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Mission and Student Learning Outcomes

School of Education Mission

The mission of the School of Education is to prepare knowledgeable and effective education professionals to promote excellence and equity with students of diverse talents and cultural backgrounds in rural and urban settings. We develop professionals who are committed to reflective practice, scholarship, collaborative action, and social justice to take leadership in improving the quality of education for all students.

LSEE Student Learning Outcomes

Students graduating with a major in Liberal Studies Elementary Education will have demonstrated fluency in written and spoken language to a variety of audiences; in particular, communication skills required for teaching and professional activities.

Students graduating with a major in Liberal Studies Elementary Education will have demonstrated competence in the fields listed below, in particular those portions of the field which have relevance to elementary education and K-8 student content standards: English, Science, Mathematics, History/Social Studies, Physical Education/Health Education, and Visual and Performing Arts (Art, Music, Drama, Dance).

Students graduating with a major in Liberal Studies Elementary Education will have demonstrated understanding of foundational theory and practice in teaching and learning related to K-8 student achievement.

Students graduating with a major in Liberal Studies Elementary Education will have demonstrated understanding of issues which affect decisions about what, who, how, when, and why we teach, including appreciation for and engagement with diversity of K-8 students (e.g. English learners and students with disabilities).
Professional Expectations of Student Behavior

LSEE requires that students adhere to the Humboldt State University Code of Conduct and Student Discipline stated in the Humboldt State University 2014-15 Catalog. In addition, all LSEE students are expected to exhibit the following Professional Expectations of Student Behavior:

1. Accountability: Attend class, arrive on time, and return from break in a timely manner.
   a. Participate in group activities and assignments.
   b. Complete work in a timely fashion and according to directions provided.
   c. Come to class prepared with readings and homework completed.
   d. Commit yourself to learning the rules of citing other's work properly.
   e. Do your own work and take credit only for your own work.

2. Respect: Treat peers, instructors, and students with dignity and respect at all times.
   a. Listen while others are speaking.
   b. Give feedback to peers in a constructive manner.
   c. Approach conflict with peers or instructors in a cooperative manner.

3. Confidentiality: Treat personal information about a peer or student as strictly confidential.
   a. Maintain any information shared in class or small groups within that unit.
   b. Use judgment in self-disclosing information of a personal nature in the classroom. If you feel the need to talk about issues you are struggling with, you may consult your instructor/advisor or contact Counseling and Psychological Services at the Health Center.

4. Competence: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
   a. Seek out appropriate support to ensure success in completing course requirements.

5. Diversity: Strive to become more open to people and ideas. Embrace diversity.
   a. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
   b. Demonstrate an understanding of how values and culture interact.

6. Communication: Develop verbal and written communication skills.
   a. Practice positive, constructive, respectful, and professional communications skills with peers, instructors, and students. (body language, empathy, listening)
   b. Practice honesty with yourself, your peers, and your instructors.
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<thead>
<tr>
<th><strong>SUNDAY</strong></th>
<th><strong>MONDAY</strong></th>
<th><strong>TUESDAY</strong></th>
<th><strong>WEDNESDAY</strong></th>
<th><strong>THURSDAY</strong></th>
<th><strong>FRIDAY</strong></th>
<th><strong>SATURDAY</strong></th>
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<tr>
<td>August 23</td>
<td>24 Instruction begins</td>
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<td><strong>Deadline:</strong> WITHDRAW and receive full refund, less $27 charge</td>
<td>September 1</td>
<td>3 Deadline: Register for GWPE</td>
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<td>30</td>
<td>31 Deadline: ADD open courses w/o instructor approval</td>
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<td>7 Labor Day – Campus Closed.</td>
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<td>18</td>
<td>19 GWPE Administration</td>
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<td>20</td>
<td>21 Deadline: Last day to ADD courses, DROP w/o instr &amp; chair sig/$20 fee/&quot;W&quot; grade. Fin. Aid Freeze Date</td>
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<td>23 Spring 2016 schedule available</td>
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<td>26 Deadline: WITHDRAW w/ prorated refund, less $27 charge</td>
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<td>29 Deadline: Register for GWPE</td>
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<td>November 1</td>
<td>2 Deadlines: DROP w/ serious &amp; compelling reason &amp; fee; WITHDRAW from Fall</td>
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<td>9 Spring 2016 Registration begins</td>
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<td>11 Veterans Day Observed - Campus Closed</td>
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<td>14 GWPE Administration</td>
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<td>23 THANKSGIVING</td>
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<td>13</td>
<td>14 FINAL</td>
<td>15 EXAMS</td>
<td>16 WEEK</td>
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<td>AUGUST</td>
<td>19-21</td>
<td>New Undergraduate Student Orientation (freshman) – Mandatory</td>
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<td>23</td>
<td>Deadline – WITHDRAW &amp; receive FULL refund of fees, less a $27.00 administrative charge. Students who withdraw after this date will be charged prorated fees for each day that has elapsed from the first day of the term. <strong>NOTE:</strong> If a student is unable to withdraw in person, contact the Office of the Registrar at 707-826-4101 for instructions. (See Withdrawal from Humboldt* below)</td>
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<td>INSTRUCTION BEGINS</td>
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<td>28</td>
<td>Deadline – Register without $25.00 late registration fee by 11:59 pm</td>
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<td>Deadline – Last day to waitlist classes by 11:59 pm</td>
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<td>Last day to be automatically enrolled from waitlist</td>
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<td>31</td>
<td>Deadline – ADD open courses without instructor approval (i.e. permission numbers) by 11:59 p.m.</td>
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<td>Deadline – Last day to register online by 4:00 pm for Sept 19th Graduation Writing Proficiency Exam (GWPE)  <a href="http://www.humboldt.edu/english/gwpe-hsus-writing-proficiency-exam">http://www.humboldt.edu/english/gwpe-hsus-writing-proficiency-exam</a></td>
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<td>LABOR DAY – Campus Closed</td>
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<td>19</td>
<td>Graduation Writing Proficiency Exam (GWPE) administration</td>
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<td>21</td>
<td>Deadline – DROPCredit/No Credit by 11:59 p.m.</td>
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<td>23</td>
<td>Deadline – Last day to DROP courses without approval of serious &amp; compelling reason by 11:59 p.m.</td>
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<td>26</td>
<td>Deadline – Last day to WITHDRAW from fall semester without approval of serious &amp; compelling reason by 11:59 p.m. After this date, a “W” grade will be recorded. Also, last day to drop to a lower fee level &amp; receive a refund of fees, less a $27.00 administrative charge. Drops after this date can no longer be completed through the Student Center.</td>
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<td>29</td>
<td>Deadline – File bachelor’s degree application for Summer or Fall 2016 graduation by 5.00 p.m. An additional $10.00 late fee will be assessed after this date.</td>
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<td>FINANCIAL AID DEADLINE – Final date to set your enrollment for financial aid disbursement. See &quot;Freeze Date&quot; in the Financial Aid Award Guide.</td>
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<td>LABOR DAY – Campus Closed</td>
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<td>VETERANS DAY OBSERVED – Campus Closed</td>
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<td>14</td>
<td>Graduation Writing Proficiency Exam (GWPE) administration</td>
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<td>OCTOBER</td>
<td>19</td>
<td>Deadline – Last day to change registered class to CREDIT/NO CREDIT by 11:59 p.m.</td>
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<td>Spring 2016 Schedule of Classes and Registration Guide available online</td>
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<td>26</td>
<td>Deadline – Last day to WITHDRAW from fall semester &amp; receive prorated refund less a $27.00 administrative charge with an approved serious &amp; compelling reason by 11:59 p.m. Permission to withdraw is required. Please go to <a href="http://www.humboldt.edu/withdraw">www.humboldt.edu/withdraw</a> to begin the process. (See Withdrawal from Humboldt* below)</td>
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<td>29</td>
<td>Deadline – Last day to register online by 4:00 pm for Nov 14th Graduation Writing Proficiency Exam (GWPE)  <a href="http://www.humboldt.edu/english/gwpe-hsus-writing-proficiency-exam">http://www.humboldt.edu/english/gwpe-hsus-writing-proficiency-exam</a></td>
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<td>NOVEMBER</td>
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<td>Deadline – Last day to DROP from a class with an approved serious &amp; compelling reason (not eligible for fee refund). A $20.00 fee is required and a “W” grade will be recorded. (See Withdrawal from Humboldt* below)</td>
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<td>VETERANS DAY OBSERVED – Campus Closed</td>
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<td>Graduation Writing Proficiency Exam (GWPE) administration</td>
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<td>9-20</td>
<td>Spring 2016 early registration</td>
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<td>23-27</td>
<td>THANKSGIVING BREAK</td>
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<td>DECEMBER</td>
<td>14-18</td>
<td>FALL 2014 FINAL EXAMS WEEK</td>
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Advising plays a critical role in the development of academic and career goals. Your advisor will help guide and support you on your path toward graduation, as well as work with you to make sure that your interests, abilities, and values mesh with your academic and career objectives.

Responsibilities of Advisees

• Schedule appointments with your advisor each semester or whenever needed.
• Show up to appointments on time and be prepared with the following:
  o (DARS)
  o Your copy of your Master Contract
  o A list of relevant questions you may have
  o Any other materials that may be pertinent
  o During registration, bring your schedule of classes for the following semester
• Contact your advisor ASAP if you need to cancel an appointment.
• Read and understand the LSEE handbook.
• Be familiar with HSU and LSEE academic policies and regulations.
• Read and correspond to emails from your advisor.
• Each semester, you are required to attend either a group advising session or schedule an appointment with your advisor to get your advising hold removed, so that you may register for classes for the following semester.
## Humboldt State University Pathways to a Teaching Career

<table>
<thead>
<tr>
<th>I WANT TO TEACH</th>
<th>BACHELORS DEGREE</th>
<th>CREDENTIAL PROGRAM PRE-REQUISITES</th>
<th>CREDENTIAL</th>
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<tbody>
<tr>
<td>Elementary School Grades: K-6</td>
<td>Recommended: Liberal Studies Elementary Education Program OR Complete any BA/BS Program and pass CSET</td>
<td>Admission to the Elementary Education Program. CBEST or CSET Writing Skills Multiple Subjects CSET EED 210/310 (45 hours of fieldwork) EDUC 285 Technology Skills for Educators</td>
<td>Multiple Subject</td>
</tr>
<tr>
<td>High School and Middle School Grades: 7-12</td>
<td>Major in the subject area (e.g. English) that you plan to teach OR pass the CSET in the subject area</td>
<td>Admission to the Secondary Education Program. CBEST SED 210/410 (45 hours of fieldwork) EDUC 285 Technology Skills for Educators</td>
<td>Single Subject</td>
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<tr>
<td>Special Education Grades: K-Adult</td>
<td>Complete preparation for elementary or secondary credential OR complete any BA/BS program and pass CSET</td>
<td>Admission to the Special Education Program. EDUC 377 Education of Exceptional Individuals CBEST CSET EED 210/310 OR SED 210/410 (45 hours of fieldwork)</td>
<td>Education Specialist, Level I Credential in Mild/Moderate OR Moderate/Severe Disabilities.</td>
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## Humboldt State University
### LSEE MAJOR CONTRACT REQUIREMENTS

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<th>General Education</th>
<th>Units Grade</th>
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| **Area A: Basic Subjects** *(9 lower division units)*  
Must be completed with C- or higher and within first 60 units. | *(1) ENGL 102/103 or ENGL 104 – First Year Reading & Composition (3)*  
*(2) COMM 100 – Fundamentals of Speech Comm (3)*  
*(3) Critical Thinking (3) See catalog list.* |
| **Area B: Science** *(9 lower division units)*  
At least 3 units in each of the 3 categories (one must have a laboratory). Must complete B2 with C- or higher. | *(1) Life Forms (BIO 104 or 105)*  
*(2) Math Concepts & Quant Reasoning (See catalog list).*  
*(3) Physical Universe (GEOL 108 or 109, or OCN 109).* |
| **Area C: Arts, literature, philosophy, modern languages** *(9 lower division units from at least 3 different areas). See catalog list.* | *(1)*  
*(2)*  
*(3)* |
| **Area D: Human, social, political, economic institutions & behavior (not more than one course from any one area). See catalog list.** | *(1)*  
*(2)*  
*(3) American Institutions (HIST 110 or 111, or PSCI 110)* |
| **Area E: Human Integration. Lifelong understanding & integration of self.** | *(1) A Sound Mind in a Sound Body: Human Integration (HED 400)* |
| **American Institutions** *(May be met by approved courses or exams). See catalog list.* | *(1) United States History (HIST 110 or 111)*  
*(2) U.S. Constitution California State and Local Government (PSCI 110)* |
| **Upper Division General Educ:** *(9 units, 3 each from areas B, C, D)* | *(Area B) Met by LSEE Major Requirements*  
*(Area C) Met by LSEE Major Requirements*  
*(Area D) Met by LSEE Major Requirements* |
| **Two courses in Diversity & Common Ground. One domestic and one either domestic or non-domestic. See catalog list.** | *(1) SOC 303 or COMM 322 or ES/GEOG 304 or AIE 330*  
*(2)* |

