.]

PSYC 418. Social & Emotional Problems in Children (3). Affective and behavior disorders and psychoses in children and adolescents. [Prereq: PSYC 311 (C) or IA.]

PSYC 423. Topics in Cognitive Psychology (3). Information processing, perception, memory, judgment, artificial intelligence, development, language, social cognition, cognitive assessment, cognitively oriented psychotherapy. [Rep twice.]

PSYC 426. Psychology of Language (3). Based on modern linguistic analysis and organized around functions of communication and cognition. Children's language acquisition, production, comprehension. Language and thought.

PSYC 433. Stress & Wellness (3). Physical and psychological effects of stress. Behavioral management techniques to control stress. Wellness as mind/body integration.

PSYC 436 / WS 436. Human Sexuality (3). Physiological, psychological, and sociological aspects of human sexual behavior. Topics include conception, contraception, attitudes, orientation, and behaviors. Interdisciplinary approaches as appropriate.

PSYC 437 / PSCI 437. Sexual Diversity (3). Using biological and social constructionist explanations of sexual orientation, we will explore historical, psychological, and sociological foundations of gay, lesbian, bisexual, and transgender cultures, and examine contemporary political issues of discrimination, pride and social power. [Recommended prereq: PSYC 436 or WS 436. DCG.]

PSYC 438. Dynamics of Abnormal Behavior (3). Major psychological disorders: anxiety disorders (neuroses), psychoses, and conduct disturbances. Theoretical/empirical analyses. [Prereq: PSYC 104 (C) or IA.]

PSYC 454. Interviewing & Counseling Techniques (3). Supervised practice, including video or audio taping and feedback sessions. [Prereq: upper division PSYC major or IA. Weekly: 1 hr lect, 4 hrs activ.]

PSYC 457. Group Dynamics & Procedures (3). Nature of groups: development, relation to other groups or larger institutions. Individual roles within a group. Techniques for working with groups. [Prereq: PSYC 104. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 472. Topics in Biopsychology (3). Biofeedback, psychopharmacology,

psychophysiology, psychoimmunology, applied human neuropsychology. [Prereq: PSYC 321 or 325 or IA. Rep twice.]

PSYC 473. Drug Use & Abuse (3). Why people use and continue to use drugs. Medical, legal, social, educational, and therapeutic aspects.

PSYC 476. Biofeedback (3). Literature, underlying physiological and psychological processes, experimental methods, clinical applications and their counterindications. Equipment, training, research reporting. [Weekly: 2 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. [Weekly: 3 hrs per unit of credit. Prereq: IA. Rep. CR/NC.]

PSYC 483. Community Psychology Experience (3). Volunteer experience with consumers of mental health services. Weekly activities; supportive academic work. [Prereq: accepted as YES volunteer, IA.]

PSYC 485. Senior Seminar (3). Integrative review of psychology focusing on the history of the field or a broad issue within the discipline. Format emphasizes class discussion, oral presentation, and written reports. A capstone experience. [Prereq: PSYC 104. Senior Standing. Must be taken during final year of course work or IA.]

PSYC 495. Research in Psychology (1-4). Individual investigation culminates in formal report complying with department standards. [Prereq: IA. Rep. CR/NC.]

PSYC 496. Psychology Research Seminar (3). Research problem culminates in written report in accord with APA standards. Required student/faculty group meetings to discuss common research problems, such as subject selection, psychological measurement, interpretation of results, ethics of research. [Rep.]

PSYC 497. Mentoring (1-3). Advanced majors gain experience as teaching assistants working with a diverse body of students. [Prereq: IA. Rep. CR/NC.]

PSYC 499. Independent Study (1-3). On a tutorial basis, pursue area of interest not covered by regular course offerings. [Prereq: six upper division units in psychology and IA. Rep.]

GRADUATE

Prerequisite: grad standing and/or adequate preparation in psychology.

PSYC 517. Psychology of Exceptional Children (3). Cognitive exceptions; language disorders; sensory and physical impairments. Diagnosing; appropriate interventions. [Prereq: PSYC 311 or IA.]

PSYC 518. Social & Emotional Problems in Children (3). Affective and behavior disorders and psychoses in children and adolescents.

Diagnose and treat by developing case studies. [Prereq: IA.]

PSYC 541. Advanced Statistical Techniques (4). Topics may include multivariate analysis of variance and covariance, multiple regression and prediction, discriminant analysis, time series analysis, factor analysis, computer statistical packages. [Prereq: PSYC 341 or IA. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 545. Psychological Testing (4). Testing concepts: reliability, validity, standardization, and score interpretation. Apply to current standardized tests of intelligence, aptitude, achievement, personality. [Prereq: PSYC 241 or IA. Weekly: 3 hrs lect, 2 hrs lab.]

PSYC 565. Psychology of Vocational/Career Development (3). Theoretical and research issues for young adults, adolescents. Counseling and assessment areas. Multicultural and other special populations. Meets program requirements for PPS credential in School Psychology but open to all PSYC grad students.

PSYC 572. Advanced Psychopharmacology (3). Biochemical etiology of psychiatric or mood disorder or other mental conditions. Psychopharmacological mechanisms of anxiolytic and neuroleptic medications used in mental health settings. [Prereq: PSYC 321, 325 or IA.]

PSYC 586. History & Systems of Psychology (3). Current theoretical/research trends. Historical background. Relation to other sciences; methods of research; interpretation of empirical data.

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 and good standing in School Psychology program. Coreq: PSYC 783.]

PSYC 616. Cognitive Assessment I Cognitive/Biological Bases of Behavior (3). Theories, methods and techniques for understanding and assessing cognitive development and intelligence. Supervised practice in test administration, scoring and interpretation. [Prereq: Good standing in School Psychology Program or IA, Coreq: PSYC 545. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 617. Cognitive Assessment II Cognitive/Biological Bases of Behavior (3). Continuation of PSYC 616. Study of major theories and methods of cognitive and neuropsychological assessment. Supervised practice in test administration, scoring, interpretation and integration of finding in reports and presentations. [Prereq: PSYC 616 and good standing in School Psychology program or IA. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 622. Advanced Learning & Behavior (3). Empirical and theoretical approaches to topics in learning, memory, and motivation. Topics vary. [Prereq: PSYC 320 or 322 or IA. Rep twice.]

PSYC 623. Advanced Perception & Cognition (3). Topics may include attention, sensory-perceptual interactions, perceptual disorders, memory, consciousness, and reasoning. [Prereq: PSYC 323 or IA. Rep twice.]

PSYC 625. Advanced Psychobiology (3). Empirical/theoretical approaches to topics in brain research and other physiological, neurological, or biochemical processes at the base of human behavior. Topics vary. [Prereq: PSYC 325 or IA. Rep twice.]

PSYC 632. Advanced Developmental Psychology (3). Development from conception through old age. Topics vary. [Prereq: PSYC 311 or 416 or IA. 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 or PPS master's program, or IA.]

PSYC 637. Advanced Psychology of Personality (3). Topics pertaining to personality development/structure/dynamics. [Prereq: PSYC 337. Rep twice.]

PSYC 638. Advanced Psychopathology: Diagnosis of Mental Disorders (3). Diagnosis, assessment, prognosis of psychological disorders. DSM classification. [Prereq: PSYC 337 and 438; good standing in a grad program in PSYC.]

PSYC 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 200 and 241.]

PSYC 642. Research Methods: Evaluation (2). Continues 641. Apply research design to individual projects, culminating in master's thesis proposal.

Research ethics; APA style. [Prereq: PSYC 641.]

PSYC 645. Personality Assessment: Child & Early Adolescent (3). Administer, score, and interpret instruments assessing personality in childhood/early adolescence. Both objective (PIC, Child Behavior Checklist) and projective (CAT, Rorschach). [Prereq: PSYC 545.]

PSYC 646. Personality Assessment: Adult (3). Administer, score, and interpret instruments assessing personality in adulthood/late adolescence. Both objective (MMPI, CPI), and projective (TAT, Rorschach). [Prereq: PSYC 545 and either 337 or 438, plus good standing in a grad PSYC program. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 648. Statistics Consultation (1-3). Analyze thesis research data. Create data file; statistically analyze data; interpret results. [CR/NC. Prereq: grad standing or IA. Rep.]

PSYC 651. Diagnosis & Treatment of Children for the School Psychologist I—Cognitive & Academic Difficulties (3). Theoretical and professional issues in evaluating/treating children with cognitive or academic difficulties. Assessment practices; diagnostic skills. [Prereq: PSYC 616, IA, good standing in PPS program. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 652. Diagnosis & Treatment of Children for the School Psychologist II—Social, Emotional & Behavioral Problems (3). Continues PSYC 651, but for social, emotional, or behavioral problems. [Prereq: PSYC 517, 617, 651, IA, and good standing in PPS program. Weekly: 2 hrs lect, 2 hrs activ. Rep.]

PSYC 653. Psychotherapy with Children & Families (3). Interviewing and counseling techniques appropriate for clinical work with children and adolescents. Topics include play therapy, individual counseling, group counseling, family therapy, and parent consultation. [Prereq: PSYC 654; good standing in PPS or Counseling MA 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 PPS or Counseling MA program, or IA. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 655. Behavior Analysis/Intervention (3). Theories, techniques and ethical considerations in applying behavioral principles to assessment and intervention planning of child behavior and school environments. Review of state and federal laws regarding behavioral and ecological assessment and intervention in schools. [Prereq: PSYC 320 or IA.]

PSYC 656. Couples Therapy (3). Introduction to marital/couple therapy: major theories of relationship counseling and therapy, assessment techniques, domestic violence, ethics. Emphasis on experiential learning and demonstration of marital/couple counseling. [Prereq: PSYC 654 [C]; good standing in Counseling MA 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 MA program or IA. Weekly: 2 hrs lect, 2 hrs activ.]

PSYC 658. Theories of Individual Counseling & Psychotherapy (3). Introduction to major theories, including psychodynamic, humanistic, behavioral, and cognitive orientations to psychotherapy. Focus is on reading classical theorists, application of techniques to clinical practice, and empirical validation. [Prereq: grad standing.]

PSYC 660. Law & Ethics in Psychology (2). Ethics and California law applicable to the counseling profession. [Prereq: admitted to Counseling MA program or IA.]

PSYC 662. Practicum Preparation (2). Seminar approach to various clinical issues regarding practicum placement. May include case study, skill enhancement exercises. [Prereq: good standing in Counseling MA 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 MA program; at least one semester of full-time course work. Coreq: PSYC 682.]

PSYC 668. Assessment & Treatment of Child Abuse & Neglect (2). Theory, practice, and ethical considerations. Early recognition of potentially abusive situations. Prevention models. [Prereq: admitted to PPS, Counseling emphasis MA, or other appropriate license or credential program.]

PSYC 669. Legal Issues in School Psychology (3). Studies of laws pertaining to students civil rights, special and general education, parent/child rights, child neglect and abuse reporting, confidentiality and their impact on school policy, climate, the student, family and community. [Prereq: good standing in School Psychology program.]

PSYC 671. Community Psychology (3). Perspectives; implementation. Functioning of local community agencies. Consultation approaches enhancing communication, decision making, organizational effectiveness. [Prereq: PSYC 335, 454, and 457, or IA.]

PSYC 676. Crosscultural Counseling (3). Diversity within minority communities; modal characteristics. Making counselor efforts more congruent with minority clients. [Prereq: PSYC 654 (C) and good standing in a grad PSYC program.]

PSYC 679. Professional Development Seminar (1). Beginning grad students define professional goals. Roles of psychologist; developing professional competencies. [Prereq: admission to Academic Research MA program.]

PSYC 680. Selected Topics in Contemporary Psychology (.5-3). Review current literature. Read, critique, present in class. [Prereq: IA. Rep twice for different topics.]

PSYC 681. Advanced Psychology: Review & Teaching (4). Comprehensive review of psycho-

logical processes; guided experience in skills and knowledge relevant to teaching psychology. Syllabus and lecture organization, evaluation procedures. [Prereq: good standing in Academic Research MA program or IA.]

PSYC 682. Fieldwork (1-6). Experience in specific settings to meet student needs. May not be submitted for PPS field requirements. [Prereq: admission to Counseling MA 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 B- or better) and IA.]

PSYC 685. Faculty Research Seminar (1). Required course for first-year students in all psychology graduate programs. Introduces ongoing faculty research. Lecture and discussion format.

PSYC 690. Thesis (4-6). Guided investigation of research problem culminates in formal report in compliance with HSU standards. [Prereq: grad standing, IA. Rep.]

PSYC 692. Pupil Personnel Services Project (4-6). Research directed by PPS committee appointee. May substitute appropriate PSYC 690. [Prereq: PSYC 641, 642, consent of PPS committee. Rep.]

PSYC 695. Research Practicum (4-6). Research under direction of staff on a tutorial basis. Group meetings to communicate findings of independent studies. [Prereq: 6 units of grad psychology and IA. Rep.]

PSYC 697. Academic Advisement (1-4). After training, students in academic research MA program advise psychology and undeclared undergraduate majors. [Prereq: approval of grad coordinator and instructor. Rep.]

PSYC 783. School Psychology Practicum (4-8). Comprehensive field experience in School Psychology. Practice in prevention, assessment, counseling, consultation, and other forms of indirect and direct intervention with pre-school, school-aged, and college-aged pupils, teachers and parents. Supervision by HSU faculty and district employed school psychologists. [Prereq: good standing in School Psychology program. Coreq: PSYC 606, or PSYC 607, or PSYC 608. Rep up to 18 units.]

PSYC 784. School Psychology Internship (9-18). Culminating professional experience required to earn a California Credential authorizing practice as a School Psychologist. Designed to meet California and National standards for supervised experience in School Psychology. Supervision by HSU faculty and district employed school psychologists. [Prereq: MA in psychology with Internship Credential issued by the California Commission on Teacher Credentialing. Units must be completed within 2 calendar years. Rep to 36 units.]

Rangeland Resource Science

LOWER DIVISION

RRS 110. Rangeland Resources in a Modern Society (1). Role of the domestic ruminant and role of rangelands in support of increasing world populations. [CR/NC.]

UPPER DIVISION

RRS 306. Rangeland Resource Principles (3). Analysis of rangeland biophysical communities; management for sustainable human and environmental values; use by wild and domestic animals; historical and legal changes in rangeland management. [GE.]

RRS 311. Rangeland Field Experience (1). Field trips include some Saturdays and will substitute for scheduled lab time. Concurrent enrollment in RRS 306 recommended. Fee possible. [Rep.]

RRS 360. Rangeland Plant Communities (3). Delineation and synecology of important North American rangelands. Plant identification of important grasses, forbs, and shrubs. [Prereq: BOT 350 (C) or IA. Weekly: 1 hr lect, 6 hrs lab.]

RRS 370. Rangeland Ecology Principles (3). Apply ecological principles for composition, distribution, successional patterns, and management of grassland, forested, and semidesert communities. [Prereq: RRS 306 or IA.]

RRS 380. Techniques in Rangeland Resources (2). Compare and apply analysis procedures used in vegetation sampling and monitoring. [Prereq: RRS 306; BIOM 109 or equivalent. Concurrent enrollment in RRS 390 recommended.]

RRS 390. Rangeland Analysis (2). Field demonstration of vegetation analysis procedures. Synthesize samples and interpret distinct ecological sites. Observe/evaluate structure and organization of vegetational hierarchy. [Prereq: RRS 306, RRS 360 [concurrent enrollment in RRS 380 is recommended. Multiple-day field trip.]

RRS 405. Rangeland Wildlife Relationships & Habitat Management (2). Factors affecting interaction between range livestock and range wildlife. Habitat evaluation, manipulation, and management. [Prereq: RRS 306, WLDF 310, or IA.]

RRS 410. Introduction to Animal Nutrition (4). Digestive physiology, metabolism, energetics. Forages and supplemental feeds processing. Techniques of evaluation and application. [Prereq: CHEM 107, 328, and either BIOL 105 or ZOOL 110; or IA. Weekly: 2 hrs lect, 6 hrs lab.]

RRS 415. Rangeland Wildlife Nutrition (3). A component of wildlife management. Factors affecting range livestock/wildlife interaction, including habitat manipulation. Techniques of nutritional evaluation. [Prereq: CHEM 107 and either RRS 306 or WLDF 310 or BIOL 105, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

RRS 420. Introduction to Animal Science (3). Characteristics and adaptation of livestock

breeds. Feeding/grazing experiments; market classes; livestock improvement. [Prereq: BIOL 105 or ZOOL 110, or IA. Weekly: two 1-hr lects, 3 hrs lab.]

RRS 430. Rangeland Development & Improvements (3). Treatments, developments, and structures to improve range condition and production. Ecological principles in manipulating ecosystems. [Prereq: RRS 306 or WLDL 310. Weekly: 2 hrs lect, 3 hrs lab/field trip.]

RRS 460. Rangeland & Ranch Planning (2). Conducted on a livestock ranching operation, resource management area, or federal rangeland allotment. Analyze economic, physical, floral, and faunal resources. Develop management plan. [Prereq: RRS 390, RRS 410 (or 420), and RRS 430. Field trips substitute for scheduled lab time.]

RRS 465 / FOR 465. Forestland Grazing (2). Livestock as a silvicultural tool to replace or supplement existing methods (mechanical or herbicidal) in managing plantations and second-growth forests. [Prereq: RRS 306 or FOR 116.]

RRS 470. Grazing Influences (2). Behavior of grazing animals; grazing strategies. Physiological and ecological responses of plants to defoliation. Interrelationships of the complex of soils, plants, animals. [Prereq: RRS 306, BOT 310.]

RRS 475. Advanced Study of Rangeland Plants (1). Identification and importance of range plants based on specialized morphological characteristics. HSU range-plant judging team selected from class. [CR/NC. Prereq: BOT 350, 354, and RRS 360, or IA.]

RRS 480. Selected Topics in Rangeland Resources (1-3). Lect/lab as appropriate. [Rep once with different topic.]

RRS 485. Rangeland Resources Seminar (1). Review current literature. [Prereq: senior standing. Rep.]

RRS 492. Senior Project (3). Independent research which will include fieldwork and completion of a scientific paper. [Prereq: senior standing, IA.]

RRS 499. Directed Study (1-3). Original research on assigned topics. May involve lab, field, or library work. [Prereq: RRS 306. Rep.]

GRADUATE

RRS 500. Advanced Study of Rangeland Resources (2). Range survey methodology, rangeland administration, coordinated resource management. [Prereq: grad status or IA.]

RRS 580. Advanced Topics in Rangeland Resources (1-2). Lect/lab as appropriate. [Rep once with different topic.]

RRS 585. Seminar in Rangeland Resources (1-3). Contemporary issues. [Prereq: grad standing or IA. Rep.]

RRS 597. Mentoring & Teaching-Associate Training (1-4). Training in course preparation and delivery. Advance majors and grad students take this prior to or concurrent with teaching-assistant or teaching-associate assignments. No credit toward graduate degree.

RRS 685. Rangeland Resources Graduate Seminar (1). Important problems/changes in RRS. Review literature to propose solutions. [Rep.]

RRS 690. Thesis (1-4). [Rep.]

RRS 692. Professional Paper (1-4). [Rep.]

RRS 695. Research Problems in Rangeland Resources (1-4). Directed individual research on field or lab problems. [Prereq: grad standing. Rep.]

RRS 699. Directed Study (1-4). [Prereq: grad standing. Rep.]

Recreation Administration

Students injured while participating in a recreation administration class are not covered by any university insurance policy. Each student is responsible for obtaining her/his own coverage through a private insurance agency or through the insurance plan of the Associated Students (University Center, south lounge).

Students with disabilities are welcome in all physical education activity courses.

LOWER DIVISION

REC 110. Beginning Kayaking (2) Techniques and safety procedures for whitewater kayaking.

REC 120. Winter Camping—Cross-Country Skiing (2) Cross-country ski techniques for enjoying mountain wilderness in winter conditions. Avalanche precaution; shelter construction; roped snow travel; health and medical topics.

REC 200. Foundations of Recreation Studies (3) Scope and content. [CAN REC 2.]

REC 210. Recreation Leadership (3) Leader's role in organization. Developing a program within organized youth groups. [CAN REC 4.]

REC 220. Leisure Programming (3) Theories, content, and design to serve community leisure needs.

UPPER DIVISION

REC 310. Recreation for Special Groups (3). Nature and scope of recreation for special groups: developmentally disabled, socially deviant, culturally deprived, aging, minority, industrial, and military.

REC 320. Organization, Administration & Facility Planning (3). Problems organizing/administering recreation programs. Facility planning and utilization.

REC 330. Outdoor Education (3). Activity and leadership skills, management techniques, and safety considerations for nature-oriented experiences.

REC 335. Tourism Planning and Development (3). Examines positive and negative tourism impacts, growth management, strategies and planning principles. Includes the development and implementation of tourism programs.

REC 340. Camp Organization & Counseling (3). Theoretical basis for administering, programming, counseling in organized camp programs.

REC 345. Environmental Education (3). Experiential based course where students will develop and implement environmental education and outdoor recreation programs. Students will also assist in the administration of an environmental education center.

REC 350. Intermediate Kayaking (2). Teaching/learning methods. Swiftwater safety, rescue.

REC 355. Equine Wilderness Packing (2). Historical and contemporary techniques in wilderness packing of horses and mules for personal recreation or for government agency or commercial outfitting purposes.

REC 420. Legal & Financial Aspects of Recreation (3). Legal aspects and the many financial involvements of conducting a recreation program.

REC 480. Special Topics (1-3). Topics as demand warrants. [Lect/lab as appropriate. Rep with different topic.]

REC 482. Internship in Recreation (2-7). Supervised experience. Apply academic understanding to a functioning recreational agency. [Prereq: senior standing and IA. Rep up to 7 units.]

REC 485. Senior Seminar—Majors (3). Senior majors apply knowledge/skills to professional problems. Specific professional development projects. [Prereq: complete developmental stage.]

REC 495. Directed Field Experience (1-6). Under supervision of HSU staff. [Prereq: IA and junior/senior standing. Rep.]

REC 499. Directed Study (1-6). Supervised by faculty. Provides depth to specific areas of student's professional development. [Prereq: junior/senior standing. Rep.]

Religious Studies

LOWER DIVISION

RS 105. World Religions (3). Examines six of the following traditions in light of human quest for transcendence: Hinduism, Buddhism, Confucianism, Taoism, Shintoism, Zen, Judaism, Christianity, and Islam. Films augment lectures. [DCG. GE.]

RS 120. Exploring Religion (3). Introduction to theory and method in the study of religion; examines religious elements, including such topics as faith, sacred time and space, ritual, tradition, devotion, meditation, and new religious movements.

RS 280. Special Topics in Religious Studies (3). A lower division elective course examining a variety of contemporary issues in relation to perspectives within Religious Studies. Topics will vary. [CR/NC. Rep.]

UPPER DIVISION

RS 300 / WS 302. Living Myths (3). Examines how a culture's "sacred stories" express worldview, guide behavior, and empower personal quests for meaning. Sections offered under the following themes: War and Peace, Quest for Self, Beyond the Hero. [GE.]

RS 320. Sacred Texts: Hebrew Bible (3). "Old Testament" books, including Deuterocanonical

works. Jewish, Christian, Islamic, and humanist perspectives. Exegesis; hermeneutics; historical-critical and literary views of texts.

RS 321. Sacred Texts: New Testament (3). Differing perspectives within Christian tradition as found in the variety of genres and viewpoints of New Testament writers. Course uses historical-critical and literary methods, but accepts its expression as an inspired scripture within a living faith tradition.

RS 322. Sacred Texts: Buddhist Texts (4). Survey folk tales, philosophical treatises, poetry, tantras, and scriptures from early Buddhism to Zen. Attention to canon, genre, transmission, translation, hermeneutics, cultural transformation, function, message, and aesthetics.

RS 323. Sacred Texts: Hindu Texts (4). Indian literature ancient and modern: the Vedas, mythic visions, lives of saints, poetry, epics, philosophers, yogis, devotees, folk tales, and modern writers, such as Rushdie, Jhabvala, and Narayan.

RS 330. Introduction to Judaism (3). Survey of religious Judaism: from orthodoxy to reform. Meanings of Jewish life-cycle events, holiday and calendar rituals, history and sacred literature.

RS 331. Introduction to Christianity (3). Doctrinal developments; literature; rites and rituals; history (including development of major branches). Issues of modernity and postmodernity (could include feminist perspectives, interreligious dialog).

RS 332. Introduction to Islam (3). Beliefs, institutions, sacred literature, history. Life of Muhammad, development of tradition in classical period, issues in modernity.

RS 340. Zen, Dharma, & Tao (3). Confucianism, Taoism, Shinto, and major forms of Buddhism in China and Japan. [DCG.]

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. Tai Chi Ch'üan (Taijiquan) (3). Learn detailed movements of Taiji longform. Emphasis: conceptuality as encoded in body movement and form. Readings from Chinese classics, with focus on how direct awareness influences textual understanding. [CR/NC.]

RS 350. Religions of the Goddesses (3). Beginning with goddess figures dating to 22,000 BCE, examine goddess religions through the archaeology and mythology of Western Europe and the Near East.

RS 360. Religion & Psychology (3). Religious nature of human development. Concepts such as religious impulse, meaning, and soul explored from religious and psychological perspectives.

RS 361. Consumerism & (Eco)Spirituality (3). How religious practice questions/challenges consumerism. Underlying roots of consumerist mentality and its personal/environmental effects. Explore spiritual/religious foundations for sustainability and environmental health.

RS 362. Wisdom & Craft (3). How persons communicate their spiritual wisdom, their awareness of living connectedness and place in the cosmos, through everyday tasks of crafting creative work. Compare/contrast traditions (Amish, Navaho, Shaker, etc.).

RS 363. Mysticism & Madness (3). Religious understanding and scientific critiques of spiritual experiences, from speaking in tongues to mystical trance states. Experiential education in Tibetan visualization, Zen meditation, Sufi dance, etc., in additional required meetings.

RS 390. Seminar in Religious Studies (1-4). New dimensions. [Rep.]

RS 391. Religion in Tradition: Special Topics (3). Topics within religious tradition(s) with thematic focus or tradition overview. [Rep with different topics.]

RS 392. Sacred Literature: Special Topics (3). Survey selected works of sacred literature in Eastern or Western religious traditions. [Rep with different topics.]

RS 393. Religion in Myth, Culture, & Experience: Special Topics (3). Thematic and/or comparative examination. [Rep with different topics.]

RS 394. Religious Studies Workshop (1-3). Experiential learning (participation). Topics vary. Focus is intensive, short term. [CR/NC. Prereq: IA. Rep.]

RS 395. Senior Seminar (3). Capstone for major. Professor determines thematic focus. Culminating project applies research skills, critical and experiential reflection, and methodologies within the discipline. [Prereq: completed 27 units required for the major.]

RS 399. Directed Study (1-3). Independent study of topic under supervision. Provides depth to specific area of student's development. [Rep.]

RS 400. Paths to the Center (3). Inner unity and how religions facilitate human integration. Two religious perspectives compared with a secular perspective. Identify options of meaningful focus. [GE.]

Science

UPPER DIVISION

SCI 331. Fundamental Science Concepts for Elementary Education (3). Fundamental principles in physical science with an emphasis on building conceptual understanding. Intended for students preparing to teach at the elementary school level. [Prereq: completed lower division GE science and math. MATH 308B (C).]

SCI 431. Nature and Practice of Science - Elementary Education (3). Explore the nature and practice of science, including an examination of relationships among the various fields of science

and other subjects including history. [Prereq: SCI 331. Prereq or Coreq: MATH 308C.]

SCI 462. Scientific Diving (4). The Scientific Diving course develops the knowledge, skill and experience to successfully plan, conduct and evaluate underwater collection of data. This course exceeds the standards of the American Academy of Underwater Sciences. [Prereq: PE 362. CR/NC.]

SCI 480. Selected Topics in Science (.5-4). Student preparations typically required. Topic and mode of instruction depend on availability of faculty and facilities. [Prereq: upper division or grad standing and IA. Rep.]

SCI 499. Directed Study in Science (.5-4). Directed study in lab, field, or library under supervision of CNRS faculty member. [Prereq: upper division standing and IA. Rep.]

GRADUATE

SCI 501. Graduate Orientation (1). Environmental systems: develop personal program; plan research, thesis. May not count toward 30 units required for MS. [Prereq: grad standing.]

SCI 530. Environmental Systems Data Collection & Analysis (4). Experiment design for analyzing environmental systems. Statistical analysis of data. Design/implement a data collection program. [Prereq: Fortran programming, probability and statistics, grad standing.]

SCI 580. Selected Topics in Science (.5-4). Student preparations typically required. Topic and mode of instruction depend on availability of faculty and facilities. [Prereq: senior or grad standing and IA. Rep.]

SCI 690. Thesis (1-6). [Prereq: SCI 501, 530. Rep.]

SCI 697. Topics in Environmental Systems (1-3). [Prereq: SCI 530. Rep with different topics.]

SCI 698. Graduate Colloquium in Environmental Systems (1-3). [Rep.]

