

FAQ on Area E (DRAFT)

Should Area E course simply be a “college 101” course in which students are introduced to the expectations of college and the supports in place for them to meet those expectations?

No. We expect that every Area E course will have an organizing theme in which students encounter psychological, physiological, and/or sociocultural factors that influence their continuum of personal and professional growth.

Should there be 200-level courses for second or third year transfer students?

Yes, we recommend that there be some 200-level courses for transfer students so that they are not required to take a course that is used primarily for a First Year Experience. Note that after fall of 2020, we will no longer offer upper division area E courses, as per EO 1100.

May we simply change our existing Area E course from 400 to 100 or 200?

Yes, you may change the number of an existing area E course, but we also expect that you will rethink the course to improve student retention and student success, as outlined in the guidelines. Thus, a complete proposal (including new syllabus and the required justifications) must be submitted.

May we propose that an existing major course satisfy Area E?

Yes, as long as the proposal is complete as per the Area E guidelines.

Why are basic financial competencies not included in the guidelines?

This topic, as well as several others, could be part of an Area E course. The Area E guidelines are written to allow faculty to make choices that make sense for their context, as long as the intent of the Area E course includes improving retention and student success.

How do we add a service learning components? Could this be a component for all Area E courses?

An Area E course may have a service-learning component may be part of a course, but it is not required. See <https://www2.humboldt.edu/ccbl/home/service-learning-hsu> for information on how to add service learning to the curriculum of a course.

Must Area E courses use only college-wide course prefixes? Must every department have a plan for their first-year that includes area E?

We would like every college to have a plan for Area E courses that support retention and student success. Colleges may opt to offer courses (e.g., SCI 100) using course codes that are college-wide, but there may also be department-specific courses. The colleges will be asked to strike a balance that best serves students.

What about course sizes? How will entitlements work? Who decides which faculty may be assigned to teach courses that serve a group of majors or a group of students who have not declared a major?

We believe these decisions, as well as many related logistical questions, are best made at the College level. We also assume that the colleges will collaborate on plans for serving students who have not yet declared a major. Decisions about how many seats are offered in each college or department are made in consultation with the office of the Vice Provost.