---

**STUDENT** ______________________  **DATE** ______________________

**ADVISOR** ______________________  **DATE** ______________________

**PROGRAM DIRECTOR** ______________________  **DATE** ______________________
## LIBERAL STUDIES ELEMENTARY EDUCATION
### MAJOR CONTRACT REQUIREMENTS

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<tr>
<th>LOWER DIVISION:</th>
<th>Unit</th>
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<tr>
<td>EDUC 110 – Introduction to Education (1)</td>
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<td>CD 256 – Middle Childhood Dev (3) or PSYCH 213 – The School-Age Child (3)</td>
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<td>EED 210 – Direct Experience With Children (1) <strong>Take with EED 310</strong></td>
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<tr>
<th>UPPER DIVISION:</th>
<th>Unit</th>
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<tr>
<td>EED 310 – Exploring Teaching as a Career (1) <strong>Take with EED 210</strong></td>
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<tr>
<td>LSEE 311 – Mathematics Fieldwork Observation and Seminar (1.5) <strong>Take with Math 308B or 308C</strong></td>
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<td>LSEE 312 – Social Studies and Science Fieldwork Observation and Seminar (1.5)</td>
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<td>LSEE 411 – Language Arts Fieldwork and Seminar (2)</td>
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<td>LSEE 412 – Senior Capstone Professional Development Experience (1) <strong>Take the last year of your degree</strong></td>
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<td>MATH 308B – Math for Elementary Education (3)</td>
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<td>MATH 308C – Math for Elementary Education (3)</td>
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<td>HIST 311 – World History to 1750 (3)</td>
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<td>MUS 322 – Music in the K-8 Classroom (3)</td>
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<td>ART 358 – Art Structure (3)</td>
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<td>ECON 320 – Development of Economic Concepts (3)</td>
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<td>SCI 331 – Fundamental Science Concepts for Elementary Education (3)</td>
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<td>SCI 431 – Nature and Practice of Science for Elementary Education (3)</td>
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**One Course From:**

- SOC 303 – Race & Inequality (3)
- COMM 322 - Intercultural Communication (4)
- ES/GEOG 304 Migrations and Mosaics (3)
- AIE 330 - History of Indian Education (3)
- ENGL 424 – Communication in Writing (3)
- ENGL 326 – Language Study for Teachers (4)
- ENGL 323 – Children’s Literature (3)
- COMM 422 or CD 355 – Children’s Communication Development (4) or Language Development (3)
- THEA 322 or DANC 484 – Creative Drama (3) or Creative Dance (3)
- GEOG 470 – Topics in Geography for Teachers (3) **fall only**
- KINS 475 – Elementary School P. E. (3)

**HSU Credential Program Prerequisite:**

- EDUC 285 – Technology for Educators (3) **This class is not a graduation requirement.**

### DEPTH OF STUDY

**9 Units**

**Name:**

---

Must have a “C-” or better in all major requirements
Major Contract Course Descriptions

AIE 330. History of Indian Education (3).
From first contact with Europeans to contemporary times. Emphasis: how federal policy shaped educational policy for American Indians. [DCG-d.]

ART 358. Art Structure (3).
Heritage of visual art, aesthetic valuing, and creative process in producing art works. Liberal studies/elementary education majors only.

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 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 CD 255 or CD 256.]

COMM 322. Intercultural Communication (4).
Develop skills for communicating in various settings with people from different cultural backgrounds. [DCG-d.]

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.

DANC 484. Creative Dance for the Classroom (3) S.
Develop skills for teaching dance. Course implements national dance standards and California Visual and Performing Arts Framework. No previous dance experience necessary. [Rep.]

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.

EDUC 110. Introduction to Education (1).
Contemporary issues and problems

EDUC 285. Technology Skills for Educators (3).
Introduces computer novice to wide variety of computing topics and terminology in preparation for teaching career. Hands-on activities develop basic skills in many common computer applications. [CR/NC.]

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.]

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.

ENGL 323. Children’s Literature (3).
Close study and evaluation of literature for children. For teachers, prospective teachers, parents. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 326. Language Study for Teachers (4).
English phonetics, phonology, morphology, and syntax. Apply these fields to language arts instruction, including spelling, reading, composition, and other language skills. One of four units is individualized instruction on assigned topics. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ENGL 424. Communication in Writing I (3).
Critical reading and writing of various modes of prose. Writing process of children and how writing tasks can be accessible to developing minds. [Prereq: ENGL 103 or ENGL 104 or ENGL 100.]

ES 304 / GEOG 304. Migrations & Mosaics (3).
Role of international and internal migrations in shaping American population and society. Examine full range of ethnic mosaics that result from the mixing and clashing of diverse cultures. Put own lifeline in national perspective. [DCG-d. GE.]
HIST 311. World History to 1750 (3).
Survey of the major events, trends, structures, and cross-cultural interactions in World History prior to 1750. Starts with rise of "civilization" in Mesopotamia and concludes with the European Enlightenment. For those planning to teach elementary school or social science single subjects.


LSEE 311. Mathematics Fieldwork Observation & Seminar (1.5). The course includes K-8 classroom observation of mathematics instruction. Includes a review of the California Mathematics content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq: MATH 308B (C).]

LSEE 312. Social Studies & Science Fieldwork Observation & Seminar (1.5). The course includes K-8 classroom observation of social studies and science instruction. Includes a review of the California Social Studies and Science content standards and discussion of teaching strategies used in the K-8 classroom. [Prereq: HIST 311 (C) and SCI 331 (C).]

LSEE 411. Language Arts Fieldwork & Seminar (2). The course included K-8 observation of reading instruction, review of Language Arts standards, and discussion of teaching strategies used by K-8 teachers. [Prereq: ENGL 323 (C), ENGL 326 (C), ENGL 424 (C).]

LSEE 412. Senior Capstone (1). Discussions of current topics in education leading to pursuit of individual interest. Culminating activity is a public presentation of research findings and implications for the elementary classroom. [Prereq: LSEE 411 (C).]

MATH 308B - MATH 308C. Mathematics for Elementary Education (3-3) FS. Develop advanced perspective of concepts, structures, and algorithms of math constituting the core of K-8 math curriculum: the real number system; number theory; algebra and functions; geometry and measurement; probability and statistics; mathematical reasoning. Take in B-C order. Does not apply toward math major/minor. [Prereq: completed lower division GE math or higher, and MATH 308B (for 308C). Prior IA required for majors other than LSCD, LSEE, or CDEE. GE.]

MUS 322. Music in the K-8 Classroom (3). Prepares pre-service teachers for effective delivery of general music lessons in the elementary self-contained classroom. Designed primarily for LSEE majors; music majors should take MUS 319 instead.

SCI 331. Fundamental Science Concepts for Elementary Education (3). Fundamental principles in physical science with an emphasis on building conceptual understanding. Intended for students preparing to teach at the elementary school level. [Prereq: completed lower division GE science and math. MATH 308B (C).]

SCI 431. Nature and Practice of Science for Elementary Education (3). Explore the nature and practice of science, including an examination of relationships among the various fields of science and other subjects including history. [Prereq: SCI 331 and MATH 308C (C).]

SOC 303. Race & Inequality (3). Problems of racialized power and inequality: causes, processes, theoretical considerations, and social movements. Multiple perspectives on problems and peacemaking efforts.

TA 322. Creative Drama (3) F. Theatre games, movement, storytelling, improvisation, and role playing interrelate in original dramatizations that develop children’s creative capacities. Culminates in lab situations with elementary children. [Occasional off-campus field trip during school hours or on weekend.]
Depth of Study Areas

Mathematics
The required math courses in the program, Math 308B and Math 308C, provide an advanced viewpoint of the elementary mathematics curriculum. The Math depth of study option includes lower division courses in each of calculus, statistics, and mathematical reasoning. This option can assist students who are considering attaining an additional teaching credential in Mathematics by providing them with some of the knowledge they will need to pass the Single Subject Exam for Teachers in Mathematics (SSCSET). The option is designed to serve those students who are eager to continue their study of mathematics in the first year or two of their collegiate program. See program Advisor for subject matter authorization information.

Lower Division
In addition to a lower-division GE course, At least one course in Calculus:
MATH 109 Calculus OR
MATH 105 OR
MATH 106

At least one course in Statistics:
STAT 106 OR
STAT 108 OR
BIOM 109

At least one course in Mathematical Reasoning
MATH 108 OR
MATH 240

Science
The Depth of Study in Science consists of 3 courses in a least two of the following four areas of science.

Example courses in each of the four areas are provided. Courses taken to satisfy Lower Division Area B General Education cannot be used to satisfy the Depth of Study requirements.

See program Advisor for Subject Matter Authorization information.

LIFE SCIENCE
BIOL 109 General Microbiology (3) TBA
BIOL 302 Human Biology (3) Spring
BIOL 304 Human Genetics (3) Fall
BIOL 306 California Natural History (3) Summer
BOT 105 Principles of Biology (4) with lab Fall/Spring
FISH 300 Introduction to Fishery Biology (3)
FOR 302 Forest Ecosystems & People (3) Fall/Spring
FOR 307 California’s Forests & Woodlands (3) Fall
WLDF 300/300B Wildlife Ecology & Management (3)
WLDF 306 Birds & Human Society (3)
ZOOL 110 General Zoology (4) Fall/Spring

PHYSICS
PHYX 106 College Physics: Mechanics & Heat (4) with lab Fall/Spring/Summer
PHYX 107 College Physics: Electromagnetism & Modern Physics (4) with lab Fall/Spring
PHYX 302 Light & Color (3) with lab (not currently offered)
PHYX 304 The Cosmos (4) Fall

CHEMISTRY
CHEM 107 Fundamentals of Chemistry (4) with lab Fall/Spring/Summer
CHEM 305 Environmental Chemistry (3) with activities Spring

GEOSCIENCES
GEOL 106 Earthquake Country (3) Fall/Spring
GEOL 300 Geology of California (2) Fall/Spring
GEOL 300L Geology of California Field Trip (1) Fall/Spring
PHYX 103 Introduction to Meteorology (3) with lab TBA
PHYX 104 Descriptive Astronomy (4) with lab Fall/Spring
OCN 109 General Oceanography (4) with lab Fall/Spring
OCN 301 Marine Ecosystems Human Impact (5) Spring
OCN 304 Resources of the Sea (3) Fall
OCN 306 Global Environmental Issues (3) Spring

Studio Art
The Depth of Study in Art will give students the fundamental art skills to effectively integrate the arts into the curriculum.

See program Advisor for Subject Matter Authorizations in Art.

Choose 2 of the following:
ART 105B Beginning Drawing (3)
ART 106 Beginning Painting (3)
ART 105C Color and Design (3)

Choose one of the following:
ART 107 Print Making (3)
ART 290 Ceramics (3)
ART 109 Beginning Sculpture (3)
ART 326 Intermediate Painting

History/Social Sciences
The courses within the History/Social Science Depth of Study concentrate upon the demographic development of California, the United States and world regional areas. Human settlement and immigration patterns will be viewed from both an historical and social science perspective covering market making, land taking, boundary setting, state forming, and self-shaping of identities. These courses complement one another and offer the student a holistic view in the study of multicultural societies.

See program Advisor for Subject Matter Authorizations in History/Social Sciences.

HIST 383 California History (3) Fall
GEOG 106 Physical Geography (3)
HIST 312 World Hist from Enlighten (3) Spring
**Teaching English as a Second Language**

For LSEE Program DCG requirement take COMM 322. This coursework can begin after students take English 326-Language Studies for Teachers. Meet with advisor immediately upon selecting this depth.

