

HUMBOLDT STATE UNIVERSITY ADVISOR'S HANDBOOK

The Humboldt Advising Program

Scope and Purpose of Advising
Communicating with your Advisees

Campus Resource that Support Advising

What Advisors Need to Know

Degree Requirements
General Education
American Institutions
Diversity and Common Ground
Graduation Writing Proficiency Exam
Majors
Minors
remediation
unit minimums
academic standing (including academic probation)
Academic Policies, Rules and Regulations
Academic Calendar-important dates/deadlines for you and your advisee
Federal Education Rights and Privacy Act
Frequently Asked Questions
Grade Point Average Calculation
Registration logistics-access codes, appointment times, advisee lists

Advisor Tools

Academic Planning Guide-undergraduate degree requirement information at its most condensed, updated every academic year and distributed to students at Orientation
ASSIST-a database maintained collaboratively by the CSU, UCs and California Community Colleges to help advisors and students determine the transferability of classes, www.assist.org
College Source-a collection of college catalogs/course descriptions from almost all colleges in the U.S. and some abroad.
Course Substitutions-information about major and minor contracts, petitions to substitute and petition routing guide
Degree Audit Report for Students (DARS) how to access, interpret, and frequently asked questions.
Four Year Plans
General Education/All-University Requirement Worksheet
HSU catalog in pdf format
HSU course descriptions on-line
HSU index of student services on-line
Schedule of Classes on-line
Web for faculty/WebReg

THE HUMBOLDT ADVISING PROGRAM

At Humboldt State, we pride ourselves on establishing and maintaining strong personal bonds with our students. We talk about the low classroom student to faculty ratio, and note with satisfaction that Humboldt students really get to know their professors. Advising is another opportunity for us to build on this tradition. To that end, we've developed and maintain a strong advising network for our students. It reaches out to support them before their first day of class through orientation advising, continues as we help them identify, pursue, and achieve their educational goals, and even, in some cases, continues after graduation, as advisors respond to requests for letters of recommendation to help launch budding careers and/or graduate work.

New students attend their first advising sessions during Orientation where they meet with peer, staff, and faculty advisors. Once enrolled each student is officially assigned to a faculty advisor connected to his/her major program, and notified by the Registrar's Office of the advisor's name, department, and phone number. Students who have yet to declare a major are assigned an advisor from the Advising Center, and students who are affiliated with our Educational Opportunity Program are assigned an EOP advisor for their first year, after which the transition to the faculty advisor occurs.

Students are ***required*** to contact their advisor at least once a semester prior to registration to ensure they have an opportunity to discuss their schedule plans and that they have the information required to advance toward their degree. To that end, each advisor receives a list of their advisees' names, pertinent registration information, and appointment time and registration access codes. Ideally, these are given to the student during an advising session. However, advisors and students who limit their contact to this one structured meeting will not experience the full benefit of the advisor/advisee relationship. So, students are also ***encouraged*** to seek out their advisors at other times in the semester, for help with clarifying goals, adjusting to (and thriving in) university life, help with planning short and long term academic schedules, exploring internship and career possibilities, minors or supplementary programs, information on academic requirements and policies, and referral to other campus resources. And advisors are encouraged to initiate conversations and contacts as well.

If the heart of the advising program at Humboldt is the relationship between a student and his/her official advisor, there is also a network of campus services that support and supplement that relationship. The Advising Center, the Learning Center, the Career Center, the Humboldt Orientation Program, the Academic Information and Referral Center, the Disability Resource Center, and department office coordinators, residence hall staff and advisors, all do work vital to helping students explore, clarify, and succeed in achieving their academic goals, and all stand ready to offer advisors resources that help them to do the same.