SCI 699. Independent Study in Environmental Systems (1-3). Selected topics. Conference, reading, research. [Prereq: SCI 530. Rep.]

Secondary Education

LOWER DIVISION

SED 210. Early Fieldwork Experience in Schools (1). Field experience with secondary school pupils. Observe a minimum of 45 hours under supervision and keep log. [Coreq: SED 410. Hours arranged with education office. Meets prior fieldwork experience admission requirement for education credential programs.]

UPPER DIVISION

SED 410. Observation & Participation Seminar (1-3). Upper division students obtain better understanding of teaching through supervised participation in classroom situations. Not applicable to directed teaching requirement. Hours arranged with education office. [Rep twice in different assignments.]

SED 499. Directed Study (1-3). Independent study of problems, issues, and/or practical applications. [Prereq: IA. Rep.]

CREDENTIAL/LICENSURE

SED 701. Selected Topics in Secondary Teaching (.5-3). [Rep with different topics.]

SED 702. Basic Counseling Skills for Teachers (1). Workshop for credential candidates and educators focusing on the development of strong and healthy communication for their students. [Rep once. CR/NC.]

SED 703. Conflict Management for Teachers (1). Workshop for credential candidates and educators focusing on utilizing conflict management skills for resolving conflict with children and adolescents. [Rep once. CR/NC.]

SED 705. Middle School Methods - Theory (1). This course explores issues specific to teaching middle school adolescents including the middle school philosophy, adolescent physical and social development, successful models of classroom management, and lesson planning for this population of students.

SED 706. Middle School Methods - Application (1). This is a one unit application-based seminar offered in the spring which provides credential candidates with the opportunity to implement and reflect upon their effective strategies for teaching middle school students during their student teaching semester. [Rep once.]

SED 711. Nonviolent Crisis Intervention (1). Acquire verbal skills to de-escalate crises and (if crisis escalates to physical level) nonviolent physical intervention skills to ensure safety of students/self. [CR/NC. Prereq: admission to SED program or IA.]

SED 712. Teaching & Learning in Secondary Schools (2). Development of student understanding; curriculum development (unit goals, lesson plans, assessment); multicultural perspectives in teaching and learning; philosophy of teaching. [Prereq: SED 714 (C).]

SED 713. Classroom Management (1). Focus on a variety of methodologies for creating and managing a classroom community. [Coreq: SED 712.]

SED 714. Educational Psychology (2.5). Physical, social, moral, and cognitive development of the adolescent; social and family issues; learning theories, motivation, and assessment.

SED 715. Multicultural Education (2). Equity and diversity. Ethnicity and race; gender; exceptionality, social class, sexual orientation, language, religion.

SED 717. Service Learning in a Multicultural Setting (1). Develop skills teaching diverse youth through direct experience and education programs. Understand components of service learning pedagogy. [CR/NC Prereq: Admitted to SED Credential Program. Prereq or Coreq: SED 715.]

SED 730. Bilingual/ELD Theory & Methods (2). Theory and methodologies of teaching bilingual

and English-language-development students. [Prereq: admitted to SED credential program.]

SED 731. Secondary Curriculum Instruction: Art (2). Methods and resources for teaching all areas of art.

SED 732. Secondary Curriculum Instruction: Business (2). Methods and resources for teaching all areas of business.

SED 733. Secondary Curriculum Instruction: English/Language Arts (2). Methods and resources for teaching all areas of English/language arts.

SED 734. Secondary Curriculum Instruction: Modern Language (2). Methods and resources for teaching all areas of a modern language.

SED 736. Secondary Curriculum Instruction: Industrial Technology (2). Methods and resources for teaching all areas of industrial technology.

SED 737. Secondary Curriculum Instruction: Math (2). Methods and resources for teaching all areas of math.

SED 738. Secondary Curriculum Instruction: Music (2). Methods and resources for teaching all areas of music.

SED 739. Secondary Curriculum Instruction: Physical Education (2). Methods and resources for teaching all areas of physical education.

SED 740. Secondary Curriculum Instruction: Science (2). Methods and resources for teaching all areas of science.

SED 741. Secondary Curriculum Instruction: Social Studies (2). Methods/resources for teaching all areas of social studies.

SED 743. Content Area Literacy (2). Supervised practice developing/selecting strategies, materials, and procedures that promote reading growth through secondary school classes. [Prereq: established candidacy in SED credential program, concurrent enrollment in fieldwork or student teaching, or IA.]

SED 744. Secondary Seminar: Art (1). Common problems, strategies, and practical applications related to student teaching art, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 745. Secondary Seminar: Business (1). Common problems, strategies, and practical applications related to student teaching business, such as preparing for opening/closing of school. [Prereq: admitted to SED credential program.]

SED 746. Secondary Seminar: English (1). Common problems, strategies, and practical applications related to student teaching English/language arts, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 747. Secondary Seminar: Modern Language (1). Common problems, strategies, practical applications related to student teaching language, such as preparing for opening/closing of school. [Prereq: admitted to SED credential program.]

SED 749. Secondary Seminar: Industrial Technology (1). Common problems, strategies, and practical applications related to student teaching industrial technology, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 750. Secondary Seminar: Math (1). Common problems, strategies, and practical applications related to student teaching math, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 751. Secondary Seminar: Music (1). Common problems, strategies, and practical applications related to student teaching music, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 752. Secondary Seminar: Physical Education (1). Common problems, strategies, and practical applications related to student teaching physical education, such as preparing for the opening and closing of school. [Prereq: admitted to SED credential program.]

SED 753. Secondary Seminar: Science (1). Common problems, strategies, and practical applications related to student teaching science, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 754. Secondary Seminar: Social Studies (1). Common problems, strategies, and practical applications related to student teaching social studies, such as preparing for the opening/closing of school. [Prereq: admitted to SED credential program.]

SED 755. Content Literacy Applications (1). This is a one unit application-based seminar offered in the spring which provides credential candidates with the opportunity to implement and reflect upon their incorporation of literacy-related strategies during their student teaching semester. [Rep once.]

SED 756. Bilingual/ESL Theory & Methods Seminar (1). This is a one unit application-based seminar offered in the spring which provides credential candidates with the opportunity to implement and reflect upon their incorporation of strategies for English language learners during their student teaching semester. [Rep once.]

SED 757. Advanced Student Teaching (4-12). In elementary or secondary school. May be in a special subject or may entail experimentation with methods of teaching. [Prereq: prior credit in student teaching or teaching experience.]

SED 762. Supervised Fieldwork in Student Teaching (1-3). Field experience integrated with secondary curriculum instruction [SED 731-741]. Under supervision, observe secondary school classrooms (minimum 45 hrs per credit unit); keep log; perform assignments from secondary curriculum instruction. [Prereq: admitted to SED credential program.]

SED 763. Intersession Participation & Student Teaching (1). Participation/beginning teaching between end of HSU first semester and end of public

school first semester. [Prereq: admitted to SED credential program.]

SED 764. Student Teaching / Secondary Education (6). Teach full time (mornings) in departmentalized secondary classes under supervision of HSU and cooperating public school teachers. [Prereq: admitted to SED credential program.]

SED 765. Student Teaching / Secondary Education (6). Teach full time (afternoons) in departmentalized secondary classes under supervision of HSU and cooperating public school teachers. [Prereq: admitted to SED credential program.]

SED 766. Intersession Student Teaching (1). Generally from the close of HSU spring semester until the close of public school second semester. [Prereq: admitted to SED credential program.]

SED 776. Mainstreaming (2). Concept and practice, as provided in California Master Plan for Special Education. Referral, assessment, and appropriate modifications for special needs pupils. Fulfills special education requirement for a clear multiple or single subject credential. [Prereq: a teaching credential or acceptance into a teacher credential program and concurrently enrolled in student teaching fieldwork classes.]

SED 790. Supervised Field Experience (1-3). Minimum 45 hours per credit unit. [Rep.]

SED 799. Directed Study (1-4). Independent study; problems, issues, and/or practical applications. [Prereq: IA. Rep.]

Social Work

LOWER DIVISION

SW 104. Introduction to Social Work & Social Work Institutions (3). Central ideas, values, and methods from perspectives of historical background and contemporary fields of service. Emphasis: human diversity. [GE. DCG.]

SW 151. Social Agency Observation (1-3). Field trips to learn about program philosophies, services, problems addressed, clientele served. Seminar for freshmen considering majors in human services.

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. [Prereq: for social work: sophomore premajor.]

UPPER DIVISION

SW 330. Social Work Policy (4). Development, formation, implementation. Ecological perspective. Analyze major social legislation and develop strategies for improving policies and services. [Prereq: for majors: SW 104.]

SW 340. Social Work Methods I (4). Generalist method: build relationships, gather information, assess, formulate interventions. Build on ecological theory. Explore personal processes involved in becoming a helper. [Prereq: SW major.]

SW 341. Social Work Methods II (4). Expand understanding of generalist method. Emphasis: intervening, evaluating, and terminating the helping relationship. Build on ecological theory while preparing for practice. Case recording. Develop as self-helper. [Prereq: SW 340.]

SW 350. Human Behavior & the Social Environment I (4). Using ecological model, integrate biological, psychological, social, and cultural approaches in understanding experiences from conception to early adolescence. Diversity from individual, familial, and cultural perspectives, including gender, sexual orientation. Foundation course. [Prereq: ANTH 104, BIOL 104, PSYC 104, SOC 104.]

SW 351. Human Behavior & the Social Environment II (4). Build on SW 350. Focus: late adolescence through advanced age/dying process. Developmental life cycle in context of family and environment. Prereq: SW 350.]

SW 355. Social Agency Experience (2). Skills, knowledge, values, and roles as practiced by professionals. Social work as helping endeavor. 80-minute seminar weekly; 60 hours volunteer work per semester. [Prereq: SW 104.]

SW 356. Social Work Field Preparation (1). Lab to prepare senior field experience. [Prereq: junior major. Weekly: twice for 2 hrs.]

SW 382. Social Work Research (4). Use research (policy development; professional wisdom using the general method) to enhance knowledge, methods, and skills. Ethics; question formulation; measurement; sampling; design methodology; evaluation and analysis. [Prereq: HSU course in elementary statistics (STAT 106, 108, SOC 282, or ANTH 280).]

SW 431 / SOC 431. Juvenile Delinquency (4). Contemporary knowledge. Community response; prevention; rehabilitation.

SW 440. Family Social Work (3). Strategies for intervening in the structures and processes of families and other systems. [Prereq: SW 341.]

SW 442. Special Issues in Social Work Methods (3). Practice-oriented topics, such as work with particular populations (aged, children) or practice orientations (mental health, medical social work). [Prereq: SW 340 and 341. Rep.]

SW 455. Field Experience (5). Two-semester sequence. Develop/apply generalist work skills through guided experience in a social service agency. Supervised by experienced agency field instructor. Weekly: 15 hrs structured agency practice. [Rep once. Prereq: senior major. Coreq: SW 456.]

SW 456. Field Experience Seminar (2). Integrate theory and practice. Learn community resources, monitor progress in the agency. Process experiences on practical, conceptual, and ethical levels. [Coreq: SW 455. Rep once.]

SW 458. Group Volunteer Experience (2). Provide services to agencies or groups. [CR/NC. Rep once.]

SW 480. Special Topics (.5-4). Department course schedule has topics. [Rep.]

SW 494 Social Work Workshop (1-3). Experiential learning through participation. Topics vary across social issues and social work interests. Focus often intensive and short-term. [CR/NC. Rep.]

SW 499. Directed Study (1-3). Independent study of defined problems through library and/or field research. [Prereq: IA. Rep.]

GRADUATE

SW 500. Values & Ethics: Philosophy of Social Work (3). Explores value dimensions of social work, ethical decision-making, alternatives to western cultural values/practices with focus on possibilities and limitations inherent in any system of values. [Prereq: MSW program admission.]

SW 530. Social Welfare Policy & Services (3). Examines economic, historical, political, socio-cultural aspects of social welfare policy; values and ideologies that shape social welfare policy, programs and services; policy formation, advocacy and analysis. [Prereq: MSW program admission.]

SW 540. Generalist Social Work Practice (3). Applies knowledge and skills for advanced generalist practice guided by the values of social justice and empowerment. Includes skill building lab. [Prereq: MSW program admission.]

SW 541. Social Work Practice: Native American Communities (3). Builds understanding of the spiritual, historical, and cultural variables affecting the well-being of Native American communities. Includes a lab for learning culturally relevant skills. [Prereq: MSW program admission.]

SW 550. Human Development, Diversity & Relations (3). Theories in human relations/development, indigenous and other cultural ways of knowing are examined in the context of shifting paradigms and meaning for daily life experiences. [Prereq: MSW program admission.]

SW 555. Foundation Internship (3). Foundation community internship, demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. [Prereq: SW 556 and completion of "Foundation Year" courses. (C) CR/NC. Rep. once.]

SW 556. Foundation Internship Seminar (1). An intensive learning setting to process the students' experiences in the field internship. Integrates: completion of or concurrent with Foundation courses. [Prereq: SW 555 or 557 (C) with a B or better.]

SW 557. Foundation Internship (6). Foundation community internship, demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Block placement model. [Prereq: completion of "Foundation Year" courses. Coreq: SW 556 (C) CR/NC.]

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 582. Methods of Social Work Research (3). Explores the philosophical, ethical, theoretical and political aspects and methodologies of research, including implications for practice and policy, particularly on rural, indigenous and impoverished communities. [Prereq: MSW Program admission.]

SW 630. Legal & Political Social Work (3). Examines current law/policy that promotes or inhibits societal development. Explores ways in which community involvement can lead to the realization of social justice. [Prereq: complete first year Foundation course work.]

SW 640. Child Welfare/Indian Child Welfare (3). Examines child welfare policies/practices from historical, political, cultural, economic contexts. Emphasizes conceptual, interpersonal, skill building for improving services to indigenous and rural families. [Prereq: complete first year Foundation course work.]

SW 641. Advanced Practice Mental Health (3). Presents philosophy/theories in mental health practice. Skills/methods in partnering for change with emphasis on intervention/prevention in multi-level practice as they relate to diversity. [Prereq: complete first year Foundation course work.]

SW 642. Advanced Practice in Substance Abuse (3). Provides knowledge and theories that explore substance use/abuse problems, and skills for prevention and treatment. Addresses social policies and the prevalence of substance abuse within diverse groups of people. Prereq: Complete first year Foundation coursework.

SW 643. Community Work (3). Prepares students to focus on working with community/social systems to support individual, family, community well-being with emphasis on mobilization/participation of people. [Prereq: complete first year foundation courses.]

SW 644. Advanced Practice Public/Private Tribal Organizations (3). Emphasizes principles/methods of social work practice for organizational planning, administration, management. Students develop knowledge, values, skills for intra- and inter-agency capacity building. [Prereq: complete first year foundation course work.]

SW 645. Advanced Practice with Families (3). Explore theories, concepts, skills of practice with families from ecological systems, strengths-based perspective. Explores traditional and non-traditional family forms with focus on family enhancement. [Prereq: complete advanced year required course work.]

SW 647. Advanced Practice with Groups (3). Presents knowledge, skills, values of several approaches to group work, and develops competency with diverse populations for enhancement of interpersonal functioning and environmental change. [Prereq: complete advanced year required course work.]

SW 655. Advanced Internship. (3). Advanced community internship demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. [Prereq: completion of "Foundation Year" courses and SW 656 (C).]

SW 656. Advanced Internship Seminar. (1). An intensive learning setting to process the students' experiences in the field internship. Integrates: completion of or concurrent with Foundation courses. [Prereq: SW 655 or 657 (C) Rep. once.]

SW 657. Advanced Internship (6). Advanced community internship demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Block placement model. [Prereq: completion of "Foundation Year" courses. Coreq: SW 656.]

SW 680. Special Topics (1-3). Department course schedule has topics. [Rep.]

SW 687. Capstone Seminar (3). Culminating experience of MSW Studies designed to unite curriculum areas with each student's evolving and unique style of practice. Includes development and presentation of a portfolio. [Prereq: advancement to candidacy.]

SW 696. School Social Work/PPS Credential Prep (3). Two-semester course that provides a comprehensive, community-based, culturally responsive framework for school social work. Current and emerging educational, legal, organizational issues are examined. [Prereq: admitted to SSW/PPS program.]

SW 699. Independent Study (1-3). Directed study of problems/issues or special theoretical/analytical concerns. [Requires IA. Rep.]

Sociology

Sociology majors must receive a grade of C or better in order to count completed courses toward the major. Grad students must have a B or better to apply completed courses toward the degree.

LOWER DIVISION

SOC 102. Critical Thinking in Research (3). How to think critically about the research process (as reported in textbooks, newspapers, magazines, science journals). [GE.]

SOC 104. Introductory Sociology (3). Conceptual framework; theoretical perspectives. Qualitative/quantitative research. Structures of patterned social interaction: interpersonal to societal. [CAN SOC 2. GE.]

SOC 113. Sociology Skills Development (2). ALA-DIN curriculum (Academic Language: Assessment and Development of Individual Needs) teaches academic skills to help the transition from high school to university. Must be concurrently enrolled in the specified EOP section of SOC 104.

SOC 201. Social Problems (4). Required of all sophomore majors. Explores contemporary social problems and associated social policies. The course includes experiential education that

connects students to local responses to social issues. [Prereq: SOC 104. Majors only.]

SOC 280. Special Topics (1-4). Topics vary from migration to drugs to pornography and sex. [Rep.]

SOC 282. Sociological Statistics (4). Techniques of statistical description and inference. How they are used in social science research. [Prereq: high school algebra or IA.]

UPPER DIVISION

SOC 302. Forests & Culture (3-4). Social and cultural differences—Greek, Christian, Native American—in using forests. Timber industry; modern forest management; contemporary views of conservation. Sociology majors must take 4 units; this is optional for nonmajors. [GE.]

SOC 303. Race & Ethnic Relations (3-4). Problems of intergroup relations: causes, processes, theoretical considerations, possible solutions. Crosscultural approach to majority/minority relations. Sociology majors must take 4 units; this is optional for nonmajors. [DCG. GE.]

SOC 305. Sociology of the Modern World-System (3-4). Role/function of the state; global division of labor; social movements in historical and comparative contexts. Sociology majors must take 4 units; this is optional for nonmajors. [GE.]

SOC 306. The Changing Family (3-4). Family relations (husband/wife, parent/child) in crosscultural and contemporary American perspectives. History, present status, and direction of future change. Sociology majors must take 4 units; this is optional for nonmajors. [DCG. GE.]

SOC 308. Sociology of Altruism & Compassion (3-4). Altruism and compassion as an antidote to a divided world. Create a more caring society by understanding what motivates people to action. Sociology majors must take 4 units; this is optional for nonmajors. [GE.]

SOC 310. Sociological Theory (4). Classical and contemporary theories shaping contemporary thought. [Prereq: SOC 201.]

SOC 311. Social Psychology (4). Effects of social interaction on the human person. Processes and structures of primary and secondary group interaction. Field research. [Prereq: SOC 201.]

SOC 312. Complex Organizations (4). A variety of organizations will be examined in terms of power relationships, decisionmaking, communication, leadership, and effectiveness. Perspectives on organizations as social constructions and as being responsive to collaborative efforts.

SOC 314. Sociology of the Community (4). Concept; sociological background; study methods.

SOC 315. Social Class (4). Social stratification from conflict and functional theory perspectives. Class in American society. Local community research projects.

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.]

SOC 319 / WS 319. Ecology of Family Violence (4). Family violence and its cultural impact on children, elders, animals, and the community. Focus on self and group efficacy. [Rep.]

SOC 320. Social Ecology (4). The ecosystem. Spatial/temporal aspects of ecology. Expansion/distribution of species; growth of cities; organizational structures.

SOC 330. Social Deviance (4). "Outsiders" by virtue of age, physical status, ethnic heritage, socioeconomic status, or social and occupational roles—elderly, disabled, poor, women, nonwhites, police officers. Role engulfment, anomie, and alienation.

SOC 345. Cybersociety: Race, Class & Gender (4). We are cyborgs in a matrix of informational technologies. Explores race, class, and gender in a networked society. Power; resistance, and inequalities are central organizing themes.

SOC 363. Environmental Crime (4). Application of criminal justice to the surrounding natural environment from legal, ethical, and social perspectives. [Rep.]

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. [Rep.]

SOC 382. Introduction to Social Research (4). Theoretical principles, ethical issues, and common techniques for conducting social science research. Quantitative and qualitative approaches. [Prereq: SOC 282 or IA.]

SOC 400. Human Integration (3). Apply social, cultural, and developmental perspectives to human experience. Understand the self in human interaction. [GE.]

SOC 410. Contemporary Social Theory (4). 20th century theories: functionalism, conflict, interactionism, exchange, structural, phenomenological, existential, interpretive, and critical.

SOC 420. Social Change (4). Sociopolitical and economic change examined across geographic space and time. Social, economic, and political dimensions of globalization issues. [Prereq: SOC 104.]

SOC 430. Criminology (4). Theories; administration of criminal justice; correctional practices in prisons and community treatment programs (probation, parole).

SOC 431 / SW 431. Juvenile Delinquency (4). Contemporary knowledge; community response; prevention, rehabilitation.

SOC 440. Victimology (4). Legal and moral victimization by violence or other means, in history and in the present, in the US and internationally. [Rep once.]

SOC 473. Prisons: Thinking Through a Societal Issue (4). Rising rate of imprisonment (especially of ethnic minorities); social world of the prison; effects of imprisonment; alternatives; community/social impact of prisons.

SOC 475. Political Economy of Community Development (4). Models; social and ethical implications; roles of social minorities/others in goal setting; empowering participants; consequences of technology transfer; implications for natural environment and for preserving cultural and biological diversity.

SOC 480. Special Topics (1-4). Topics include religion, social movement, and urban environments. [Rep.]

SOC 482. Applied Sociology (1-4). Apply theory/research methods to an aspect of local social life. Evaluate practices, policies, and programs of local agencies, organizations, or businesses. Ethical implications. Possible internship.

SOC 483. Selected Topics in Research Methods (4). Field instruction: social survey, observation, experimentation. [Rep 3 times with different topics.]

SOC 492. Senior Project (4). Apply knowledge and skills. Projects may include field research, synthesis of prior written work, or analysis of work experience.

SOC 494 Sociology Workshop (1-4). Pressing social issues and popular topics. Focus intensive and short-term. May not be counted toward major. [CR/NC. Rep.]

SOC 499. Directed Study (1-4). Independent study of problems/issues or special theoretical/analytic concerns. [Requires IA. Rep.]

GRADUATE

SOC 520. Seminar on Social Inequality (4). Social significance of societal, structural, and/or interactive concomitants of inequalities based on class, caste, race, gender, age, or nation status. Both theoretical and empirical issues.

SOC 530. Seminar on the Individual & Society (4). Relationships between self-identity and social interaction; sociocultural context. Gender, class, racial, biographical, and social influences on identity.

SOC 535. Dispute Resolution (4). Theoretical/philosophical issues. Mediation process, strategies, and techniques, particularly for public policy and environmental mediation. Design a dispute resolution process to address a particular conflict. [Prereq: SOC 311 or grad standing.]

SOC 540. Seminar on Social Change (4). Social change in making of the modern/postmodern world. Agents of change. Transforming institutions and social relations.

SOC 550. Seminar on Social Structure (4). How beliefs, interactions, and life chances are structured in society. Religious, economic, and bureaucratic examples.

SOC 560. Teaching Sociology (2). Methods of teaching sociology in community college or lower-level university courses.

SOC 583. Quantitative Research Methods (4). Activity course on data collection and analysis methods: interview, experimental, demographic,

and historical-comparative. [Prereq: SOC 382 or equivalent.]

SOC 584. Qualitative Research Methods (4). Off-campus field activity on data collection/analysis methods: survey, participant observation, and/or program evaluation. [Prereq: SOC 382 or equivalent.]

SOC 590. Practicing Sociology (2). Introduces students to the field of sociological practice. Attention to philosophy and ethics; forms of practice; best practices; and discussions of departmental specializations.

SOC 592. Program Evaluation (4). Provides technical and practical skills on how to conduct program evaluations via methods and techniques, terms of reference formulation, report writing, and evaluation briefings. Course also covers the processes and dilemmas of conducting program evaluation. [Rep.]

SOC 595. Teaching Assistantship (2). Working with instructor of record, assist in teaching an undergrad course. Required training for teaching-track students. [Rep.]

SOC 600. Proseminar: The Sociological Perspective (4). Experience sociological enterprise by witnessing faculty research and professional activities. Taken in first semester of grad work.

SOC 601. Applied Sociology Seminar (4). Apply sociological perspective to an issue. Concentrate on aspects of social structures/processes and on ethical implications of its resolution. [Rep.]

SOC 610. Contemporary Social Theory (4). 20th century theories: functionalism, conflict, interactionism, exchange, structural, phenomenological, existential, world systems, and critical.

SOC 650. Race, Ethnicity, & Gender (4). Causes, processes, theoretical explanations of racism, sexism, discrimination. Possible solutions. Intergroup relations from global perspective.

SOC 660. The Family (4). Family relations (husband/wife, parent/child) in crosscultural and contemporary American perspectives. History, present status, direction of future change.

SOC 680. Seminar in Sociological Topics (1-4). [Rep.]

SOC 682. Teaching Internship (1-3). Teaching-track grad student interns design, teach, and evaluate introductory sociology classes. Supervising instructor guides syllabus preparation; monitors and coaches teaching technique and student evaluation; conducts weekly seminars. [Prereq: SOC 560, 595, IA.]

SOC 683. Advanced Research Training (4). Supervised work in an ongoing faculty research project. Theory construction, research planning, data collection, analysis. [Prereq: SOC 583. Rep.]

SOC 690. Master's Degree Thesis (1-3). [CR/NC. Rep.]

SOC 692. Master's Degree Project (1-3). Apply principles of sociology discipline to analysis, evaluation and assessment, or design of social organizations. [CR/NC. Rep.]

SOC 699. Independent Study (1-4). Directed study of problems/issues or special theoretical/analytic concerns. [Prereq: IA. Rep.]

Soils

LOWER DIVISION

SOIL 260. Introduction to Soil Science (2). Soil's physical, chemical, and biological properties. Implications for land management. [Prereq: CHEM 107 or 109 or IA.]

SOIL 260L. Introduction to Soil Science Lab (1). Evaluate/measure soil properties influencing land management. Identify soil parent materials; use soil survey reports. [Prereq: SOIL 260 (C) or equivalent.]

UPPER DIVISION

SOIL 360. Origin & Classification of Soils (3). Factors of soil genesis; their interactions. Soil morphology/description; classification, emphasizing wildland soils. [Prereq: SOIL 260/260L (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 260/260L (or equivalent) SOIL 360 recommended. Weekly: 2 hrs lect, 3 hrs lab.]

SOIL 460. Forest & Range Soils Management (3). Soil interpretations for forest, range, and recreational use of wildlands. Soil properties affecting such interpretations. Soil fertility management on wildlands. [Prereq: SOIL 260/260L (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 260/260L (or equivalent); CHEM 107 and 328, or CHEM 109 and 110; or IA. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

SOIL 465. Soil Microbiology (3). Interrelationships between soil, microorganisms, and plants, especially in context of wildland soils. Isolate/identify microorganisms. [Prereq: SOIL 260/260L (or equivalent), BIOL 105. Weekly: 2 hrs lect, 3 hrs lab. Offered alternate years.]

SOIL 467. Soil Physics (3). State/transport of matter and energy in soil; physical processes governing soil/water energy relationships. [Prereq: SOIL 260/260L (or equivalent); PHYX 106 or 109; or IA. Weekly: 2 hrs lect, 3 hrs lab. Offered every year.]

SOIL 468 / FOR 468. Introduction to Agroforestry (3). Objectives and socioeconomic contexts. Multipurpose tree species; soil/tree/crop/livestock interactions; soil conservation; soil fertility effects. [Prereq: BOT 105, SOIL 260/260L (or equivalent).]

SOIL 480. Selected Topics (1-3). [Lect/lab as appropriate. Rep with a different topic.]

SOIL 485. Senior Seminar (1-2). Topics of current interest. Lectures, guest speakers, discussions, and/or student presentations. [Prereq: junior or senior standing or IA. Rep.]

SOIL 499. Directed Study (1-3). Individual research/project. [Prereq: IA. Rep.]

GRADUATE

SOIL 580. Advanced Selected Topics (1-3). Lect/lab as appropriate. [Rep with a different topic.]

SOIL 585. Seminar in Soil Science (1-3). Contemporary issues. Prereq: grad standing or IA. Rep.

SOIL 597. Mentoring & Teaching-Associate Training (1-4). Training 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.

SOIL 685. Seminar (1-2). Topics of current interest. Lectures, guest speakers, discussions, and/or student presentations. [Prereq: grad standing or IA. Rep.]

SOIL 690. Thesis (1-4). [Rep.]

SOIL 692. Professional Paper (1-4). [Rep.]

SOIL 695. Research Problems in Wildland Soils (1-4). [Rep.]