This depth of study will prepare teachers to meet the needs of linguistically and culturally diverse students by developing and refining skills necessary in teaching English as a second language in the US, foreign schools, and language institutes. By taking 6 units of college foreign language in addition to this coursework, students can attain a TESL (Teaching English as a Second Language) minor.

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<td>Issues in English as A Second/Foreign Lang. (4) fall</td>
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<td>ENGL 436</td>
<td>Integrating Language and Content in English Instruction (3) spring</td>
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**Human Development**

Choose an option that best fits your interests.

**Option 1:** Child Development

**Early Education**

| CD 257 | Supervised Work with Children (3) |
| CD 251 OR | Children & Communities (3) |
| CD 352 | Parent/Child Relationships (3) |
| CD 356 OR | Curriculum Development (3) |
| CD 357 | Early Literacy (3) |

**Option 2:** Psychology

| PSYCH 311 | Human Development (3) |

Choose two of the following:

| PSYCH 302 | Psychology of Prejudice (3) |
| PSYCH 303 | Family Relations in Society (3) |
| PSYCH 322 | Learning and Motivation (3) |
| PSYCH 324 | Cognitive Psychology (3) |
| PSYCH 417 | Psych of Exceptional Children (3) |
| PSYCH 418 | Social and Emotio. Prob. of Kids (3) |

**Music**

A depth of study for individuals interested gaining a greater knowledge of the fundamentals of music as well as how to integrate music into the classroom.

**Required Courses:**

| MUS 110 | Fundamentals of Music (3) |
| MUS 319 | Development of Music Concepts (2) |

Students must take 2 classes in applied Instruction. Choices include voice, piano, or another instrument.

If additional units in music are needed to make at least 9 units for the depth of study, enroll in

| MUS 302 | Music in World Cultures (3) |

**Creative Dramatics**

This 9 unit depth of study is designed for those individuals interested in integrating dramatic activity and movement throughout the elementary curriculum.

Take either THEA 322 or DANC 484 depending on what class was completed on LSEE major contract AND choose 2 of the following courses: Theatre major requirement and depth of study course cannot double count.

| THEA 324 | Puppetry (3) |
| COMM 108 | Oral Interpretation (3) |
| THEA 105 | Acting (3) |
| THEA 104 | Storytelling (3) |
| THEA 108 | Action: Theatre Movement & Mime(3) |

**Spanish**

A depth of study in Spanish provides individuals with the language skills necessary to communicate with Spanish speakers. This depth is particularly useful for educators working in California’s public schools.

| SPAN 107 | Level III Intermediate Spanish (4) |
| SPAN 207 | Level IV Intermediate Spanish (4) |

Choose one of the following:

| SPAN 311 | Level V: Advanced Grammar (4) |
| SPAN 340 | Intro. to Hispanic Literature (3) |

**Physical Education**

Each of these courses examines core principles that form the foundation of what it means to be a physical educator. What differentiates Physical Education from other disciplines is that preparation and interaction for the teaching/learning processes involves an active dynamic environment. This depth of study provides a perspective on pedagogical content that is consistent with the major theories and content of education.

| KINS 385 | Adapted Physical Education (3) Spring only |
| KINS 483 | Evaluation Techniques in Kinesiology (3) |
| KINS 484 | Motor Learning/Development (3) |
Suggested Four-Year Course Plan for Freshman
(Note: This is a suggested plan only, due to possible time conflicts.)

First Year

First Semester
- ENGL 102/103 or 104 (3)
- GEOL 108 OR GEOL 109 OR OCN 109 (3-4)
- One class from Area D (30
- American Institutions PSCI 110
- EDUC 110 (1)
- EED 210 (1)
- EED 310 (1)
Semester total = 15-16 units

Second Semester
- COMM 100 (3)
- Math Concepts & Quant Reasoning (3)
- HIST 110 OR 111 (3)
- One class from Area C (3)
- EDUC 285 (online) (3)
Semester total = 15 units

Second Year

Third Semester
- Critical Thinking (3)
- One class from Area C (3)
- HED 400 (3)
- CD 256 (3)
- Depth of Study course (3)
Semester total = 15 units

Fourth Semester
- BIO 102 or 104 OR 105 (3)
- One class from Area C (3)
- One class from Area D (3)
- DCG (3)
- SOC 303 or COMM 322 or ES/GEOG 304 or AIE 330 (3-4)
Semester total = 15-16 units

Third Year

Fifth Semester
- ENG 326 (4)
- CD 355 (3)
- HIST 311 (3)
- ECON 320 (3)
- GEOG 470 (3)
Semester total = 16 units

Sixth Semester
- MATH 308B (3)
- MUS 322 (3)
- SCI 331 (3)
- LSEE 311 (1.5)
- KINS 475 (3)
Semester total = 13.5 units

Fourth Year

Seventh Semester
- TFD 322 or DANC 484 (3)
- MATH 308C (3)
- LSEE 312 (1.5)
- Depth of Study Course (3)
- SCI 431 (3)
Semester total = 13.5 units

Eighth Semester
- ART 358 (3)
- ENGL 424 (3)
- ENGL 323 (3)
- LSEE 412 (1)
- LSEE 411 (2)
- Depth of Study course (3)
Semester total = 15 units

Total Units: 120 (Minimum units required for BA)

- EDUC 285 is not a graduation requirement. However, it is a requirement to get into Humboldt’s teaching credential programs
- TA 322 and DANC 484 alternate semesters. TA 322 is offered during the Fall semester, while DANC 484 is offered during the Spring semester.
- GEO 470 is offered during the Fall semester only.
Suggested Two-Year Course Plan for Transfer Students

(Note: This is a suggested plan only, due to possible time conflicts.)

First Year

Semester 1
- ENGL 326 (4)
- CD 355 (3) or COMM 422 (4)
- EED 210/310 (1/1) for students who have not met California State requirement of 45 hours of fieldwork
- ECON 320 (3)
- GEOG 470 (3)
- EDUC 285 (3)
Semester total = 18/19 units

Semester 2
- LSEE 311 (1.5)
- SCI 331 (3)
- Depth of Study course (3)
- HIST 311 (3)
- MATH 308B (3)
- PSYCH 213 or CD 256 (3)
Semester total = 16.5 units

Second Year

Semester 3
- KINS 475 (3)
- TA 322 (3)
- MATH 308C (3)
- LSEE 312 (1.5)
- Depth of Study course (3)
- SCI 431 (3)
- MUSC 322 (3)
Semester total = 19.5 units

Semester 4
- Depth of Study course (3)
- ART 358 (3)
- COMM 322 or SOC 303 or ES/GEOG 304 or AIE 330 (3)
- ENGL 424 (3)
- LSEE 411 (2)
- ENGL 323 (3)
- LSEE 412 (1)
Semester total = 18 units

• It is expected that all transfer students will have completed a lower division introduction to education course. If not, you are required to take EDUC 110.
• EDUC 285 is not a graduation requirement. However, it is a requirement to get into Humboldt's teaching credential programs
• TA 322 and DANC 484 alternate semesters. TA 322 is offered during the Fall semester, while DANC 484 is offered during the Spring semester.
• GEO 470 is offered during the Fall semester only.
Humboldt State University Academic Planning Summary

• **Minimum Units Required: 120 units**
  Upper Division: 40 units (all BA programs)
  Unit Maximums Allowed: 24 HSU credit grades, 24 Open University, 24 Extended Education, 70 from a community college

• **Residence**
  30 units taken at Humboldt State, which must include:
  24 upper division units taken at Humboldt State
  12 upper division units within the major taken at Humboldt State
  9 units of general education taken at Humboldt State

• **General Education (GE)**
  Lower Division:
  Area A (Basic Subjects): 9 units. Minimum grade of C- is required. Must be completed by 60 units earned.
  Area B (Science): 9 units. Minimum grade of C- is required in math. Must include one course with laboratory experience.
  Area C (Humanities): 9 units from 2 subareas.
  Area D (Social Science): 9 units from at least 2 subareas. One American Institutions course may count.
  Area E: 3 units.
  Upper Division:
  9 units, 3 each from areas B, C, and D. One appropriate Communication and Ways of Thinking (CWT) course may be used to satisfy one area.

• **Grade Point Average**
  Overall (all college work): minimum 2.00
  Humboldt State (cumulative): minimum 2.00
  Major: minimum 2.00

• **Diversity & Common Ground (DCG)**
  Two approved courses, which can also count toward any GE area, the major, or electives, depending on the courses selected. If you are following 2003-04 or later catalog requirements, one course must have a domestic focus. Course must be DCG approved for the term in which you take the class. See list of currently approved DCG classes on the following pages.

• **American Institutions**
  May be met by courses or exams. One course, whether upper or lower division, can count in lower division GE area D:
  US History
  US Government & Constitution
  California State & Local Government (may be the same approved course used for US Government & Constitution)
  See list of approved courses on the following pages.

• **Major**
  See major programs as described in the Humboldt State University Catalog.
  BA: minimum of 24 units, including 12 upper division, excluding GE
  BS: minimum of 36 units, including 18 upper division, excluding GE
  Consult with major advisor and submit major contract approved by advisor and department chair to the Office of the Registrar, SBS 133.

• **Tests**
  English Placement Test (EPT) — take before first-time registration
  Entry Level Math (ELM) — take before first-time registration
  Graduation Writing Proficiency Exam (GWPE) — take in junior year. Must complete successfully to graduate.

• **File Application For Graduation**
  Apply for graduation when you have completed between 60-90 units. See Graduation, Application For in the Academic Regulations section of this guide for details.
Lower Division GE Area A: Basic Subjects

Required Units: 9 | 3 units in each category

Written Communication
Upon completing this requirement, students will be able to:

- demonstrate mastery of writing a well-composed and mechanically competent essay consisting of an introduction, claim (thesis), support (argument), and conclusion
- explain how the effectiveness of communication is influenced by the form, content, and context of someone's writing
- practice the discovery, critical evaluation, reporting, and appropriate citation of information.

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

Upon completing this requirement, students will be able to:

- explain how the effectiveness of communication is influenced by the form, content, and context of someone's writing
- practice the discovery, critical evaluation, reporting, and appropriate citation of information.

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

Critical Thinking
Upon completing this requirement, students will be able to:

- identify the premises and conclusion of an argument and determine its validity and soundness
- analyze, criticize, and advocate ideas
- distinguish deductive from inductive argument forms, identify their fallacies, and reason inductively and deductively
- distinguish matters of fact from issues of judgment or opinion and reach well-supported factual or judgmental conclusions from a wide diversity of real world examples.

COMM 100 Fundamentals of Speech Communication

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

Oral Communication
Upon completing this requirement, students will be able to:

- demonstrate the discovery, critical evaluation, and reporting of information by designing an appropriately organized and credibly supported speech, using techniques to inform and/or persuade an audience
- deliver a speech using effective verbal and nonverbal skills
- critically listen to and analyze oral communication
- explain the role that oral communication plays in human societies.

COMM 100 Fundamentals of Speech Communication

COMM 102 Introduction to Argumentation
COMM 103 Critical Listening & Thinking
CS 100 Critical Thinking with Computers
ENGL 101 Critical Writing
FOR 100 Critical Thinking and Social & Environmental Responsibility
INTL 100 Thinking Critically About Globalization
PHIL 100 Logic
PSYC 100 Psychology of Critical Thinking
Lower Division GE Area B: Math & Science

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

Mathematical Concepts
Upon completing this requirement, students will be able to:
• use skills beyond the level of intermediate algebra to solve problems through quantitative reasoning
• apply mathematical concepts and quantitative reasoning to problems.

MATH 103  Contemporary Mathematics
(not for science or NR majors)

MATH 103i Mathematics as a Liberal Art
(MATH 43 corequisite, not for science or NR majors)

MATH 104  Finite Mathematics

MATH 105‡  Calculus for the Biological Sciences & Natural Resources

MATH 106  Calculus for Bus. & Economics

MATH 108  Critical Thinking in Math
(for prospective elementary teachers)

MATH 109‡  Calculus I

STAT 106  Introduction to Statistics for the Health Sciences

STAT 108  Elementary Statistics

STAT 109‡  Introductory Biostatistics

Life Forms
Upon completing this requirement, students will be able to:
• apply scientific concepts and theories to develop scientific explanations of natural phenomena
• critically evaluate conclusions drawn from a particular set of observations or experiments
• demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts.