THE SCOPE AND PURPOSE OF ADVISING

The advisor/advisee relationship is essentially educational in nature, and as such is broad and multi-faceted. For the student new to an academic community, advisors can help the student engage with, and learn to thrive in, their new environment. Advisors who take the time to introduce themselves to their new advisees with something as simple as an introductory exchange of emails, office visit, or telephone conversation do the following:

- demonstrate an interest in the student's well-being
- communicate to the student that he/she, as an individual, matters
- provides a friendly and supportive connection to university life
- can serve as a campus expert by referring them to campus and community resources
- confirm that faculty on campus are approachable and helpful

As the advisor/advisee relationship develops over time advisors act as mentors. They

- help students to formulate and articulate life goals and values— primarily academic, but also integrated with personal and career goals
- guide them to realize connections between what they learn in the classroom and what's happening in their immediate environment and the world at large

In addition to the educational role of mentorship, advisors are charged with the practical tasks of

- dispensing accurate information regarding university requirements, policies and procedures
- assisting students in monitoring their academic progress towards graduation
- Continuing to refer students to the appropriate campus resources as their needs change.

There is no doubt that the work of an advisor is challenging. But it's also immensely rewarding. Any advisor who has been enthusiastically thanked for supplying a timely piece of information or for uttering a few words of encouragement at the right moment knows how satisfying the job can be. And congratulating a student at graduation when you know you've been instrumental in helping him or her along the way is an immensely satisfying moment.

COMMUNICATING WITH YOUR ADVISEES

Below you will find suggestions for using various media to develop and maintain a helping relationship with your advisees. However, regardless of the medium you use, it's helpful to keep in mind the nature of the relationship. Here are three important types of conversations that you and your advisee are likely to have. Of course, there are more and less appropriate times for each type of communication, and some advisor/advisee interviews can combine all three.

1. those that are informational—e.g. about policies, procedures, requirements, deadlines, schedule planning, major contracts etc.. These are typical during the pre-registration advising session and while finalizing the major contract.
2. those that are about the individual students values, interests, aptitudes, strengths, challenges, adaptation to student life. These are likely to occur early in the advising relationship
3. those that are about the student's future, e.g. goals, career interests, graduate schools, and steps to achieving those future goals. These can occur any time but are likely to take up more of the session as the student approaches graduation.

BY EMAIL

Regular emails sent throughout the semester are a great way to remind your advisees that you are available and interested in their progress. Through Web for faculty, you can compose one email and get it sent to all of your advisees. Here's the way:

- Go to www.humboldt.edu,
- At top right, choose Quick Text only
- Now choose WebReg
- Fill in your HSU ID and PIN number
- Choose Faculty and Advisor menu
- Choose Advisor Email to currently enrolled (eligible to register) advisees
- Once in the email screen, follow the directions for supplying a subject since emails without subjects are frequently rejected as spam.

Use your first communication to welcome your new advisees, and welcome back those returning. Let them know where you are, how best to contact you, what your office hours are, and that you welcome their visits, emails, questions, etc. Remind them that a visit to your office in the early part of the term is likely to be more relaxed than one that occurs immediately prior to registration. Fill them in on any news you have that might affect their academic progress, or other information of interest such as internships opportunities, major club activities, changes in department personnel, new faculty in the major, etc.

Since students are required to contact their advisors before they register for classes, it would be great to send them a second email when you have received the list from the registrar containing their registration access codes and appointments. This can be a really intense time, coming as it does in November of fall semester and April of spring—when the demands of being both a student and a professor seem overwhelming. The more structured you can make this meeting, the more manageable it's likely to be for you both. In this email, clearly set up your expectations for them to come prepared. Here are some suggested expectations you may want to require your advisees do to prepare for your session:

- Print, review, and bring your DARS report
- Go over your remaining requirements and note those you expect to tackle next semester
- Review the online and paper schedule and build a tentative schedule
- Make a list of questions
- Arrive on time, and be aware that there may be a time limit on your session

Another brief email after the registration period is over, and before finals, is a good idea. A suggested topic for that email is to remind students who did not pick up their registration material to do so, and to let the others know that you're available if they have questions or concerns, and to wish them a relaxing break.

INDIVIDUAL MEETINGS

Initial Meeting between Advisor and Advisee

It's a good practice to invite a new advisee to meet you before the mandatory pre-registration meeting. It

can be an opportunity to say hello, ask where he/she is from, what attracted him/her to HSU and to your program, and find out how things are going so far. It's also a good opportunity to articulate what your responsibilities as an advisor are, and to let your advisee know what his/her responsibilities are.

