

HUMBOLDT STATE UNIVERSITY SENATE

**Resolution on Curricular Guidelines for General Education Area E**

04-17/18-ICC – October 3, 2017 – First Reading

**RESOLVED:** That the University Senate of Humboldt State University recommends to the Provost that the guidelines outlined below shall govern the work of the Integrated Curriculum Committee in evaluating and approving new courses and/or courses of study to satisfy General Education Area E requirements.

**RESOLVED:** That the 2008 *Resolution on Accepting a course of Study as Fulfilling Area E and/or Upper Division GE* (#08-08/09-EP) be revised by removing any reference to Area E.

**RESOLVED:** That for the 2017-18 academic year, the academic colleges are charged with oversight of the transition from upper-division courses to lower-division courses, and present the proposals from their departments and programs to the integrated curriculum committee as a cohesive and collective response to best meet the needs of HSU students.

**RESOLVED:** That for the 2017-18 academic year, the deadline for the package of proposals from the colleges is Friday, December 15, at 5 PM.

*Rationale:*

*I. Executive Order 1100, revised August 23, 2017, addresses the California State University (CSU) General Education Breadth requirements. The executive order implies the following about Area E of the General Education program:*

- *All students who begin college in the fall of 2018 or later must be able to complete their Area E requirement through lower-division units.*
- *The final offerings of upper-division Area E units will be in the fall semester of 2020.*
- *Area E units may be used to support student success.*
- *Double-counting of major program requirements with Area E requirements is encouraged.*

*See Attachment A, Executive Order 1100, for additional detail.*

*II. The transition from upper-division Area E courses to lower-division Area E courses comes with potential opportunities, threats, costs, and benefits for academic units. The intent of this resolution is to ensure that, as much as possible, these potentials are shared equitably among the academic units on campus. The assigned role of the academic colleges, to strategically organize the proposals from their departments and programs, is intended to maintain balance across academic units.*

## **Guidelines for proposing curriculum for students to meet General Educations Area E Learning outcomes**

**Student Learning Outcomes** Students taking courses in fulfillment of Area E will:

- Analyze and apply an understanding of the development of oneself as an integration of physiological, psychological, and sociocultural influences.

### **Course Characteristics**

All Area E courses are 3-semester-unit, lower-division courses that equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

In addition, each lower division Area E course shall be designed to support student success in their first year of study. Accordingly, an Area E course must include the following learning opportunities:

*Learning:* How do we learn as individuals and as a community? What are productive practices and ways of thinking that support creativity and scholarship in this and other disciplinary areas? What curricular and co-curricular programs on campus support learning?

*Integration:* How are students encouraged to reflect on and integrate what they are learning in other courses within their first year?

*Resilience:* How will students advance their academic and emotional resilience? What opportunities will students have to evaluate the meaning of scholastic and humanistic success, and to culture a professional mindset and skillset?

*Inclusion:* How are culturally-diverse perspectives represented in the learning experience? In what ways do students grapple with what it means to be part of a fully inclusive learning community? How are the cultural competencies of students, faculty, and staff enhanced through the learning community?

*Context:* In what ways will students engage with the cultural and/or natural context of the North Coast and how will overt connections be made to the broader state/nation/world?

*Career:* How can students begin to explore possible career paths, and develop an understanding about how learning at the undergraduate level can translate to a career?

Some Area E courses may be intended for students with an initial interest in a designated set of

related majors (as is the case in CHEM/GEOL/PHYX 100 which serves students in the “Stars to Rocks” First Year Experience), and others may be open to students who have not yet expressed an interest in a major. In either case, any student completing such a course will not have to take an additional Area E course, even if they move to a major with a specified Area E course.

### **Proposing new Area E lower-division courses**

Other than during the 2017-18 academic year (in which the academic colleges coordinate proposals from their departments and programs) new courses in Area E are proposed, evaluated, and approved through the normal university curriculum process. A complete proposal includes

- A completed new course proposal form available from the Integrated Curriculum Committee.
- A complete syllabus that complies with the HSU Syllabi Policy.
- A written description of the learning opportunities and subsequent assessments that will allow students to demonstrate attainment of the Area E learning outcome.
- Written justification for how the course will support student success in the first year, including how the course will provide students with the six learning opportunities listed under “course characteristics.”

### **Satisfying Area E through a Course of Study**

Currently, in some undergraduate majors, students fulfill their Area E requirement by completing a course of study in that major. Since the existing agreements regarding course of study satisfaction of Area E are based on upper division coursework, these options will no longer be available for students with graduation dates after the spring semester of 2022. However, undergraduate major programs may apply (or re-apply) for satisfaction of Area E by course of study provided that the application is based on lower-division coursework and the coursework supports student success in the first year.

Students who complete the course or courses identified in an approved course of study will earn Area E credit regardless of whether they complete the associated undergraduate major program.

A complete proposal for satisfaction of Area E by course of study includes

- For each course in the course-of-study, a written description of the learning opportunities and subsequent assessments that will allow students to demonstrate attainment of the Area E learning outcome.
- For each course in the course-of-study, a complete syllabus that complies with the HSU Syllabi Policy for each course
- Written justification for how the course of study will support student success in the first year, including how the course of study will provide students with the six learning opportunities listed under “course characteristics.”