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

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

BOT 105  General Botany

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

SCIENCE: One course must include a lab.

Physical Universe
Upon completing this requirement, students will be able to:
• apply scientific concepts and theories to develop scientific explanations of natural phenomena
• critically evaluate conclusions drawn from a particular set of observations or experiments
• demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts.

CHEM 107  Fundamentals of Chemistry

CHEM 109  General Chemistry I

GEOG 106  Physical Geography
(may enroll in GEOG 106L to fulfill lab requirement)

GEOL 106  Earthquake Country
(not for geology majors)

GEOL 108  The Dynamic Earth
(not for geology majors)

OCN 109  General Geology

PHYX 104  Descriptive Astronomy

PHYX 106‡  College Physics: Mechanics & Heat (not calculus-based)
College Physics: Electromagnetism & Modern Physics (not calculus-based)

PHYX 107‡  General Physics I: Mechanics

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

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

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

Upon completing this requirement, students will be able to:

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

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

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

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

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

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

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<td>TA 106</td>
<td>Behind the Scenes in Theatre</td>
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<td>TA 107</td>
<td>Dramatic Writing</td>
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<td>TA 108</td>
<td>Movement/Voice for Performers</td>
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### Humanities (Literature, Philosophy, Languages other than English)

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

Required Units: 9 | minimum of two subareas

Upon completing this requirement, students will be able to:

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

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

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

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

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

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

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

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

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

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

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

**D0: Sociology & Criminology**
- SOC 104 Introduction to Sociology
GE Area E: Human Integration

Required Units: 3

Upon completing this requirement, students will be able to:

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

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>DANC 400</td>
<td>Bodyworks</td>
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<tr>
<td>EMP 400</td>
<td>Inscape &amp; Landscape</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>Inscape &amp; Landscape</td>
</tr>
<tr>
<td>FOR 400</td>
<td>Forestry in Modern Society</td>
</tr>
<tr>
<td>HED 400</td>
<td>A Sound Mind in a Sound Body: Human Integration</td>
</tr>
<tr>
<td>PSYC 400</td>
<td>Health Psychology</td>
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</table>
American Institutions
Required Units: 6 | 3 units in each area

US History
Upon completing this requirement, students will be able to:
• explain significant events covering a time span of at least 100 years of US history, including the relationships of US regions and relationships with foreign nations
• analyze the roles of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred
• explain how these events illustrate both the continuity of “the American experience” and its derivation from other cultures by considering at least three of the following: politics, economics, social movements, and geography.

Area D6:
ECON 323 Economic History of the US
HIST 110 US History to 1877
HIST 111 US History from 1877
NAS 200 Indigenous Peoples in US History

US & California Government
Upon completing this requirement, students will be able to:
• distinguish the key philosophies of the framers of the US Constitution
• demonstrate an understanding of the nature and operation of major US political institutions and processes
• identify the liberties, rights, and responsibilities of citizens under the political system established by the US Constitution
• demonstrate an understanding of the California Constitution and state and local government within the framework of evolving Federal-State relations.

Area D8:
PSCI 110 American Government
PSCI 210 United States Politics
PSCI 359 California Government
PSCI 410 American Constitutional Law

There are three options:
1. Complete one US history course and one US & California government course; or
2. Pass the qualifying exams in US history, American constitutional government, and California state and local government; or
3. Complete a combination of courses and exams.

To satisfy the requirement by examination, students must pass in three areas: (1) US history, (2) US government and constitution, and (3) California state and local government. These three exams may be taken separately. The California state and local exam is provided separately so that students may this portion separately when their previous coursework does not specifically address this requirement (e.g. out of coursework). The department offering the exam sets limits on repeating the exam(s). To exercise this option, contact the Testing Center for study information and exam dates. These are competency exams and do not result in credit or grades.

Though the American Institutions requirement is separate from general education, one of the eight courses listed above can count in Lower Division GE Area D. Regardless of whether a lower or upper division American Institutions course is applied to GE, it will count for lower division GE, not upper division GE.
DIVERSITY & COMMON GROUND: Domestic
(Focused within the boundaries of the US)

Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area column.

LD = Lower Division GE; UD = Upper Division GE; ‡ = Course requires one or more prerequisites

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<th>COURSE TITLE</th>
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<tr>
<td>ART 104J American Art</td>
<td>Area C-LD</td>
<td>AIE 330 History of Indian Education</td>
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<tr>
<td>ES 106 Introduction to Black Studies</td>
<td>Area C-LD</td>
<td>AIE 335 Social &amp; Cultural Considerations</td>
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<td>RS 107 Religion in America</td>
<td>Area C-LD</td>
<td>AIE 340 Educational Experiences</td>
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<td>WS 107 Women, Culture, History</td>
<td>Area C-LD</td>
<td>CD 310 Perspectives: History &amp; Theory</td>
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<tr>
<td>CRGS 108 Power &amp; Privilege: Gender, Race, Sex, Class</td>
<td>Area C-LD</td>
<td>CD 352 Parent-Child Relationships</td>
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<tr>
<td>ES 105 Introduction to US Ethnic Studies</td>
<td>Area D-LD</td>
<td>CD 467 Working with Culturally Diverse Families</td>
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<tr>
<td>NAS 104 Introduction to Native American Studies</td>
<td>Area D-LD</td>
<td>COMM 315 Communication &amp; Social Advocacy</td>
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<tr>
<td>SW 104 Introduction to Social Work</td>
<td>Area D-LD</td>
<td>COMM 322 Intercultural Communication</td>
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<td>WS 106 Introduction to Women’s Studies</td>
<td>Area D-LD</td>
<td>CRGS 313 Community Activism</td>
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<tr>
<td>ART 304 Topics in American Art</td>
<td>Area C-UD</td>
<td>CRGS 330 Women of Color Feminisms</td>
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<tr>
<td>COMM 300 American Public Discourse</td>
<td>Area C-UD</td>
<td>CRGS 360 Race, Gender &amp; US Law</td>
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<tr>
<td>COMM 309B Gender &amp; Communication</td>
<td>Area C-UD or D-UD</td>
<td>EDUC 313 Community Activism</td>
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<tr>
<td>ENGL 308B Women in Literature</td>
<td>Area C-UD</td>
<td>EDUC 318 Gay &amp; Lesbian Issues in Schools</td>
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<tr>
<td>NAS 301 Native American Literature</td>
<td>Area C-UD</td>
<td>ENGL 336 American Ethnic Literature</td>
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<td>NAS 302 Oral Literature &amp; Oral Tradition</td>
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<td>ENGL 465B Multicultural Issues in Literature/Languages</td>
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<tr>
<td>PHIL 306 Race, Racism &amp; Philosophy</td>
<td>Area C-UD</td>
<td>ES 245 Hip Hop &amp; the Black Experience</td>
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<tr>
<td>SPAN 308S Introduction to Translation &amp; Interpretation</td>
<td>Area C-UD</td>
<td>ES 314 Chicano Culture &amp; Society in America</td>
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<tr>
<td>TA 307 Theatre of the Oppressed</td>
<td>Area C-UD</td>
<td>ES 336 American Ethnic Literature</td>
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<tr>
<td>WS 308B Women in Literature</td>
<td>Area C-UD</td>
<td>ES 465B Multicultural Issues in Literature/Languages</td>
</tr>
<tr>
<td>WS 309B Gender &amp; Communication</td>
<td>Area C-UD or D-UD</td>
<td>HIST 372 Rise of Modern America (1877-1929)</td>
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<tr>
<td>COMM 309B Gender &amp; Communication</td>
<td>Area D-UD or C-UD</td>
<td>KINS 474 Psychology of Sport &amp; Exercise</td>
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<tr>
<td>ES 304 Migrations &amp; Mosaics</td>
<td>Area D-UD</td>
<td>NAS 200 Indigenous Peoples in US History</td>
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<tr>
<td>ES 308 Multi-Ethnic Resistance in the US</td>
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<td>NAS 327 Native Tribes of North American Regions</td>
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<td>GEOG 304 Migrations &amp; Mosaics</td>
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<td>NAS 332 Environmental Justice</td>
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<td>NAS 306 Indigenous Peoples of the Americas</td>
<td>Area D-UD</td>
<td>NAS 392 Indigenous Identities in Film</td>
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<td>PSYC 300 Psychology of Women</td>
<td>Area D-UD</td>
<td>NAS 468 Tribal Justice Systems</td>
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<tr>
<td>PSYC 302 Psychology of Prejudice</td>
<td>Area D-UD</td>
<td>PSCI 318 Race, Gender &amp; US Law</td>
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<td>REC 302 Inclusive Recreation</td>
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<td>PSYC 437 Sexual Diversity</td>
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<td>SOC 303 Race and Inequality</td>
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<td>SOC 316 Gender &amp; Society</td>
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<td>SOC 306 Changing Family</td>
<td>Area D-UD</td>
<td>WS 316 Gender &amp; Society</td>
</tr>
<tr>
<td>WS 300 Psychology of Women</td>
<td>Area D-UD</td>
<td>WS 318 Gay &amp; Lesbian Issues in Schools</td>
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<tr>
<td>WS 309B Gender &amp; Communication</td>
<td>Area D-UD or C-UD</td>
<td>WS 336 American Ethnic Literature</td>
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<tr>
<td>WS 350 Women’s Health and Body Politics</td>
<td>Area D-UD</td>
<td>WS 465B Multicultural Issues in Literature/Languages</td>
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</table>
DIVERSITY & COMMON GROUND: Non-Domestic

Undergraduates must complete at least two DCG courses; one of these courses must be designated domestic (focused within the boundaries of the United States) while the second course may either be domestic or international/transnational (non-domestic) in focus. DCG courses listed below that are also approved for GE have their GE areas designated in the GE Area column.

LD = Lower Division GE; UD = Upper Division GE; † = Course requires one or more prerequisites

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<thead>
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<th>COURSE TITLE</th>
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<td>ART 100 Global Perspectives in Art</td>
<td>Area C-LD</td>
<td>ANTH 315 Sex, Gender &amp; Globalization</td>
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<td>ART 104K Africa, Oceania, the Americas</td>
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<td>BA 410 International Business</td>
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<td>ART 104M Latin American Art</td>
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<td>CHIN 207 Chinese Level IV</td>
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<tr>
<td>ART 104N Asian Art &amp; Culture</td>
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<td>CRGS 390 Theory &amp; Methods</td>
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<td>FILM 109 Film Comedy Around the World</td>
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<td>ES 310 US and Mexico Border</td>
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<td>FREN 107 French Level III</td>
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<td>ES 465C Multicultural Issues in Literature/Languages</td>
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<td>PHIL 104 Asian Philosophy</td>
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<td>FREN 207 French IV &amp; Introduction to Francophone Studies</td>
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<td>RS 105 World Religions</td>
<td>Area C-LD</td>
<td>HIST 327 History of Brazil</td>
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<td>SPAN 107 Spanish Language &amp; Culture III</td>
<td>Area C-LD</td>
<td>HIST 345 Imperialism</td>
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<td>SPAN 108 Level III Heritage Speakers</td>
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<td>JMC 330 International Mass Communication</td>
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<td>CHIN 109 Introduction to Chinese Studies</td>
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<td>RS 340 Zen, Dhara &amp; Tao</td>
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<td>WS 315 Sex, Gender &amp; Globalization</td>
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<td>ART 302 Topics in Global Art History</td>
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<td>WS 340 Ecofeminism: Global Women &amp; Environment</td>
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<td>FREN 300 African Storytelling</td>
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<td>FREN 306 Sex, Class &amp; Culture: Gender &amp; Ethnic Issues in Int'l Short Stories</td>
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<td>MUS 302 Music in World Culture</td>
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<td>WS 308 Women in Literature</td>
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<tr>
<td>ANTH 302 Anthropology of Religion</td>
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<td>ANTH 306 World Regions Cultural Studies</td>
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<td>ECON 306 Economics of the Developing World</td>
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<td>ES 306 World Regions Cultural Studies</td>
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<tr>
<td>WS 303 Third World Women's Movement</td>
<td>Area D-UD</td>
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</tbody>
</table>
Diversity and Common Ground/Lower Division GE Double-Counted Courses

(Due to changes that may occur in the class schedule, always check to see if the class is being offered)