SOIL 699. Directed Study (1-4). [Rep.]

Spanish

LOWER DIVISION

SPAN 105. Level I, Elementary Spanish (4). Direct approach: listening and speaking. Pronunciation, intensive oral practice in short natural dialogues, activities; reading, writing. For those who have never been introduced to formal study. Conducted in Spanish. [Does not meet lower division GE requirements. Coreq: SPAN 110. CAN SPAN 2.]

SPAN 106. Level II, Elementary Spanish (4). Continues SPAN 105. Language as a communicative medium and carrier of culture. Films, Spanish-language TV, and readings strengthen listening/reading performance and expose to Hispanic life/culture. Conducted in Spanish. [Prereq: SPAN 105. CAN SPAN 4. GE.]

SPAN 107. Level III, Intermediate Spanish (4). Review grammar; develop understanding, speaking, reading, writing, knowledge of Spanish/Latin American culture. Readings, presentations. Language as communicative medium and carrier of culture. Conducted in Spanish. [Prereq: SPAN 106. (CAN SPAN 8). DCG. GE.]

SPAN 108. Level III for Spanish Speakers (4). Parallels 107. Emphasis: Spanish spoken by US Hispanic community as communicative medium and carrier of culture. [Prereq: near-native speaking ability in Spanish, confirmed by personal interview with instructor. GE.]

SPAN 110. Spanish Language Laboratory (1). Must be taken with first and second year language courses. Students use computers and technology to expand course work, carry out investigations,

do research and practice oral and aural language skills. [Rep. three times per dept. CR/NC. Coreq: SPAN 105, 106, 107 or 207.]

SPAN 207. Level IV, Intermediate Spanish (4). Review grammar. Develop four fundamental skills. Read short stories, poems, plays for conversation, composition, vocabulary. Conducted in Spanish. [Prereq: SPAN 107. Coreq: CAN SPAN 10.]

SPAN 208. Level IV for Spanish Speakers (4). Parallels 207. Composition, advanced reading comprehension, standard vs. vernacular usages, contrasting Hispanic cultures. [Prereq: SPAN 108; near-native speaking ability in Spanish, confirmed by personal interview with instructor.]

SPAN 250. Intermediate Spanish Conversation (4). Everyday language, including idioms, gestures, context-specific vocabulary. Conversation topics chosen from newspapers, text, video. [Prereq: SPAN 106 or IA. Rep.]

SPAN 251. Spanish Conversation: Professional Subjects (4). Specific conversation areas: foreign service, health work, legal and social work, business, etc. [CR/NC.]

SPAN 260. Spanish Writing Workshop (4). Small groups and individualized lab sections. [CR/NC.]

SPAN 280. Lower Division Weekend Retreat/Seminar (1-4). Language retreat or seminar with guest lecturer; typically offered on weekend; culminates in project or report. Or lab for which times of required attendance are self-determined. [Prereq: completed Spanish level II or IA. Rep.]

SPAN 285. Mexico Today (4). Analyze/interpret present-day Mexico. Visit museums and cultural and archaeological sites; exhibitions and art performances; cultural, civic, and political events. Selected readings. [CR/NC. Prereq: SPAN 106 or IA. Rep.]

UPPER DIVISION

SPAN 306 / FREN 306 / GERM 306 / WS 306. Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories (3). Gender and ethnic issues in French, German, and Spanish short stories by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG. GE.]

SPAN 309. Revolution, Reform, Response (3). 20th century Latin America: theme of revolution. Emphases: Mexico, Guatemala, Nicaragua, Cuba, Argentina. Part of 9-unit package with HIST 309, WS 309. As a group, they fulfill area C and D upper division General Education.

SPAN 311. Spanish Level V, Advanced Grammar & Composition (4). Contemporary grammatical analysis/terminology; contrasts within the Spanish language; contrasts/relationships between English and Spanish. Current idiomatic and formal usage in both oral and written language. [Prereq: SPAN 207, its equivalent, or IA.]

SPAN 340. Introduction to the Analysis of Hispanic Literature (4). Relation to literary problems in general. Functions and elements, literary periods, genres, trends, movements; historical context. Required of majors prior to

any upper division literature courses. [Prereq: SPAN 207 or IA.]

SPAN 342. Cervantes (4). Don Quixote or Cervantes' other works. His development as man and writer within the framework of his time. [Prereq: SPAN 340 or IA.]

SPAN 343. The Golden Age (4). Spain's greatest period of original literature: picaresque novel flourished; modern novel emerged; dramas of intrigue, history, morals, and sentiment entertained/educated the public; poetry evolved complicated forms with conceptismo and culteranismo. Cervantes, Lope de Vega, Tirso de Molina, Calderon, 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, Ferliso. Relationship between the novel and political/social conditions; problem of censorship. [Prereq: SPAN 340 or IA.]

SPAN 401. Hispanic Civilization: Spain (4). Social, political, and cultural evolution from origins of Spanish nation to present day. [Prereq: SPAN 207 or IA.]

SPAN 402. Hispanic Civilization: Latin America (4). Chronological presentation of culture, pre-Colombian to present day. [Prereq: SPAN 207 or IA.]

SPAN 435. Spanish Applied Linguistics (4). Elementary principles of linguistics; their application to Spanish. Difficulties of syntax, morphology, and

phonology from an English-speaker's point of view. [Prereq: SPAN 311 or IA.]

SPAN 450 / WS 450. Threads of Communication (3). Development and histories of quilting, embroidery, and weaving in North, Central, and South America. How women communicate personal/community concerns and sentiments through fibers. Lecture and practice.

SPAN 480. Undergraduate Seminar (1-4). Topic pertaining to literature, language, or culture of either Spain or Latin America. Past topics: music of Spain, Middle Ages, problems of translation. [Prereq: SPAN 340 or IA. Rep.]

SPAN 492. Senior Project (4). Research paper treating a topic related to language, literature, or culture. Individual guidance by faculty member. Required for degree in Spanish. [Prereq: senior standing.]

SPAN 495. Oaxaca Field Research Project (4). During last four weeks of Oaxaca program, carry out field research project on topic of personal interest. Present outline for approval as part of application process. [Prereq: SPAN 106 or IA. Rep.]

SPAN 499. Directed Study (1-4). Hours TBA. [Rep.]

Special Education

CREDENTIAL/LICENSURE

SPED 702. Foundations of General and Special Education (3). Foundations of general and special education instruction, overview of instructional techniques and curricula, factors affecting instruction, principles of assessment, trends and issues. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 704. Advanced Clinical Fieldwork (3). Closely supervised experience with children/youth. Individualized assessment instruction and evaluation of pupils with special needs. Enroll in one unit of 797 with SPED 789, another unit with SPED 790, and a third unit with SPED 791.

SPED 705. Multicultural Special Education (2). Historical, legal, philosophical, and theoretical foundations of general and special education in a diverse society. Emphasis on cross-cultural language and academic development. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 706. Applied Behavior Analysis for Teachers (2). Basic concepts of applied behavior analysis, development of individual positive behavior support plan, and implementation of behavior management strategies in classroom settings. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 707. Curriculum & Instruction - Reading & Language Arts (3). Instruction to language arts methods in general and special education. Foundations, assessment, instruction intervention, and curricular choices for special populations. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 708. Practicum - Reading & Language Arts (1). Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in reading and language arts. [Prereq: SPED 707 (C) CR/NC.]

SPED 709 Curriculum & Instruction - Math (2). Introduction to mathematics methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 710 Practicum: Math Instruction (1). Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; curriculum, instruction, and assessment in Mathematics. [Prereq: SPED 709 (C) CR/NC.]

SPED 711 Curriculum & Instruction - Science, History, and Social Science (1). Introduction to science and social studies methods in general and special education; Foundations, assessment, instructional interventions, and curricular choices for special populations. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 731 Classroom Management (1). Credential candidates in special education learn a variety of skills and techniques to manage student behavior and create a positive learning environment. [Prereq: admission to SPED program or IA.]

SPED 732 Practicum: Classroom Management (1). Guided observations and closely supervised beginning fieldwork experiences in exemplary general and special education settings; Classroom and school-wide programs for classroom management. [Prereq: SPED 731 and admission to SPED program. (C) CR/NC.]

SPED 733 Special Education Policies & Procedures (2). Introduction to Federal and State laws that govern the provision of special education services. Procedural mandates and safeguards, preparing and implementing successful individual education plans. [Prereq: EDUC 377 and admission to SPED program or IA. (C)]

SPED 734 Student Teaching - Elementary Special Education (5). Supervised classroom practice teaching all subjects with small and large groups of Secondary age students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in an Elementary school setting. [Prereq: admission to SPED program. CR/NC.]

SPED 735 Student Teaching-Secondary Special Education (5). Supervised classroom practice teaching all subjects with small and large groups of Secondary age students with disabilities. Assessment, differentiated instruction, and evaluation experience with students in a Secondary school setting. [Prereq: admission to SPED program. CR/NC.]

SPED 736 Curricular & Instructional Skills Seminar (1). Students share curricular ideas, instructional methods and strategies; demonstrate teaching skills, self-assess, and problem solve

issues encountered in the special and general education classroom.

SPED 737 Non-violent Crisis Intervention-Special Populations (1). Students acquire verbal skills to de-escalate crises and nonviolent physical intervention skills to ensure safety of students with disabilities and other individuals in the environment.

SPED 751. Professional Development in Special Education (2). An introduction to professional development and reflective practice in special education. Students develop a Professional Induction Plan and begin work on a Professional Development Portfolio.

SPED 752. Advanced Studies in Assessment & Instruction (3). Advanced topics. Conduct comprehensive assessment, instruction, and evaluation project. [Prereq: SPED 751 (C).]

SPED 753. Advanced Studies in Consultation, Collaboration, & Transition (3). Advanced topics for helping students with mild-to-moderate disabilities. [Prereq: SPED 751 (C).]

SPED 754. Advanced Behavioral, Emotional, & Environmental Supports (3). Advanced topics. Conduct comprehensive assessment, instruction, and evaluation project. [Prereq: SPED 751 (C).]

SPED 755. Advanced Studies in Learning Disabilities (3). Serving students identified with specific learning disabilities. [Prereq: SPED 751 (C).]

SPED 756. Advanced Studies in Mental Retardation (3). Serving students identified with mental retardation. [Prereq: SPED 751.]

SPED 757. Advanced Studies in Secondary Special Education (2). Working effectively with secondary special ed students identified with mild-to-moderate disabilities. [Prereq: SPED 751.]

SPED 761. The Reflective Special Education Practitioner (3). This is the culminating course in the level II Special Education Level II program. Candidates present their completed Professional Induction Plans and Level II Portfolios. [Prereq: SPED 752, SPED 753, SPED 754.]

SPED 777 / EDUC 377. Classroom Management of the Exceptional Child (2). Needs and characteristics of exceptional children. Current issues and trends in classroom management.

SPED 778. Clinical Fieldwork (1). Closely supervised experience with children, youth, and/or adults in a field/lab situation. Individualized assessment instruction. Evaluate pupils with special needs. Prereq: teaching credential.

SPED 780. Characteristics of the Learning Handicapped (1). Pupils, programs; teaching/learning implications.

SPED 788. Language Development & Disorders (2). Assessing/remediating language-related learning disabilities. [Prereq: enrollment in SPED or IA.]

SPED 789. Assessment of Exceptional Children (2). Evaluate, select administer, score, and interpret comprehensive assessment instruments in relation to learning handicaps. Observation;

applied practicum. [Prereq: enrollment in SPED or IA.]

SPED 790. Remedial & Clinical Procedures (2). Diagnostic and remedial approaches to learning handicaps. Apply and evaluate various approaches. [Prereq: SPED 789 or IA.]

SPED 791. Curriculum for Special Education (2). Develop and evaluate programs. Background, related research, and curriculum development methods/materials. [Prereq: SPED 790 or IA.]

SPED 792. Counseling Exceptional Children & Their Parents (2). Principles, practices. [Prereq: admission to SPED or IA.]

SPED 793. Professional Growth, Relations, & Development in Specialist Teaching (2). Seminar on problems in specialist teaching. Professional relationships and professional growth for special education teachers. [Prereq: SPED 790 or IA.]

SPED 798. Student Teaching in Special Fields (1-10). Supervised classroom practice teaching all subjects with small and large groups of learning handicapped students. [CR/NC. Prereq: complete SPED course work. Rep up to 10 units.]

SPED 799. Directed Study (1-3). Individual study; staff direction. [Rep.]

Special Programs

LOWER DIVISION

SP 117. College Seminar (1). Information, skills, values, and attitudes helpful in becoming an active participant in the college learning process. Small group format. Open only to students in their first or second semesters. [Rep twice.]

SP 118. Orientation to University (2). Seminars to help in transition to university environment. Survival skills [study techniques/strategies, self-exploration, interpersonal communication]. Uses faculty/staff from various disciplines and student services. Open only to students in their first or second semester.

SP 119. University Seminar for First-Time Freshmen (1). Similar to the Freshman Seminar (SP 120), except students in this course are not required to be participants in the FIG Program (Freshman Interest Groups). Group presentations and workshops on college survival techniques, learning development skills, academic goals and social support for college transition. [CR/NC. Open only to first-time freshmen.]

SP 120. Freshman Seminar (1). Large group presentations and workshops on survival in college and learning skills development. Peer-led small groups focus on academic goals and social support for transition to college life. Establish connections to HSU community and learn to balance life inside and outside the classroom to achieve academic success. [CR/NC. Open only to first-time freshmen.]

SP 150. Marching Lumberjacks (1). Marching/activity band for football games, university presence, parades, events. [Rep.]

SP 180. Critical Writing Workshop (2).

SP 280. Special Topics (1-4).

UPPER DIVISION

SP 319. University Seminar for First-Time Transfer Students (1). Similar to SP 320, except students in this course are not required to be participants in the TRIG (Transfer Interest Groups) program. Presentations and workshops on campus life, services, and programs to support successful transition to college. Learn about local community and natural environment while meeting other new transfer students. Open only to first-time transfer students. [CR/NC.]

SP 320. Transfer Seminar (1). Large group presentations on campus life, services, programs. Peer-led small groups focus on academic goals, successful transition to HSU. Learn about academic community and natural environment while meeting other new transfer students. Open only to first-time transfer students.

SP 350. Conceptualizing Prior Learning (2). Analyze nonclassroom learning; conceptualize it in academic terms. Develop a portfolio that could lead to up to 8 units of undesignated, ungraded, upper division credit.

SP 351. Portfolio on Prior Learning (1-8). Under close individual supervision by faculty, construct a portfolio translating learning from prior experience into academically acceptable terms. [Prereq: SP 350. Rep up to 8 units.]

SP 401. Final Interdisciplinary Project (1-3). Final project for interdisciplinary studies major.

SP 420. Course Experiment (1-3). Experimental approach within boundaries of interdisciplinary studies. [Prereq: upper division standing. Rep for different topics.]

SP 480. Special Topics (1-4).

SP 485. Faculty Development Seminar (.5-3). Professional growth and development for HSU faculty. Subject matter and schedules vary.

GRADUATE

SP 580. Special Topics

SP 680. Special Topics

SP 683. College Faculty Preparation Internship (3). Orientation to the community college classroom; observation and practice teaching; guidance and evaluation of teaching performance by instructor.

SP 684. Orientation to Higher Education (1). Seminar to develop knowledge and understanding of the nature and philosophy of American postsecondary institutions and their roles and function in higher education. Attention to organizational patterns and current issues of the California Community College System. [Rep once. Mandatory CR/NC.]

SP 685. Instructional Resources for Higher Education: Capstone (2). Examination of academic job search process. A professional teaching portfolio will be developed documenting teaching philosophy experiences, and approaches to incorporating emerging technologies into their

pedagogy, learning objectives and assessment techniques. [Prereq: SP 684 (C).]

Statistics

Also see Biometry.

Statistics courses are listed under a variety of departmental prefixes. See ANTH 280; BA 232, 330; PSYC 241, 341, 441, 648; SOC 282.

LOWER DIVISION

STAT 106. Introduction to Statistics for the Health Sciences (3) FS. Descriptive methods, elementary probability, binomial and normal distributions, confidence intervals, test of hypothesis, regression, ANOVA; computer methods using Minitab. [Prereq: math code 40. Weekly: 2 hrs lect, 2 hrs lab. GE.]

STAT 108. Elementary Statistics (4) FS. Probability, relative frequency; measure of central tendency, variation, correlation; binomial and normal distributions; testing of hypotheses and estimation; linear regression. [Prereq: math code 40; BIOM 109. CAN STAT 2. GE.]

STAT 280. Selected Topics in Statistics (1-3). Topics accessible to lower division students. [Prereq: IA. Lect/lab as appropriate. Rep.]

UPPER DIVISION

STAT 323. Probability & Mathematical Statistics I (4) F. Probability axioms; probability distributions of discrete/continuous random variables; concepts of marginal and conditional probability. Mathematical expectation; moments and generating functions. Data analysis. Emphasis: mathematical theory. [Prereq: MATH 205 (or 210) and 241 (C).]

STAT 324. Probability & Mathematical Statistics II (4) S. Sampling distributions; theories of estimating parameters; hypothesis testing. Linear models, analysis of variance and categorical data; nonparametric statistics. Emphasis: mathematical theory. [Prereq: MATH 241 and STAT 323.]

STAT 333 / BIOM 333. Intermediate Statistics (3). Greater depth in topics normally covered in beginning statistics. More sophisticated concepts often needed in scientific applications, including probability distributions, methods of estimation, properties of estimators, linear regression, and analysis of variance. [Prereq: math code 50 or MATH 115 or MPT3 15; either BIOM 109 or STAT 108.]

STAT 441. Applied Statistics with SAS (4). Topics in experimental design and regression analysis; substantial review of classical linear models and relevant modern techniques, including application of SAS program. Analysis of covariance, subsampling, multicollinearity, outlier diagnostics, etc. [Prereq: STAT 108, BIOM 109.]

STAT 480. Selected Topics in Statistics (1-3). [Prereq: IA. Lect/lab as appropriate. Rep.]

STAT 499. Directed Study (.5-3). Directed reading and conferences on special topics. [Prereq: IA. Rep.]

GRADUATE

STAT 580. Selected Topics in Statistics (1-3). [Prereq: IA. Lect/lab as appropriate. Rep.]

STAT 699. Independent Study (.5-3). Directed reading and conferences in special topics. [Prereq: IA. Rep.]

Theatre, Film & Dance

For courses marked with an asterisk (), frequency depends on staff resources/student need.*

LOWER DIVISION

THEA 103. Dance Techniques I (3) FS. Use contemporary dance as base for exploring dance as art form. Full-body technique, mind-body integration, and creative methods and structures. American dance pioneers. [Rep. GE.]

THEA 103B. Dance Techniques II (3) F. Continue using contemporary dance forms to increase technical proficiency, endurance, and performance. Focus on collaborative work. Required for dance studies majors and dance minors. [Prereq: THEA 103 or IA. Rep. GE.]

THEA 103C. Dance Techniques III (3) Continued study and development of dance techniques and performance skills at the advanced level. Required for dance studies majors. [Prereq: THEA 103B or IA. Rep. GE.]

THEA 104. Storytelling (3-4) F. Universal and archetypal principles of story and the application of those principles in the disciplines of theatre, film, and dance. Required for theatre arts majors at 4 units. [GE.]

THEA 105. Acting (3) FS. Theatre games, improvisation, movement, voice. Techniques applicable first to the individual and second to principles of performance in film and theatre. [CAN DRAM 8. GE.]

THEA 106. Behind the Scenes in Theatre (2-3) FS. Guest lectures on scenery, lighting, the playwright's craft, choreography, and all phases of theatre, dance, and film production. Discuss and prepare plays and films in production. [Rep. GE.]

THEA 107. Dramatic Writing (3) FS. Dramatic structure and characterization. Exercises in writing for stage and film. [GE.]

THEA 108. Action: Theatre Movement & Mime (3). Use of space and movement relative to the actor. Physical aspects of characterization, improvisation, ensemble, and solo work. Survey visual media such as mask, mime, clown, and vaudeville. [GE. Rep once, but not for GE.]

THEA 109. Introduction to Radio, TV, & Film (3) FS. Major developments from beginnings to the present. [GE.]

THEA 114. Storymaking (4) A hands-on, broad-stroke introduction to the art and craft of creating stories in the disciplines of theatre, film, and dance, with a particular emphasis on the interdisciplinarity of these three arts. [Prereq or coreq: THEA 104.]

THEA 121. Make-up (3) F. For stage/film. The-

ories and practical experience in a lab/lect situation. [CAN DRAM 14.]

THEA 129. Voice Development (3) F. Develop physical postures and vocal disciplines as a matter of habit appropriate to public communication. Muscular "seat" for voice and breath control. Voice procedures for articulation, resonance, projection, and flexibility. [CAN DRAM 6]

THEA 137. Stagecraft (3) F. Tools/techniques to realize scenic aspects of theatrical production safely. Relationships between design, use, and construction techniques.

THEA 185. Ballet I (2). * Techniques, methods of traditional ballet for students with no previous experience. [Rep.]

THEA 186. Ballet II (2). * For those with beginning experience. [Prereq: THEA 185 or IA. Rep.]

THEA 190. Studies in Theatre Arts (1-4) *Topics fit need/interests of class. [Rep.]

THEA 215. Scene Study for Actors (3) S. Acting as an art. Technique; character and script analysis. Refine physical and vocal abilities in performance.

THEA 230. Visual Aesthetics (3) F. Enhance visual literacy. For majors or nonmajors with focused interest in theatrical design. Design elements and effective visual communication. [Optional Prereq: for design/production classes.]

THEA 240. Theatre History I (3) F. Intellectual, cultural, artistic heritage of theatre history and literature up to English Restoration. [DCG.]

THEA 241. Theatre History II (3) S. 18th century to present.

THEA 295. Body Works (3) FS. * Somatics, conditioning and expressive movement class. Includes guest master teachers in Yoga, Pilates, Feldenkrais, Alexander and additional Eastern/Western movement techniques. Students will improve physical skills and mind/body connections. [Rep.]

UPPER DIVISION

THEA 300. Image & Imagination (3) FS. Light, space, movement, and sequence as emotional communication in theatre arts. Still and moving images. Develop visual literacy; analyze visual experience in journal and essays. [Optional prereq for design/production classes. GE.]

THEA 303. (3) F. Multi-ethnic approach to dance as a key to cultural understanding. Discover and appreciate dance as a traditional, social, and artistic expression of world peoples. Required for dance studies majors and minor. [Rep. DCG. GE.]

THEA 305. Art of Film: Beginning to 1950s (3) F. Motion picture as popular art. Contributions of individual artists in historical contexts. [GE.]

THEA 306. Art of Film: 1950s to the Present (3) S. Motion picture as popular art. Contributions of individual artists in their historical contexts. [GE.]

THEA 307. Theatre of the Oppressed (4). Survey/apply this collection of techniques, exercises, and games. Explore theatre as a tool of

social activism and personal therapy. [Rep once, but without GE credit. DCG. GE.]

THEA 312. Cinematography I (3) FS. Basic elements of filmmaking. Hands-on experience directing, shooting, and editing Super 8mm film. Group and individual exercises/projects. [Rep.]

THEA 313. Theory & Criticism of Film (3) F.* Various genres, in relation to aesthetics of film art.

THEA 315. Acting Styles (3) F. Principles and practices. Includes Shakespeare, comedy of manners, absurdism, epic theatre. Appropriate skill levels or knowledge required. [Rep 3 times.]

THEA 321. Mask-Making & 3-Dimensional Makeup (3).* Intensive work in theories and techniques of 3-dimensional makeup. Design and create characters using life casts, sculpting techniques, and mold-making. Compare techniques of film and stage makeup.

THEA 322. Creative Drama (3) FS. 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.

THEA 324. Puppetry (3).* Design, construct, and perform with 4-5 types of puppets. Perform using improvisational techniques based on known stories, myths, fairy tales, legends, or elementary/secondary school lesson plans. [Rep.]

THEA 326. Advanced Dramatic Workshop: Acting, Directing & Writing (1-3) FS. Both film and theatrical areas. Lab participation, instruction. CR/NC. Rep.

THEA 327. Advanced Dramatic Workshop: Technical Production (1-3) FS. Participation and instruction in lighting, costume, scenery design. [CR/NC. Rep.]

THEA 328. Advanced Dramatic Workshop: Production Crew & Stage Manager (1-3) FS. Lab participation and instruction. [CR/NC. Rep.]

THEA 329. Advanced Dramatic Workshop: Film Production (1-3) FS. Lab participation and instruction. [CR/NC. Rep.]

THEA 331. Scenery Design (3).* Design visual environment for dramatic action. Interaction of human form in time/space. Wide variety of media. [Prereq: THEA 230 or 300. Occasional off-campus field trip during school hours or on weekend. [Rep.]

THEA 332. Millinery (3).* Design and construction. Projects in soft caps, hoods, buckram, hat blocking, and wiring techniques for theatrical application. Appropriate skill levels or knowledge required. [Rep.]

THEA 333. Lighting Design (3) F.* Stage and/or film lighting design as sculptural and emotional composition. Theory and practice. [Prereq: THEA 230 or 300. Rep.]

THEA 335. History of Costume (3) F.* From Egyptian period thru 1920s. Illustrative slides from wall and vase paintings, other resources. [Rep.]

THEA 336. Theatre Costume Design (3) S.* Analyze plays and characters, then design costumes of various historical periods. Appropriate skill levels or knowledge required. [Rep.]

THEA 337. Improvised Theatre (3).* Performance styles may include mime, tumbling, mask, juggling, commedia, children's theatre. Vigorous activity; ensemble, solo work; possible touring. Suggested preparation: THEA 280, 322. [Rep.]

THEA 340. Topics in Theatre History & Literature (3).* Issues, persons, movements. Topics vary. Appropriate skill levels or knowledge required. [Rep.]

THEA 343. Contemporary Theatre (3) F.* International theatrical literature and staging of last decade. Innovative/experimental works preferred. [Rep.]

THEA 348. Writing for Film (3).* Develop writing in areas outside traditional feature-length script format: short experimental, short documentary, short narrative. Preproduction considerations. [Prereq: THEA 300, 312.]

THEA 349. Intermediate Dramatic Writing (3) S. Dramatic writing techniques to develop a full-length script. Focus alternates annually between stage and screen writing. [Prereq: THEA 107 or equivalent or IA. Rep 3 times.]

THEA 351. Stage Directing (3) F.* Theory, experience. Journals, performances, and script analysis provide basis for exercises.

THEA 372. Cinematography II (3) F. Hands-on experience with silent 16mm film. Lighting equipment, animation stand, optical printer. Group/individual exercises and projects. [Prereq: THEA 312 or IA. Insurance fee. Rep.]

THEA 373. Cinematography III (3) S. Intermediate techniques in 16mm film production, including sync sound filming and editing. Lab preparation, conforming. [Prereq: THEA 372, 450 (C), or IA. Insurance fee. Rep.]

THEA 385. Jazz Dance Styles I (2) F.* Techniques and choreography for beginners. [Rep.]

THEA 386. Jazz Dance Styles II (2) S.* Intermediate techniques and choreography. [Prereq: one year beginning-level dance or IA. Rep.]

THEA 390. Acting Movement Studies in Theatre Arts (1-4).* Topics fit needs/interests of class. [Rep.]

THEA 391. Children's Theatre / Children's Drama Studies in Theatre Arts (1-4).* Topics fit needs/interests of class. [Rep.]

THEA 392. Design / Technical Studies in Theatre Arts (1-4).* Topics fit needs/interests of class. [Rep.]

THEA 393. New Plays / Literature / History Studies in Theatre Arts (1-4).* Topics fit needs/interests of class. [Rep.]

THEA 394. Film Studies in Theatre Arts (1-4).* Topics fit needs/interests of class. [Rep.]

THEA 408. Physical Theatre Production (3) S.* Develop/rehearse physical theatre works for public performance. Emphases: nonverbal

performance skills, collaborative process. [Prereq: THEA 108 or IA. Rep.]

THEA 415. Advanced Studies in Acting (3) S. Variable topics include: audition techniques, stage dialects, musical theatre, theories of acting. Appropriate skill levels or knowledge required. [Rep.]

THEA 431. Advanced Scenic Design (3) S.* For stage and film. Rendering techniques, model building standards, drafting nomenclature, computer-assisted design. [Prereq: THEA 331.]

THEA 432. Costume Pattern Drafting (3) S.* Theory and practice: pattern drafting, draping, construction of theatre costumes. Appropriate skill levels or knowledge required. [Rep once.]

THEA 433. Advanced Lighting Design (3).* Develop, present, and execute designs—situations/responsibilities commonly encountered by lighting designers. [Prereq: THEA 333.]

THEA 437. Technical Direction (3).* Contemporary scene construction technology for theatre and film. Applications of plastic, steel fabrication, and unconventional materials. Safety and fire regulations/procedures. [Rep twice.]

THEA 439. Audio Production I (3) F. Field/studio audio recording and mixing techniques. Composition and sound design for film/theatre. Insurance fee.