Here is an excellent summary of reciprocal responsibilities as formulated by Nancy S. King of Kennesaw State University in a seminar offered by the National Association of Academic Advisors (NACADA):

Advisor Responsibilities

- Communicate university policies and procedures
- Help students define and develop realistic goals
- Match student needs with available resources; make appropriate referrals
- Assist students with planning programs consistent with their abilities and interests
- Discuss linkage between academic preparation and careers

Advisee Responsibilities

- Gather all relevant decision-making information
- Clarify personal values and goals
- Become knowledgeable about college programs, policies, and procedures
- Be an active learner by participating fully in the advising experience
- Ask questions if you do not understand an issue or have a concern
- Accept responsibility for decisions

Pre-registration Advising Session

The meeting occurs during this session is likely to be more business-like—it's nature prescribed by the amount of students you need to see, and the practical matter at hand: helping students to prepare their schedule for the coming term. As mentioned in the "Email" section above, it's a good idea to send out a precise email, spelling out what your students need to do to prepare for the meeting. Below is a sample outline of how such a meeting might flow.

Preparation:

1. Set aside a defined amount of time to work individually with each advisee.
2. Have students come prepared with a copy of their latest DARS report and/or degree check, and a tentative schedule for approximately 15 units.

Sample Session:

1. Greet student, and ask how the current semester is going.
2. Discuss academic concerns, does student need to consider dropping a class before the final deadline, seek help from the Learning or Writing Center, or info from the Career Center? Be liberal with referrals; use the campus community as a resource.
3. Together, review students' degree check or DARS. Using these tools, summarize program as a whole (total units, GE, DCG, Inst, major, GWPE).

4. Check for areas of special concern. Remember that unfinished remedial courses are mandatory, and the new Basic Subject and math 60 unit completion deadline. Does this student need a contract to insure he/she finishes this requirement this semester? Point out pre-requisite courses that students should complete early in their major in order to make good progress later.
5. Has the student earned between 60-90 units, but has no degree check or major contract yet? If time allows, put together the major contract. If time is short, suggest another appointment after the crush of registration advising is over. Encourage the student to pick up the Application for Graduation at the AIR Center and to apply for graduation with major contract at earliest opportunity.
6. Identify as many courses as seem appropriate for student to choose from for the coming term considering an appropriate balance between all-university and major requirements. Does it match approximately with student's tentative schedule?
7. Consider student's other obligations (work, family, health) and offer your best counsel on class load, encouraging student to make steady progress but not take more than they can handle.
8. For the most part, your role is to advise and encourage good choices, but NOT to wrestle with the finer details of each student's schedule. Students can be expected to fine tune their schedule based on your advice, their program requirements, their personal schedule, and what's offered.
9. Summarize: a) good choices for next semester, b) refer to Advising Center if student has questions on all-university requirements or policies that go beyond what you're confident with c) remind students of your availability at a later date to discuss issues that exceed the time limit for this appointment.
10. Give student his/her registration appointment and access code. Remind him or her to keep checking the on-line schedule for class availability because it changes as the registrations period advances. Remind student to review his/her registration status online, and take care of any holds before their registration appointment.

GROUP ADVISING

Individual sessions are great when the ratio of advisor to advisee allows it. Unfortunately, that ratio sometimes grows larger, especially in some of our most popular majors. Given that reality, it is still possible to build a strong advising program using a well thought out and clearly communicated group advising program. Indeed, there are even advantages to this approach over individual advising sessions. Students in one major who are encouraged to regularly come together to discuss aspects of their academic programs, career or internship opportunities, are given the opportunity to bond as a group, and to feel part of a larger community. Here are some ideas and recommendations for building a group advising program:

- Schedule meetings at least three times a semester so advising doesn't deteriorate into a mass distribution of registration material during preregistration advising week. Select appropriate topics to discuss that go beyond issuing basic prescriptions for moving through the major program, or "getting through" GE.
- Each meeting should be scheduled well in advance, and time, place, and topic communicated to all attendees.
- Don't rule out individual meetings. There will always be those that can't attend the meeting, or who have issues that are better addressed in an individual meeting.
- Consider having different meetings for different groups. All freshmen, sophomores, etc. for example. Or all students in one major option.
- Consider using seniors or upper division major club members as peer advisors/student mentors. This can be very effective, offering role models for the beginning students, and pre-professional

training for the juniors and seniors.