Area C—Lower Division

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>#</th>
<th>Title</th>
<th>Days/Times</th>
<th>DCG</th>
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<tbody>
<tr>
<td>ART</td>
<td>100</td>
<td>46693</td>
<td>Global Perspectives in Art</td>
<td>TBA</td>
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<td>ART</td>
<td>104J</td>
<td>45395</td>
<td>Art in the United States</td>
<td>TR 9:00-10:20am</td>
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<td>CHIN</td>
<td>107</td>
<td>41299</td>
<td>Chinese Level III</td>
<td>MTWR 11:00-11:50am</td>
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<tr>
<td>FILM</td>
<td>109</td>
<td>46258</td>
<td>Film Comedy Around World</td>
<td>MW 3:00-4:50pm</td>
<td>Non-domestic</td>
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<td>FREN</td>
<td>107</td>
<td>41303</td>
<td>French Level III</td>
<td>MTWR 12:00-12:50pm</td>
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<tr>
<td>PHIL</td>
<td>104</td>
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<td>Asian Philosophy</td>
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<td>RS</td>
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<td>World Religions</td>
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<td>SPAN</td>
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<td>SPAN</td>
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<td>41317</td>
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<td>SPAN</td>
<td>108S</td>
<td>46509</td>
<td>Level III Heritage Speakers</td>
<td>MW 3:00-4:20pm</td>
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<td>WS</td>
<td>107</td>
<td>41076</td>
<td>Women, Culture, History</td>
<td>MW 11:00am-12:20pm</td>
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<td>WS</td>
<td>107</td>
<td>41077</td>
<td>Women, Culture, History</td>
<td>MW 1:00-2:20pm</td>
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<td>WS</td>
<td>107</td>
<td>47229</td>
<td>Women, Culture, History</td>
<td>MW 5:00-6:20pm</td>
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Area D—Lower Division

<table>
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<th>Subject</th>
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<th>Title</th>
<th>Days/Times</th>
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<tr>
<td>CRGS</td>
<td>108</td>
<td>45738</td>
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<td>TR 11:00am-12:20pm</td>
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<td>CRGS</td>
<td>108</td>
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<td>Pwr/Priv:Gen/Race/Sex/Cl</td>
<td>TR 11:00am-12:20pm</td>
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<tr>
<td>ES</td>
<td>105</td>
<td>41291</td>
<td>Intro to US Ethnic Studies</td>
<td>WF 3:00-4:20pm</td>
<td>Domestic</td>
</tr>
<tr>
<td>ES</td>
<td>105</td>
<td>41292</td>
<td>Intro to US Ethnic Studies</td>
<td>TR 9:00-10:20am</td>
<td>Domestic</td>
</tr>
<tr>
<td>ES</td>
<td>106</td>
<td>45927</td>
<td>Intro to Black Studies</td>
<td>TBA Online</td>
<td>Domestic</td>
</tr>
<tr>
<td>ES</td>
<td>106</td>
<td>47369</td>
<td>Intro to Black Studies</td>
<td>TR 5:00-6:20pm</td>
<td>Domestic</td>
</tr>
<tr>
<td>GEOG</td>
<td>105</td>
<td>41282</td>
<td>Cultural Geography</td>
<td>MWF 1:00-1:50pm</td>
<td>Non-domestic</td>
</tr>
<tr>
<td>NAS</td>
<td>104</td>
<td>45893</td>
<td>Intro to Native Am Studies</td>
<td>MWF 10:00-10:50am</td>
<td>Domestic</td>
</tr>
<tr>
<td>NAS</td>
<td>104</td>
<td>41219</td>
<td>Intro to Native Am Studies</td>
<td>MWF 1:00-1:50pm</td>
<td>Domestic</td>
</tr>
<tr>
<td>SW</td>
<td>104</td>
<td>44526</td>
<td>Intro to Social Work</td>
<td>TR 1:00-2:20pm</td>
<td>Domestic</td>
</tr>
<tr>
<td>SW</td>
<td>104</td>
<td>45764</td>
<td>Intro to Social Work</td>
<td>TBA Online</td>
<td>Domestic</td>
</tr>
<tr>
<td>WS</td>
<td>106</td>
<td>41075</td>
<td>Intro to Women’s Studies</td>
<td>WF 1:00-2:20pm</td>
<td>Domestic</td>
</tr>
<tr>
<td>WS</td>
<td>106</td>
<td>47228</td>
<td>Intro to Women’s Studies</td>
<td>TR 5:00-6:20pm</td>
<td>Domestic</td>
</tr>
</tbody>
</table>

All students are required to take two Diversity & Common Ground courses; one must be domestic, the other may be domestic or non-domestic. * Some courses are cross-listed: PSYC 300 & WS 300; COMM 309B & WS 309B. If two courses have the same title and are offered at the same time, it is the same course and will fulfill one GE area. If you are taking the course as part of your major coursework, make sure you are registered for the correct one.
LSEE Graduation Requirements

- Students must have a grade of C- or better in all major requirements.
- The minimum requirement for a Bachelor’s Degree is 120 units.
- The GPA required for admission into HSU credential programs is 2.67 overall or 2.75 during the last 60 units.
- Major courses cannot be taken for optional credit/no credit.
- Education 285 is an online class and is not a graduation requirement. However, it is a requirement to get into a credential program.
- Some lower division general education classes in areas C and D can be double-counted for Diversity and Common Grounds (DCG). A list of these courses can be found in this Handbook.

Graduate Writing Proficiency Exam (GWPE)

Every student graduating from Humboldt State University must past a writing proficiency test called the GWPE or Graduate Writing Proficiency Exam. The HSU GWPE consists of two forty-five minute essays, one in response to a personal experience prompt, the other in response to an analytical prompt. You must be of Junior or Senior Status to take this exam. To register log on to myHumboldt, select the “Financial Matters” tab, locate “Financial Links”, select the “Register/Pay for GWPE” link, and select the appropriate option and complete the transaction. You will receive an email from the HSU Testing Center providing your test location on the HSU campus, instructions for what to bring, and our new cell phone policy. Note that if your cell phone is visible to the test proctors at any time during the exam, you will be asked to leave and will have to re-register (and re-pay) for the GWPE at another date. For more information, visit http://www.humboldt.edu/english/gwpe-hsus-writing-proficiency-exam

Applying for Graduation

It is strongly recommended that students apply AT LEAST three semesters prior to their expected term of graduation. (If a student has earned 90 or more units, a hold will be placed on future registration until an Application for Graduation is received.) A mandatory $58 graduation processing fee must be paid at the time you submit this Application for Graduation. Graduation forms filed after the posted deadline are subject to a $10 late fee. See the online "Calendar of Activities and Deadlines" at www.humboldt.edu/oaa/classes.shtml for application deadline dates. This application initiates a Degree Check, which will be emailed to you at your HSU email address and to your academic advisor. Your approved major contract must be on file with the Office of the Registrar in order to process your degree check. If you don't yet have a major contract, contact your academic advisor.

If you have already submitted an Application for Graduation and wish to change your expected graduation date, please fill out the Graduation Date Change Request form available at https://www.humboldt.edu/registrarforms/
LSEE Timeline to Graduation

**Freshman Year**
Take classes in Lower Division General Education, American Institutions, and DCG
Enroll in EDUC 110 and EDD 210/310 during first or second semester
Get fingerprinted (i.e., LIVESCAN) and provide proof of TB test (if taking fieldwork course)

**Sophomore Year**
Continue taking classes in Lower Division GE, American Institutions, and DCG
Begin taking LSEE major courses

**Junior Year**
Continue taking major courses
Take Graduate Writing Proficiency Exam (GWPE)

**Senior Year**
Take remaining major courses
Take CSET and CBEST
Attend orientation and apply for EED or SPED Credential Program
Live Scan and TB Testing

The Live Scan and the TB test are required for fieldwork classes. You cannot participate in fieldwork without first completing these and receiving your Clearance ID card. It is highly recommended you complete these before or during the first week of instruction to prevent any possible delays. Instructors will provide directions during your first class meeting.

Live Scan

(If you have recently done a Live Scan for HSU’s School of Education, you do not need to complete another Live Scan)

1. Print and fill out “Request for Live Scan Service form” found here: http://humboldt.edu/see/documents/livescanform.pdf

2. Have your Live Scan fingerprinting completed at a police station. You must present a valid ID/DL.
   a. The University Police Department is the recommended location as it is less expensive for students ($47).
   b. UPD offers Live Scan service on Mondays, Wednesdays, and Fridays from 9:30am to 3:30pm. For questions, call them at 707-826-5555.
   c. The Live Scan operator will give you two copies of the completed form.

TB Test

If you have a current TB test (within the last two years), you do not need to be retested.

1. The Student Health Center on campus offers TB tests for a fee of $10 for students. Testing is available Mondays and Wednesdays from 9am – 11am and 2:00pm to 3:00pm and on Tuesdays from 10:00am to 11:00am and 2:00pm to 3:00pm.

2. You can call the Student Health Center at 707-826-3146 or walk in to make an appointment. Please note that you will have to return within 48 to 72 hours later to obtain your results and note from the doctor.

   a. If you know you test positive for a TB skin test, you do not have to take another skin test. However, you still need to make an appointment with a doctor to answer a few questions about your health in order to determine whether or not the TB is active. If you show no symptoms, the doctor will write you a note stating your TB is inactive.

Completing the Process

3. Turn in proof of a current (within the last two years) TB test AND one copy of the completed Live Scan form to Lauren Parker in HGH 202. She can be reached by phone at 707-826-5867 or email at lauren.parker@humboldt.edu.

4. In approximately one week, follow up with Lauren to see if your Live Scan results are in. If they are, Lauren will make you a Clearance ID card that you can show to schools you are observing in as proof that your background check and TB tests are complete.
HUMBOLDT STATE UNIVERSITY
EED 210: Direct Experience with Children
Early Fieldwork Placement

*MAKE A COPY OF LOG BEFORE TURNING IN*

Observation/Participation Log

Student’s Name: ___________________________ Due: _______________
School Site: ________________________________
Mentor Teacher: _____________________________ Grade Level: _________

<table>
<thead>
<tr>
<th>Date</th>
<th>Mentor Teacher Signature</th>
<th>Observation/Participation Brief Description of Activities</th>
<th>Hours Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

TOTAL HOURS: _____________

MAKE COPY BEFORE TURNING IN!
### EVALUATION OF FIELDWORK

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td></td>
</tr>
<tr>
<td>Instructor:</td>
<td></td>
</tr>
<tr>
<td>Mentor Teacher:</td>
<td></td>
</tr>
<tr>
<td>School Site:</td>
<td></td>
</tr>
<tr>
<td>Grade/Age of Placement:</td>
<td></td>
</tr>
<tr>
<td>Attendance Record:</td>
<td></td>
</tr>
<tr>
<td>Number of Hours observed:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATING SCALE:</th>
<th>4 = Always</th>
<th>3 = Usually</th>
<th>2 = Often</th>
<th>1 = Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Appearance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable, attends regularly and on time. (Consider absences, absences without sufficient notice, and tardiness.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dresses appropriately for the classroom. (Check one): Yes No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct &amp; Relationship with Students &amp; Staff:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works cooperatively with others; treats others with respect and courtesy; inspires respect and confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest &amp; Quality of Work:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows established classroom policies and procedures, uses time effectively, initiates assigned activities, and completes tasks neatly and thoroughly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitivity to Diverse Students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds appropriately to diverse cultural, linguistic, and learning abilities of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing Situations &amp; Materials:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates good judgment in analyzing classroom conditions and use of instructional materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you have this student back?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATION SUMMARY DISCUSSED WITH THE STUDENT?**

- MIDTERM: YES NO
- FINAL: YES NO

<table>
<thead>
<tr>
<th>Signature of School Mentor Teacher</th>
<th>Midterm Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of School Mentor Teacher</td>
<td>Final Date:</td>
</tr>
<tr>
<td>Signature of Student</td>
<td>Final Date:</td>
</tr>
<tr>
<td>Signature of University Instructor</td>
<td>Final Date:</td>
</tr>
</tbody>
</table>

*Comments may be expanded on the back.*
List of Humboldt County School Districts

**Arcata School District**
Arcata Elementary School K-5  
Sunny Brae Middle School 6-8

**Big Lagoon Union Elem. School District**
Big Lagoon School K-8

**Blue Lake Union Elem. School District**
Blue Lake School K-8

**Bridgeville Elementary School District**
Bridgeville School K-8

**Cuddeback Elementary School District**
Cuddeback School K-8

**Cutten Elementary School District**
Cutten Elementary School 3-6
Ridgewood School K-2
Alice Birney School K-5
Eureka High School 9-12
Grant School K-6
Lafayette School K-6
Washington School K-6
Winship Middle School 7-8
Winzler Children’s Center Child Care
Zane Middle School 7-8
Zoe Barnum High School Alt.