THEA 442. Dramatic Genre & Style (3).* Selected literary genre (e.g., comedy, tragedy) or theatrical style (e.g., expressionism, absurdism). [Rep.]

THEA 443. Plays & Playwrights (3).* Thematic approach to a body of plays (e.g., sex, love, death, theatre of the oppressed) or the work of one or more playwrights (e.g. Shaw, Pinter/Shepard). [Rep.]

THEA 444. Historical Perspectives in Theatre (3).* Selected era in theatre/drama history (e.g., Elizabethan/Jacobean, Scandinavian, modern, postmodern). [Rep.]

THEA 448. Dramatic Analysis (3) F. From Aristotle to present. Analyze production to account for performance variables. [Prereq: minimum 9 theatre arts units from a broad spectrum. Rep.]

THEA 449. Play Development Workshop (1-3).* For those interested in developing new scripts. Actors, directors, and designers discuss, improvise, and read the writer's work at early stages of development. Appropriate skill levels or knowledge required. [Rep.]

THEA 450. Audio Production II (3) S. Create sound for film. Technical and aesthetic approaches to sound mixing. Advanced sound studio work. [Prereq: THEA 439 and 373 (C), or IA. Insurance fee. Rep.]

THEA 451. Advanced Directing (3) S.* Function/responsibility of dramatic director. Exercises directing for stage and/or film. [Prereq: THEA 351.]

THEA 465. Film Seminar (3) S.* Emphases from film history, theory, aesthetics. Occasional off-campus field trip during school hours or on weekend. [Rep.]

THEA 476. Film Directing (3) S.* Apply principles to script (in preproduction planning), actor (in rehearsal and performance before camera), film crew (prior to and during production). [Prereq: THEA 312 or IA. Insurance fee. Rep.]

THEA 477. Cinema Production Workshop (3) FS. Advanced projects in film. Structure depends on instructor. Emphasis: group projects. Appropriate skill levels or knowledge required. Insurance fee. [Rep.]

THEA 484. Creative Dance for the Classroom (3) F.* Develop skills for teaching dance. Course implements national dance standards and California Visual and Performing Arts Framework. No previous dance experience necessary. [Rep.]

THEA 485. Interdisciplinary Dance Seminar (3) F. Open to all interested students who wish to further their study of dance vocabulary, creative and performance skills and awareness of dance as language, arts integration, and sacred tradition. Required for dance studies majors [Prereq: THEA 103B or IA. Rep twice.]

THEA 487. Dance Theatre Workshop (3) F. Use of improvisational dance techniques as a performance tool for the development of choreography. Emphasis on student choreography. Required for dance studies majors and dance minors. [Prereq: THEA 103B or IA. Rep.]

THEA 489. Dance Theatre Production (4) S. Develop and rehearse selected dance choreography for performance. Emphasis on technique, collaborative and performance skills. Required for dance studies majors. [Prereq: THEA 103B or IA. Rep.]

THEA 494. Senior Seminar (4) S. 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.

THEA 499. Directed Study (1-6) FS. Individual work on selected problems. Hours TBA. [Rep.]

GRADUATE

Normally, graduate courses have a Prereq: of a baccalaureate degree in theatre arts or a closely related discipline, provided core subject matter is fulfilled. Qualified upper division students may enroll in graduate courses with IA.

For courses marked with an asterisk (), frequency depends on staff resources/student need.*

THEA 515. Acting Styles (3). Advanced principles and practices. Shakespeare, comedy of manners, absurdism, epic theatre, and others. [Prereq: THEA 215 or IA.]

THEA 521. Mask-Making & 3-Dimensional Makeup (3). Intensive work in theories and techniques of 3-D makeup. Design and create characters using life casts, sculpting techniques, and mold-making. Compare techniques of film and stage makeup. [Rep twice.]

THEA 526. Graduate Theatre Arts Workshop (1-3). Work in production: acting, directing, design, writing, film, and technical direction. [Rep.]

THEA 531. Graduate Scenic Design (3).* For stage and film. Career options, portfolio development, and advanced production presentation procedures. Projects relate to productions of theatre arts program. [Prereq: THEA 331. Rep.]

THEA 532. Millinery (3) S.* Projects in hat blocking, hoods, buckram, wiring techniques. Appropriate skill levels or knowledge required. [Rep.]

THEA 533. Graduate Lighting (3).* Professional practices; union (USA) structure and admission; theatrical styles (Broadway, Axis, Repertory Systems); architectural design (IES); lighting equipment manufacturers; computers in design process; portfolio. [Prereq: THEA 433. Rep.]

THEA 537. Technical Direction (3).* Processes relevant to film and theatrical scene construction: organization, budget considerations, drafting nomenclature, safety considerations. Grad students do additional research projects for class presentation. [Rep.]

THEA 539. Audio Production I (3) F. Recording and mixing techniques for field and studio. Composition and sound design for film/theatre. Insurance fee. [Prereq for THEA 550.]

THEA 542. Dramatic Genre & Style (3).* Selected literary genre (e.g., comedy, tragedy) or theatrical style (e.g., expressionism, absurdism). [Rep.]

THEA 543. Plays & Playwrights (3).* Thematic approach to a body of plays (e.g., sex, love, death, theatre of the oppressed) or work of one or more playwrights (e.g., Shaw, Pinter/Shepard). [Rep.]

THEA 544. Historical Perspectives in Theatre (3).* Selected era in theatre/drama history (e.g., Elizabethan/Jacobean, Scandinavian, modern, postmodern). [Rep.]

THEA 548. Introduction to Graduate Studies (3) F. Research and writing methods; analytical and critical approaches; the collaborative process and its role in creative work. [Rep.]

THEA 549. Dramatic Writing Seminar (3).* Develop a full-length script. Focus alternates annually between stage and screen writing. [Rep.]

THEA 550. Audio Production II (3) S. Create sound for film. Technical and aesthetic approaches to sound mixing. Advanced studio work. [Prereq: THEA 537 (C), 539 (C), or IA. Insurance fee. Rep.]

THEA 551. Directing Studio (3).* Exercises relate to form, individual playwrights, developing personal style. May include supervising undergrad directing projects. Appropriate skill levels or knowledge required. [Rep once.]

THEA 565. Film Seminar (3).* Emphases from film history, theory, aesthetics. Grad students assume leadership role in activities/discussions. Occasional off-campus field trip during school hours or on weekend. [Rep.]

THEA 572. Cinematography II (3) F. Hands-on experience with silent 16mm film. Lighting equipment, animation stand, optical printer. Group and individual exercises/projects. [Prereq: THEA 312 or IA. Insurance fee. Rep.]

THEA 573. Cinematography III (3). S. Intermediate techniques in 16mm film production, including sync sound filming and editing. Lab preparation, conforming. [Prereq: THEA 572, 550 (C), or IA. Insurance fee. Rep.]

THEA 577. Cinema Production Workshop (3) FS. Advanced projects in film. Structure depends on instructor. Emphasis on group projects. Appropriate skill levels or knowledge required. Insurance fee. [Rep.]

THEA 585. Seminar in Theatre Arts (1-4) FS. Topics fit needs and interests of class. [Rep.]

THEA 597. Portfolio (1-4) FS. Standards, development. Résumé/vitae structures; documentation processes. [Rep.]

THEA 615. Graduate Studies in Acting (3) Different emphasis each semester; including: audition techniques, stage dialects, musical theatre, theories in acting. Equivalent to THEA 415. [Rep.]

THEA 649. Play Development Workshop (1-3).* For those interested in developing new scripts. Actors, directors, and designers discuss, improvise, and read the writer's work at early stages of development. Appropriate skill levels or knowledge required. [Rep.]

THEA 651. Directing Theory (3).* Advanced principles. Appropriate skill levels or knowledge required. [Rep once.]

THEA 682. Internship (1-6) FS. Professional assignment in higher education or professional theatre under supervision of expert personnel. Production projects. [Prereq: approval of grad committee. Rep.]

THEA 690. Thesis or Project (1-6) FS. Film sections have insurance fee. [Rep.]

THEA 695. Supervised Teaching (1-6) FS. Independent project teaching selected undergrad courses. Apply through grad committee; DA needed before any assignment. [Rep.]

THEA 699. Independent Study (1-6) FS. Hours arranged. Film sections have insurance fee. [Rep.]

Watershed Management

UPPER DIVISION

In all classes, weekend trips may substitute for some scheduled labs or lectures. Labs may begin before 8:00 a.m. and last over three hours, allowing for travel.

WSHD 310. Wildland Hydrology & Watershed Management I (4). Hydrologic considerations of forest roads, stream crossings, road drainage. Management influences on hydrologic processes and aquatic habitat; protecting salmonid resources. [Prereq: word processing and spreadsheet skills required; courses in geology, soils, fisheries, or engineering desirable; or IA. Weekly: 3 hrs lect, 3 hrs lab.]

WSHD 315. Watershed Management (4). Provides conceptual scientific understanding of natural water systems; investigates the sensitivity and vulnerability of land types to hydrologic change; studies forest, agricultural, and other land use effects on water resources.

WSHD 410. Wildland Hydrology & Watershed Management II (4). Hillslope and fluvial hydrology. Water quality. Watershed management: analysis, planning, cumulative effects. [Prereq: WSHD 310 or IA. Weekly: 3 hrs lect, 3 hrs lab.]

WSHD 479. Forest Hydrology Capstone (4). Integrate all previous course work in forest hydrology option. Individual or team investigation of managerial problem involving specific forest property or watershed management problem. [Prereq: student must be in last semester.]

WSHD 480. Selected Topics in Watershed Management (1-4). Snow hydrology, snow physics, watershed meteorology, hydrological instrumentation, watershed energy balance, and other topics as demand warrants. [Lect/lab as appropriate. Rep with different topic.]

WSHD 485. Seminar in Watershed Management (1-2). Recent research and administrative developments presented by class members and resource people. [CR/NC. Prereq: WSHD 310 (C) or IA. Fee possible. Rep.]

WSHD 499. Directed Study (1-3). Individual study. Directed reading, conference, field research, or problems. [Prereq: IA. Rep.]

GRADUATE

WSHD 510. Advanced Wildland Water Quality (4). 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: WSHD 310 (with WSHD 410 desirable) or IA. Weekly: 3 hrs lect, 3 hrs lab. Rep.]

WSHD 520. Watershed Analysis (3). Information sources, techniques, and data collection for comprehensive analysis of resources and problems of a small watershed. [Prereq: WSHD 310 or IA. Weekly: 2 hrs lect, 3 hrs lab. Rep.]

WSHD 530. Water Rights & Water Law (3). Federal, Indian, state, and private water rights issues. Legal and institutional constraints/incentives for protecting, regulating, or developing US water resources. Legal basis for recovering and maintaining in-stream flows.

WSHD 540. Modeling Watershed in GIS (3). GIS applications to watershed management, including land classification and suitability analysis, interpolation techniques, terrain analysis, model integration, and TMDL allocations. Sources and ramifications of potential error. [Prereq: WSHD 310 or NRPI 377 or NRPI 470. Weekly: 2 hrs lect, 3 hrs lab. Service fee.]

WSHD 597. Mentoring & Teaching Associate Training (1-4). Training in course preparation and delivery for advanced majors and grad students. Take prior to or concurrent with teaching-assistant or teaching-associate assignments.

WSHD 680. Selected Advanced Graduate Topics in Watershed Management (1-4). Snow hydrology, sedimentation sources, watershed stability parameters, watershed energy systems, instrumentation. [Prereq: IA. Lect/lab as appropriate. Rep.]

WSHD 685. Seminar in Watershed Management (1-2). Recent research and administrative developments presented by class members and resource people. CR/NC. [Prereq: WSHD 310 (C) or IA. Fee possible. Rep.]

WSHD 690. Thesis (1-4). Rep.

WSHD 695. Research Problems (1-4). Directed field experience in individual problems. [Rep.]

WSHD 699. Directed Study (1-4). Individual study. Directed reading, conference, field research, or problems. [Prereq: IA. Rep.]

Wildlife

LOWER DIVISION

WLDF 111. Introduction to Wildlife (1). Wildlife management field: breadth, types of animals involved, founding scientific principles. [CR/NC. Rep.]

WLDF 210. Introduction to Wildlife Conservation & Administration (3). History of relationship between wildlife and people, including laws and regulatory agencies. Different cultural perspectives.

WLDF 244. Wildlife Policy & Animal Welfare (1). Roles of policy, values, ethics, and animal welfare in research and the management of wildlife. Review relevant laws, with emphasis on Animal Welfare Act. [CR/NC.]

UPPER DIVISION

In all classes, weekend trips may substitute for some scheduled labs, lectures, or discussions. Labs may begin before 8:00 a.m. and last more than three hours, allowing for travel.

WLDF 300 / 300B. Wildlife Ecology & Management (3). Important wildlife habitats and their characteristic plants/animals. Identification, life histories, and ecology of important species. Scientific principles upon which field is founded. [GE for nonmajors; may not count for credit by majors. Prereq: lower division science GE. Weekly: 2 hrs lect, 1 hr disc for WLDF 300; or 3 hrs lect for 300B.]

WLDF 302 / PHIL 302. Environmental Ethics (3). Philosophical approaches to natural resource use. Ethical and legal perspectives. Weekly: 2 hrs lect, 1 hr disc. GE.]

WLDF 306. Birds & Human Society (3). Distribution, ecology, and behavior of birds. Relationships to human history, sciences, arts, economy, culture. [GE. Prereq: completed lower division GE. Rep.]

WLDF 309 / PHIL 309. Case Studies in Environmental Ethics (3). Human influence on distribution of world's fauna. Ethical perspectives. [CWT. Prereq: completed lower division GE area B.]

WLDF 310. Principles of Wildlife Management (3). Plant/animal ecology; population dynamics; philosophy. [Prereq: MATH 115 or equivalent; WLDF 210; BIOL 105 or BOT 105 or ZOOL 110 or IA. Weekly: 2 hrs lect, 1 hr disc/quiz; or 3 hrs lect.]

WLDF 311. Wildlife Techniques (4). Management and research techniques. [Prereq: WLDF

310, BIOM 109, or equivalent, or IA. Weekly: 2 hrs lect, 1 hr disc, 3 hrs lab.]

WLDF 340. Game Ranching (2). Conservation, economic, and subsistence purposes. Africa in worldwide view. Case histories. [Prereq: junior standing, completed lower division science GE.]

WLDF 347. Museum Techniques (2). Prepare, document, and catalog museum specimens of birds and mammals. Format may vary with instructor.

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 310, 311, or IA. Recommended: WLDF 365. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 421. Wildlife Management (Upland Game) (3). Life histories, ecology, management of upland game/allied species. [Prereq: WLDF 310, 311, or IA. Recommended: WLDF 365. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 422. Wildlife Management (Mammals) (3). Life histories, ecology, management. [Prereq: WLDF 310, 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 310, 311. 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 310, 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 310, 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 310, 311, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 450. Principles of Wildlife Diseases (3). Role of disease in wildlife populations; host/parasite relationships; strategies in controlling diseases. [Prereq: BIOL 105, ZOOL 110, or their equivalents. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 455. Ecology & Control of Wildlife Diseases (3). Case studies. Description; diagnosis; ecological relationships/other factors influencing prevention or control of diseases. [Prereq: WLDF 450 (BIOL 412 or ZOOL 452 recommended) or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 460. Conservation Biology (3). Endangered species management, reserve design, conservation genetics, related concepts.

Prereq: WLDF 310 (BIOL 330 may substitute), 311, or IA.]

WLDF 465. Ornithology II (3). Bird biology, systematics, behavior, ecology, conservation, and management. [Prereq: WLDF 365 or IA. Format may vary with instructor. 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 310, 311 (ZOOL 310 recommended), or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 475. Wildlife Ethology (3). Behavior of vertebrates. Relationships between animal behavior and wildlife management/research. [Prereq: WLDF 310, 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 310, 311, or IA. Weekly: 2 hrs lect, 3 hrs lab.]

WLDF 480. Selected Topics in Wildlife Management (1-3). [Prereq: IA. Lect/lab as appropriate. Lab sections CR/NC. Rep.]

WLDF 485. Senior Seminar in Wildlife Management (1). Oral presentation of topic from current literature. [Prereq: WLDF 311 & senior standing. Rep twice.]

WLDF 488. Case Studies in Wildlife Management (3). Specific, complex wildlife environmental problems. Analytical methods. [Prereq: BIOM 109, WLDF 310, 311. Weekly: 2 hrs lect, 3 hrs lab. Rep twice.]

WLDF 490. Honors Thesis (3). Independent research conducted under faculty supervision. [Prereq: WLDF 311, GPA 3.0 or better.]

WLDF 495. Senior Project (3). Independent research, including proposal writing, fieldwork, and completion of a scientific paper. [Prereq: WLDF 311. Rep.]

WLDF 497. Wildlife Ethics, Independent Study (1). Case studies. Integrate biological, ethical, and legal perspectives.

WLDF 499. Directed Study (1-3). Independent studies. Directed reading or conference. [Prereq: IA. May not substitute for WLDF 485 or 495. Rep.]

GRADUATE

WLDF 510. Advanced Principles of Wildlife Management (1-5). New theories, principles, techniques. [Rep.]

WLDF 510L. Advanced Principles of Wildlife Management Lab (1-2). [Rep.]

WLDF 531. Advanced Wildlife Habitat Ecology (2). Theoretical and applied aspects of vertebrate habitat ecology: habitat selection study design, analysis, and interpretation; habitat quality, effects of spatial and temporal scale; habitat conservation and management. [Prereq: WLDF 311, WLDF 430 OR 431, OR IA.]

WLDF 550. Advanced Topics in Wildlife Diseases (1-3). Theories, concepts. [Prereq: WLDF 450.]

WLDF 550L. Advanced Topics in Wildlife Diseases Lab (1-2).

WLDF 565. Advanced Topics in Ornithology (1-3). Ecology and management of birds. Emphasis on individual work. [Prereq: WLDF 310, 365, 465, or IA.]

WLDF 565L. Advanced Topics in Ornithology Lab (1-2).

WLDF 570. Advanced Animal Energetics (1-3). How mammals and birds acquire, conserve, and exploit energy/other resources. Microclimates; relationships to habitat management. [Prereq: WLDF 310, 311 (ZOOL 310 recommended), or IA.]

WLDF 570L. Advanced Animal Energetics Lab (1-2).

WLDF 580. Behavioral Ecology (1-3). Relationships between behavior, ecology, and management of wildlife populations. [Prereq: WLDF 475 or equivalent or IA. Variable format: recitations, labs.]

WLDF 585. Seminar in Wildlife Management (1-3). Important current literature. Recitation. [Prereq: grad standing. Rep 4 times.]

WLDF 597. Mentoring & Teaching-Associate Training (1-4). Training in course preparation and delivery. Advance majors and grad students take this prior to or concurrent with teaching-assistant or teaching-assistant assignments. No credit toward graduate degree.

WLDF 690. Thesis (1-3). Restricted to students in NR grad program, wildlife option. [Rep.]

WLDF 695. Advanced Field Problems (1-3). Directed field experience in individual thesis problems. [Rep.]

WLDF 699. Independent Study (1-3). Selected problems. [Prereq: grad standing and IA. Rep.]

Women's Studies

WS 106. Introduction to Women's Studies (3). Experiences and perspectives of women of different ethnicities, social classes, sexualities, ages, and other points of intersection with gender. [GE. DCG.]

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. GE.]

WS 108 / ES 108. Power/Privilege: Gender & Race, Sex, Class (3). How gender is shaped by race, class, and sexuality. Analyze relations of power and privilege within contemporary US society. [DCG. GE.]

WS 166 / PSYC 166. Life/Work Options for Women (2). Self-knowledge (interests, abilities, values), world-of-work information (including nontraditional careers), role combinations, decision making.

UPPER DIVISION

WS 300 / PSYC 300. Psychology of Women (3). Individual and social characteristics and roles. Biological and environmental determinants of women's psychological development, including sex differences. Critique psychological theories/research. [DCG. GE.]

WS 301 / ART 301. The Artist: Women Artists (3). Function/role of artist from historical perspective. Counts in Women's Studies only when topic is women artists. [GE. Rep.]

WS 302 / RS 300. Living Myths (3). Myths as reservoirs of people's articulate thought about themselves and their condition. How myths convey a culture's meaning and values. [GE.]

WS 303. Third World Women's Movements (3). Explore the diversity: from revolutionary contexts to grassroots mobilization; from issues of sexuality to globalization of the economy. [GE. DCG.]

WS 305. Feminist Science Fiction (3). Through reading and writing feminist science fiction, poetry, and feminist critiques, students engage with fictional constructions of alternative social orders. Focus on gender, ethnic, and sexual relations; technology. [GE.]

WS 306 / FREN 306 / GERM 306 / SPAN 306. Sex, Class, & Culture: Gender & Ethnic Issues in International Short Stories (3). Gender and ethnic issues in French, German, and Spanish short stories by and about women. Readings, lectures, and discussions entirely in English. [Rep. DCG. GE.]

WS 308B-C / ENGL 308B-C. Women in Literature (3). Works by women and men. How literature in various historical periods reflects cultural conditions and attitudes about women. How feminist movement relates to these issues. [GE. DCG. ENGL 308B (domestic); 308C (non-domestic).]

WS 309. Revolution, Reform, Response (3). Women in 20th century Latin America: theme of revolution. Emphases: Mexico, Guatemala, Nicaragua, Cuba, and Argentina. Part of 9-unit package with HIST 309, SPAN 309. As a group, they fulfill area C and D upper division [GE.]

WS 309B / COMM 309B. Gender & Communication (3). From perspectives of the sciences, social sciences, and arts/humanities, critique relationship of gender to communication. [CWT, Speech communication majors must take 4 units; others may fulfill GE with 3. DCG.]

WS 311. Feminist Theory & Practice (4). Contemporary theories: liberal, radical, psychological, Marxist, ecofeminist, black, developing-nation. Issues of methodology. Research and activist methods. [Prereq: WS 106, 107, or IA. DCG.]

WS 312. Women & Mass Media (3). History/present status of women's employment in mass media. Media coverage of women's issues.

WS 313 / EDUC 313 / ES 313. Education for Action (3). This course aims to strengthen organizational and activist skills, and to create an understanding of how social change occurs. [DCG.]

WS 314 / PSCI 314. Sex Discrimination in American Law (4). Significant recent and current cases/opinions in American law which act to discriminate between rights, duties, and obligations of men and women on basis of gender.

WS 315 / ANTH 315. Sex, Gender, & Globalization (4). Examine crossculturally the diversity of relations of sex and gender. Transformation of gender relations thru colonial rule, nationalist movements, and globalization of the economy. [DCG.]

WS 316 / SOC 316. Gender & Society (4). Dynamics linking personal experiences to the structure and functioning of institutions, to cultural/subcultural aspects of society, and to interests of the powerful. [DCG.]

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.]

WS 319 / SOC 319. Ecology of Family Violence (4). Family violence and its cultural impact on children, elders, animals, and the community. Focus on self and group efficacy. [Rep.]

WS 330 / ES 330. Ethnic Women in America (3). Seminar on roles in context of family and political movements. Present oral reports on special topics.

WS 340. Ecofeminism (3-4). Plurality of voices making up ecofeminism; theoretical, political, and spiritual dimensions.

WS 350. Women's Health & Body Politics (4). Examine influences of medical establishment, governments, and transnational corporations on women's health; assess health status of women by learning about women's bodies; understand effects of personal behavior on health.

WS 360 / ES 360 / PSCI 318. Race, Gender & U.S. Law (4). How are race, gender, and sexuality constructed and regulated in U.S. law? How have activists challenged such regulations? Discussion of slavery, miscegenation, eugenics, birth control, marriage, welfare, and affirmative action.

WS 365. Women Writing Nature (4). Explore the ways women nature writers define and re-define "women" and "nature." Challenge binary oppositions: intuition/reason, human/animal, culture/nature, man/woman.

WS 370. Queer Women's Lives (3-4). Explores research on sexual minority identity development, queer women's sexuality; love relationships, family models, and health issues. Analysis of intersections of race, gender, class, and sexuality in queer women's lives.

WS 375 / PHIL 375. Postmodern Philosophies (3). Analyze the critique of traditional Western phi-

losophy offered by postmodern, deconstructive, and feminist thinkers such as Derrida, Lyotard, Foucault, Harding, Bordo, Benhabib.

WS 389 / HIST 389. Women in United States History (4). Women's role in American thought and society, colonial period to present.

WS 391. Special Topics in Women's Studies (3). Historical literature and methodologies of women's history. May include: women reformers; Victorian ideology and society; African American or Native American women; comparative perspectives; women in industrial societies or developing countries. May be crosslisted with other departments' courses. [Rep.]

WS 400. Integration: Femininity & Masculinity (3). How culturally-imposed concepts of femininity/masculinity may be adapted in search of a more integrated self. Emphases vary, but will include biological and cultural bases of sex and gender; impact of oversimplified notions on personal growth, and implications of feminist perspectives for self-discovery. [GE.]

WS 410. Internship (1-3). Supervised service learning in nonacademic organization, institution, or oneness. Workplace cultures; policy development/review; plan implementation. May lead to community service project (WS 420). [Prereq: WS 106 or IA.]

WS 420. Community Service (1-3). Service experience using acquired skills. Policy development/review; workplace plan implementation. May build upon previous internship experience (WS 410). [Prereq: WS 106 or IA.]

WS 436 / PSYC 436. Human Sexuality (3). Physiological, psychological, and sociological aspects of human sexual behavior. From conception and contraception to attitudes and aberrations. Interdisciplinary approaches as appropriate.

WS 450 / EDUC 450 / SPAN 450. Threads of Communication (3). Development and histories of quilting, embroidery, and weaving in North, Central, and South America. How women communicate personal/community concerns and sentiments through fibers. Lecture, practice.

WS 480. Selected Topics in Women's Studies (1-5). Interdisciplinary subjects and issues. [Rep.]

WS 485. Seminar in Feminist Studies (3). Capstone course on selected theme illustrating the transforming potential of feminist perspectives in personal, social and political contexts. Guest speakers; diverse applications. [Rep.]

WS 499. Directed Study (1-3). Pursue own topic in consultation with faculty. [Rep.]

World Languages & Cultures

Also see French, German, and Spanish.

LOWER DIVISION

WLC 120. Elementary Language (1-5). Develop basic skills in a language not regularly offered by department. [Rep.]

WLC 199. Introduction to Language (1-3). Independent supervised study to acquire skill in a language (other than English) not offered by department. [Prereq: IA. Rep.]

UPPER DIVISION

WLC 480. Special Topics (1-4). Topics from a multicultural or multilanguage perspective. [Prereq: IA. Rep.]

Zoology

LOWER DIVISION

ZOOL 110. General Zoology (4). Animal life processes. Emphases: vertebrate form and function. Selected groups illustrate the diversity of animals and their relations with the environment. [Weekly: 2 hrs lect, 6 hrs lab. CAN BIOL 4.]

ZOOL 113. Human Physiology (4). Physiological mechanisms of human body. Emphasis: organ level of integration. No credit toward a major in biology, botany, or zoology. [Prereq: BIOL 104 or 105, or equivalent, with a grade of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

ZOOL 210. Principles of Zoology (4). Fundamental processes shaping lives of animals. Emphases: vertebrate form/function. Selected groups illustrate the diversity of animals and their relations with the environment. Designed for BIOL, BOT, or ZOOL majors. [Prereq: BIOL 105 with a grade of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 214. Elementary Physiology (5). Physiological chemistry, cell physiology, and physiology of major organ systems of the human body. Primarily for nursing majors. [Prereq: BIOL 105, or equivalent, with a grade of C- or higher. Weekly: 4 hrs lect, 3 hrs lab.]

ZOOL 270. Human Anatomy (4). Gross and microscopic anatomy of human body. Dissect cat or pig; demonstrations on cadaver; microscopic work. [Weekly: 2 hrs lect, 6 hrs lab.]

UPPER DIVISION

ZOOL 310. Animal Physiology (4). Comparative organ system physiology of animals. Adaptive strategies. [Prereq: BIOL 105, CHEM 109, PHYX 106, ZOOL 110 or 210, or their equivalents. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOOL 314. Invertebrate Zoology (5). Comparative functional morphology, life histories, and phylogeny of invertebrates. [Prereq: BIOL 105 and ZOOL 110, or ZOOL 210. 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 or ZOOL 210. Weekly: 2 hrs lect, 3 hrs lab.]

ZOOL 321. Histology (3). Comparative animal microanatomy, emphasizing vertebrates. Identify and interpret tissues and organs. [Prereq: BIOL 105 and ZOOL 110, or ZOOL 210. Weekly: 2 hrs lect, 3 hrs lab.]

ZOOL 350. Protozoology (3). Biology of free-living and parasitic protozoa. Lab: identification, ar-

tificial culture, staining, experimental procedure. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. Weekly: 2 hrs lect, 3 hrs lab.]

