

April 26, 1960

To: Members of the Academic Senate
From: Secretary, Educational Policy Committee
Subject: Degree Requirements

The Educational Policy Committee recommends that the Senate adopt the incomplete set of degree requirements appended to this memorandum. With one exception, these requirements are essentially the same as those recommended to the Educational Policy Committee by the Committee on Instruction, the exception being the addition of a comprehensive examination (Requirement Number 5).

The set of degree requirements is described as incomplete only because it does not yet include specifications on residence, payment of fees, and other miscellaneous technical matters.

To facilitate your evaluation of the proposed degree requirements, outlines of several departmental majors are appended. These outlines are samples only, and do not constitute part of the recommended material. A discussion of the Senior Colloquium is also appended.

At the next Senate meeting (Friday, April 29), a motion, or a series of motions, will be made to adopt these degree requirements.

W. G. Hammerle

Secretary
Educational Policy Committee

PROPOSED DEGREE REQUIREMENTS

April 26, 1960

1. At least 18⁴ credits passed, or equivalent*,
2. A cumulative grade-point average of at least 2.0,
3. Completion of all University Courses, or their equivalents*,
4. Completion of all requirements, or their equivalents*, specified for the elected major or program,
5. Passing of either or both a departmental comprehensive and a University comprehensive examination, details of which are to be worked out later.

*The term "equivalent" is used here to cover all successful Petitions of Exception from the normal degree requirements, and transfer credits, Advanced Placement Tests, credit for courses by examination, honors programs, and so forth.

The University Courses constitute a program of studies prescribed for a degree. No University Course is to be regarded as a department or as a simple adjunct to a department. All University Courses are to be regarded as the direct on-going responsibility and concern of the entire faculty. Administrative responsibility for the University Courses may be lodged either in existing departments or in a person selected to supervise an interdepartmental program; in either case, planning and staffing of such courses will require specific approval of the Dean of the Faculty and the Committee on Instruction to ensure that they will achieve the aims of the University as a whole.

No academic appointments will be made in the University Courses. No instructor will be assigned to teach exclusively, on a permanent basis, in the University Courses.

With the exceptions noted below, all students will take all University Courses and they will take them, in so far as is practicable, in the sequences recommended for the various majors and programs.

The University Courses are as follows:

1. (12 credits) Rhetoric and Literature.
2. (12 credits) Development of Western Institutions and Social Ideas.
3. (12 credits) Science and Mathematics. (This course will present representative concepts and methods of science and mathematics.) Exceptions: Majors in the Natural Sciences, Mathematics, Engineering Science, Teacher Education (Science and Math), and Pre-medical are exempted from this course, but must take a Senior Colloquium devoted to the historical and philosophical examination of the sciences.
4. (12 credits) Area Studies. (It is the plan of the Committee on Instruction that the first such area undertaken be a program in Asian Studies.)

The University Courses are as follows: (continued)

5. (12 credits) Social Science, (including one term of Political Science).
6. (24 credits) Foreign Language. Exceptions: Majors in the Natural Sciences, Engineering, and Teacher Education (Science and Math) are required to take only 12 credits of language in a reading course.
7. (12 credits) The Arts. (This course will present the development of artistic forms and methods.) Where necessary, the Academic Advisor may permit students majoring in Engineering Science to take only 4 or 8 credits of The Arts.
8. (4 credits) Senior Colloquium. (In this course, the students will study and discuss major issues and documents of lasting importance.) This colloquium may be taken as a fifth course during any one term of the senior year.

For the various majors, the credits required in University Courses are as follows:

	<u>Liberal Arts, Business Ad., & Educ. (Non-Sci.)</u>	<u>Math and Pre-Med</u>	<u>Lib. Arts (Sci.) & Educ. (Sci)</u>	<u>Eng. Sci.</u>
Rhet. and Lit.	12	12	12	12
West. Inst.	12	12	12	12
Area Studies	12	12	12	12
Science and Math	12	--	--	--
Social Science	12	12	12	12
Language	24	24	12	12
The Arts	12	12	12	4-12
Senior Coll.	<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>
	100	88	76	68-76

THE SENIOR COLLOQUIUM REQUIREMENT

Senior colloquia are frankly designed to stimulate serious thought rather than to impart information for its own sake. They are scheduled in the senior year so that students may bring to them the insights and knowledge gained during the preceding three years of their undergraduate education.

It is the hope of the Committee on Instruction and the Educational Policy Committee that discussions in the colloquia will be conducted on the basis of a reading list of important and sophisticated literature, including articles and books written for the well-educated citizen as well as for the specialist in the field. Thus the student may have an opportunity, difficult to obtain in later life, to discuss materials with an informed person in the field. Discussions might be organized in a variety of ways. Among the controlling aims would be the following: to insure that students understand what the authors read are saying, to focus attention on important issues raised by the readings, to help students to form criteria for distinguishing important from unimportant questions, to pose questions on the validity of the writer's arguments, to encourage critical examination rather than simple defense of the students' beliefs and tacit preconceptions, and to encourage discussion of the contemporary significance of the material read. The instructor's role ought ideally to be one of stimulating and participating in free but relevant discussion. Both random bull sessions and lecturing should be avoided. And it is of vital importance that the colloquia not be conducted as research seminars. The committees further feel that students should be asked to write a creative essay on the problem to which the colloquium has addressed itself and that the course grade be based on this essay and the student's participation in the discussion rather than on a formal examination.