- Consider inviting guest speakers to one or two of the meetings from various campus offices (the Career Center, Learning Center, Advising Center, Study Abroad, etc.) or an outstanding scholar or professional in their field.
- Consider having at least one of the meetings largely social—perhaps the first or last (or both!), including refreshments.

CAMPUS RESOURCES THAT SUPPORT ADVISING

Since advising encompasses so much, it's important to realize that you don't undertake it alone, but that you're an essential part of a supportive network. Here are some campus offices and programs that support and supplement advising.

Advising Center, SBS 295, 826-5224; for students--advising as undeclared students explore majors, help with GE/ all-university requirements, clarification on academic policies, advice on petitions to substitute. For advisors--advisor bulletins, workshops, tools, worksheets.

<http://www.humboldt.edu/~advise>

Academic Information and Referral Center (AIR) SBS 133, 826-4101, (also Office of the Registrar) for records and registration support, clarification on academic policies, general referral, applications for graduation and post-application for graduation DARS/degree check reviews and graduation counselors contact information. <http://www.humboldt.edu/~reg>

The Career Center, Nelson Hall West 130, 826-5217, <http://www.humboldt.edu/~career>, for help in matching academic to career goals, career searches and resume building, internships selection and placement, help with part-time job searches.

Counseling and Psychological Services, Health Center, 826-3236, for students who need personal or psychological counseling, group counseling for a variety of issues, <http://studentaffairs.humboldt.edu/counseling/>

The Disability Resource Center, House 71, 826-4678, support for students with disabilities, <http://www.humboldt.edu/~sdrc>

Educational Opportunity Program, House 56, 826-4781, support for historically underrepresented students, <http://studentaffairs.humboldt.edu/eop/index.php>

Financial Aid, SBS Second Floor, 826-4321, for questions/issues regarding advisee's financial aid, <http://www.humboldt.edu/~finaid>

The Learning Center, House 71, 826-4266, for students wishing to maximize their academic performance, or who are experiencing academic difficulty, on academic probation, seeking tutors, academic coaching, development of strong study skills, etc., <http://www.humboldt.edu/~learning>

National Student Exchange, SBS 295, 826-229 for students interested in studying at one of more than 150 universities in the US, Canada, and Virgin Islands, Dana Deason in the Advising Center. <http://www.humboldt.edu/~advise>

Office of Enrollment Management (Admissions, Registrar's Office, Financial Aid) Who to

Call Directory <http://www.humboldt.edu/~reg/pdf/WhosWho.pdf>

Residence Life, Jolly Giant Commons 301, 826-3451, for issues regarding living in the residence halls.

The Writing Center, Founder's Hall 205, 826-5496, for students who need help with writing papers: <http://www.humboldt.edu/~english/wrtgcntr.html>

Student Services Directory, a comprehensive online directory of student services compiled by the Division of Student Affairs, <http://www.humboldt.edu/~studaff/>

Study Abroad Advisor, SH 130, for students wishing to explore Study Abroad opportunities, Penelope Shaw 826-3942, Office of Research and Graduate Studies, <http://www.humboldt.edu/~goabroad/>

WHAT ADVISORS NEED TO KNOW

DEGREE REQUIREMENTS

Unit Minimums

Overall:

120 units to earn a Bachelor of Arts or Science degree

40 must be upper division for all Bachelor of Arts programs

(Courses at HSU numbered 300 and above are upper division)

48 units of General education must be completed

(36 lower division, 3 area E, 9 units UD GE component)

Residency requirement (must be completed at Humboldt):

30 units

24 units must be upper division (numbered 300 and above)

12 must be upper division within major

9 units of general education coursework

Unit Maximums

There are some restrictions set on the number of units that can apply to the degree:

Maximum of 70 units from a community college

Maximum of 24 Humboldt courses with a Credit grade

Maximum of 24 units Extended Education coursework

Maximum of 24 units of Open University coursework (this limit applies to courses registered for through Extended Education, but selected from the regular Humboldt State curriculum)

Maximum of 6 units of Intercollegiate Sports

Maximum of 2 units of Intramural Sports

The General Education Program

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

- by developing the ability to think and communicate clearly

- and effectively;
- by acquiring knowledge about the arts, humanities, science, and society; and
- by understanding the methods, principles, and processes of human inquiry.