ZOO 352. Natural History of the Vertebrates (4). Ecology, behavior, diversity, evolutionary relationships. Sight recognition; use of keys. Emphases: regional fauna, lower taxonomic levels. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOO 354. Herpetology (4). Biology, classification, anatomy, distribution, and life histories of amphibians and reptiles. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab.]

ZOO 356. Mammalogy (3). Comparative mammalian biology. Systematics, morphology, behavior, reproduction, physiology, ecology, zoogeography. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. All with grades of C- or higher. Weekly: 2 hrs lect, 3 hrs lab.]

ZOO 358. General Entomology (4). Classification, identification, anatomy, physiology, ecology, behavior, control of insects. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. All with grades of C- or higher. Weekly: 2 hrs lect, 6 hrs lab/field trip.]

ZOO 359. Forest Entomology (3). Identification, life histories, and population dynamics of insects detrimental to forests (especially conifers). [Weekly: 2 hrs lect, 3 hrs lab.]

ZOO 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 ZOO 110, or ZOO 210. All with grades of C- or higher. Weekly: 3 hrs lect, 3 hrs lab.]

ZOO 372. Evolution of the Vertebrates (3). Vertebrate taxa. Emphasis: extinct forms. Evolutionary relationships, classification, and biology. [Prereq: ZOO 370 or 352 or GEOL 320 or IA. Weekly: 2 hrs lect, 2 hrs disc.]

ZOO 374. Introduction to Human Anatomy (4). Muscles, bones, joints. Cat dissection, with demonstrations on cadaver. Primarily for majors in physical education. [Prereq: BIOL 104 or BIOL 105 or ZOO 110 or ZOO 210. Weekly: 2 hrs lect, 6 hrs lab.]

ZOO 399. Supplemental Work in Zoology (1-3). Directed study for transfer student whose prior course work is not equivalent to corresponding courses at HSU. [Prereq: IA. Rep once.]

ZOO 430. Comparative Animal Behavior (4). Vertebrates and invertebrates. Development of modern principles of ethology. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. Weekly: 2 hrs lect, 6 hrs lab/field trip.]

ZOO 452. Parasitology (4). Morphology, life histories, physiology, ecology, and taxonomy of parasites. Lab: identification, host examinations, whole mount preparations, host/parasite interaction. [Prereq: BIOL 105 and ZOO 110, or ZOO 210. Weekly: 2 hrs lect, 6 hrs lab.]

ZOO 476. Principles of Animal Development (4). Patterns; biological significance. Descriptive morphology of vertebrate development. Analyze mechanisms of differentiation at tissue, cellular, and molecular levels. [Prereq: BIOL 340, and ZOO 110 or ZOO 210. Weekly: 3 hrs lect, 3 hrs lab.]

ZOO 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

ZOO 530. Benthic Ecology (3). Sublittoral marine environment. Original literature on synecological investigations. Field/lab: detailed analysis of benthic communities. [Prereq: BIOL 430 and ZOO 314, or equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

ZOO 552. Advanced Invertebrate Zoology (3). Typically focuses either on a particular taxon (Crustacea, Mollusca) or special field (behavior, systematics, functional morphology, feeding strategies). [Prereq: ZOO 314 or its equivalent. Weekly: 2 hrs lect, 3 hrs lab.]

ZOO 556. Marine Mammalogy (4). Comparative biology. Systematics, habits, adaptive modifications, history of whaling. Service fee. [Prereq: ZOO 356 or its equivalent. Weekly: 2 hrs lect, 6 hrs lab/field trip.]

ZOO 560. Advanced Mammalogy (4). Assigned readings; field and lab investigations. [Prereq: ZOO 356. Weekly: 2 hrs lect, 6 hrs lab.]

ZOO 580 / 580L. Selected Topics in Zoology (1-3). Topics based on current advances and as demand warrants. [Prereq: grad standing, IA. Rep once.]



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& Chief Academic Officer

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Dr. Keith Boyum
Associate Vice Chancellor,
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Sacramento CA 95814

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Lieutenant Governor
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Sacramento CA 95814

The Hon. Fabian Núñez
Speaker of the Assembly
State Capitol, Rm. 219
Sacramento, CA 95814

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State Superintendent of
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Chancellor of the CSU
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Interim Dean, Enrollment Mgmt.

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Academic Affairs

Ronald Fritzsche
Interim Director; Faculty
Personnel Services

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Interim Dean, College of Arts,
Humanities, & Social Sciences

James Howard
Dean, College of Natural
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Susan Higgins
Dean, College of Professional
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Donna Schafer
Dean, Research & Graduate
Studies

Valgene Phillips
Interim Dean, Undergraduate
Studies

Sharmon Kenyon
Dean of the University Library

Karen Earls
Director; Budget & Institutional
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Lois Rising
Director; Center for Indian
Community Development

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Director; Extended Education

Bill Cannon
Director; Information &
Technology Services

Ginny Kelly
Director; Academic Information &
Referral Center (A.I.R.)

Student Affairs

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Vice President, & Interim Director;
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Burt Nordstrom
Executive Director; University Center

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Emergency Operations

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Director; Children's Center

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Burt Nordstrom
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Director; Public Affairs

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Director, First Street Gallery

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Director, Natural History Museum

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Burt Nordstrom
Interim Executive Director

HSU Foundation

Donna Schafer
Interim Executive Director

Humboldt State University Faculty

Date indicates year of appointment. Retired professors are in the following list of emeritus faculty.

Anthropology

Glenn, Mary, Assoc Prof (1999); BS, Loyolla; MA, PhD, Northwestern

Scoggin, Mary, Asst Prof (1997); PhD, Chicago

Smith, Llyn, Assoc Prof (1990); BA, Adelaide [Australia]; PhD, University College London

Vellanoweth, René, Asst Prof (2001); BA, University of CA, Los Angeles; MA, California State Univ, Los Angeles; PhD, University of Oregon

Art

Anderson, William, Prof (1967); BA, MA, CSU Los Angeles

Antón, Don, Assoc Prof (1991); BA, MA, San Francisco State

Berke, JoAnne, Assoc Prof (1994); BFA, Wayne State; MA, Brandeis; MFA, Temple

Boone, Elizabeth, Assoc Prof (1997); BA, Barnard; MA, UC Berkeley; PhD, CUNY

Bravo, Michael, Prof (1973); BFA, MFA, Col of Arts & Crafts

Crawford, James, Prof (1977); BA, Cornell; MA, MFA, Northern Illinois

Land-Weber, Ellen, Prof (1974); BA, MA, MFA, Iowa

LaPlantz, David, Prof (1971); BS, Bowling Green State; MFA, Cranbrook Academy of Art

Marak, Louis, Prof (1969); BFA, Illinois; MFA, SUNY Alfred

Morgan, Martin, Prof (1980); BFA, MFA, Lone Mountain Col

Price, Leslie, Prof (1972); BFA, Pratt Inst; MFA, Mills College

Robertson, Gwen, Asst Prof (2000); BA, UC Irvine; MA, PhD, University of Iowa

Ross, Sheila, Prof (1975); BA, Michigan; MA, PhD, UC Berkeley

Schneider, Keith, Assoc Prof (1988); BA, San Diego State; MA, Humboldt State; MFA, UC Santa Barbara

Scott, Mort, Prof (1975); BFA, Memphis Acad of Arts; MFA, Southern Illinois

Stanley, Teresa, Assoc Prof (1991); BA, UC Santa Barbara; MA, San Francisco State; MFA, UC Berkeley

Stokes, Charlotte, Prof (1999); BA, MA, PhD, Washington

Arts, Humanities, & Social Sciences

Carlton, Karen, Dean (1983); BA, Abilene Christian; MA, Redlands; PhD, New York Univ

Jones, Thomas, Prof (1968); AB, North Carolina; MS, Wisconsin

Phillips, Valgene, Assoc Dean (1967); AB, MA, San Jose State

Biological Sciences

Arbogast, Brian, Asst Prof (2001); BA, Wake Forest Univ; MA Louisiana State Univ; PhD Wake Forest Univ

Boyd, Milton, Prof (1972); AB, UC Berkeley; PhD, UC Davis

Camann, Michael, Assoc Prof (1997); BS, George Mason; PhD, Georgia

Craig, Sean, Asst Prof (2000); BA, New Hampshire; MS, Houston; PhD, SUNY-Stony Brook

Goley, Dawn, Assoc Prof (1996); BS, North Carolina-Wilmington; MS, Victoria; PhD, UC Santa Cruz

Henkel, Terry, Asst Prof (2002); BSc, Ohio Univ; MSc, University of Wyoming; PhD, Duke

Jules, Erik, Assoc Prof (2000); BA, Ithaca College; MS, PhD University of Michigan;

Lu, Casey, Prof (1995); BS, MS, PhD, Michigan

Marks, Sharyn, Assoc Prof (1994); BA, Chicago; PhD, UC Berkeley

Mesler, Michael, Prof (1975); BS, PhD, Michigan

Metz, Edward, Assoc Prof (1998); BA, Yale; PhD, Hawaii

O'Gara, Bruce, Asst Prof (2000); BS, Wisconsin-Madison; MS, North Dakota State; PhD, Iowa State

Reiss, John, Assoc Prof (1997); BA, UC Santa Cruz; MA, PhD, Harvard

Reiss, Karen, Adj Prof (1997); BA, UC Santa Cruz; MA, PhD, Harvard

Shaughnessy, Frank, Assoc Prof (1996); BS, St Lawrence; MS, New Hampshire; PhD, British Columbia-Vancouver

Siering, Patricia, Assoc Prof (1998); BS, UC Berkeley; MS, San Francisco State; PhD, Cornell

Sillett, Stephen, Assoc Prof (1996); BA, Reed Col; MS, Florida; PhD, Oregon State

Szewczak, Joseph M., Asst Prof (2003); BSE, Duke Univ; PhD, Brown Univ

Varkey, Jacob, Prof (1994); BS, Kerala, India; MS, Calicut, India; PhD, Illinois State

White, Jeffrey, Asst Prof (2000); BA, UC Santa Cruz; PhD, Michigan State

Wilson, Mark, Asst Prof (1999); BA, St. Mary's College of MD; MS, Virginia Polytechnic; PhD, Cornell

Business

Bond, Kenneth, Prof (1988); BBA, Portland; MBA, West Virginia; MA, Kentucky; PhD, Nebraska

Fults, Gail, Prof (1986); BS, Utah; MBA, PhD, Claremont

Mortazavi, Saeed, Prof (1984); BA, MA, Tehran; MBA, Univ Dallas; MA, PhD, Texas-Dallas

Mullery, Colleen, Prof (1984); BS, MBA, Shippensburg; PhD, Portland State

Noble, Peter, Asst Prof (1998); BS, UC Davis; MBA and PhD, Iowa; BFT, School of Int'l

Chemistry

Golden, William, Assoc Prof (1992); BA, UC San Diego; PhD, Minnesota

Lasko, Carol, Prof (1990); BS, Southern Oregon State; PhD, UC Davis

Paselk, Richard, Prof (1976); BS, CSU Los Angeles; PhD, USC

Schineller, Jeffery, Assoc Prof (1995); BA, BS, Ithaca Col; MS, PhD, Penn State

Smith, Joshua, Asst Prof (2001); BA, Simon's Rock College of Bard; PhD, Dartmouth

Wayman, Kjirsten, Asst Prof (2000); BS, UC Santa Barbara; PhD Univ Colorado

Wood, William, Prof (1976); BA, PhD, UC Santa Barbara

Zoellner, Robert, Prof (1998); BS, St. Norbert Col; PhD, Kansas State

Child Development

Frost, Nancy, Prof (1971); BS, MA, Cal Poly, San Luis Obispo; MS, Oregon State

Hurlbut, Nancy, Prof (1996); BS, UC Berkeley; MS, PhD, Wisconsin-Madison

Knox, Claire, Assoc Prof (1992); BA, Beloit Col; MS, Purdue; PhD, Illinois

Langlois, Aimee, Prof (1980); BA, MA, Montreal; EdD, Columbia

Liu, Wenli, Asst Prof (2003); BS, M Ed, Beijing; MS, PhD, Nebraska

Communication

Bruner, Michael, Assoc Prof (2001); BA, West Virginia Wesleyan College; MD, Yale; PhD, Pittsburgh

Hahn, Laura, Asst Prof (2001); BA, San Francisco State; MA, San Francisco State; PhD, Ohio State

Mack, Herschel, Prof (1970); BS, Oregon State; MA, Purdue; PhD, Bowling Green State

Paynton, Scott, Asst Prof (1998); BA, CSU San Bernardino; MA, CSU Chico; PhD, Southern Illinois

Reitzel, Armeda, Prof (1981); BA, Central Col; MA, PhD, Southern Illinois

Souza, Tasha, Asst Prof (2000); BS, MA, San Jose State; PhD, Washington

VerLinden, Jay, Prof (1987); BA, MA, Northern Colorado; PhD, Nebraska

Yingling, Julie, Prof (1988); BA, Rhode Island; MA, PhD, Denver

Computing Science

Amoussou, Guy-Alain, Asst Prof (2000); BS, MS, Université d'Amiens; PhD, Université de Technologie de Compiègne

Burgess, Scott, Asst Prof (2000); BS, Southern Oregon; MS, Rutgers; PhD, Oregon State

Burrroughs, Ann, Assoc Prof (1982); BA, Stanford; MS, UCLA

Campbell, Hal, Prof (1989); BA, Golden Gate; MA, Chapman Col; PhD, Claremont

Chu, Kai, Prof (1979); BS, Portland; MS, PhD, UC Berkeley

Dixon, Chip, Prof (1984); BA, CSU Los Angeles; MS, CSU Chico; EdD, Nevada, Reno

Stoob, Jack, Prof (1981); BS, UC Berkeley; MS, PhD, Texas A&M

Tuttle, Sharon, Prof (1998); BA, Rice; MS, Washington; PhD, Houston

Counseling & Psychological Services

Sanford, Jennifer, Staff Psyc (1999); BA, UC San Diego; MA, San Diego State; PhD, Washington State

Welch, Darla, Staff Psyc (2002); BA, UC Berkeley; MSW, San Francisco State; MA, PhD, Cal School of Prof Psyc

Economics

Eschker, Erick, Asst Prof (1998); BA, Illinois; MA and PhD, UC Davis

Hackett, Steve, Prof (1994); BS, Montana State; MS, PhD, Texas A&M

Wilson, Beth, Asst. Prof (2001); BS, Miami Univ; MS & PhD, University of Oregon

Education

Botzler, Sally, Prof (1990); BA, Wayne State; MA, Humboldt State; PhD, USC

Diver-Stammes, Ann, Prof (1990); BA, Johnston Col; MA, PhD, UC Santa Barbara

Ellerd, David, Asst Prof (2002); BA, CSC San Bernardino; MA, Pepperdine; PhD, Utah State

Gelenian, Keri, Asst Prof (1998); BA, Wisconsin-Parkside; MA, Columbia; PhD, Harvard

Rafferty, Cathleen, Prof (2000); BS, MS, Southern Illinois; PhD, Univ Colorado

Rice, Larry, Assoc Prof (1996); BA, MA, UC Santa Cruz; PhD, Texas-Austin

Rofes, Eric, Asst Prof (1999); BA, Harvard; MA, PhD, UC Berkeley

Van Duzer, Eric, Asst Prof (2000); BS, Humboldt State; MA, PhD, UC Berkeley

English

Accomando, Christina, Assoc Prof (1997); BA, MA, PhD, UC San Diego

Bennett, Susan, Prof (1987); BS, Ohio State; MA, PhD, UC Berkeley

Creadon, Mary Ann, Assoc Prof (1986); BA, Colorado State; MA, PhD, Northwestern

Curiel, Barbara, Assoc Prof (1997); BA, Mills Col; AM, Stanford; PhD, UC Santa Cruz

Dalsant, Barry, Prof (1970); BA, Harvard; MA, UC Berkeley; PhD, Wisconsin

Dodge, Jim, Assoc Prof (1996); BA, Humboldt State; MFA, Iowa

Doty, Kathleen, Prof (1989); BA, Portland State; MA, PhD, Washington

Eldridge, Michael, Assoc Prof (1995); BA, Northern Michigan; PhD, Minnesota

Hobbel, Nikola, Asst Prof (2003); BA, UC Berkeley; MS, Dominican Univ; PhD, Wisconsin

McGaughey, Russell, Prof (1968); BA, Frostburg State Col; MA, Iowa; PhD, Delaware

Santos, Terry, Prof (1991); BA, MA, San Francisco State; PhD, UCLA

Scott, Suzanne, Asst Prof (2002); BA, UC Davis; MA, CSU Chico; PhD, Northern Arizona Univ

Stacey, David, Prof (1999); BA, Aquinas Col; MA, McGill; PhD, Louisville

Environmental and Natural Resource Sciences

Carlson, Steven, Prof (1983); BS, MA, Montana; PhD, Washington

Everett, Yvonne, Assoc Prof (1998); BA, Pomona Col; MS, PhD, UC Berkeley

Hansis, Richard, Assoc Prof (1999); BA, New Mexico; MA, Florida; PhD, Penn State

Martin, Steven, Prof (1992); BS, Principia Col; PhD, Montana

Smith, Michael, Assoc Prof (1998); BA, UC Santa Cruz; MA, Wyoming; PhD, Utah State

Steinberg, Steven, Assoc Prof (1998); BS, Kent State; MS, Michigan; PhD, Minnesota

Ward, Carolyn, Assoc Prof (1997); BA, MA, PhD, Virginia Tech

Environmental Resources Engineering

Anderson, Mike, Prof (1973); BS, CSU Chico; MSME, Santa Clara; PhD, Oregon State

Cashman, Eileen, Asst Prof (2000); BS, Humboldt State; MS, Ph.D, Wisconsin at Madison

Chamberlin, Charles, Prof (1983); BSCE, Washington Univ, St Louis; MS, PhD, Harvard

Eschenbach, Beth, Assoc Prof (1995); BS, UC Santa Cruz; MS, PhD, Cornell

Finney, Brad, Prof (1979); BS, Humboldt State; MS, PhD, Utah State

Jacobson, Arne, Asst Prof (2005); BA, Earlham College; MS, Humboldt State; PhD, UC Berkeley

Lang, Margaret, Assoc Prof (1994); BS, Illinois; MS, PhD, Stanford

Lehman, Peter, Prof (1979); BS, Massachusetts Inst of Technology; PhD, Chicago

Poppendieck, Dustin, Asst Prof (2005); BS, Cornell; MS, PhD, Texas-Austin

Willis, Robert, Prof (1977); BS, MS, PhD, UCLA

Fisheries Biology

Brenneman, Kristine, Assoc Prof (1994); BS, Arizona State; MS, PhD, Northern Arizona

Duffy, Walt, Adj Prof (1997); BS, MS, PhD, Michigan State

Hankin, David, Prof (1979); BA, Reed Col; PhD, Cornell

Hendrickson, Gary, Prof (1978); BS, MS, Wyoming; PhD, Iowa State

Kinziger, Andrew, Asst Prof (2003); BS, Saint Norbert College; MS, Frostberg State Univ; PhD, Saint Louis Univ

Mulligan, Tim, Prof (1987); BS, Vermont; MS, Central Florida; PhD, Maryland

Roelofs, Terry, Prof (1970); BS, Michigan State; MS, Washington; PhD, Oregon State

Wilzbach, Peggy, Adj Prof (1999); BS, MS, Illinois; PhD, Oregon State

Forestry & Watershed Management

Allen, Gerald, Prof (1976); BS, MS, Humboldt State; PhD, Idaho

Bigg, William, Prof (1979); BS, MS, Utah State; PhD, Aberdeen

Fox, Lawrence III, Prof (1976); BS, Humboldt State; MS, PhD, Michigan

Keyes, Christopher, Asst Prof (2001); BA, Holy Cross; MS, Montana; PhD, Oregon State Univ

Matzka, Peter, Asst Prof (2001); BS, MS, PhD, Oregon State Univ

Robison, E George, Asst Prof (2002); BS, Univ of Nevada, Reno; MS, PhD, Oregon State Univ

Sin, Meng Srun, Prof (1976); BSF, MF, MS, PhD, Georgia

Sise, William, Prof (1970); BSc, PhD, SUNY Syracuse; MFS, Harvard; MBA, Syracuse Univ

Stuart, John, Prof (1982); BS, MS, UC Berkeley; PhD, Washington

Stuart, John, Prof (1982); BS, MS, UC Berkeley; PhD, Washington

Varner, J. Morgan, Asst Prof (2005); BS, Univ of ID; MS, Auburn Univ; PhD, Univ of Florida

Geography

Blank, Paul, Prof (1995); BA, Oberlin Col; MS, Wisconsin-Madison; PhD, Texas-Austin

Cunha, Stephen, Prof (1996); BS, BA, UC Berkeley; MA, PhD, UC Davis

Fitzsimons, Dennis, Assoc Prof (2002); AB, MA, San Diego State; PhD, Kansas

Leeper, Joseph, Prof (1972); AB, Dartmouth; MA, PhD, Oregon

Geology

Aalto, Kenneth, Prof (1974); BA, Pennsylvania; MA, PhD, Wisconsin

Burke, Raymond "Bud," Prof (1979); BA, MS, Western Washington; PhD, Colorado

Cashman, Susan, Prof (1977); BA, Middlebury Col; MS, PhD, Washington

Dengler, Lori, Prof (1979); AB, MS, PhD, UC Berkeley

Hemphill-Haley, Mark, Asst Prof (2002); BS, MS, Humboldt State; PhD Oregon

Lehre, Andre, Prof (1981); AB, PhD, UC Berkeley

McCrone, Alistair, Prof (1974); BA, Saskatchewan; MSc, Nebraska; PhD, Kansas

Miller, William, Prof (1984); BA, Appalachian State; MS, Duke; PhD, Tulane

Schwab, Brandon, Asst Prof (2001); BS, North Carolina; PhD Oregon

Government & Politics

Daniel, William, Prof (1972); BA, MA, Texas Tech; PhD, Southern Illinois

Emenhiser, JeDon, Prof (1977); AB, Redlands; PhD, Minnesota

Harris, Albert, Prof (1990); BA, Ohio State; MA, PhD, Washington

Meyer, John, Asoc Prof (1998); BA, Colorado Col; MA, PhD, Wisconsin-Madison

Sonntag, Sam, Prof (1986); BA, MA, PhD, Washington

Travis, John, Prof (1970); BA, Willamette; MA, PhD, Arizona

Zerbe, Noah, Asst Prof (2004); BA, MA Northern Arizona Univ, PhD, New York Univ

Health & Physical Education

Braithwaite, Rock, Asst Prof (2001); BS, Walla Walla College; MS, Eastern Washington Univ, EdD University of Northern Colorado

Brown, Clay, Intramural Dir (1987); BA, MA, Brigham Young

Cannon, Edward "Chip," Prof (1982); BS, MA, Brigham Young; PhD, Oregon

Childs, Shannon, Athl Trainer (2002); BS, Humboldt State

Cumbo, Andy, Coach, Men's/Women's Soccer (2002); BA, State University of New York at Pittsburgh; MS, Humboldt State

Gleason, Joddie, Coach/Wms Bsktball (2004); BA, CSU Chico; MA, CSU Chico

Kinder, Stephen, Asst Coach/Men's Bsktball (1991); BA, MA, Humboldt State

Kinzer, David, Prof (1977); BA, MA, Humboldt State; MS, Oregon; Athletic Training Certif

Koesterer, Thomas, Assoc Prof (2000); BS, State University of New York at Courtland; MS, State University of New York at Buffalo; PhD, University of Florida

MacConnie, Sue, Prof (1989); BS, SUNY Brockport; MA, PhD, Michigan

Munoz, Kathy, Assoc Prof (1980); BA, Montana; MS, Oregon State

Petersen, Drew, Strength Coord (1991); BA, CSU Chico; MA, Humboldt State

Riordan, Craig, Asst Prof (2001); BS, Montclair State College; MS, Radford Univ; PhD, University of Maine

Simmons, Greg, Prof (1982); BA, MA, Adams State Col; EdD, Northern Colorado

Stull, Richard Arlin, Assoc Prof (1989); BA, UC San Diego; MA, Humboldt State; EdD, Northern Colorado

Wood, Thomas, Coach/Men's Bsktball (1981); AB, UC Davis; MA, Cal Poly, San Luis Obispo

Woodstra, Sue, Coach/Women's Volleyball (2002); BA, Florida State Univ

History

Knirck, Jason, Asst Prof (2001); BA, Gonzaga Univ; MA, PhD, Washington State Univ

Green, Simon, Prof (1973); BA, Williams Col; MA, PhD, UC Berkeley

Mays, Thomas, Asst Prof (2003); BA, Roanoke College; MA, Virginia Tech; PhD, Texas Christian Univ

McBroome, Delores, Prof (1991); BA, Humboldt State; MA, PhD, Oregon

Okin, Louis, Prof (1969); BA, MA, PhD, UCLA

Paulet, Anne, Asst Prof (2000); BA, Swarthmore; MA, PhD, Rutgers

Sievers, Rodney, Prof (1971); BA, New Mexico; MA, PhD, Virginia

Indian Natural Resource, Science, & Engineering Program

Boham, Russell, Dir (1984); BS, Col of Great Falls; MEd, Montana State; MS, Pennsylvania State; EdD, Montana State

Journalism & Mass Communication

Estrada, George, Jr, Assoc Prof (1997); BA, UC Berkeley; MA, Ohio State; PhD, Texas-Austin

Klein, Craig, Prof (1998); BSJ, Kansas; MA, Indiana; EdD, Florida

Larson, Mark, Prof (1975); BS, South Dakota State; MS, PhD, Wisconsin-Madison

McClary, Maclyn, Prof (1967); BA, Pomona Col; MS, UCLA

Melton, Gary, Prof (1989); BS, MS, SCT, Murray State; PhD, Bowling Green State

Library

Bauriedel, Sile, Asst Libr (1988); University College, Dublin, B Sc., MLS

Berman, Joan, Libr (1972); BA, Swarthmore, MA, MLS, UC Berkeley

Chadwick, Sharon, Libr (1980); BS, Clarkson Col of Technology; MLS, Syracuse; MS, SUNY Oswego

Crosby-Muilenburg, Corryn, Libr (1984); BA, MS, Nevada, Las Vegas; MALIS, Denver

Johansen, Martha, Libr (1986); BA, UC Berkeley; MLS, Michigan; MA, Kansas

Kay, Mary, Assoc Libr (1991); BA, Seattle; BA, Kansas; MA, Princeton; MLS, Rutgers

Kenyon, Sharmon, Dean (1983); BA, MLS, SUNY Albany; MBA, Santa Clara

Mueller, Carolyn J, Libr (1988) BA, Colorado; MA, Denver; PhD, Colorado

Perryman, Wayne, Libr (1995); BA, MLS, San Jose State

Sathrum, Robert, Libr (1974); BA, Humboldt State; MLS, Oregon

Schafer, Quynh, Senior Asst Libr (1982); MLS, Michigan

Shellhase, Jeremy, Assoc Libr (2000); BS, MALIS, Iowa; MBA, Pittsburgh

Wang, Ray, Assoc Libr (1996); BA, Xian Foreign Lang Univ; MA, Beijing Univ of Foreign Studies; MLS, EdD, Northern Illinois

Mathematics

Biles, Charles, Prof (1969); BS, St Martin's Col; MS, Arizona; PhD, New Hampshire

Brown, Sharon, Asst Prof (1999); BA, MS, Humboldt State; PhD, Montana State

Burroughs, Elizabeth (2003); BS, University of North Carolina; MA, PhD, University of New Mexico

Chinn, Phyllis, Prof (1975); BA, Brandeis; MAT, Harvard; MA, UC San Diego; PhD, UC Santa Barbara

Evans, Tyler, Asst Prof (2002); BA, Sonoma State Univ; MS, University of Oregon; PhD, UC Davis

Freedman, Walden, Asst Prof (2001); BA, UC Berkeley; MA, University of Michigan; PhD, UC Santa Barbara

Flashman, Martin, Prof (1981); BA, MA, PhD, Brandeis; JD, New York

Haag, Jeffrey, Assoc Prof (1990); BS, MS, Northern Arizona; PhD, Washington State

Hunt, Bob, Prof (1976); BS, West Texas State; MA, PhD, Utah

Johnson, Diane, Prof (1990); BA, Humboldt State; MS, PhD, Oregon

Kim, Yoon, Assoc Prof (1992); MS, Wright State; Seoul National Univ; PhD, Virginia Polytechnic

Lamberson, Roland, Prof (1980); AB, Hastings Col; MS, Wyoming; DA, Northern Colorado

Oliver, Dale, Prof (1991); BS, Calvin Col; MS, PhD, Colorado State

Owens, Kenneth, Asst Prof (2001); BA, UC Berkeley; MA, San Francisco State Univ; PhD, University of Southern California

Rizzardi, Mark, Assoc Prof (1996); BA, UC San Diego; MS, PhD, UC Berkeley

Stauffer, Howard, Prof (1984); BA, Williams Col; PhD, UC Berkeley

Vrem, Richard, Prof (1980); BS, Oregon State; MS, Colorado State; PhD, Oregon

Yanosko, Kenneth, Prof (1977); BA, Xavier; MS, Chicago; PhD, Ohio State

Music

Ayoob, Kenneth, Assoc Prof (1993); BM, San Francisco State; MM, Oregon; DA, Northern Colorado