**Ferndale Unified School District**
Ferndale Elementary School K-8
Ferndale High School 9-12

**Fieldbrook Elementary School District**
Fieldbrook School K-8

**Fortuna Elementary School District**
Ambrosini School K-4

**Fortuna Union High School District**
Fortuna High School 9-12
East High Fortuna
Academy of the Redwoods

**Freshwater Elementary School District**
Freshwater School K-6

**Garfield Elementary School District**
Garfield School K-6

**Green Point School District**
Green Point School K-8

**Hydesville Elementary School District**
Hydesville School K-8

**Jacoby Creek Charter School District**
Jacoby Creek Charter School K-8

**Klamath-Trinity Joint Unified School District**

**Capt. John Continuation High School Alt.**

**Hoopa Valley Elementary School K-8**

**Hoopa Valley High School 9-12**

**Jack Norton Elementary School K-8**

**Orleans Elementary School K-8**

**Trinity Valley Elementary School K-8**

**Two Rivers/River’s Edge Community Day School**

**Weitchpec Elementary School K-3**

**Kneeland Elementary School District**
Kneeland School K-8

**Loleta Union Elementary School District**
Loleta School K-8

**Maple Creek Elementary School District**
Maple Creek School K-8

**Mattole Unified School District**
Honeydew Elementary School K-6
Mattole Elementary School K-8
Mattole Triple Junction High School 9-12

**McKinleyville Union School District**
Dow’s Prairie School K-5
McKinleyville Middle 6-8
Morris Elementary K-5

**Northern Humboldt High School District**

**Error! Hyperlink reference not valid.**

**McKinleyville High School 9-12**

**Pacific Coast High School Alt.**

**Tsurai High School Alt.**

**Northern Humboldt Community Day School**

**Error! Hyperlink reference not valid.**

**Pacific Union School District**
Pacific Union School K-8

**Peninsula Union School District**
Peninsula School K-8

**Rio Dell School District**
Monument Middle School 6-8
Eagle Prairie Elementary School K-5

**Scotia Union School District**
Scotia School K-8

**South Bay Union School District**
Pine Hill School K-3
South Bay School 4-6

**Southern Humboldt Unified School District**
Agnes Johnson Elementary School K-7
Casterlin Elementary School K-8
Osprey Learning Center Alt
Redway Elementary School K-7
South Fork High School 8-12
Whitethorn Elementary School K-7

**Trinidad Union School District K-8**
Trinidad Elementary School K-8
California Required Exams for Teaching

If you want to teach in a California public school, you must obtain a teaching credential from the California Commission on Teacher Credentialing (CCTC). The minimum state licensure requirements include completion of a BA or BS degree, passage of the California Basic Education Skills Test (CBEST) and the California Subject Exam for Teachers (CSET), and completion of a professional preparation program, which includes successful student teaching experiences. Additional information can be obtained by calling the CCTC at (888) 921-2682 or by visiting their web site at www.ctc.ca.gov.

California Basic Educational Skills Test (CBEST)

All students who want to enter a teaching credential program must take and pass the CBEST exam to show they have a basic proficiency in Math, Reading/Language Arts, and Writing. Most students take this exam in their senior year. For more information about this exam, please visit http://www.cbest.nesinc.com. You can take this exam at HSU's testing center at http://www.humboldt.edu/testingcenter/. There is a test registration fee of $41.

California Subject Exam for Teachers (CSET)

All students who wish to enter a Multiple Subject (MS) credential program need to pass all three sections of the Multiple Subject CSET. This exam can be taken in parts as you complete the subject matter courses that relate to each section of the exam. Most students take this exam in their senior year. For more information visit www.cset.nesinc.com. There is a test registration fee of $96 per subtest or $238, if taken together.

Students may want to consider CSET sections when arranging class schedules so that the exam can be taken after receiving instruction in the related areas. The courses listed below prepare students for each subtest. The vast majority of students pass the CSET in their first attempt.

The subtests are as follows:

**Subtest 1:** Reading/Language Arts
   - History/Social Science

- Related Classes- ENG 326, COMM 422, HIST 110, HIST 311, ECON 320, GEOG 470

**Subtest 2:** Mathematics and Science

- Related Classes- GE Math, MATH 308B/C, General Biology, Physical Science, SCI 331, SCI 431

**Subtest 3:** Physical Education
   - Human Development
   - Visual & Performing Arts

- Related Classes- KINS 475, PSYCH 213 or CD 256, ART 358, MUS 312, THEA 322 or DANC 484
# Humboldt State University Teaching Credential Programs

(All programs begin in the Fall and are one year in length)

<table>
<thead>
<tr>
<th>Application deadline</th>
<th>Elementary Education</th>
<th>Secondary Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>February 15</td>
<td>February 1</td>
<td>Open enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of credential received</th>
<th>Preliminary credential- multiple subject</th>
<th>Preliminary credential - single subject</th>
<th>Preliminary credential – Education Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows you to teach in grades</td>
<td>K-12 self-contained (usually K-6)</td>
<td>7-8 and high school (single subject)</td>
<td>K-12</td>
</tr>
<tr>
<td>Units in credential program</td>
<td>46</td>
<td>38.5</td>
<td>42-46</td>
</tr>
<tr>
<td>Placements</td>
<td>2 placements in 2 different grade levels</td>
<td>1 placement with 1-3 mentor teachers</td>
<td>3 placements (each 12 weeks): elementary, secondary, autism</td>
</tr>
</tbody>
</table>

## Structure of fall semester
- 7-8 weeks HSU coursework, fieldwork 4 hours a day. Full-time fieldwork when coursework ends. One week solo teaching
- 9 hours a week fieldwork (3 units) with 16.5 units of coursework
- 10 units teaching, 20-22 units coursework

## Structure of spring semester
- 7-8 weeks HSU coursework, fieldwork four hours a day. Full-time fieldwork when coursework ends. 2 weeks solo teaching
- Full-time fieldwork (14 units). 3 units of coursework. Solo teaching of at least two classes
- 5 units teaching, 13-15 units coursework

<table>
<thead>
<tr>
<th>Undergraduate GPA Required</th>
<th>Elementary Education</th>
<th>Secondary Education</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.67 overall or 2.75 in last 60 units</td>
<td>2.67 overall or 2.75 in last 60 units</td>
<td>2.67 overall or 2.75 in last 60 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSET</th>
<th>Passing score required for multiple subject CSET</th>
<th>Passing score required for single subject CSET (if not CCTC approved subject matter program)</th>
<th>Passing score required for multiple subject CSET</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBEST</td>
<td>Passing score required</td>
<td>Passing score required</td>
<td>Passing score required</td>
</tr>
</tbody>
</table>

| Contact person | Bryn Coriell 826-5108 bpc11@humboldt.edu | Anna Thaler-Petersen 826-5870 aet10@humboldt.edu | Peggy Kirkpatrick 826-5795 mmk6@humboldt.edu |
# Humboldt State University Advanced Credentials and Certificates

<table>
<thead>
<tr>
<th>SPECIALIZED PROGRAMS</th>
<th>EDUCATION</th>
<th>PROGRAM PRE-REQUISITES</th>
<th>CREDENTIALS</th>
</tr>
</thead>
</table>
| Reading Certificate  | Complete BA/BS and Basic Teaching Credential  | Application/admission to Reading Certificate Program  
3 years of teaching experience | The Reading Certificate is available to those with multiple, single, and education specialist credentials. |
| School Administrator (Principal) | Complete BA/BS and Basic Teaching Credential | Admission to Preliminary Administrative Services Credential Program  
2 years of teaching experience | Preliminary Administrative Services Credential with option to include M.A. in Education.  
Complete Professional Administrative Services Credential after 2 years of experience. |
| School Psychology    | Bachelor’s degree, 3.0 GPA                     | CBEST  
Psychology prerequisite courses and GRE recommended | Pupil Personnel Services: School Psychology Credential                                                          |

**CBEST:** California Basic Educational Skills Test  
**CSET:** California Subject Exams for Teachers
How to Acquire Multiple Subject and Single Subject Teaching Credentials in the Same Year

There are two options to obtain a Multiple Subject and Single Subject Teaching Credential in the same year. It does not take any longer to do this than to get one credential.

Option 1

Graduate with a Bachelor’s Degree in Liberal Studies Elementary Education (LSEE)
Pass the CBEST, GWPE, and Multiple Subjects CSET.
Apply, get accepted, enroll, and graduate from the Elementary Education (EED) Credential Program.
Pass the RICA.
Pass the Single Subject CSET in the content area you want to teach.

At Humboldt State University, the content areas include art, physical education, music, Spanish, math, English, geoscience, physics, chemistry, or biology.
Take one three-unit methods course for each content area that you want to teach (although science only has one methods course). Instructor approval required.

Option 2

Graduate with a Bachelor’s degree in any subject.
Pass the Single Subject CSET (if applicable)

Some content areas contain a CSET waiver. That is, if you major in one of the following areas you do not need to take the CSET:

Art, physical education, music, math, Spanish, and English.

Apply, get accepted, enroll, and graduate from the Secondary Education (SED) Credential Program.
Pass the Multiple Subject CSET and RICA.
Pass the multiple subject methods course (EED 720) and the reading instruction course (EED 722).

Note: In either option, if you complete all requirements prior to the end of your credential year, the HSU Credential Analyst can recommend you for the credentials. If you complete the additional requirements after completing your primary credential, you apply to the Commission on Teacher Credentialing (CTC) on your own.
Subject Matter Authorizations

Subject matter authorizations are add-ons to a credential to allow a teacher to teach a class in a subject outside the area in which he or she earned a credential. There are two types of subject matter authorizations: Introductory and Specific.

*Introductory* subject matter authorizations may be added to a Single Subject, Multiple Subject, Standard Elementary, Standard Secondary, and Special Secondary (in academic subjects only) Teaching Credentials. Introductory subjects authorize the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. An employer may assign a teacher with an introductory authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades 10-12.

*Specific* subject matter authorizations may be added to Single Subject, Multiple Subject, Standard Elementary, Standard Secondary, and Special Secondary (in academic subjects only) Teaching Credentials. These authorize the holder to teach the specific subject in grades preschool, K-12, and classes organized primarily for adults.

Subject matter authorizations are limited only to the following NCLB core academic subject areas: English, mathematics, science, foreign language, civics/government, economics, arts, history, and geography. One major difference between the supplementary authorizations and the subject matter authorizations is the option of adding the specific subject authorizations to both single and multiple subject credentials whereas specific supplementary authorizations may only be added to single subject credentials.

An applicant will qualify for a subject matter authorization upon the completion of either option a or b below:

A. Thirty-two semester or forty-eight quarter units of non-remedial collegiate coursework in the subject area requested. For introductory subject matter authorizations, included within the thirty-two semester or forty-eight quarter units is a minimum of three semester or four quarter units in each of the specific content areas listed under that subject, except for Introductory Science which requires a minimum of six semester or eight quarter units in each of the specific content areas listed. The balance of the units may be in any area within the subject category.

For specific subject matter authorizations, the same unit total is required except for History which requires a minimum of sixteen semester units in both world history and US history.

B. A collegiate major from a regionally accredited college or university in a subject directly related to the subject to be listed on the credential.

For more information on Subject Matter Authorizations, please refer to the Commission on Teacher Credentialing website at ctc.ca.gov
Supplementary Authorization

Supplementary authorizations allow the holder to add one or more subjects to his or her teaching credential. There are two types of supplementary authorizations: Introductory and Specific. The introductory supplementary authorization authorizes service in grades 9 and below and a specific supplementary authorization authorizes service in grades K-12.