It would seem desirable that senior colloquia each be limited to enrollment of no more than fifteen, and that students be required to enroll under a faculty member outside of their major discipline. The following are suggested kinds of colloquia titles and topics:

Conservatism in the West and in Asia
Linguistic Possibilities of Music
Crime, Guilt, Responsibility: the Orestes Myth from
Aeschylus to Sartre
The Psychology of Mark Twain
Hitler
Galileo's Two New Sciences
Gandhi
Critique of Marxist Classics
Pseudoscience in Modern Society
Characterization, Self-Revelation, and Disguise in
Biographical Writing
Voltaire and Johnson: Contrasting Spokesmen for the
Enlightenment
Population, Pressure, and Natural Resources
The American Middle Class
Genesis and Geology

CURRICULUM - LIBERAL ARTS

Freshman	Sophomore	Junior	Senior
<u>Rhetoric and Literature</u>	<i>3 sect. (For Fresh)</i> <u>Social * Science</u>	<u>Area Studies</u>	
<u>Western Institutions</u>	<u>Science and Math</u>		
<u>The Arts *</u>	<i>3 sect. (For Soph.)</i> <u>Major</u>	<u>Major</u>	<u>Major</u>
<u>Language</u>	<u>Language</u>	<u>Major</u>	<u>Major</u>
<i>Ed 4 - 3 sect.</i>			
* Can be interchanged			
			<u>Sen. Coll.</u>

CURRICULUM - LIBERAL ARTS (SCIENCE)

Freshman	Sophomore	Junior	Senior
<u>Rhetoric and Literature</u>	<u>The Arts</u>	<u>Language</u>	<u>Area Studies</u>
<u>Western Institutions</u>	<u>Social Science</u>	Major	Major
Science	Science	Major	Major
Math	Math	Minor	
			<u>Sen. Coll.</u>

CURRICULUM - ENGINEERING SCIENCE

Freshman	Sophomore	Junior	Senior
<u>Rhetoric and Literature</u>	<u>The Arts *</u>	<u>Language</u>	<u>Area Studies</u>
<u>Western Institutions</u>	<u>Social Science</u>	Engineering	Engineering
Chemistry	Physics	Engineering	Engineering
Mathematics	Mathematics	Mathematics	Phys.
<p>* Reduced to 4 to 8 credits only if necessary</p>			
			<u>Sen. Coll.</u>

CURRICULUM - MATHEMATICS

Freshman	Sophomore	Junior	Senior
Rhetoric and Literature	Social * Science	Area Studies	
Western Institutions	Language	Language	
The Arts *	Science		Math
Math	Math	Math	Math
* Can be interchanged			Sen. Coll.

CURRICULUM - PRE-MEDICAL

Freshman	Sophomore	Junior	Senior
Rhetoric and Literature	Social Science	Language	Language
Western Institutions	The Arts	Area Studies	
Chemistry	Chemistry (Organic)	Biology	Biology
Math	Physics		
Sen. Coll.			

CURRICULUM - BUSINESS ADMINISTRATION

Freshman	Sophomore	Junior	Senior
Rhetoric and Literature	Science and Mathematics	Language	Language
Western Institutions	The Arts	Area Studies	
Social Science			
Math	Math		
Sen. Coll.			

CURRICULUM - TEACHER EDUCATION (NON-SCIENCE)

Freshman	Sophomore	Junior	Senior	
<u>Rhetoric and Literature</u>	<u>Social Science*</u>	<u>Science and Mathematics</u>	<u>Minor</u>	<u>I</u>
<u>Western Institutions</u>	<u>Education #</u>	<u>Area Studies</u>	<u>Minor</u>	<u>N</u>
<u>The Arts*</u>	<u>Major</u>	<u>Major</u>	<u>Major</u>	<u>T</u>
<u>Language</u>	<u>Language</u>	<u>Major</u>	<u>Educ.</u>	<u>E</u>
*Can be interchanged # Composed of three separate term courses: Philosophy of Education (or Psychology) Student, School, and Community Psychology of Learning				<u>R</u>
				<u>N</u>
				<u>Sen. Coll.</u>

CURRICULUM - TEACHER EDUCATION (SCIENCE AND MATH)

Freshman	Sophomore	Junior	Senior	
<u>Rhetoric and Literature</u>	<u>The Arts</u>	<u>Language</u>	Minor	I
<u>Western Institutions</u>	<u>Social Science</u>	<u>Area Studies</u>	Minor	N T E
Math	Education*	Major	Major	R N
Science	Major	Major		Educ.
<p>*Composed of three separate term courses: Philosophy of Education (may be replaced by Psychology) Student, School and Community Psychology of Learning</p>				
				<u>Sen. Coll.</u>