Brecher, John, Prof (1990); BA, Marlboro Col; MM, Boston

Clasquin, Deborah, Prof (1985); BA, Smith Col; MM, New England Conservatory; DMA, Indiana

Cline, Gilbert, Prof (1982); BA, Humboldt State; MA, CSU Hayward; DMA, Oregon

Moyer, Cindy, Assoc Prof (1995); BA, MA, MM, DMA, Eastman School of Music

Muilenburg, Harley, Prof (1983); BS, North Dakota State; MST, Wisconsin-Eau Claire; DMA, Arizona State

Novotney, Eugene, Assoc Prof (1985); BM, Cincinnati Col/Conservatory of Music; MM, DMA, Illinois

Phillips, Valgene, Prof (1967); BA, MA, San Jose State

Post, Brian, Assoc Prof (1998); BA, CSU Hayward; MM, DA, Northern Colorado

Stanard, James, Prof (1972); BA, Brigham Young; MS, Montana State; DMA, Oregon

Native American Studies

Dupris, Joseph, Asst Prof (1998); BA, PhD, JD, Washington; MEd, Eastern Washington

Giovannetti, Joseph, Asst Prof (1994); BA, MA, Humboldt State; PhD, Sierra

Golla, Victor, Prof (1988); BA, PhD, UC Berkeley

Hill, Kathleen, Asst Prof (1998); JD, LL M, Washington

Natural Resources and Sciences

Howard, James H, Dean (2000); BS, MS, Oregon State; PhD, University of Idaho

Smith, Steven A, Associate Dean (2001) BS, MA, Humboldt State Univ; PhD, Texas A&M

Nursing

Benson, Diane, Assoc Prof (1999); BS, MS, Texas Woman's Univ; MEd, Memphis State; EdD, University of La Verne

Kozlak, Jeanne, Prof (1975); BS, South Connecticut State; MS, Yale

Levine, MaryAnne, Prof (1983); BS, Miami; MS, Penn State

Nachem, Beverly, Prof (1980); BS, Boston; MS, UC San Francisco

Roberts, Deborah, Asst Prof (2004); BSN, CSU Chico; EdD, Univ of La Verne

Thobaben, Marshelle, Prof (1982); BS, Portland; MS, CSU Fresno

Woodward, Wendy, Prof (1979); BSN, CSU Chico; MN, Washington; PhD, Texas-Austin

Oceanography

Borgeld, Jeffrey, Prof (1986); BS, Humboldt State; MS, PhD, Washington

Crawford, Greg, Asst Prof (1997); BS, MS, Victoria; PhD, British Columbia

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

Powell, J W, Assoc Prof (1993); BA, Missouri; MA, PhD, Oregon

Shaeffer, H Benjamin, Asst Prof (2002) BA, UC Santa Cruz; MA, PhD, UC Santa Barbara

Snyder, Bob, Prof (1986); BA, Boise State; PhD, Minnesota

Physics

Bliven, Wes, Asst Prof (1995); BS, Santa Clara; PhD, Cornell

Brusca, Stephen, Prof (1981); BA, UC Riverside; MA, PhD, UC Santa Barbara

Kornreich, David, Asst Prof (2001), BS, Cal Tech; PhD, Cornell

Mola, Monty, Asst Prof (2002), BS, St. Marys College of CA; PhD, Montana State Univ

Stepp, Richard, Prof (1973); BS, Baldwin Wallace; PhD, Penn State

Professional Studies

Hopper, Chris, Assoc Dean/TchrPrep&Cred (1980); BEEd, Exeter; MS, PhD, Oregon

Psychology

Aberson, Chris, Assoc Prof (2000); BA, CSU Northridge; MA, PhD, Claremont Grad Univ

Campbell, David, Prof (1981); BA, UC Berkeley; MS, San Francisco State; PhD, Houston

Duncan, Brent, Prof (1990); BA, Dominican; MA, PhD, UC Berkeley

Dupree, James, Assoc Prof (1989); BA, Michigan; MA, Humboldt State; PhD, Texas A&M

Elmore, Bettye, Prof (1977); BA, MA, San Francisco State; PhD, UC Santa Barbara

Gold, Gregg, Asst Prof (2000); BA, UCLA; MA, CSU Northridge; PhD, UCLA

Harwood, T Mark, Asst Prof (2002); BA, University of Arizona; MS San Diego State; MA, PhD, UC Santa Barbara

Howe, Tasha, Asst Prof (2002); BA, UC Santa Barbara; MA, PhD, UC Riverside

Hu, Senqi, Prof (1990); BS, MD, Shanghai Col of Medicine; MS, PhD, Penn State

Hui, Lumei, Assoc Prof (1996); PhD, UC Davis

Reynolds, William, Prof (2000); BA, UC Berkeley; PhD, Univ Oregon

Sommerman, Emily, Asst Prof (2004); BA, Florida International Univ; PsyD, Rutgers Univ

Wieand, Lou Ann, Prof (1984); BA, Manchester Col; MA, UC Riverside; MA, Ball State; PhD, UC Riverside

Rangeland Resources & Wildland Soils

Fulgham, Kenneth, Prof (1978); BS, Humboldt State; MS, New Mexico State; PhD, Utah State

Hauxwell, Donald, Prof (1966); BS, PhD, Idaho

Marshall, Susan, Assoc Prof (1997); BS, UC Riverside; MS, Arizona; PhD, UC Riverside

Religious Studies

Herbrechtsmeier, William, Prof (1991); BA, Iowa; MA, PhD, Columbia/Union Theological Seminary

Jenkins, Stephen, Assoc Prof (1998) BA, Colgate Univ; M.Div., PhD, Harvard Univ

McMurray, Madeline, Lecturer (1988) BA, Humboldt State; MA Humboldt State, PhD, Sierra Univ

Wells, Harry, Prof (1989); BA, Texas-Austin; MDiv, PhD, Southern Seminary

Social Work

Bartlett, Maria, Assoc Prof (1999); BA, Roosevelt; MA, Chicago; PhD, Illinois-Chicago

Brown, Pamela A, Prof (2001); MSW, CSU San Diego, Ed.D., University of San Francisco

Holschuh, Jane, Assoc Prof (1994); PhD Social Welfare, UC Berkeley

Johnson, Sheri, Asst Prof (2003); MSW, CSU Long Beach

Nakamura, Ken, Asst Prof (1991); BA, MSW, UC Berkeley

Sociology

Bowker, Lee, Prof (1987); BA, Muhlenberg Col; MA, Pennsylvania; PhD, Washington State

Chew, Sing, Prof (1990); BA, McMaster; MA, Queens; PhD, Carleton

Eichstedt, Jennifer, Assoc Prof (1995); BA, Washington; MA, Univ of Mass; PhD, UC Santa Cruz

Little, Judith, Prof (1980); BA, UC Berkeley; MA, Humboldt State; PhD, Washington

Steinberg, Sheila, Assoc Prof (2000); BA, UC Santa Barbara; MS, UC Berkeley; PhD, Penn State

Virnoche, Mary, Asst Prof (2001); BA, University of Wisconsin; MA, University of Northern Colorado; Ph.D. University of Colorado at Boulder

Watson, Elizabeth, Prof (1989); BA, Bloomfield Col; MA, PhD, Rutgers

Theatre, Film & Dance

Alter, Ann, Assoc Prof (1992); BS, Oregon; MFA, Ohio Univ

Butcher, Sharon, Asst Prof (2003); BS, Univ of Maryland, College Park; MFA, Univ of Colorado, Boulder

Cheyne, Bernadette, Prof (1990); BA, Alaska-Fairbanks; MFA, Texas-Austin

Heckel, John, Assoc Prof (1973); BFA, Drake; MFA, Iowa

Kelso, Margaret Thomas, Assoc Prof (1996); BS, Queens Col; MA, North Carolina-Charlotte; MFA, Carnegie Mellon

Mace, Mimi, Prof (1978); BA, Humboldt State; MFA, New Orleans

May, Theresa, Asst Prof (2001); BA, UC Irvine; MFA, USC; PhD, University of Washington

McHugh, James, Assoc Prof (1992); BS, Hofstra; MFA, Wayne State

Sievers, Linda, Prof (1984); BA, Humboldt State; MFA, Utah

Wildlife Management

Black, Jeff, Assoc Prof, Wldf (1998); BA, Hiram Col; PhD, Wales

Botzler, Richard, Prof, Wldf (1970); BS, Wayne State; MWM, PhD, Michigan

Colwell, Mark, Prof, Wldf (1989); BA, Whitman Col; PhD, North Dakota

George, Luke, Prof, Wldf (1991); BA, Reed Col; MS, PhD, New Mexico

Golightly, Richard, Prof, Wldf (1981); BS, UC Irvine; MS, PhD, Arizona State

Johnson, Matthew, Assoc. Prof, Wldf (1999); BS, UC Davis; PhD, Tulane Univ

Kitchen, David, Prof, Wldf (1972); BA, Albion Col; MWM, PhD, Michigan

Women's Studies

Accomando, Christina, Asst Prof (1997); MA, PhD, UC San Diego

Armstrong, Susan, Prof (1972); AB, PhD, Bryn Mawr Col

Bao, Wurlig, Asst Prof (1999); BA, Shanghai Inst of Foreign Languages; MA, Alaska Pacific; MA, PhD, Washington

Berry, Kim, Asst Prof (1999); BA, Wesleyan Univ; MA, PhD, Cornell

Budig-Markin, Valérie, Prof (1985); BA, Grinnell Col; MA, PhD, Oregon; Maitrise, Univ Paris IV, Sorbonne

Curiel, Barbara, Asst Prof (1997); BA, Mills Col; AM, Stanford; PhD, UC Santa Cruz

Glenn, Mary, Asst Prof (1999); BS, Loyolla; MA, PhD, Northwestern

Kelso, Margaret Thomas, Asst Prof (1996); BS, Queens Col; MA, North Carolina-Charlotte; MFA, Carnegie Mellon

Knirck, Jason, Asst Prof (2001) PhD, Washington State Univ, Fall 2000

LaBahn-Clark, Kay, Prof, German (1983); BA, Morningside Col; MA, Missouri; PhD, Washington University

Lasko, Carol, Assoc Prof (1990); BS, Southern Oregon State; PhD, UC Davis

Manier, Martha, Prof (1981); BA, Miami; MA, Wisconsin; PhD, Colorado

Ross, Sheila, Prof (1975); BA, Michigan; MA, PhD, UC Berkeley

Smith, Llyn, Assoc Prof (1990); BA, Adelaide (Australia); PhD, University College London

Souza, Tasha, Asst Prof (2000); BS, MA, San Jose State; PhD, Washington

Thobaben, Marshelle, Prof (1982); BS, Portland; MS, CSU Fresno

World Languages and Cultures

Accomando, Christina, Assoc Prof (1997); BA, MA, PhD, UC San Diego

Bao, Wurlig, Assoc Prof (1999); BA, Shanghai Inst of Foreign Languages; MA, Alaska Pacific; MA, PhD, Washington

Benavides-Garb, Rosamel, Assoc Prof, Spanish (1991); BA, Oregon/Universidad de Chile; MA, PhD, Oregon

Brintrup, Lillianet, Prof, Spanish (1990); BA, MA, Universidad de Concepción (Chile); PhD, Michigan

Budig-Markin, Valérie, Prof, French & Spanish (1985); BA, Grinnell Col; MA, PhD, Oregon; Maitrise, Univ Paris IV, Sorbonne

Callahan, Manuel, Asst Prof (2003); BA, Gonzaga Univ; MA, PhD, University of Texas at Austin

Curiel, Barbara, Assoc Prof (1997); BA, Mills Col; AM, Stanford; PhD, UC Santa Cruz

Diez, Andres, Assoc Prof, Spanish (1988); MA, Instituto Caro y Cuervo; PhD, Indiana

Gaasch, James, Prof, French (1974); BA, MA, CSU Long Beach; PhD, UC Irvine

LaBahn-Clark, Kay, Prof, German (1983); BA, Morningside Col; MA, Missouri; PhD, Washington University

Manier, Martha, Prof, Spanish (1981); BA, Miami; MA, Wisconsin; PhD, Colorado

Mortazavi, Saeed, Prof (1984); BA, MA, Tehran; MBA, University of Dallas; MA, PhD, Texas-Dallas

Smith, Nathan, Prof (1986); BA, Maryland; MA, San Francisco State

Wang, Ray, Assoc Libr (1996); BA, Xian Foreign Lang Univ; MA, Beijing Univ of Foreign Studies; MLS, EdD, Northern Illinois

Humboldt State University Emeritus Faculty

Dates = years of employment/retirement

- Aalto, Kenneth**, Geology (1974-2004)
Albright, Claude, Jr, Hist (1964-93)
Allen, Ben, Bus & Econ (1981-2003)
Allen, Bill, Biol (1966-99)
Allen, George, Fish Biol (1956-83)
Allen, Thomas, Educ (1985-91)
Allyn, David, Hist (1969-2003)
Anderson, Carolyn, Educ (1982-2003)
Anderson, Dennis, Biol (1961-91)
Anderson, Linda, Nurs (1974-2003)
Armstrong, Susan, Phil (1972-2004)
Astrue, Robert, Phys (1966-98)
Aziz, Abdul, Bus & Econ (1986-02)
Badgett, Lee, Bus & Tech (1985-90)
Baird, Stanley, Comp Sci (1958-86)
Barlow, Leland, Music (1946-83)
Bazemore, Duncan, Relig Std, Philos (1968-92)
Bazemore, Jean, Thea Film Dance (1969-2000)
Beal, Brenda, Educ (1974-95)
Beck, Gerald, Thea Film Dance (1969-92)
Becking, Rudolf, NRPI (1960-83)
Bednar, Ernest, Ind Tech (1954-82)
Beiffuss, Erwin, Biol (1957-76)
Bennion, Lowell, Geog (1970-99)
Bennion, Sherilyn, Jrn Mass Com, WS (1971-96)
Benson, Maris, Art (1970-2002)
Berry, Glenn, Art (1956-81)
Bicknell, Susan, Forestry (1978-2004)
Biles, Charles, Math (1969-2005)
Bivens, William, III, Engl (1970-2000)
Blaisdell, James, Comp Sci (1982-98)
Borgers, Tom, Chem (1967-2003)
Bowes, Michael, Biol Sci (1975-2004)
Bowlus, Donald, Psyc (1956-80)
Bowman, Greg, Chem (1966-94)
Bowman, Susan, Nurs (1978-98)
Boxer, David, Engl (1970-98)
Braund, Robert, Educ (1968-86)
Bravo, Michael, Art (1973-2004)
Bright, Lewis, Comm (1965-97)
Brueske, William, Biol (1966-98)
Buck, Whitney, Engl (1964-92)
Burroughs, Robert, Engl (1967-94)
Burrows, Alden, ERE (1971-2003)
Butcher, Lucy, Library (1965-82)
Calhoun, Roland, Psyc (1969-88)
Carlson, Steven, ENRS (1983-2004)
Carlson, Warren, Psyc (1968-98)
Carlton, Karen, English (1983-2004)
Carrroll, James, Sociol (1958-86)
Carver, Gary, Geol (1973-98)
Chaffey, Kay Gott, Health & PE (1952-83)
Chaney, Ronald, ERE (1981-2004)
Cheek, Frank, Health & PE (1969-2001)
Cherry, Pamela, Nurs (1999-2004)
Chinn, Leung, Phys (1968-2000)
Clark, Thomas, Chem (1959-2000)
Clendenning, Lester, Physics (1958-2003)
Cole, Robert, Comm (1970-80)
Coleman, John, Geog (1964-93)
Cooper, Charlotte, Educ (1952-75)
Corbett, Kathryn, Sociol, Women Std (1952-80)
Cornejo, Rafael, Modern Languages (1972-00)
Costello, John, Health & PE (1997-2003)
Coyne, Peter, Speech Comm (1968-01)
Crandell, George, Ocean (1966-94)
Cranston, Frederick, Phys (1962-85)
Cranston, Jerneral, Thea, Women Std (1969-92)
Crosbie, Jane, Nurs (1980-2001)
Crowe, Martha, Educ (1972-82)
Cunningham, Jim, Inst Rsrch
Dalsant, Barry, Engl (1970-2004)
Davis, Clyde, Chem (1969-2000)
Day, Richard, Engl (1959-87)
deAngelis, Marie, Ocean (1993-2004)
De Martini, John, Biol (1963-99)
Deike, Evelyn, Health & PE (1967-85)
Derden, James, Jr, Phil (1969-2000)
Devall, William, Sociol (1968-94)
Dickerson, Robert, Bus & Econ (1959-83)
Di Costanzo, Charlie, Art (1973-2003)
Dobkin, Milton, Comm (1955-83)
Early, Thomas, Phil (1971-2002)
Elkins, Robert, Educ (1986-92)
Emehiser, JeDon, Govt Poli (1977-2004)
Esgert, Miles, Educ (1959-83)
Everding, Robert, Thea Film Dance (1988-97)
Fairless, Ben, Soc Wk (1968-99)
Farruggia, Joseph, Music (1965-96)
Figone, Albert, Health & PE (1980-2003)
Fox, Lawrence, Forest & Wtrshd (1976-2004)
Fox, Stephen, Hist (1969-99)
Frances, Susan, Psyc (1973-2002)
Freeland, Dean, Hydrol (1967-83)
Frisch, Noreen, Nurs (1990-98)
Fritzsche, Ronald, Fish (1980-2004)
Frye, Robert, Bus & Econ (1985-92)
Fulton, Gloria, Library Info Svc (1970-2000)
Gage, Thomas, Engl (1976-2000)
Gai, John, Soc Wk (1975-2003)
Garlick, Donald, Geol (1969-2000)
Gast, James, Ocean (1961-92)
Gearheart, Robert, ERE (1975-2003)
Gilchrist, Richard, Biol (1969-98)
Goodrich, George, Thea Film Dance (1959-80)
Goodrich, Lois, Thea Film Dance
Grobey, John, Bus & Econ (1967-96)
Gruber, Mary, Psych (1974-2003)
Guillaume, Alfred, Jr, Fren (1994-99)
Gutierrez, Ralph, Wldf (1979-2000)
Handwerker, Penn, Anthro (1972-95)
Hanson, Mervin, Chem (1965-2001)
Hansen, Oden, Campus Devel (1971-77)
Harris, Stanley, Wldf (1969-92)
Hashem, Gene, Educ (1970-92)
Haston, Bruce, Govt Pol (1969-91)
Havelka, Juliette, Mod Lang (1971-80)
Hedrick, Donald, Range/WldSoil (1969-80)
Heinsohn, Marvin, Educ (1982-92)
Hellyer, Paul, Thea Film Dance (1981-91)
Henderson, Lee, Comp Sci (1985-94)
Hendricks, Herbert, Educ (1969-92)
Hennings, John, Chem (1967-2001)
Hess, Ford, Health & PE (1959-79)
Hess, Ivan, Thea Film Dance (1971-2000)
Hewston, John, NRPI (1966-88)
Hines, Robert, Bus & Econ (1973-97)
Hodgkins, Gael, Relig Std
Hodgson, Robert, Ocean (1972-97)
Hofmann, John, Bus & Econ (1971-87)
Honsa, Bill, Engl (1967-94)
Hopkins, Geraldine, Educ (1989-99)
Houck, Warren, Biol (1955-83)
Householder, James, Math (1959-81)
Howe, Clarence, Phil (1960-88)
Hulsebus, James, Univ Police
Humphry, Kenneth, Psyc (1955-83)
Hunt, James, Health & PE (1966-86)
Hurley, Richard, Biol (1966-96)
Ingebritson, Thelma, Educ (1952-69)
Isaacson, Mark, Art (1982-2002)
Jackson, Hal, Geog (1973-92)
Jackson, Lynn, Math (1967-90)
Jackson, William, Bus & Econ (1946-82)
Jager, Douglas, Forestry, Wtrshd (1972-2000)
Jensen, Betty, Nurs (1995-2003)
Jewett, Frank, Bus & Econ (1966-86)
Johnson, James, Engl (1967-2001)
Johnson, Ronald, Art (1974-2003)
Jolly, Frank, Ind Tech (1965-92)
Kaster, Manuel, Biol (1965-92)
Kasun, Jacqueline, Bus & Econ (1969-92)
Kates, Philip, Mus (1966-95)
Kelly, Paul, Phys (1968-91)
Kelly, Robert, Health & PE (1967-2001)
Kenemer, Hubert, Mus (1970-97)
Kenyon, Peter, Bus & Econ (1984-2003)
Kerstetter, Theodore, Biol (1970-86)
Khazanie, Ramakant, Math (1975-98)
Kilmer, Frank, Geol (1964-83)
Kitchen, David, Wldf (1972-2005)
Knight, James, Psyc (1967-93)
Krause, Jerrald, Soc (1971-2001)
Lamberson, Roland, Math (1980-2004)
Lamp, Nancy, Thea Film Dance (1974-91)
Lang, Kenneth, Biol (1970-2001)
LaPlantz, David, Art (1971-2002)
Largent, David, Biol (1968-2001)
Lauck, David, Biol (1961-86)
Lawlor, Timothy, Biol (1969-2001)
Lawson, Donald, Bus & Econ (1965-87)
Lee, Sue, Biol (1969-96)
Leeper, Joseph, Geog (1972-2004)
Leftridge, Leonard, Educ (1979-00)
Lester, William, Biol (1970-98)
Littlejohn, Stephen, Comm (1970-96)
Longshore, John, Geol (1965-2001)
Lovelace, James, Biol (1965-99)
Lowery, Bette, Prof Studies (1983-96)
Lowry, John, Bus & Econ (1980-96)
MacFarlane, Thomas, Psyc (1971-83)
MacPherson, Helen, Educ (1948-70)
Magladry, George, Library (1964-90)
Mahar, Franklyn, Hist (1968-92)
Mahler, Donald, Psyc, Spec Ed (1968-86)
McGaughey, Russell, Engl (1968-2004)
McKee, Mac, Engr (1984-98)
McLoney, Jason, Ind Tech (1972-92)
McNelis, James, Engl (1956-81)
Mesinger, Bonnie, Comm (1974-98)
Meyer, Richard, Biol (1968-98)
Miller, Donald, Ind Tech (1976-99)
Minty, Judith, Engl, Women Std (1982-92)

Mitsanas, Demetri, Art (1968-99)
Moon, Charles, Mus (1958-88)
Morgan, John, Psyc (1969-2000)
Mossman, Archie, Wldf (1961-80)
Murison, William, NRPI (1966-88)
Musselman, Dennis, Psyc (1962-99)
Myers, Charles, Thea Film Dance (1969-98)
Nelson, Scott, Health & PE (1967-2002)
Norris, Daniel, Biol (1967-91)
Norton, Jack, Ethnic Std (1972-98)
Oliner, Pearl, Educ (1974-97)
Oliner, Samuel, Sociol (1971-94)
Osborn, Alane, Psych (1989-2002)
Oyler, David, Library (1976-91)
Park, Yung, Govt Pol (1966-88)
Parke, Charles, Phys (1953-81)
Partain, Elizabeth, Health & PE (1967-82)
Partain, Gerald, Forestry (1954-83)
Patel, Vithal, Math (1969-2000)
Peithman, Roscoe, Phys (1946-77)
Pence, Ellsworth, French (1973-99)
Pequegnat, John, Ocean (1971-2004)
Phillips, Valgene, Mus (1967-2004)
Pierson, Joan, Home Ec (1968-83)
Plank, Robert, Geog (1970-94)
Poelzer, Dolores, Sociol (1972-92)
Potter, Denis, Ind Tech (1975-2000)
Preston, Kathleen, Psyc, Women Std (1971-92)
Price, Thomas, Educ (1970-86)
Rasmussen, Robert, Biol (1966-98)
Rhea, Mark, NRPI (1953-83)
Rice, Judy, Nurs (1978-01)
Richter, Glenda, German (1958-87)
Ridenhour, Richard, Fish Biol (1960-92)
Rigby, Wanda, Jrn Mass Com
Robison, Houston, Behav Soc Sci (1969-77)
Roscoe, Charles, ERE/Engr (1957-83)
Rose, Philip, Ind Tech (1973-01)
Ruggles, Charles, Engl (1966-76)
Ruprecht, Theodore, Bus & Econ (1958-91)
Russell, John, Chem (1956-92)
Samuelson, Ralph, Engl (1956-86)
Sattinger, Gerald, Govt & Poli (1970-2003)
Sawatzky, Jasper, Comp Sci (1959-87)
Sawyer, John O, Jr, Biol (1966-2000)
Schafer, John, Engl (1981-2003)
Schimps, Erich, Library (1964-97)
Schuler, Melvin, Art (1947-78)
Seemann, Howard, Jrn Mass Com (1969-97)
Seitzer, Marlys, Nurs (1975-94)
Sessions, Alwyn, Psyc (1965-92)
Shaffer, Jack, Psyc (1958-92)
Shaffer, Peter Mark, German (1966-98)
Sibley, Brooks, Forestry (1969-2000)
Siler, Fred, Health & PE (1968-2003)
Simmons, Lindsay, Educ (1972-91)
Simpson, Ben, Bus & Econ (1963-90)
Sinclair, Giles, Engl (1953-79)
Sise, William, Forest & Wtrshd (1970-2004)
Smith, James, Biol (1969-2000)
Spaid, Stanley, Hist (1949-71)
Spinas-Cunningham, Janet, Span (1961-88)
Sprinkle, Norman, Ind Tech (1969-01)
Squires, Larry, Engl (1965-83)
Steinhagen, Elizabeth, Library (1989-96)
Stradley, Jean, Educ (1958-86)
Sullivan, Calista, Library (1996-2003)
Sundet, Stuart, Art (1968-92)
Sundstrom, Roy, Hist (1969-2003)
Suryaraman, M G, Chem (1966-91)
Tang, Victor, Math (1963-88)
Thompson, Robert, Ocean (1965-83)
Thornburgh, Dale, Forestry (1965-01)
Tropp, Henry, Math (1957-92)
Tucker, Roy, Math (1959-88)
Turner, John P, Engl (1970-2003)
Turner, Sara, Soc Work (1976-91)
Upatisinga, Vis, Math (1969-98)
Van Den Bergh, Nancy, Soc Work (1996-2003)
Van Deren, Frank, Jr, Health & PE (1966-86)
van Putten, Barbara, Health & PE (1961-92)
VanKirk, Robert, NRPI (1969-90)
Wagner, Leon, Music (1955-80)
Wallace, Robert, Chem (1962-92)
Warner, Lynn, Health & PE (1970-2001)
Waters, James, Biol (1966-98)
Watson, Louise, Health & PE (1953-76)
Wattle, Thomas, Bus & Econ (1964-87)
Webb, Sheila, Educ (1987-97)
Weinstein, Josh, Psyc (1969-98)
Weiss, Roger, Chem (1959-89)
Welsh, James F, Biol (1959-86)
Welsh, James P, Fish Biol (1967-88)
Wenger, Patrick, Anth (1969-2003)
White, Robert, Govt Poli (1969-2000)
Wilson, Herschel "Pete," Jrn Mass Comm (1971-92)
Wimmer, Ted, Library (1969-88)
Wisner (Reading), Ida, Library (1968-78)
Wood, Frank, French (1953-86)
Yanosko, Kenneth, Math (1977-2004)
Yarnall, John, Biol (1969-92)
Yee, Carlton, Forestry (1970-2000)
Yingling, Julie, Comm (1988-2004)
Young, Ronald, Comm (1962-99)
Young, Todd, Anth (1970-2001)
Zulauf, Dwight, Bus & Econ (1985-90)

THE FINE PRINT

Academic Honesty

Academic honesty is of serious concern at Humboldt. It is integral to all six principles for building a successful campus community (see Rights & Responsibilities), especially to the maintenance of a "just" and "disciplined" campus. Students are expected to maintain high standards of academic integrity.

Academic Dishonesty

Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain, credit for work or any improvement in evaluation of performance by any dishonest or deceptive means. Cheating includes, but is not limited to:

Taking Information

- a) Copying graded homework assignments from another student.
- b) Working together on a take-home test or homework when specifically prohibited by the instructor.
- c) Looking at another student's paper during an examination.
- d) Looking at text or notes during an examination when specifically prohibited by the instructor.
- e) Accessing another student's computer and using his/her program as one's own.

Providing Information

- a) Giving one's work to another to be copied or used in an oral presentation.
- b) Giving answers to another student during an examination.
- c) After having taken an exam, informing another person in a later section about questions appearing on that exam.
- d) Providing a term paper to another student.
- e) Taking an exam, writing a paper, or creating a computer program or artistic work for another.

Policy on Cheating

At faculty discretion, cheating may result in an F grade on the assignment or examination or in the course. If a student denies the charge of cheating, s/he will be permitted to remain in the class during the formal hearing process (as outlined in CSU Executive Order 628).