The introductory supplementary authorization added to a Single Subject teaching credential authorizes the holder to teach the supplementary subject matter to grades K-12 as long as the curriculum is for grades 9 and below. This allows an employer to assign a teacher with an introductory supplementary authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades 10-12. The introductory supplementary authorization added to a Multiple Subject credential authorizes the holder to teach departmentalized classes related to the supplementary subject matter in grades 9 and below.

The content areas for introductory supplementary authorizations include agriculture, art, business, computer concepts and applications, English, health science, home economics, industrial arts, a language other than English, mathematics, music, physical education, science, and social science.

Specific supplementary authorizations may be added to Single Subject, Standard Secondary and Special Secondary (academic subject areas only) Teaching Credentials and authorize the holder to teach the specific subject in grades preschool, K-12, and classes organized primarily for adults. An applicant will qualify for a supplementary authorization upon the completion of one of the following:

A. Twenty semester units or ten upper division semester units, or the equivalent quarter units, of non-remedial course work in the subject requested. Introductory subject matter authorizations require at least one course in each of the content areas listed; the balance of the ten or twenty units may be in any course within the subject category. For specific subject matter authorizations, the same unit total is required.

B. A collegiate major from a regionally accredited college or university in a subject directly related to the subject to be listed on the credential.

The content areas for specific supplementary authorizations include the following: Accounting, agriculture mechanics, animal science, anthropology, auto mechanics, biological sciences, chemistry, child development, clothing and textiles, comparative political systems and international relations, computer concepts and applications, consumer education, crafts (including jewelry and ceramics), dance, drafting, drama, economics, economic and consumer education, electronics, English composition, family life and parenting, family life education, food and nutrition, forestry and horticulture, geography, geosciences, graphic arts, industrial crafts and plastics, instrumental music, interior design, journalism, literature, marketing/entrepreneurship, metals, office technologies, ornamental horticulture, painting and drawing, photography, physics, plant science, plastics, psychology, sociology, speech, US government and US civics, US history and California history, vocal music, woods (industrial arts), and world history.

For more information on Supplementary Authorizations, please refer to the Commission on Teacher Credentialing website at ctc.ca.gov
**Academic Information**

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

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

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

**NOTE:** A student may remain on probation for no more than two sequential semesters. After two semesters on academic probation, a student must either return to good academic standing or be disqualified. Disqualified students will not be allowed to register unless they are formally reinstated and/or readmitted to the university. Regularly enrolled students who are academically disqualified from HSU are not eligible to enroll in coursework through eLearning and Extended Education.

**For Undergraduate and Unclassified Post-Baccalaureate Students**
After the absence period, an admission application is required for reinstatement consideration. Humboldt State reserves the right to accept applications for disqualified students during specified application terms only. Please contact the Office of Admissions for more information.

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

**Second DQ:** Student must take off a minimum of a full year before reapplying. Students may be required to take additional time off, or complete courses at a different institution before being readmitted. **Third DQ:** No option to reapply to HSU. May complete coursework elsewhere and reapply to a different CSU campus.

**Attendance**
Humboldt State University expects attendance at every class meeting. Students who have been absent from a class or lab session within the first week of instruction without notifying the instructor before the absence may be dropped from the course by the instructor no later than the end of the second week of instruction. Not all instructors will drop students on the basis of non-attendance. Students are responsible for officially dropping the course via the web. Failure to drop the course officially will result in a grade of “WU” or “F” being submitted by the instructor. (A “WU” is a withdrawal unauthorized which is computed in your GPA the same as an “F” grade.)
Credit Hour
One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time. A credit hour is assumed to be a 50-minute period.

Credit Limitations
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.

Optional Credit/No Credit
A student choosing the credit/no credit option must do so by the eighth week of classes; otherwise the student will receive a letter grade. Courses used to fulfill major requirements may not be taken on an optional credit/no credit basis. No more than 24 semester units of credit/no credit (mandatory and/or optional) taken at Humboldt State will count toward a bachelor’s degree. Students may take only one optional CR/NC course per semester at Humboldt State.

Evaluating Credit
Credit is equivalent to a passing grade (A, B, C, or C-). No credit is equivalent to a D+ or lower. Although grades of CR and NC do not affect GPA calculation, some universities and many graduate schools interpret an NC grade as an F.

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

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

Holds
Holds can prevent registration, adding and dropping classes, receiving transcripts, obtaining grades, or graduating. It is recommended that students check their Student Center at www.humboldt.edu at least five days prior to their registration starting time in order to have time to clear any holds that may prevent registration. To view any possible holds, log in to the campus portal at www.humboldt.edu/myhumboldt. Once logged in, click on Student Center. The Holds section is in the upper right-hand corner of your screen.
**Repeating Courses**
Undergraduate students may repeat up to 16 units with grade forgiveness. With the exception of repeatable courses, undergraduate students may only repeat courses if they earned grades lower than a C. For the first 16 units of repeated courses, only the newer attempt calculates into the student’s GPA. Undergraduate students may only repeat a course for grade forgiveness two times and each of these attempts counts toward the 16-unit maximum for repeats. Students may repeat an additional 12 units (beyond the initial 16) with “grades averaged,” where both the original and new grade are included in the calculation of the student’s GPA. Undergraduate students may not repeat more than 28 units of coursework. This limit applies only to units completed at Humboldt State University.

**Adding Courses**
During the first four weeks of classes, all adds can be done by the student via Student Center. Instructor approval is not required for students to enroll in open classes during the first week of instruction, except for those that require special approval. Instructor approval is required (with a permission number) for students to enroll in any class beginning the second week of instruction through the fourth week of instruction. A $20 fee per course is assessed. Courses cannot be added after the fourth week of classes (see “census” in the Calendar of Activities and Deadlines at www.humboldt.edu/oaa/classes.shtml for deadline dates). After the fourth week, approval to add courses will only be considered if verification that the course is necessary for the student to graduate at the end of the current semester is provided. Instructor, department chair, and college dean signatures are required. When adding courses with lecture, lab and/or activity/discussion links, all courses/sections must be added in Student Center.

**Dropping Courses**
When dropping a course that requires a lab or activity, both the lecture and the lab/activity must be dropped at the same time. As a matter of university policy, the instructor in the course may opt to drop a student upon absence from a class lab session within the first week of classes. During the first four weeks of instruction, students may drop a class from their schedule via Student Center. After the first four weeks of classes, permission to withdraw with a documented serious and compelling reason must be approved. A $20 fee per course is assessed. Go to www.humboldt.edu/withdraw to start the process. Students can only withdraw from a maximum of 18 units. Withdrawal from courses for reasons that are catastrophic, such as accident or serious illness, do not count toward the 18-unit limit. A “W” grade is recorded on the academic record and a $20 fee will be charged per course. The final drop deadline is the end of the tenth week of classes (see the Calendar of Activities and Deadlines in the Registration Guide for deadline dates: www.humboldt.edu/oaa/classes.shtml). A student is not permitted to withdraw from any classes during the last five weeks of instruction or later except in cases where the cause of withdrawal is due to circumstances clearly beyond the student’s control and the assignment of an incomplete grade is not practicable. Approval for requests for course withdrawals during the final five weeks of the semester are seldom granted. Such withdrawals from courses will not count towards the total of 18 permitted semester units of withdrawn courses.
The LSEE Portfolio

A portfolio is a collection of artifacts organized around specific themes or goals. For our purpose in LSEE, it serves as an assessment of your work in the program, provides you with the opportunity to reflect on your growth and development as a teacher and gives you an organized platform from which to apply for credential programs or other professional opportunities.

The LSEE portfolio is organized around six basics sections. It begins with (1) an introduction followed by (2) your personal identity as a teacher, (3) fieldwork reflections for each fieldwork course, (4) the major subject-matter competency courses that you take, (5) evidence and reflection from your depth of study and (6) archives of your work from previous semesters.

When you begin to develop your portfolio, you will create your table of contents and choose a binder in which to keep the contents of your portfolio. This becomes your working portfolio. Portfolio development begins with your first LSEE fieldwork class, continues through your program. It is completed in LSEE 412, the capstone LSEE course, taken in your final semester.

At the end of each fieldwork class (210, 311, 312, 411), you will be prompted to choose two or three assignments or projects from the semester of which you are particularly proud (e.g., lesson plans, a statement of philosophy, a research paper or your fieldwork logs) and organize them in the appropriate section of the binder.

As a final assignment in each fieldwork class, you will also be asked to write your mentor teacher a thank you note that reflects on what you learned through the fieldwork experience. This letter becomes a portfolio artifact and is stored in the appropriate section of the portfolio along with an assignment or activity that was discussed in the letter. Your instructor will collect the portfolio at the end of class as part of your grade. Your portfolio is cumulative—including all the entries from previous years.

In LSEE 412, you will transform your working portfolio and develop your final portfolio. Assignments in LSEE 412 will provide support and guidance in putting the final portfolio together through specific assignments and populating the sections with the content you have archived from previous semesters. This becomes your final assessment in the LSEE program.
Frequently Asked Questions

Q: What should I do if my student center will not let me sign-up for a class?
A: This could occur for several reasons: You have not fulfilled the prerequisites, you have not earned enough units to qualify for junior or senior-level courses, adding the class will put you over the unit cap, the class is full, or the class has a time conflict with another class that you are already enrolled in.

Q: I’m new to HSU. What is the best way to make friends and get connected with my peers?
A: Join Students of California Teachers Association (SCTA), the LSEE student club.

Q: What is the future demand for teachers?
A: Despite the recent economic crisis, there is still a need for teachers. Many current teachers are reaching retirement age and are expected to retire in large number in coming years. The greatest need for teachers includes the following areas:

- Mathematics
- Science
- Special Education
- Urban Areas

Selected urban and rural schools across the state have a particularly high demand for teachers. Shortages also exist in other subject areas in specific regions including more remote regions of California. In urban areas there are shortages in the LA Basin, Inland Empire, San Diego, and the San Francisco Bay Area. There is an urgent need for teachers who are well prepared to teach diverse students in all of California’s schools.

Q: Will transportation be provided to local schools for LSEE fieldwork classes?
A: Yes, carpooling can be arranged for students who request it.

Q: Can I choose which school to do my fieldwork at?
A: Yes, some courses allow you to rank your preferences.

Q: Are there set fieldwork hours or can I work it out with the fieldwork teacher?
A: It depends on the class. For EED 210, students can usually work out the fieldwork hours with teachers, whereas in the LSE E discipline-specific fieldwork courses students will need to do their fieldwork while the specific discipline is being taught.

Q: Are there any additional fees involved before I graduate?
A: Yes. There are fees for fingerprinting, TB testing, the GWPE, the CBEST, and the CSET.
Student Resources

- Student California Teachers Association HSU Chapter on Facebook: https://www.facebook.com/sctahsu
- Student California Teachers Association: http://www.cta.org/About-CTA/Who-We-Are/SCTA/
- California Commission on Teacher Credentialing: http://www.ctc.ca.gov/
- California Department of Education: http://www.cde.ca.gov/
- CBEST (California Basic Educational Skills Test): http://www.cbest.nesinc.com/
- CSET (California Subject Exam for Teachers): http://www.cset.nesinc.com/
- GWPE (General Writing Proficiency Exam) Information: http://www.humboldt.edu/english/gwpe-hsus-writing-proficiency-exam
- HSU Career Center: http://www.humboldt.edu/career/
- HSU Elementary Education Teaching Credential program: http://www.humboldt.edu/education/credentials/eed/eed.html
- HSU Learning Center: http://www.humboldt.edu/learning/
- HSU Library Website relating to exams for teachers: http://library.humboldt.edu/~berman/educweb.html
- HSU Testing Center: http://www.humboldt.edu/testingcenter/
- Scholarship Opportunities: http://fastweb.com/
Student California Teachers Association (SCTA)

Student California Teachers Association is a pre-professional organization for college students in California who are pursuing careers in education. Our mission is to offer the tools necessary to foster interest in the education profession, as well as provide pre-professionals information about their rights, responsibilities, and vital support systems necessary to become a committed part of the education profession.

Local
Local campus chapters serve as a forum for networking with other students interested in education. Chapters are encouraged to provide opportunities to address professional development, community outreach, and political issues impacting education and teacher recruitment.

Regional
SCTA Regional conferences focus on a variety of classroom issues. These events allow members to interact with students from schools in the region and exchange ideas and concerns.

State
Student CTA has members on over 100 college campuses in California. We are led by an elected executive board of student members who provide publications, conferences, scholarships, services and representation within CTA.