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

Important Provisions

1. Students may elect to take approved GE courses offered by their major department.
2. Do not substitute other Humboldt courses for approved GE courses.
3. Liberal Studies, Liberal Studies/Elementary Education, and Liberal Studies/Child Development (Elementary Education) majors have their GE requirements already incorporated into the major requirements.
4. Environmental Resources Engineering majors should consult their advisors regarding special provisions for fulfilling GE.
5. Students must complete GE Basic Subjects and Mathematical Concepts/Quantitative Reasoning courses with grades of C- or higher.
6. Students must complete GE Basic Subjects (Area A) and Mathematical Concepts/Quantitative Reasoning courses (a portion of Area B) by the time they earn 60 units. Transfer students who come to HSU with more than 30 units, must complete these courses by the time they earn 30 units at Humboldt.

Information and advice regarding GE requirements are available at the Advising Center, SBS 295.

Lower Division Component

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

Area A — Basic Subjects

Communication in the English language to include both oral and written communication and critical thinking Goals. Courses in area A sharpen a student's ability to think clearly and logically, to find and critically examine information, and to communicate orally and in writing. They help students write better papers, ask critical questions, and improve overall understanding of material. **Requirements:** Students need a minimum of nine lower division units in area A, including a 3-unit course in each of three categories: oral communication, written communication, and critical thinking. It is strongly recommended that students take these classes in the first year. It is required they be completed before earning 60 units. (Students who transfer in with more than 30 units must complete these before they complete 30 units at HSU.) A minimum grade of C- is required in each course.

Area B: Inquiry into the physical universe and its life forms with some immediate participation in laboratory activity and into mathematical concepts and quantitative reasoning and their applications. **Goals:** General education in the natural sciences and mathematics focuses on the physical universe and its life forms. This requirement helps students cope with, and participate in, the changing world. Recognizing the importance of scientific methods as investigative tools, the courses present science as a unified

discipline with a major impact on the human condition. GE science courses:

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

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

Area C: Arts, literature, philosophy, modern languages

Goals: Arts and humanities courses cultivate imagination, sensibility, and sensitivity in the cognitive, physical, and emotional aspects of human experience. Students are encouraged to respond to experience subjectively and to discriminate emotional responses of integrity. Some courses involve students in individual aesthetic and creative experiences in art, drama, and music. Others examine great works of the human imagination, thereby increasing appreciation of the subjective response to human experience as presented in literature, philosophy, and religion. All courses promote understanding of the relationships between the arts and humanities disciplines and other general education areas. Humanities courses:

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

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

Area D: Human social, political, and economic institutions and behavior and their historical background

Goals: These courses introduce the scholarly study of human experience: culture; ethnicity; place; time; the economy; the political community; behavioral, emotional, and cognitive processes; and human interaction and organization. Three courses are required, but not more than one course from any one discipline. One course from The American Institutions can also count unless a transfer American

Institutions course has already been used in this area. The American Institutions course will be regarded as a distinct discipline. (For example, a student can satisfy Area D with COMM 105, HIST 104, and HIST 110 from the American Institutions list; or with ANTH 104, PSCI 104, and PSCI 110 from the American Institutions list; or with PSYC 104, ECON 104, and ECON 323 from the American Institutions list.)

Area E:

Lifelong understanding and integration of self

Area E courses focus on disciplined inquiry leading to self-discovery and self-knowledge. Because successful completion of these courses requires a degree of knowledge and maturity usually attained by upper division students, area E courses can be taken only by students who have junior or senior status and who have completed area A general education requirements.

Upper Division Component

Upper division GE courses build upon knowledge and abilities developed in lower division GE courses. Students must complete nine upper division units: three units each from areas B, C, and D. In addition, all students need three units in an area E course (human integration). Humboldt State offers area E courses at an upper division level, but transfer students can sometimes meet the requirement with transferable lower division units.