The instructor shall contact the student in writing with evidence of the cheating within one week of discovery of the event. The Academic Dishonesty Referral form will also be submitted to the Office of the Vice President for Student Affairs, with copies to the student and to the student's major department. Student's rights shall be ensured through attention to matters of due process, including timeliness of action.

The Student Discipline Coordinator, located in the Office of the Vice President for Student Affairs, shall determine if any further disciplinary action is required. Disciplinary actions might include, but are not limited to: requiring special counseling; loss of membership in organizations; suspension or dismissal from individual programs; or disciplinary probation, suspension, or expulsion from the university and the CSU system.

Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the sources. Such actions include, but are not limited to:

- a) Copying homework answers from the text to hand in for a grade.
- b) Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or part thereof.
- c) Submitting a paper purchased from a "research" or term paper service.
- d) Retyping a friend's paper and handing it in as one's own.
- e) Giving a speech or oral presentation written by another and claiming it as one's own work.
- f) Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing, sculpture, or design.
- g) Presenting another's computer program as one's own.

Policy on Plagiarism

Plagiarism may be considered a form of cheating and, therefore, subject to the same policy as cheating, which requires notification of the Office of the Vice President for Student Affairs and disciplinary action. However, as there may be plagiarism as a result of poor learning or inattention to format, and there may be no intent to deceive, some instructor discretion is appropriate. Under such circumstances, the instructor may elect to work with the student to correct the problem at an informal level. In any case that any penalty is applied, the student must be informed of the event being penalized and the penalty.

Within one week of discovery of the alleged plagiarism, the instructor will contact the student and describe the event deemed to be dishonest. If this is a first violation by the student, this initial contact may remain at an informal level. In this contact, the student and instructor shall attempt to come to a resolution of the event. The instructor may assign an F or zero on the exam or project or take other action within the structure of the class as deemed appropriate to the student's behavior. A report of this contact and resolution might be filed with the Office of the Vice President for Student Affairs for information-only purposes. Such a report will be witnessed by both the instructor and student. If no resolution can be reached within a week of initial contact, the case could be referred to the Office of the Vice President for Student Affairs using the Academic Dishonesty Referral form.

If the violation is repeated, the instructor will contact the student within one week of discovery, describe the event deemed to be dishonest, and notify the student that the Academic Dishonesty Referral form has been filed with the Office of the Vice President for Student Affairs.

When a case is referred to the Office of the Vice President for Student Affairs, the consequences might be severe. Disciplinary actions might include, but are not limited to: requiring special counseling; loss of membership in organizations; suspension or dismissal from individual programs; or disciplinary probation, suspension, or expulsion from the university and the CSU system.

Other Examples of Academic Dishonesty

Other forms of academic dishonesty include any actions intended to gain academic advantage by fraudulent and/or deceptive means not addressed specifically in the definition of cheating and/or plagiarism. These actions may include, but are not limited to:

- a) Planning with one or more fellow students to commit any form of academic dishonesty together.
- b) Giving a term paper, speech, or project to another student whom one knows will plagiarize it.
- c) Having another student take one's exam or do one's computer program, lab experiment, or artistic work.
- d) Lying to an instructor to increase a grade.
- e) Submitting substantially the same paper or speech for credit in two different courses without prior approval of the instructors involved.
- f) Altering a graded work after it has been returned, then submitting the work for regrading without the instructor's prior approval.
- g) Removing tests from the classroom without the approval of the instructor—or stealing tests.

The policy on these and other forms of academic dishonesty is the same as that described above for cheating.

Student Responsibility

The student has full responsibility for the content and integrity of all academic work submitted. Ignorance of a rule does not constitute a basis for waiving the rule or the consequences of that rule. Students unclear about a specific situation should ask their instructors, who will be happy to explain what is and is not acceptable in their classes.

For further information on the disciplinary process and sanctions, see the Office of the Vice President for Student Affairs, Nelson Hall East 216, or the Dean for Undergraduate Studies, Siemens Hall 216G.

Discipline, Student

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 sections 41301 through 41304 of title 5, California Code of Regulations.

41301. Expulsion, Suspension, & Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of a campus.
- (d) Willful, material and substantial obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- (e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus

property or at a campus function without prior authorization of the campus president.

(j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.

(k) Abusive behavior directed toward, or hazing of, a member of the campus community.

(l) Violation of any order of a campus president, notice of which had been given proper to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for the purpose, and which order is not inconsistent with any of the other provisions of this Section.

(m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.

(n) Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.

(1) The term "academic presentation" means any lecture, speech, performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.

(2) The term "commercial purpose" means any purpose that has financial or economic gain as an objective.

(3) "Instructor of record" means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.

(o) For purposes of this Article, the following terms are defined:

(1) The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.

(2) The term "campus property includes:

(A) real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

(B) all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

(3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) The term "behavior" includes conduct and expression.

(5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger; or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

(6) The causes for discipline in this section shall, as appropriate, include computer-related crimes as provided in Section 502 of the Penal Code.

(p) This Section is not adopted pursuant to Education Code Section 89031.

(q) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees, Campus Emergency, Interim Suspension. The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in section 41301. No fees or tuition paid by or for such student for the semester or summer session in which he or she is suspended, or additional tuition or fees, shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which s/he is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures, or other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose interim suspension in all cases in which there is reasonable cause to believe such immediate suspension is required to protect lives or property and to ensure the maintenance of order. A student so placed on interim suspension shall receive prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension.

During the interim suspension, the student shall not, without prior written permission of the president or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission. Notwithstanding any provision in this chapter to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were

he or she enrolled as a student, would be the basis for disciplinary proceedings pursuant to sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to section 41301 or 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to section 41301.

41304. Student Disciplinary Procedures for the California State University. The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under sections 41301 or 41302, and for qualified admission or denial of admission under section 41303; the authority of the campus president in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a hearing officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The chancellor shall report to the board actions taken under this section. Humboldt State University does not involve legal counsel in its disciplinary conferences or hearings.

Questions regarding campus procedures and adjudicating complaints against students pursuant to the above-listed violations of section 41301 of title 5 of the California Code of Regulations can be answered in the office of the Vice President for Student Affairs, (707) 826-3361.

Family Educational Rights & Privacy Act

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to student records maintained by the campus and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Copies of these policies and procedures may be obtained from the Vice President for Student Affairs, the Dean for Undergraduate Studies, and Diversity and Compliance Services. Among the types of information included in the campus statement of policies and procedures are: (1) the types of

student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Forms requesting the withholding of directory information are available at the Academic Information and Referral (AIR) Center, 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 using student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Disclosure of Student Information. Agencies of the State of California may request, for recruitment purposes, information (including the names, addresses, major fields of study, and total units completed) of CSU students and former students. The university is required by law to release such information to state agencies. Students may request, in writing, release of such information. Students may also forbid release of any personally identifiable information to state agencies or any other person or organization. Forms requesting the withholding of personally identifiable information are available in the Academic Information and Referral Center, SBS 133.

Career Placement Information. Humboldt may furnish, upon request, information about the employment of students who graduate from programs or courses of study preparing students for

a particular career field. This information includes data concerning the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University system.

Student Papers, Theses, or Projects. The University may require that graduate or undergraduate student papers, theses, or projects be placed in the library, available to interested members of the public. Students may wish to secure copyrights for their work. For information regarding proper procedure for obtaining a copyright, contact the library's documents section (3rd floor) or the Dean for Research and Graduate Studies.

Use of Social Security Number. Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Student Records Access Policy

The purpose of this Records Access Policy is to ensure that the campus community is aware of, and complies with, the Family Educational Rights and Privacy Act of 1974 as amended, 20 U.S.C. 1232g et seq. (FERPA), the regulations adopted thereunder, 34 C.F.R. 99, and California State University policy related to the administration of student education records. FERPA seeks to assure the right of privacy to the Education Records of persons who are or have been in attendance in postsecondary institutions. The University Registrar is responsible for the biannual review of this policy.

- I. **Definitions**
- II. **Directory Information**
- III. **Annual Notification**
- IV. **Inspecting Education Records**
- V. **Copies**
- VI. **Custodians of Education Records**
- VII. **Disclosure of Education Records**
- VIII. **Challenging the Contents of an Education Record**
- IX. **U.S. Department of Education Complaints**

I. Definitions

For the purposes of this Policy, the following terms are defined below:

A. Student - any person who is or has been previously enrolled at the University.

B. Disclosure - access or release of personally identifiable information from an Education Record.

C. Access - personal inspection of an Education Record or an oral or written description of the contents of an Education Record.

D. Education Records - any records, files, documents, and other materials maintained by the University, which contain information directly related to a Student. Consistent with FERPA, the following is excluded from the definition of Education Records:

1. Information designated by the University as Directory Information (See Article II of this Policy);
2. Information provided by parents related to student applications for financial aid or scholarships;
3. Confidential letters or statements of recommendation filed on or before January 1, 1975;
4. Records created and maintained by the University Police Department for law enforcement purposes;
5. Employee records;
6. Records of physicians, psychologists, psychiatrists, or other recognized professional or paraprofessional persons acting in their professional or paraprofessional capacity (e.g. treatment records);
7. Information maintained by instructional, supervisory, administrative, and related educational personnel which is not revealed to any other person except a substitute;
8. Alumni records which contain only information relating to a person after that person was no longer a student.

II. Directory Information

A. Designated Directory Information. The University designates the following items as Directory Information:

- student name
- mailing addresses (on-campus residence hall addresses are not released to the public)
- email addresses
- telephone number (on-campus residence hall telephone numbers are only released with prior permission of the resident)
- date and place of birth
- major field of study
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- photographs
- dates of attendance
- class level

- enrollment status (full-time/part-time, Undergraduate, Graduate)
- degrees and awards received
- most recent previous educational agency or institution attended

B. Right to request that Directory Information not be released. Directory Information is subject to release by Humboldt State University at any time unless a Student submits to the university a prior written request that such information not be released. Currently enrolled students may request that their Directory Information not be released by submitting a completed form to the Academic Information and Referral Center (A.I.R.). Forms are available at the A.I.R. Center. Such a request will result in outside parties (including friends and relatives of the Student) being unable to obtain contact information for the Student through the University and the University being unable to include the Student's name in information provided to outside parties offering scholarship, career and other opportunities and benefits.

III. Annual Notification

The Registrar will ensure that Students are notified of their rights under this Policy by annual publication in the Class Schedule/Registration Guide, University Catalog, and Handbook for Master's Students.

The University Registrar will review this Policy and campus information management practices concerning Education Records at least every two years or more often as the need arises and recommend to the President any changes deemed necessary after such review.

IV. Inspecting Education Records

Students who wish to inspect the contents of their Education Records must make a written request to the University Registrar. Each Unit Custodian or designee will meet with the Student at a time and place set by the Unit Custodian. The unit custodians are listed in Article VI of this Policy. The original records may not leave the Unit Custodian's office.

The Unit Custodian must respond to the Student's request within forty-five (45) days. When an Education Record contains information about more than one Student, the Student may inspect only the records which relate to him or her.

V. Copies

While the student retains the right to inspect his or her Education Records, the University may refuse to provide copies of such records, including transcripts, if the Student has an unpaid financial obligation to the University. (See Section 42381 of Title 5 of the California Code of Regulations and CSU policy).

VI. Custodians of Education Records

The University Registrar is the University Custodian of Education Records. The Unit Custodian is the person who has physical custody of the requested records, or is in charge of the office with such custody. The Unit Custodian shall properly control access, handle, store, and dispose of the Education Records as appropriate.

The following is a list of the types of Education Records that the University maintains, and the unit custodians:

Academic: University Registrar, Office of the Registrar

Counseling & Psychological Services:

Counseling & Psychological Services Director;

Disciplinary: Judicial Officer, Student Affairs

Extended Education: Extended Education Director

Graduate student: Dean, Research & Graduate Studies

Health: Student Health Center Director

Housing: Housing Director

Financial & Student Payroll: Fiscal Affairs Director

Financial Aid: Financial Aid Director

Placement: Career Center Director

VII. Disclosure of Education Records

A. Disclosure to School Officials. The University may disclose education records without written consent of Students to school officials who have a legitimate educational interest in the records. Examples of school officials include the following:

1. University employees in an administrative, supervisory, academic, research, or support staff position (including the Health Center staff) in the ordinary course of the performance of their job duties or providing a service or benefit relating to the Student, such as health care, counseling, job placement, or financial aid;
2. University Police Department employees;
3. Independent contractors or employees thereof who have contracted with the University to perform a service for the University (such as the National Student Clearinghouse), or a special task (such as an attorney or auditor);
4. Student(s) or University employees serving on an official committee, such as a student disciplinary or grievance committee, or assisting another school official in performing such tasks.

B. Third Party Access. The University will not disclose Education Records to an outside party without the written consent of the Student, except the University may disclose Education Records without consent of the Student:

1. to officials of another school, upon request, in which a Student seeks or intends to enroll;
2. to authorized representatives of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs;
3. in connection with a Student's application for, or receipt of, financial aid;
4. to organizations conducting studies for educational agencies in connection with predictive tests, student aid programs or improvements to instruction;
5. to accrediting organizations to carry out their functions;

6. to parents of a Student who is claimed as a dependent for income tax purposes;

7. to comply with a judicial order or lawfully issued subpoena. A reasonable effort will be made to notify the Student in advance of compliance unless the courts or other issuing agency has ordered that the existence of the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

8. to appropriate parties in a health or safety emergency;

9. to individuals requesting directory information so designated by the University;

10. the final results of a student disciplinary hearing that upholds a charge of a "crime of violence" or "non-forcible sex offense";

11. to the victim only, the final results of a disciplinary hearing conducted by the institution against the alleged perpetrator of a "crime of violence" or of a "non-forcible sex offense," whether or not the charges are sustained;

12. to U.S. Military recruiters pursuant to federal regulations (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 his or her Education Records(s) by submitting a written request to the University Registrar. The student shall identify the part of the Education Record to be amended or corrected and state the reason(s) the Student believes the information in the record is inaccurate or misleading.

B. Notice of Decision. The University Registrar shall within 15 working days of receipt of the written request of a Student provide notice to the Student of (1) the decision to either comply with or deny the request, (2) of the Student's right to file a complaint under the Grievance Policy and Procedures for Students Filing Complaints other than Discrimination or Unprofessional Conduct against Faculty, Staff, or Administrators (University Management Letter 00-01); and (3) of the Student's right to place a statement of dispute in the Education Record.

C. Statement of Dispute. If the University Registrar decides not to comply with the Student's request to amend or correct the specified Education Record, the Student has the right to place in the Education Record a statement commenting on the challenged information and stating the reasons the Student believes the record is inaccurate or misleading. The statement will be maintained as part of the Student's Education Records as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

IX. U.S. Department of Education Complaints

Students have the right to file a complaint with the U.S. Department of Education regarding compliance with FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

(202) 260-3887 (voice)
FAX: (202) 260-9001

Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339

March 17, 2004

Graduation/Persistence Rates

The federal Student Right to Know law (PL 101-542 as amended) requires an institution to disclose graduation and persistence rates for first-time, full-time, degree-seeking undergraduate students. The following reflects the graduation and persistence rates for the group of students who entered Humboldt State University 1997-02:

Freshmen entering fall 1997

74.8 % returned fall 1998
59.9 % returned fall 1999
55.3 % returned fall 2000
40.9 % returned fall 2001—11.8 % graduated by fall 2001
18.9 % returned fall 2002—33.6 % graduated by fall 2002

75 % returned fall 2003—45.0 % graduated by fall 2003

Freshmen entering fall 1998

74.0 % returned fall 1999
53.8 % returned fall 2000
51.7 % returned fall 2001
39.0 % returned fall 2002—9.7 % graduated by fall 2002
18.2 % returned fall 2003—29.7 % graduated by fall 2003

Freshmen entering fall 1999

75.8 % returned fall 2000
62.3 % returned fall 2001
57.9 % returned fall 2002
43.9 % returned fall 2003—11.7 % graduated by fall 2003

Freshmen entering fall 2000

75.8 % returned fall 2001
61.0 % returned fall 2002
55.5 % returned fall 2003

Freshmen entering fall 2001

76.4 % returned fall 2002
61.7 % returned fall 2003

Freshmen entering fall 2002

72.1 % returned fall 2003

Like most statistics, those above can be interpreted in many ways. Keep several important things in mind—primarily, how the information was gathered and the cohort it assumes.

In this case, the students traced were "new first-time freshmen who enter the university (Humboldt) in the fall term as regular admits and who enrolled in at least 12 units their first term. Completion or graduation rate [was calculated] by following the progress of each student in a cohort of entering students from the time of enrollment through the period equal to 150 percent of the normal time for completion or graduation from that student's program."

First-time Freshmen: How to Graduate in Four Years

At Humboldt, we realize that the completion of your undergraduate degree in four years may be an important goal. To assist you, we are committed to advising you on how to graduate within four years.

At the same time, we believe that an education with an emphasis on time constraints might not meet some students' desire for enhanced educational and growing experiences. If you choose to change majors, enhance your education by taking additional courses, involve yourself in extracurricular activities, study abroad, engage in one or more internships or work study opportunities, or simply work, it may not be possible to graduate within four years. The quality of your experience may be more important than the time required to complete your degree.

As a residential community, Humboldt staff and faculty will strive to provide you with an enriched educational experience. We offer the following guidelines for completing graduation requirements in four years:

- Prior to registration and enrollment: Complete the English Placement Test (EPT) and the Entry Level Math test (ELM), or be eligible to take general education-level math and English upon admission to the university. Should your test scores be insufficient to place you in degree-eligible course work, your time to degree will be increased as you enroll in the necessary remedial course work in order to become eligible to take GE-level math and English.

- Satisfactorily complete a minimum of 30 non-remedial semester units per year. (Certain majors may require additional units per year.) You need a minimum GPA of 2.0 to graduate.

- Meet each semester with your assigned academic advisor to plan an appropriate course of study. Also meet with an evaluator from the Office of the Registrar each semester to review academic progress.

- Declare a major at the time of admission or during your first semester. A major change may increase the time to degree.

- Pass the Graduation Writing Proficiency Exam (GWPE) as soon as possible after completing 60 semester units.

- Meet all financial aid and fee-payment deadlines.

- Apply for graduation at least three semesters prior to graduation.

- Participate in early registration each semester, and refrain from withdrawing and/or taking educational leaves.

The university will provide regular academic advising, provide required courses, and make available sufficient class offerings for the student to make satisfactory progress.

If the required courses for a four-year degree plan are not available, and if all conditions above are met, the student will not be required to pay tuition and/or the State University Fee otherwise required to register and enroll in subsequent courses necessary for graduation. This is the sole remedy for the university's breach of the four-year degree pledge program. Please contact the Academic Information and Referral Center, SBS 133, if you wish to establish this agreement.

Grievance Procedure, Student

The Student Grievance Procedures apply to such matters (not an exhaustive list) as appeal of a grade; appeal of an advising decision; appeal of a decision by an administrator or faculty advisor regarding permitting individual or group activities; complaint of unfair application of standards applied to work required for award of a degree.

A grievable action is an action that is in violation of a written campus policy or procedure, or an established practice. The basis of the grievance is that an action constitutes arbitrary, capricious, or unequal application of a written campus policy or procedure or an established practice.

The HSU community recognizes that a student may dispute a decision or action by a member of

the faculty, staff or administration. In most cases, these disputes are handled informally through normal academic or administrative channels where the student discusses a concern directly with the University Ombudsperson, the Student Grievance Coordinator, a representative from the Office of the Vice President for Student Affairs, or a representative from the Office of the Dean for Undergraduate Studies. These persons can provide advice on possible means for resolving the problem without the need for pursuing steps indicated in the Student Grievance Procedures. For those few instances when informal resolution is not possible, the student may utilize the Student Grievance Procedures, which permits timely review and an impartial evaluation of the student's complaint.

Copies of the Student Grievance Procedures can be obtained from the Offices of Diversity and Compliance, the Dean for Undergraduate Studies, or the Vice President for Student Affairs. **Please note: There are established time lines for initiating a grievance.**

Immigration Requirements for Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PL 104-93), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning these requirements is available from the Vice President for Academic Affairs, Siemens Hall 216, (707) 826-3722.

Nondiscrimination Policy

Race, Color & National Origin. The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964 as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability. The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Diversity and Compliance Services, Siemens Hall 220, Humboldt State University, Arcata, CA 95521-8299, (707) 826-4501, has been designated to coordinate the efforts of Humboldt State University to comply with all relevant dis-

ability laws. Inquiries concerning compliance may be addressed to this department.

Sex/Gender. The California State University does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, and certain other federal and state laws prohibit discrimination on the basis of sex in education programs and activities operated by Humboldt State University. Such programs and activities include admission of students and employment. Inquiries concerning the application of these laws to programs and activities of Humboldt may be referred to Diversity and Compliance Services (see contact information above), the office with the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Sexual Orientation. By CSU Board of Trustees policy, the California State University does not discriminate on the basis of sexual orientation.

Humboldt State University:

University Management Letter 03-01

HumboldtStateUniversityNondiscriminationPolicy
January, 2003

(Supersedes University Management Letter 00-03)

Humboldt State University is committed to maintaining an environment free from unlawful discrimination. To fulfill this commitment, the University will work to prevent unlawful discrimination from occurring and will ensure that University policies prohibiting discrimination are fully enforced.

The University affirms and protects the rights of students and employees to seek and obtain the services of the University without discrimination. No employee or student shall on the basis of race, color, gender, religion, age, sexual orientation, marital status, pregnancy, disability, veteran status or national or ethnic origin be excluded from participation in, be denied the benefits of or be otherwise subjected to unlawful discrimination, including discriminatory harassment, under any program of the University.

Employees and students who cause these rights to be violated may be subject to discipline. This policy should not be interpreted as superseding or interfering with collective bargaining agreements or other California State University policies and procedures currently in effect. If discipline of an employee is sought as a remedy under this policy, the procedural rights under applicable collective bargaining agreements and system-wide procedures will continue to apply. However, those rights may not supersede or interfere with the requirements of state and federal law.

[Procedures for processing complaints of unlawful discrimination are available in the Office of Diversity and Compliance Services, Siemens

Hall Room 220 and can be found on the Web at www.humboldt.edu/~odcs.

Residence Determination for Nonresident Tuition Purposes

Humboldt's Office of Admissions determines the residence status of most new and returning students for nonresident tuition purposes. The Office of Admissions also rules on requests by current students who are seeking reclassification from nonresident to resident status. Residence reclassification forms are available at the Visitor Center (SBS Lobby) or on the Web at <http://www.humboldt.edu/admissions/apply/Residency.shtml>. Responses to the application for admission, residency questionnaire, and reclassification request form, and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information establishing a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the CSU is in Ed Code sections 68000-68090, 681210-68134, and 89705-89707.5 and in title 5 of the California Code of Regulations, sections 41900-41916. The Office of Admissions keeps a copy of the statutes and regulations available for inspection.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his/her permanent home. At least one year before the residence determination date, a person must demonstrate an intent to make California the permanent home, with concurrent relinquishing of the prior legal residence.

The steps needed to show such intent vary from case to case. Included among them may be:

- registering to vote and voting in elections in California
- filing resident California state income tax forms on total income
- owning residential property, or continuously occupying or renting an apartment on a lease basis, where one's permanent belongings are kept
- maintaining active resident memberships in California professional or social organizations
- maintaining California vehicle plates and operator's license
- maintaining active savings and checking accounts in California banks
- if one is in military service, maintaining permanent military address and home of record in California

A student in the state for educational purposes only does not gain resident status regardless of

the length of his/her stay in California.

Students enrolled at Humboldt as visitors through the National Student Exchange program cannot use their time while enrolled as a visitor at Humboldt to gain California resident status.

In general, an unmarried minor (under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his/her place of abode. If an unmarried minor has a living parent, the minor's residence cannot be changed by the minor's own act, by the appointment of a guardian, or by relinquishment of a parent's right of control.

A married person may establish residence independent of his/her spouse.

A noncitizen may establish residence unless precluded by the Immigration and Nationality Act from establishing domicile in the US.

The law requires nonresident students seeking reclassification to complete a supplemental questionnaire concerning financial independence.

To qualify as a resident student for tuition purposes, generally a student must have been a California resident for at least one year immediately preceding the **residence determination date**. This is the date from which residence is determined for that academic term. For Humboldt:

Fall	=	September 20
Spring	=	January 25
Summer	=	June 1

The Office of Admissions, (707) 826-4402, can answer residence determination questions.

Exceptions to the usual rules:

1. Persons below age 19 whose parents were residents of California but left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date and entirely self-supporting for that time. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
4. Dependent children and spouse of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California

or retires from military service. If either happens, the student's eligibility for this exception continues until s/he resides in the state the minimum time necessary to become a resident.

5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military person has resided in the state the minimum time necessary to become a resident.
6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in the state the minimum time necessary to become a resident.
7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as the student maintains continuous attendance at an institution.
8. Graduates of any school located in California that is operated by the US Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as the student maintains continuous attendance at an institution.
9. Certain credentialed, full-time employees of California school districts.
10. Full-time state university employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
11. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties.
12. Certain amateur student athletes in training at the United States Olympic Training Center in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
13. Federal civil service employees and their natural or adopted dependent children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of at least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when s/he is no longer enrolled in the qualifying fellowship.

Exemptions from nonresident tuition can be granted to students who have attended a California high school for at least 3 years and who graduate from a California high school.

Following a final campus decision on his/her residence classification, and within 120 calendar days of notification, any student may appeal to:

The California State University
Office of General Counsel
401 Golden Shore
Long Beach, California 90802-4210

General Counsel may then decide on the issue or send the matter back to the campus for further review.

Students classified incorrectly as residents or incorrectly granted an exception from non-resident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to section 41301 of title 5 of the California Code of Regulations.

Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must notify the Office of Admissions immediately. Applications for changes in classification for previous terms are not accepted.

Caution: This summation of rules regarding residency determination is by no means a complete explanation of their meaning. Also, changes may occur in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

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 remem-

bered and where rituals affirming both tradition and change are widely shared.

Humboldt State University accepts this challenge and to this end presents specific implications of these principles in the areas of student life and activity.

Diversity & Common Ground

The principles enunciated as a basis for campus community require that students accord one another the fundamental respect due to fellow human beings and that they respect the various cultural traditions contributing to the richness of our human heritage.

While freedom of thought and expression are values deeply held in an academic community, freedom should not be construed as license to engage in demeaning remarks or actions directed against individuals or groups on the basis of race, ethnicity, or gender.

Class Attendance & Disruptive Behavior

Students have the right to attend and participate in all classes for which they are officially enrolled. They may be denied only for the purpose of maintaining suitable circumstances for teaching and learning. Any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course.

Attendance. At Humboldt, regular and punctual class attendance is expected. Each instructor establishes regulations regarding attendance requirements. It is the responsibility of the student to make arrangements regarding class work in those cases where the student's absence is because of participation in intercollegiate athletics, forensics, drama festivals, music tours, and the like.

Disruptive Behavior. Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning processes. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unrecognized speaking out, incessant arguing, intimidating shouting, and inappropriate gestures.

Disruptive classroom behavior may, on the other hand, result from overzealous classroom participation, lack of social skills, or inappropriately expressed anger at the course content. Sometimes there is a thin line between controlling the learning environment and permitting students' academic freedom, between intentional and unintentional disruption. Faculty have the responsibility to maintain a learning environment in which students are free to question and criticize constructively and appropriately. Faculty also have the authority and responsibility to establish rules, to maintain order, and to eject students from the course temporarily for violation of the rules or misconduct.

The faculty member shall give at least one verbal warning to a student to cease in-class disruptive behavior. In cases of abusive behavior, this requirement may be waived. In addition, if the in-

class disruption does not cease, an attempt shall be made to resolve the problem in a conference between the faculty member and the student. If disruption occurs after these two measures are taken, the instructor may file a complaint with the office of the Vice President for Student Affairs to initiate university disciplinary action which may result in the student's permanent exclusion from the course and other disciplinary sanctions. Ordinarily, if a student banned from a course has passing status, the student will be granted a grade of W—withdrawal.

In cases where a student exhibits abusive behavior, is physically abusive, or threatens physical abuse, a verbal warning from the faculty member is not necessary. Examples might include directed profanity, physical disruption of the classroom, or threatening behavior. The University Police may be requested to escort the student from the class, and an interim suspension may be imposed by the president.

Individuals in attendance in a course in which they are not officially enrolled may be excluded from the course by the instructor.

Safety & Security (Campus)

As a recognized California Law Enforcement Agency, Humboldt State's University Police is required to report crimes monthly to the Department of Justice. Statistics for crimes, arrests, property loss, and recovery are reported simultaneously to the CSU chancellor's office.

The full text of the HSU Crime Report is available upon request from the University Police, Student and Business Services Building, room 101, (707) 826-3456. This information is also online at www.humboldt.edu/~hsupd/index.shtml.

The Humboldt State University Crime Awareness & Campus Security Report 2003 reflects the current reporting criteria in accordance with 20 U.S.C. (United States Code) Section 1092 (f), Higher Education Amendments of 1998, also referred to as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

Since spring of 1993, the campus has offered a 24-hour escort service during hours of darkness. Call 826-3456 for information.