National
The National Education Association Student Program (NEA-SP) is the largest united student voice in the nation and provides members with publications, services and representation. Often as students, we tend to feel that we are victims of the system instead of part of it. When we join with 330,000 CTA members and 2.7 million NEA members, we can truly improve the profession we have chosen as our career.

We Represent You
• Before the California Commission on Teacher Credentialing, which accredits teacher education programs, sets credential standards and fees, and develops/administers statewide tests.
• On CTA minority caucuses - African American, Asian/Pacific Islander, American Indian/Alaskan Native, Hispanic - on caucuses related to disabilities and early childhood, and on the CTA Ethnic Minority Affairs Committee.
• Before other state and federal education boards and committees.
• By lobbying and testifying in Sacramento and Washington, DC when legislation affects us (testing, tuition, financial aid, etc.)
• With voting participants on the CTA State Council of Education and on special CTA task forces on issues that directly affect students and beginning teachers.
• On the NEA Board of Directors, NEA Committees and as delegates to the NEA Representative Assembly.
Benefits of SCTA

SCTA Members Receive
• SCTA I Choose to Teach! newsletter
• CTA California Educator magazine
• NEA Today (national professional newspaper)
• Tomorrows Teachers publications

We Protect You
• $1,000,000 liability insurance and legal protection when you work with students as a part of your preparation to be a teacher.
• CTA Death and Dismemberment benefit of up to $2,000 that accrues to your beneficiary if you die while still a member of CTA.
• Low rates on auto, homeowners/renters and life insurance.
• Disaster Relief Fund through FACT provides grants and no-cost interest loans to teachers who are victims of natural disasters in the state.

Professional Services
• Legal assistance on specified credential matters
• Research services - studies, publications, etc.
• Key job contacts
• Salary schedule information
• Workshops and conferences
• Scholarships available

Economic Services
• Grants (if available) for discounts on CSET, CBEST, RICA, and Live Scan fees
• Credit union privileges
• Discount on special services: Entertainment, computers, books, magazines, travel and merchandise.

Take Your First Career Step - Join SCTA Now!
We give you the extra preparation, knowledge and security you need to get and keep that job. You make the difference in the field of education. Dues are nominal ($30.00) because we know most students have limited resources. And, when you become an active member of CTANEA, you can apply for a rebate of your student dues.
Join online with a credit/debit card through our national affiliate, the National Education Association Student Program (NEA-SP), www.cta.org/scta/Join/Join.htm. Or, print an application and mail it with a check or money order.

For more information contact the LSEE advisor or:
Student California Teachers Assn.
P.O. Box 921
Burlingame, CA 94011-0921
650/697-1400
www.cta.org/scta
Join online through our national affiliate: www.cta.org/scta/join/join.htm
Humboldt Community Resource List

**Information Hotlines**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narcotics Anonymous Hotline</td>
<td>444-8645</td>
</tr>
<tr>
<td>Gay Youth Talk Line</td>
<td>1-800-246-7743</td>
</tr>
<tr>
<td>STD Hotline</td>
<td>1-800-227-8922</td>
</tr>
<tr>
<td>National AIDS Hotline (CDC-INFO)</td>
<td>1-800-342-2437</td>
</tr>
<tr>
<td>Legal Services of Northern California</td>
<td>445-0866</td>
</tr>
<tr>
<td>Boys Town Hotline</td>
<td>1-800-448-3000</td>
</tr>
<tr>
<td>Reproductive ACCESS</td>
<td>1-800-376-4636</td>
</tr>
<tr>
<td>Emergency Contraceptive Hotline</td>
<td>1-888-NOT-2-LATE</td>
</tr>
</tbody>
</table>

**Financial Assistance/Job Training**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>HSU Career Center</td>
<td>826-3341</td>
</tr>
<tr>
<td>Department of Social Services (929 Koster Eureka)</td>
<td>269-3590</td>
</tr>
<tr>
<td>Job Market (409 K Eureka)</td>
<td>445-6149</td>
</tr>
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</table>

**Counseling**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>HSU Counseling &amp; Psychological Services</td>
<td>826-3236</td>
</tr>
<tr>
<td>Humboldt Family Services Center</td>
<td>443-7358</td>
</tr>
<tr>
<td>HSU Community Counseling Clinic</td>
<td>826-3921</td>
</tr>
<tr>
<td>United Indian Health Services</td>
<td>825-5000</td>
</tr>
<tr>
<td>Emma Center (female survivors of sexual violence)</td>
<td>825-6680</td>
</tr>
</tbody>
</table>

**Alcohol and Other Drug Services**

<table>
<thead>
<tr>
<th>Service</th>
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<tbody>
<tr>
<td>HSU Alcohol and Other Drug Specialist</td>
<td>826-3236</td>
</tr>
<tr>
<td>Alcoholics Anonymous</td>
<td>442-0711</td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td>444-8645</td>
</tr>
<tr>
<td>Marijuana Anonymous</td>
<td>618-9228</td>
</tr>
<tr>
<td>Humboldt County Alcohol and Other Drugs</td>
<td>476-4054</td>
</tr>
<tr>
<td>United Indian Health Service</td>
<td>825-5000</td>
</tr>
<tr>
<td>Humboldt Recovery Services (Women’s)</td>
<td>443-4237</td>
</tr>
<tr>
<td>Humboldt Recovery Services (Men’s)</td>
<td>444-6262</td>
</tr>
<tr>
<td>AI-Anon/AIAteen/ACA</td>
<td>443-1419</td>
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**Transportation**

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>Arcata/Mad River Transit</td>
<td>822-3775</td>
</tr>
<tr>
<td>Humboldt Transit Authority</td>
<td>443-0826</td>
</tr>
</tbody>
</table>
Humboldt Community Resource List

24 Hour Crisis Hotline Numbers
Emergency Calls 911
North Coast Rape Crisis Team 24 hr 445-2881 or 1-800-656-4673
Humboldt Domestic Violence Services 24 hr 443-6042 or 1-866-668-6543
Humboldt County Mental Health Crisis Line 1-888-849-5728
National Runaway Hotline 1-800-621-4000
Domestic Violence Hotline 1-866-668-6543

Shelters
New Beginnings 725-8750
Church of Nazarene 822-0755
RCAA (shelter and hotel vouchers) 269-2075
7th Day Adventist Church 725-1166 ext. 201
Eureka Rescue Mission 443-4551

Food
Food for People (Eureka) 445-3166
Arcata Service Center (lunch & food distribution) 822-5008

Medical
HSU Student Health Center (SHC) 826-3146
Nurse Response (medical advice when SHC is closed) 1-866-724-5057
Humboldt County Public Health Department 445-6200
North Country Clinic (785 18th Arcata) 822-2481
Open Door Clinic (770 10th Arcata) 826-8610
Planned Parenthood (3225 Timber Fall Court Eureka) 442-5709
United Indian Health Services 825-5000
Urgent Care Clinic (Eureka) 269-3610
Mad River Community Hospital (Arcata) 822-3621
St. Joseph Hospital (Eureka) 445-8121

Dental Information
Dental Referral Services 1-800-577-7317
Humboldt/Del Norte Society 443-7476

Community Resources
Humboldt Switchboard (resources listing) 441-1001
## Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Email Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Dingle</td>
<td>HGH 210</td>
<td><a href="mailto:Mary.dingle@humboldt.edu">Mary.dingle@humboldt.edu</a></td>
<td>707.826.3719</td>
</tr>
<tr>
<td>Lauren Parker</td>
<td>HGH 202</td>
<td><a href="mailto:Ljp283@humboldt.edu">Ljp283@humboldt.edu</a></td>
<td>707.826.5867</td>
</tr>
<tr>
<td>Dan Flockhart</td>
<td>HGH 202A</td>
<td><a href="mailto:Djf17@humboldt.edu">Djf17@humboldt.edu</a></td>
<td>707.826.3752</td>
</tr>
</tbody>
</table>

## Faculty

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Instructor</th>
<th>Office</th>
<th>E-Mail Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 358</td>
<td>Jim Woglom</td>
<td>Art 26A</td>
<td><a href="mailto:Jw2311@humboldt.edu">Jw2311@humboldt.edu</a></td>
<td>707.826.5831</td>
</tr>
<tr>
<td>ECON 320</td>
<td>Michael Proulx</td>
<td>SH 206 C</td>
<td><a href="mailto:Michael.proulx@humboldt.edu">Michael.proulx@humboldt.edu</a></td>
<td>707.826.5544</td>
</tr>
<tr>
<td>EDU 110</td>
<td>Arianna Thobaben</td>
<td>LB 017</td>
<td><a href="mailto:Amt7002@humboldt.edu">Amt7002@humboldt.edu</a></td>
<td>707.826.5226</td>
</tr>
<tr>
<td>EDU 285</td>
<td>Eric Van Duzer</td>
<td>HGH 209</td>
<td><a href="mailto:Evv1@humboldt.edu">Evv1@humboldt.edu</a></td>
<td>707.826.3726</td>
</tr>
<tr>
<td>EED 210</td>
<td>Julie Van Sickle</td>
<td>Sci 358</td>
<td><a href="mailto:Jav16@humboldt.edu">Jav16@humboldt.edu</a></td>
<td>707.826.5552</td>
</tr>
<tr>
<td>EED 310</td>
<td>Jan West</td>
<td>HGH 120B</td>
<td><a href="mailto:Jan.West@humboldt.edu">Jan.West@humboldt.edu</a></td>
<td>707.677.3655</td>
</tr>
<tr>
<td>ENG 323</td>
<td>Nikola Hobbel</td>
<td>FH 172</td>
<td><a href="mailto:Hobbel@humboldt.edu">Hobbel@humboldt.edu</a></td>
<td>707.826.3161</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Mark Wicklund</td>
<td>FH 151</td>
<td><a href="mailto:Mw1163@humboldt.edu">Mw1163@humboldt.edu</a></td>
<td>707.826.3517</td>
</tr>
<tr>
<td>ENG 424</td>
<td>Nikola Hobbel</td>
<td>FH 172</td>
<td><a href="mailto:Hobbel@humboldt.edu">Hobbel@humboldt.edu</a></td>
<td>707.826.3161</td>
</tr>
<tr>
<td>GEO 470</td>
<td>Michelle Sievertson</td>
<td>FH 109B</td>
<td><a href="mailto:Msd577@humboldt.edu">Msd577@humboldt.edu</a></td>
<td>707.826.4114</td>
</tr>
<tr>
<td>HIST 311</td>
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Financial Aid

How to Finance your Education

Finding the money to pay for your education can seem like a daunting task. However, there are a number of ways to make preparing to teach more affordable. The four main sources of available financial aid are:

Programs from the Federal Government

The federal government administers a number of student aid programs including Pell Grants and the Federal Work-Study Program. For the most up-to-date information on federal aid programs, order “The Student Guide” through the U.S. Department of Education, toll-free line 1-800-4-FED-AID.

National and community service is another potential source of financial assistance. Contact AmeriCorps at 1-800-942-2677.

Programs from the State Government

The Assumption Program for Loans in Education (APLE) provides financial assistance to highly qualified teacher candidates who agree to teach in critical shortage areas in California. Additionally, undergraduate recipients of Cal Grant awards (state financial scholarships for academically and financially eligible students) can continue receiving funds during post baccalaureate preparation programs. For more information about these programs, contact the California Student Aid Commission at (916) 526-7590 or visit their web site at www.csac.ca.gov. Cal Grant T-teaching Credential Grants are available to those enrolling in a professional preparation program.

College and University-Funded Aid Programs

Contact the financial aid office at Humboldt State University at 707-826-4321 or go to the website http://www.humboldt.edu/finaid/ for details on aid programs. Go to the Department of Education Financial Aid website, https://studentaid.ed.gov/, for information on scholarships for the credential year at Humboldt.

Privately Funded Aid Programs

National and community organizations offer scholarships, grants, and low-interest loans. Contact local civic, fraternal and veterans’ organizations or visit your local library for more information.

Note: For more information about financial aid, please visit www.csusuccess.org/scholarship
Handbook Agreement Form

I agree that I have read and understand the Liberal Studies Elementary Education Handbook, which explains the rights and responsibilities of LSEE students as well as the standards for professional and ethical conduct.

Printed Name: ________________________________

Signature: ________________________________ Date: ______________