UDGE Area B:

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

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

Area C:

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

Area D:

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

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

You can find a listing of current General Education classes at:

http://www.humboldt.edu/~oaa/class_schd/spring07/index_spec.shtml

You can find a copy of the CSU Executive Order 595 and college guidelines for the GE curriculum at:

<http://www.humboldt.edu/~ugst/curric.html>

All University requirement worksheet can be downloaded from:
http://www.humboldt.edu/~advise/AcadPlanSum_wrksht_06_07.pdf

AMERICAN INSTITUTIONS

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

The state legislature has mandated this degree component, also referred to as *the constitution requirement* or *US history and government* or simply *institutions*. This is not a GE requirement, but it is required for graduation.

Instruction in US history should bring about an understanding of:

- significant events covering a time span of at least 100 years of US history, including the relationships of US regions and relationships with foreign nations;
- the roles of major ethnic and social groups in such events, and the contexts in which those events have occurred; and
- how these events illustrate both the continuity of "the American experience" and its derivation from other cultures (including consideration of politics, economics, social movements, and geography).

Instruction in US and California constitution and government covers:

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

Requirements: There are three options:

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

United States History

HIST 110 US History to 1877

HIST 111 US History from 1877

ECON 323 Economic History of the US

United States Constitution & California State & Local Government

PSCI 110 American Government

PSCI 210 United States Politics

PSCI 359 California Government
PSCI 410 American Constitutional Law

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

To satisfy the requirement by examination, students must pass in three areas:

- US history,
- US government and constitution, and
- California state and local government.

These three exams may be taken separately. The California state and local exam is provided separately so that students may challenge this portion separately when their previous course work does not specifically address this requirement (e.g. out of state course work). The department offering the exam sets limits on repeating the exam(s). To exercise this option, contact the history department for that exam and/or for study materials and exam dates. For Political Science exams, contact the Testing Center. These are competency exams and do not result in credit or grades.

current American Institutions course offerings available at:

http://www.humboldt.edu/~oaa/class_schd/spring07/req_INS.html

HSU University Curriculum Committee Information, including Executive Order:

<http://www.humboldt.edu/~ugst/ucc/CSUinstitutions.html>

Diversity & Common Ground

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

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

Only courses currently designated DCG (as of Fall 2003) count towards the fulfillment of the DCG requirement; prior DCG course designations no longer apply.

Students enrolled under previous catalog years have to take two DCG courses, however there is no restriction on whether they are domestic/non-domestic. However no matter the catalog year, only courses currently designated DCG as of Fall 2003, count towards the DCG requirement.

Link to Diversity & Common Ground guidelines:

<http://www.humboldt.edu/~ugst/dcg/DCGrevguidelines.html>

Link to current offerings of Diversity & Common ground courses:

http://www.humboldt.edu/~oaa/class_schd/spring07/req_DCG.html

Link to current approved DCG courses (and GE areas) [pdf]

<http://www.humboldt.edu/~advise/Sp2007DCG.pdf>

THE GRADUATION WRITING PROFICIENCY EXAM (GWPE)

All undergraduates must demonstrate competency in writing skills as a requirement for graduation. To that end, they are required to pass the Graduation Writing Proficiency Exam (GWPE). Students may take the GWPE after having earned a C- or higher in English 100 or its transfer equivalent and after having reached junior standing (60 units or above).

The GWPE consists of two forty-five minute essays, one a response to a personal experience question, the other a response to an analytical question.

The test is offered at least once in the fall, and at least twice each spring semester, and is generally scheduled for Saturday mornings. There is a \$20 fee for the test, and students must register ahead of time at the Testing Center, House 71, Rm.101. The test may be taken more than once.

Students interested in preparing for the GWPE can attend workshops that are regularly offered by the Learning Center, and are scheduled to occur before each GWPE administration.

For more detailed information on the GWPE, please refer

to: <http://www.humboldt.edu/~english/gwpe.html>

ACADEMIC PROGRAMS

There are 49 baccalaureate degree majors within which are 86 options/concentrations. There are also 85 minors, 12 graduate programs, 21 credential programs including 16 single subject credentials, and several certificates of study. A complete listing is available in the current catalog, as well as detailed descriptions of each program and each course.

