

(#02-04/05-EP)

Resolution on UCC Recommendation to Double Count Institutions
(#02-04/05-EP) – October 12, 2004

RESOLVED: That the Academic Senate of Humboldt State University accept the recommendation of the University Curriculum Committee that one course satisfying the Title 5 Section 40404 / EO 405 American Institutions requirement be automatically double-counted towards Area D General Education requirements for all students, beginning AY 05/06.

RATIONALE: Section 40404 of Title 5 of the California Administrative code requires that each campus “shall provide for comprehensive study of American history and American government, including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government.” This regulation was implemented in the CSU by EO 405 on November 15, 1982.

In academic year 1999–2000 the University Curriculum Committee at Humboldt State University formed a General Education Structure Review Subcommittee with the charge of reviewing and improving the General Education Program at Humboldt State University. That committee recommended that Humboldt State University students be allowed to double count one Institutions course in satisfying the General Education Area D requirements. The justifications for this proposal are:

- 1. Most transfer students already have double-counted Institutions and Area D, since this is a universal policy among California Community Colleges. It would be more equitable if native students also were able to double-count.*
- 2. Not allowing native HSU students to double count Institutions courses will have the effect of driving these students to College of the Redwoods to fulfill their Institutions requirements.*
- 3. By not allowing double-counting, we are requiring native HSU students to take five lower division social sciences courses (Area D and Institutions), compared to only three Humanities (Area C) and three Science (Area B) courses.*
- 4. A pedagogical argument in favor of double counting is that freeing up three units so that a student may take either another class in his/her major, or an elective of his/her choice, is more beneficial to their education than requiring them to take an extra Area D GE class. (Even with double-counting of one Institutions course, native students will still be required to take four lower division social science courses, one more than is required in Humanities Area C or Science Area B.)*

5. In addition to being universal in the CCC, nearly half of the CSU campuses double count.

6. EO 595, "General Education Breadth Requirements" specifically permits double counting of Institutions for Area D.

7. Double-counting would allow students enhanced flexibility to take courses which interest them and facilitate timely graduation.

APPROVED - October 26, 2004

Merry Schellinger

From: Rollin Richmond [rollinr@humboldt.edu]
Sent: Friday, December 17, 2004 5:24 PM
To: Ken Fulgham
Cc: Patty Lindley; Richard C. Vrem; Merry Schellinger; Mary Greta
Subject: Response to resolution #02-04/05-EP

Ken: Thanks to you and your Senate Colleagues for providing me with additional time to consider the Senate's recommendation to Double Count Institutions courses (#02-04/05-EP). I approve your recommendation but with some hesitation. My hesitation stems from my concern that the faculty have been grappling with the reform of our General Education requirements for a number of years without any significant progress, and that the current recommendation would ideally come forward as part of a meaningful GE reform. Several of our colleagues have suggested that this action will reduce the numbers of students who are exposed to courses, such as those in Women's Studies, Ethnic Studies, Native American Studies, Sociology, that encourage students to reconsider the origins of knowledge and thus their entire world view. There are few gifts that we could give our students that are more powerful than providing them with the tools to question the fundamental assumptions that underlie their lives.

I would hope that the Senate in conjunction with the administration would act to encourage the University Curriculum Committee to come forward with one or more recommendations for General Education reform by the end of the Spring semester so that the University community can consider the possibilities and hopefully act during the Fall semester of 2005. In my view, General Education courses are among the most important educational opportunities we provide for our students. It is critical that we carefully review this curriculum on a regular basis and boldly take the steps necessary to assure our students the best educational experience possible.

Rollin

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