The University Police office actively participates in the following public safety education programs: residence hall presentations, building security programs, crime prevention and alert notices, drug awareness training, acquaintance rape/drug awareness, Rape Aggression Defense (RAD) for females, property identification programs, and emergency management.

Selective Service Requirements

The federal Military Selective Service Act requires most males residing in the US to present themselves for registration with the Selective Service System within 30 days of their 18th birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of

compliance with the act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any US Post Office. Many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is

available online. The registration process may be initiated at www.sss.gov.

Sexual Assault Policy

Sexual assault is reprehensible and will not be tolerated by the university. Any behavior determined to constitute sexual assault will be subject to disciplinary action by the university and/or criminal and civil sanction by the appropriate courts.

For purposes of Humboldt State University policy, sexual assault is defined in accordance with the definitions found in the California Penal Code, sec-

tion 261 and 243.4, and Assembly Concurrent Resolution #46 (Resolution Chapter 105—passed into law on September 14, 1987):

Sexual assault is an involuntary sexual act in which a person is threatened, coerced, or forced to comply against her/his will.

Violations of Humboldt's policy against sexual assault include, but are not limited to, the following:

- Sexual Battery: any unwanted touching of intimate body parts;
- Rape: forced sexual intercourse that is

HUMBOLDT STATE UNIVERSITY CRIME AWARENESS & CAMPUS SECURITY REPORT 2001 through 2003

Criminal offenses reported to Humboldt State University Police Department in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

	Main Campus			Resident Community			Public Property			Non-Campus Property		
	2001	2002	2003	2001	2002	2003	2001	2002	2003	2001	2002	2003
Murder	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses:												
Attempted Rape	0	0	0	0	2*	0	0	0	0	0	0	0
Forcible Fondling	0	1	0	1	0	0	0	0	0	0	0	0
Forcible Sodomy	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Rape	0	0	0	2	0	2	0	0	0	0	0	0
Sexual Assault w/object	0	1	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	1	0	0	1	0	0	0
Aggravated Assault	1	1*	1	0	0	0	0	0	0	0	0	0
Burglary	9	6	8	5	12	11	0	1	1	1	1	0
Vehicle Theft	3	3	4	0	0	0	0	0	1	1	0	0
Arson	0	1	7	1	5	5	2	0	0	0	0	0
Total	13	13	20	9	19	17	3	1	3	2	1	0
Special Category Arrests (Liquor, Drug and Weapons)												
Liquor Laws	8	20	26	7	0	1	11	13	0	0	0	0
Drug Violations	17	28	42	10	13	14	6	2	8	0	0	0
Weapons Possession	0	2	2	0	1	0	0	0	0	0	0	0
Total	25	50	70	17	14	15	17	5	8	0	0	0
Disciplinary Referrals *												
Liquor Laws	1	0	14	0	137	23	0	1	0	1	1	0
Drug Violations	3	0	12	0	114	158	0	0	3	0	0	0
Weapons Possession	0	0	2	0	0	0	0	0	0	0	0	0
Total	4	0	28	0	251	181	0	1	3	1	1	0

* Alleged offenses reported to other responsible University officials, investigated by other University departments and referred for disciplinary action, not arrested. Some of these incidents are also reported under On-Campus Crime Statistics by the University Police Department. Prior to 2000, referrals were not classified by location.

** These statistics were updated during a comprehensive review of 2002 crime data, September 2004.

HATE CRIMES 2003																				
OFFENSE TYPE	Race			Gender			Religion			Sexual Orientation			Ethnicity			Disability				
	MC	RC	PP	NC	MC	RC	PP	NC	MC	RC	PP	NC	MC	RC	PP	NC	MC	RC	PP	NC
Murder & Nonnegligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nonforcible Sex Offenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other crimes involving bodily injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Key: MC=Main Campus; RC= Resident Community; PP=Public Property; NC=Non-Campus

perpetrated against the will of the victim or when s/he is unable to give consent (i.e., unconscious, asleep, or under the influence of alcohol or drugs) and may involve physical violence, coercion, or the threat of harm to the victim;

- Acquaintance Rape: rape by a nonstranger, which could include a friend, acquaintance, family member, neighbor, co-worker, or someone the victim has been dating.

Sexual assault is a form of sexual harassment and, as such, the university responds to incidents of sexual assault in accordance with the laws that are uniquely applicable to sexual assault as well as those laws applicable to sexual harassment.

Individuals are encouraged to contact the North Coast Rape Crisis Team at 445-2881 or HSU Counseling and Psychological Services at 826-3236 for support.

Humboldt State encourages all victims of sexual assault to file an immediate report with the University Police (826-3456).

A victim of sexual assault may take one or more of the following actions:

- File a written complaint to initiate the appropriate process: that of the University Police or if the complaint is against a student, the Vice President for Student Affairs. Disciplinary sanctions may include dismissal from the university.
- File criminal charges through the Humboldt County district attorney. Humboldt's University Police can assist the victim in filing this criminal complaint. Under this option, the state accuses the alleged perpetrator, and the victim may serve as a witness for the state.

- Sue the accused for monetary damages in civil court.

- File a complaint through the United States Department of Education, Office for Civil Rights. Sexual harassment prevention consultants can assist the victim in filing this complaint.

For further information about Humboldt's sexual assault policy and services for victims, contact the Office of the Vice President for Student Affairs (826-3361).

Substance Abuse Policy & Sanctions

The faculty, staff and administration of Humboldt State University are dedicated to creating an environment that allows students to achieve their educational goals. Humboldt State believes that an awareness through education is necessary to promote a healthy lifestyle for our campus, and that every member of the campus community should be encouraged to assume responsibility for his/her behavior.

Humboldt State University subscribes to a drug-free campus and workplace (Drug-Free Workplace Act, 1988; Drug-Free Schools and Communities Act Amendment, 1989, PL101-226). Manufacture, sale, distribution, dispensation, possession, or use of alcohol and controlled substances by university students and employees on university property, at official university functions, or on university business is prohibited except as permitted by law, university policy, and campus regulations. **Students, faculty, and staff violating these policies are subject to disciplinary action, which may include expulsion or termination of employment, and may be referred for criminal prosecution and/or required to participate in appropriate treatment programs.**

Federal, State, & Local Sanctions Regarding Controlled Substances

Federal Laws Governing Distribution, Use & Possession of Controlled Substances.

Under federal law, the manufacture, sale, or distribution of all Schedule I and II illicit drugs or "counterfeit" substances (for example, cocaine, methamphetamines, heroin, PCP, LSD, fentanyl, and all mixtures containing such substances, as well as "counterfeit" substances purported to be Schedule I or II illicit drugs) is a felony with penalties for first offenses ranging from five years to life (20 years to life if death or serious injury is involved) and fines of up to \$4 million for offenses by individuals (\$10 million for other than individuals). Federal law also prohibits trafficking in marijuana, hashish, and mixtures containing such substances. For first offenses, maximum penalties range from five years to life (20 years to life if death or serious injury are involved) and fines of up to \$4 million for offenses by individuals (\$10 million for other than individuals). Penalties vary, depending upon the quantity of drugs involved. For second offenses, penalties range from 10 years to life (not less than life if death or serious injury involved), and fines of up to \$8 million for individuals (\$20 million for other than individuals). For illegal trafficking in medically useful drugs (for example, prescription and over-the-counter drugs) maximum prison sentences for first offenses range up to five years, and ten years for second offenses. Anabolic steroids are controlled substances, and distribution or possession with intent to distribute carries a sentence of up to six years and a \$250,000 fine.

Federal law also prohibits illegal possession of controlled substances, with prison sentences up to one year and fines up to \$100,000 for first offenses, and imprisonment up to two years and fines up to \$250,000 for second offenses.

Special sentencing provisions apply for possession of crack cocaine, including imprisonment of five to twenty years and fines up to \$250,000 for first offenses, depending upon the amount possessed.

Persons convicted of possession or distribution of controlled substances can be barred from receiving benefits from any and all federal programs (except long-term drug treatment programs), including contracts, professional and commercial licenses, and student grants and loans. Health care providers are barred from receiving federal insurance payments upon conviction of a criminal offense involving distributing or dispensing controlled substances. Property, including vehicles, vessels, aircraft, money, securities, or other things of value used in, intended for use in, or traceable to transactions that involve controlled substances in violation of federal law are subject to forfeiture to the government. Finally, noncitizens convicted of violating any state, federal, or foreign law or regulation are subject to deportation and exclusion from entry to the United States.

California Laws Governing Distribution, Use & Possession of Drugs and Alcohol. No person may sell, furnish, give, or cause to be sold, furnished, or given away, any alcoholic beverage to a person under age 21 or to any obviously intoxicated person. No person under age 21 may purchase alcoholic beverages or possess alcoholic beverages on any street or highway or in any place open to public view. It is illegal to sell alcohol without a valid liquor license or permit. It is unlawful for any person to drink while driving, to have an open container of alcohol in a moving vehicle, or to drive under the influence of alcohol (intoxication is presumed at blood alcohol levels of .08% or higher, but may be found with levels under .08%). It is also illegal to operate a bicycle while intoxicated. Penalties for a first drunk driving offense include attending an alcohol/drug program, fines up to \$1000, up to six months in jail, and driver's license suspension up to six months. Second offenses are punishable by fines up to \$1000, imprisonment up to one year, driver's license suspension up to 18 months, and/or a required drug/alcohol program of up to 30 months. Third and fourth offenses carry similar sanctions, plus three- and four-year revocations of driver's license, respectively. Driving privileges are suspended for one year for refusing to submit to a blood alcohol test, for two years if there is a prior offense within seven years, and for three years with three or more offenses within seven years.

Under California law, first offenses involving the sale or possession for sale of amphetamines, barbiturates, codeine, cocaine, Demerol, heroin, LSD, mescaline, methadone, methamphetamine, morphine, PCP, peyote, Quaalude, psilocybin, and marijuana are felonies carrying prison terms of seven years or more. Manufacture of illegal drugs may result in prison terms of 20 years or more. Penalties are more severe for offenses involving manufacture or distribution of illegal drugs by convicted felons and for distribution within 1000 feet of a school or university, within 100 feet of a recreational facility, to anyone in prison or jail, to anyone under 18 by anyone over 18, or to a pregnant woman. Personal property may be seized if it

contains drugs or was used in a drug transaction. The illegal possession of most of these drugs is also a felony (marijuana may be a felony or misdemeanor depending upon the amount involved), carrying maximum prison sentences of up to seven years.

Sources: Printed with permission from University of California, Davis—materials prepared for members of Bay Area Consortium of College and University Prevention Programs (Baccupp) by Linda Cherry, © 1990; Federal Register, Vol 55, Number 159, p 33588 and 33590; materials prepared by California Department of Justice Training Center (classifications of drug offenses); and California and Federal legislation, regulations, and case law.

Alcohol & Other Drugs: Education & Prevention Services & Programs

A key element of alcohol and drug abuse prevention is students working with other students to create healthy norms of behavior on campus. Through the Health Education and Promotion Program in the Student Health Center, students can get involved in bringing vital health outreach and leadership on a variety of health topics (including substance use) to the campus community. Contact the university health educator at (707) 826-5123 for more information.

Many self-help groups meet both on campus and in the community. Check the bulletin board outside the health educator's office and counseling center on the second floor of the Health Center for exact names, places, and times. There are many community resources (public, private nonprofit, and private for profit) available. Resources, both on and off campus, include:

On-Campus:

Counseling & Psychological
Services.....826-3236
Student Health Center.....826-3146

Off-Campus:

Alcoholics Anonymous..... 442-0711 (24 hrs)
Al-Anon and Al-Ateen 443-1419
Alcohol/Drug Care
Services (DETOX) 445-3869
American Cancer Society..... 442-1436
Codependents Anonymous..... 445-3833
Crossroads Residential
Program..... 445-0869
Humboldt Alcohol Recovery
Center 443-4237
Health Department Tobacco
Education 268-2132
Health Department Free &
Anonymous HIV/AIDS
Testing..... 268-2132
Healthy Moms 441-5220
Humboldt County Alcohol &
Other Drug Programs 445-6250
Humboldt Recovery Center 443-4237
Humboldt Women for Shelter..... 444-9255
24-hour Crisis Line..... 443-6042
Mothers Against Drunk Driving..... 443-5072

Narcotics Anonymous 444-8645
Open-Door Clinic Smoking
Cessation..... 826-8610
PACE Program 445-7444
St. Joseph Hospital Family
Recovery Services 445-9251
Singing Trees Recovery Center 247-3334
United Indian Health Services 825-5000

Health Risks Associated with Substance Abuse

Substance abuse can cause extremely serious health and behavioral problems, including short- and long-term effects upon the body and mind. The physiological and psychological responses differ according to the chemical ingested. Although chronic health problems are associated with long-term substance abuse, acute and traumatic reactions can occur from one-time and moderate use.

The health risks associated with each of five major classifications of controlled/illegal substances are summarized below. In general, alcohol and drugs are toxic to the body's systems. In addition, contaminant poisonings often occur with illegal drug use, and mixing drugs, or using "counterfeit" substances, can also be lethal. Human Immunodeficiency Virus (HIV or AIDS), other sexually transmitted infections, rape, unwanted pregnancies, injuries, accidents, and violence can result from alcohol abuse or drug use. In addition, substance abuse impairs learning ability and performance.

Acute health problems may include heart attack, stroke, and sudden death, which, in the case of drugs such as cocaine, can be triggered by first-time use. Long lasting health effects of drugs and alcohol may include disruption of normal heart rhythm, high blood pressure, blood vessel leaks in the brain, destruction of brain cells and permanent memory loss, infertility, impotency, immune system impairment, kidney failure, cirrhosis of the liver, and pulmonary (lung) damage. Drug use during pregnancy may result in miscarriage, fetal damage and birth defects causing hyperactivity, neurological abnormalities, developmental difficulties, and infant death.

Alcohol. As many as 360,000 of the nation's 12 million undergraduates will ultimately die from alcohol-related causes while in school. This is more than the number who will get MAs and PhDs combined. Nearly half of all college students binge drink (binge drinking is defined as five or more drinks at a time for men, four or more drinks for women). On campuses where binge drinking is rampant (where more than 70% of students binge drink), the vast majority of students have experienced one or more problems as a result of their peers' binge drinking. These problems include physical assault, sexual harassment, and impaired sleep and study time. Alcohol on college campuses is a factor in 40% of all academic problems and 28% of all dropouts.

Long-term abuse of alcohol results in ulcers, gastritis, pancreatitis, liver disease, hepatitis, and cirrhosis, and is associated with cancers of the digestive tract. Chronic heavy consumption can lead to stroke, hypertension, heart disease,

anemia, susceptibility to tuberculosis, gastrointestinal bleeding, impotence and fertility loss. Episodic binge drinking can cause toxic reactions leading to death when large amounts are consumed or when alcohol is combined with other drugs. The most common negative health consequences from occasional drinking are trauma-related (accidents and violence), and involve both the drinker and nondrinking victims.

Sources: Wechsler, Henry, *et al.* "Health and Behavioral Consequences of Binge Drinking in College," *Journal of the American Medical Association*, Vol 272, Number 21 (1994), p 1672-1677; Eigan, Lewis, "Alcohol Practices, Policies and Potentials of American Colleges and Universities," An OSAP White Paper, Office for Substance Abuse Prevention, Rockville, MD, February 1991; Anderson, David, "Breaking the Tradition on College Campuses: Reducing Drug and Alcohol Misuse," George Mason University, Fairfax, VA 1994.]

Other Depressants. These drugs include narcotics (for example, opium, heroin, morphine, codeine, and synthetic opiates) and sedative-hypnotics and 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, increased angry outbursts, and permanent neurological damage.

Stimulants. These drugs include amphetamines, methamphetamines, and cocaine (crack). Stimulant drugs are exceedingly dangerous to both physical and mental health. Physical complications include heart attack, stroke, permanent brain damage, fatal heart rhythm abnormalities, convulsions, and physical exhaustion. Psychological complications include psychosis, paranoia anxiety, violent behavior, and depression that may lead to suicide. Injection of these drugs may lead to serious infections, including AIDS.

Hallucinogens. These drugs include mescaline, psilocybin, LSD, MDMA (ecstasy), and various mushrooms. They involve health risks such as panic reactions, flashbacks, toxic reactions (overdose), hallucinations, and death. Psychological states induced can include paranoia and psychosis. Misidentification of mushrooms can lead to serious or fatal illness.

PCP. PCP users often become violent and oblivious to pain, leading to serious injuries to themselves and others.

Marijuana. This drug simultaneously creates physical symptoms akin to both depressants (relaxation, sleepiness) and stimulants (increased respiratory/heart rates). Chronic marijuana smoking results in respiratory difficulties, bronchitis, and probably both emphysema and lung cancer. Episodic use can cause panic reactions,

flashbacks, and depression. Psychosis may occur in susceptible individuals, and severe toxic reactions may result from ingestion of large quantities. Some of the most serious consequences of marijuana use result when decreased judgment, impaired perceptions and motor functions, and inability to carry out multistep tasks lead to motor vehicle crashes and other trauma.

Institutional & Financial Assistance Information

The following information concerning student financial assistance may be obtained from the Financial Aid Office, SBS 241, (707) 826-4321:

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at Humboldt State University.
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
8. The responsibility for providing and collecting exit counseling information for all student borrowers under the federal student loan programs;
9. Information concerning the cost of attending Humboldt State University, including fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room and board and typical commuting costs, and, if requested, additional costs for specific programs.
10. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the refund policies of Humboldt State University for the return of

unearned tuition and fees or other refundable portions of institutional charges is available from Student Financial Services, SBS 285, (707) 826-6789.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from Student Financial Services, SBS 285, (707) 826-6789.

Information regarding special facilities and services available to students with disabilities may be obtained from the Student Disability Resource Center, House 71, (707) 826-4678.

Information concerning Humboldt State University policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from the University Police Department, SBS 101, (707) 826-3456.

Information concerning Humboldt State University annual campus security report may be obtained from the University Police Department, SBS 101, (707) 826-3456.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Health Education and Promotion Program in the Student Health Center, (707) 826-5123.

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, AIR Center, SBS 133, (707) 826-4101.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that Humboldt State University dedicates to its men's and women's teams may be obtained from the Athletics Office, Forbes Complex 142, (707) 826-3666.

Information concerning the academic programs of Humboldt State University may be obtained from the Vice President/Provost for Academic Affairs, Siemens Hall 216, (707) 826-3722.

1. The current degree programs and other educational and training programs;
2. The instructional, laboratory, and other physical plant facilities that relate to the academic program;
3. The faculty and other instructional personnel;
4. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and pro-

cedures, or its faculty and staff may be obtained from the Offices of Diversity and Compliance, Siemens Hall 220, (707) 826-4501; the Dean for Undergraduate Studies, Siemens Hall 216G, (707) 826-4192 or the Vice President for Student Affairs, Nelson Hall 216, (707) 826-3361.

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan, or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at <http://www.sss.gov>.

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HUMBOLDT STATE UNIVERSITY MAP DIRECTORY

Numerical Listing Of Buildings

1	Siemens Hall	C3
2A	Art Building	D4
2B	Art Complex	D4
3A-E	Science Complex	D5, D6
3E	Greenhouse	D6
4	Harry Griffith Hall	C7
5	Forestry Building	D7
6	Founders Hall	D3
7	Jenkins Hall	D5
8A	Music	C4
8B	Music	D4
9	University Center Storage	A6
10	Theatre Arts	C4
10A	Van Duzer Theatre	C4
11	Wildlife & Fisheries	E6
13	Feuerwerker House	A3
14	Nelson Hall West	C3
17	Marine Wildlife Care Center	F7
18	Brookins House	C5
22	Redwood Manor Apartments	A6
23	Gist Hall	C5
24A-D	Forbes Complex	E5, E6
24A	East Gym	E5
24B	Natatorium	E5
24C	Field House	F5
24D	West Gym	E5
25	Tennis & Basketball Courts	F6
26	Van Matre Hall	D4
29	Greenhouse	D5
31	Child Development Lab	C6
34	Wildlife Facilities	E6
35	Fish Hatchery	E6
36	Mary Warren House	D9
37	Baiocchi House	D8
38	Walter Warren House	C9
39	Toddler Annex	C8
40	Natural Resources	D7
41	Library	B4
42	Student Health Center	B3
44	Nelson Hall East	C3
45	University Center	D3
46	Plant Operations	B8
48	Hazardous Waste Handling	B8
49	Redwood Bowl	E4
49A	East Bleachers	F4
49B	West Bleachers	E4
51	Cypress Hall	C2, D2
52	Bret Harte House	B5
53	Warren House	B5
54	Telonicher House	B4
55	Balabanis House	B4
56	Hadley House	B4
60	Redwood Hall	C2
61	Sunset Hall	B2
62	Jolly Giant Commons	C2
63	Pepperwood Hall	D1
64	Tan Oak Hall	D1
65	Maple Hall	D1
66	Madrone Hall	D1
67	Hemlock Hall	D1
68	Chinquapin Hall	D1
69	Alder Hall	C1
70	Cedar Hall	C1

71	Little Apartments	B3
72	University Annex	B9
73	Wagner House	A5
74	Ceramics Laboratory	A5
75	Sculpture Laboratory	A5
81	Davis House	B6
82	Parking Services	B6
83	Hopkins House	B6
85	Spidell House	B6
87	Beard & Cables House	C8
88	University Graphic Services	C9
90	Schmidt House	C7
91	Hagopian House	B3
93	Brero House	B3
94	Jensen House	D8
96	Shipping & Receiving	C8
97	Campus Center for Appropriate Technology, Buck House	D8
99	Jenkins House	D8
100	Student & Business Services Building	C6
102	Lower Playing Field	B7
103	Campus Events Area	D6
104	South Campus Restrooms	B7
105	Boat Storage	G8
106	Redwood Science Lab	G7
109	Fern Hall	G3
110	Willow Hall	F3
111	Laurel Hall	F2
112	Creekside Lounge	F2
113	Juniper Hall	F2

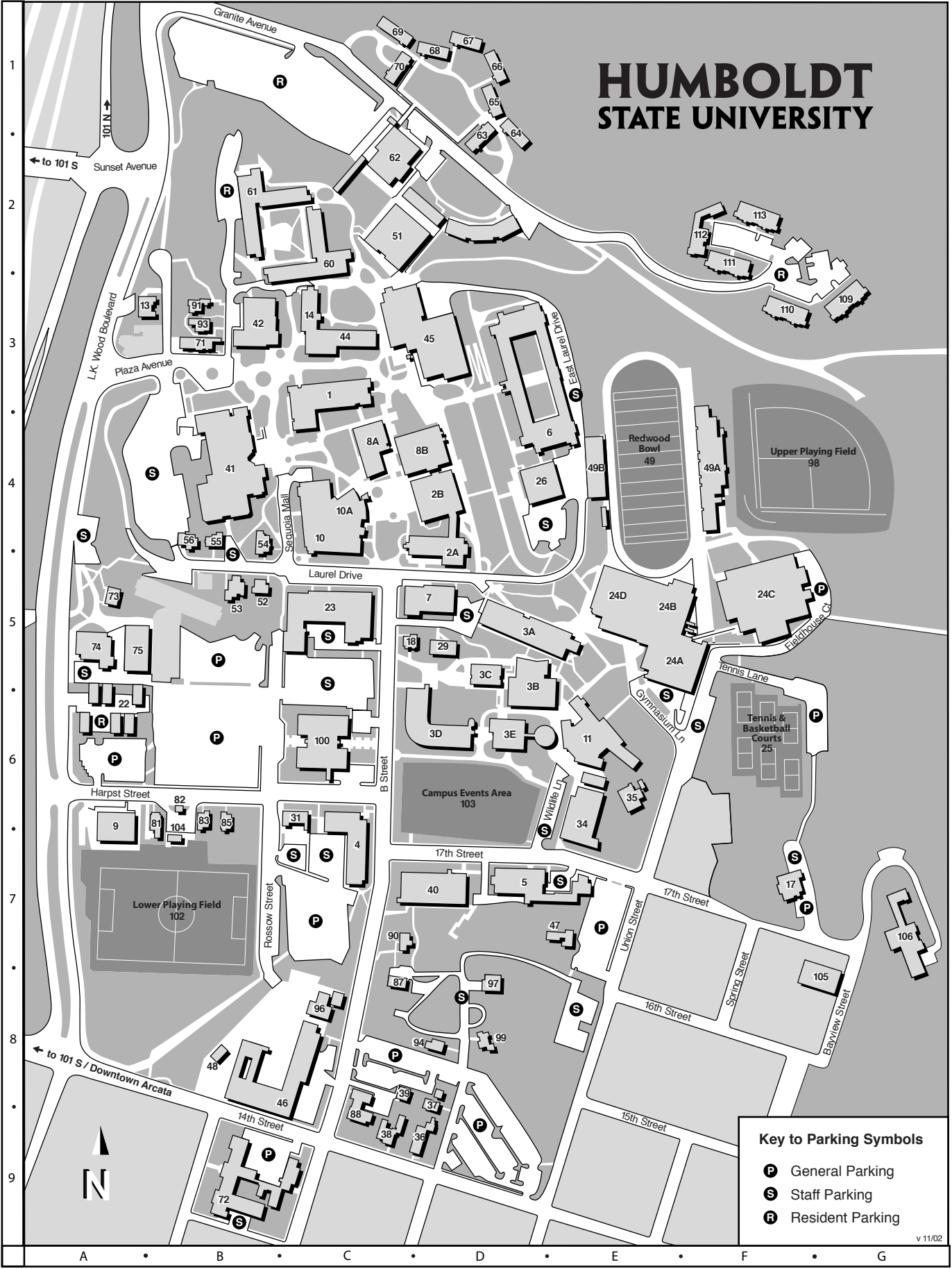
Alphabetical Listing of Buildings

Alder Hall (69)	C1
Art Complex (2B)	D4
Art Building (2A)	D4
Baiocchi House (37)	D8
Balabanis House (55)	B4
Beard & Cables House (87)	C8
Boat Storage (105)	G8
Brero House (93)	B3
Bret Harte House (52)	B5
Brookins House (18)	C5
Campus Center for Appropriate Technology, Buck House (97)	D8
Campus Events Area (103)	D6
Cedar Hall (70)	C1
Ceramics Laboratory (74)	A5
Child Development Lab (31)	C6
Chinquapin Hall (68)	D1
Creekside Lounge (112)	F2
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Fern Hall (109)	G3
Feuerwerker House (13)	A3
Field House (24C)	F5
Fish Hatchery (35)	E6
Forbes Complex (24A-D)	E5, E6
Forestry Building (5)	D7
Founders Hall (6)	D3
Gist Hall (23)	C5
Greenhouse (29)	D5

Greenhouse (3E)	D6
Hadley House (56)	B4
Hagopian House (91)	B3
Harry Griffith Hall (4)	C7
Hazardous Waste Handling (48)	B8
Hemlock Hall (67)	D1
Hopkins House (83)	B6
Jenkins Hall (7)	D5
Jenkins House (99)	D8
Jensen House (94)	D8
Jolly Giant Commons (62)	C2
Juniper Hall (113)	F2
Laurel Hall (111)	F2
Library (41)	B4
Little Apartments (71)	B3
Lower Playing Field (102)	B7
Madrone Hall (66)	D1
Maple Hall (65)	D1
Marine Wildlife Care Center (17)	F7
Mary Warren House (36)	D9
Music (8A)	C4
Music (8B)	D4
Natatorium (24B)	E5
Natural Resources (40)	D7
Nelson Hall West (14)	C3
Nelson Hall East (44)	C3
Parking Services (82)	B6
Pepperwood Hall (63)	D1
Plant Operations (46)	B8
Redwood Bowl (49)	E4
Redwood Hall (60)	C2
Redwood Manor Apartments (22)	A6
Redwood Science Lab (106)	G7
Schmidt House (90)	C7
Science Complex (3A-E)	D5, D6
Sculpture Laboratory (75)	A5
Shipping & Receiving (96)	C8
Siemens Hall (1)	C3
South Campus Restrooms (104)	B7
Spidell House (85)	B6
Storage (88)	C9
Student & Business Services Building (100)	C6
Student Health Center (42)	B3
Sunset Hall (61)	B2
Tan Oak Hall (64)	D1
Telonicher House (54)	B4
Tennis & Basketball Courts (25)	F6
Theatre Arts (10)	C4
Toddler Annex (39)	C8
University Annex (72)	B9
University Graphic Services (88)	C9
University Center (45)	D3
University Center Storage (9)	A6
Van Duzer Theatre (10A)	C4
Van Matre Hall (26)	D4
West Bleachers (49B)	E4
West Gym (24D)	E5
Wagner House (73)	A5
Walter Warren House (38)	C9
Warren House (53)	B5
Wildlife & Fisheries (11)	E6
Wildlife Facilities (34)	E6
Willow Hall (110)	F3

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- P** General Parking
- S** Staff Parking
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