You'll find an online directory at [http:// www.humboldt.edu/~humboldt/programs](http://www.humboldt.edu/~humboldt/programs) from this site you can find 4-yr plans for most majors, as well as individual program/department sites.

MAJOR ADVISING

Faculty advisors are the experts in their major fields. Here are some of the things your advisees need to know, and when they need to know them:

- Freshmen-remediation, the correct sequencing of core courses and prerequisites, how to balance lower division all-university requirements with major core courses, how to use 4-year plans, how many hours to expect to study, what extracurricular activities are associated with the major—i.e.

- clubs, contests, etc., how and when to register, familiarity with web resources.
- Sophomores-opportunities for summer learning experiences, clarification and confirmation of major goals, more sequencing, continue to balance general education and major requirements.

REMEDICATION ADVISING

Basic skills in English and mathematics are vital to academic success at Humboldt. Some students are admitted to the University with a need for further development in these areas, as measured by scores on the English Placement Test (EPT) and the Entry Level Mathematics (ELM) exams. In order to ensure academic success for all students, and in compliance with California State University regulations, Humboldt State University requires that all new students with ELM and/or EPT scores that indicate a need for remediation enroll in appropriate remedial classes their first term of attendance. Some students may need a sequence of remedial courses; these students must enroll in the appropriate remedial course each term of attendance until remediation is satisfied. All remediation must be completed within one year from a student's first term of enrollment at Humboldt. Students who do not satisfactorily complete the required courses within one year may not be eligible to continue at Humboldt. Satisfactory completion of remedial courses requires a grade of C- or higher. Please refer to the charts below for placement information.

English Remediation		
EPT Score	Prof. Code	Required Course(s)
<i>no score</i>	00	Must take English Placement Test before registering.
<i>138 or below</i>	10	Must take English 40 (Writing Confidence/Intensive Learning). After satisfactory completion of this class, must take English 100I (Intensive Reading and Composition).*
<i>139 - 150</i>	20	Must take English 100I.* After satisfactory completion of English 100I, remediation is complete.
<i>151 or higher</i>	40	No remediation required. May take English 100.

***English 100I** (5
baccalaureate

level units) is a General Education written communication course with a remedial component.

Mathematics Remediation			
ELM Score (to 3/02)	ELM Score (3/02 and after)	Prof. Code	Required Course(s)
<i>no score</i>	<i>no score</i>	00	Must take ELM
<i>370 or below</i>	<i>35 or below</i>	10	Must take Math 40 (Elementary Algebra). After satisfactory completion of Math 40, must take Math 44 or 103I/43.*
<i>380-470</i>	<i>36-41</i>	20	Must take Math 40 (Elementary Algebra) or 42 (Beginning Algebra). Math 42 combines Elementary and Intermediate Algebra. After satisfactory completion of Math 40, must take Math 44 or 103I/43.* After satisfactory completion of Math 42, remediation is complete.
<i>480-540</i>	<i>42-49</i>	30	Must take Math 44 (Intermediate Algebra) or 103I/ 43.* After satisfactory completion of Math 44 or 103I/43, remediation is complete.
<i>550 and above</i>	<i>50 and above</i>	40	No remediation required. Ready for GE math and/or Math 115

***Math 103I** (3 baccalaureate level units) **and 43** (2 remedial units) is a linked pair of courses—they must be taken together-- that satisfies both remedial math at the intermediate algebra level and GE math. It is not recommended for students in any Natural Resources or Science major, or for students in a major that requires another GE mathematics course.

Math 46 (Workshop for ELM & MPT Review) is also available for students who have an ELM score that indicates remediation is required. It is a brief, intensive review offered during the first week of the semester to allow students the opportunity to improve their math proficiency quickly. Results are assessed by means of the Math Placement Test. Because students who attempt this method of improving their math proficiency are not always successful, it is required that those registering in Math 46 also enroll in the remedial course their ELM score requires, as indicated above. If participation in Math 46 results in improved proficiency, students can adjust their schedule accordingly.

All students enrolled in a remedial math course are also encouraged to register for Math 99, a 2-unit remedial course that provides tutorial assistance.